Course Inventory Change Request

Viewing: JWSH 526 : Jewish History and Literature in the Greek and Roman Periods

Also listed as: REL 526, CLSX 506

Last edit: 11/22/16 12:31 pm
Changes proposed by: c461a855

Approval Path
1. 11/22/16 4:19 pm Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 11/22/16 4:19 pm Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
3. 11/22/16 4:19 pm Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
4. 11/22/16 4:19 pm Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
5. 11/22/16 4:19 pm Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
6. 11/22/16 4:19 pm Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
7. 11/22/16 4:19 pm Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator

In Workflow
1. CLAS Undergraduate Program and Course Coordinator
2. CUSA Subcommittee
3. CUSA Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft

Also listed as: REL 526, CLSX 506

Catalog Pages referencing this course
Bachelor of Arts in Jewish Studies
College of Liberal Arts & Sciences
Department of Religious Studies

Academic Career
Undergraduate, Lawrence

Subject Code
Department
Course Number
JWSH
Global & International Studies (GIST)
526

Academic Unit
School/College
Global & International Studies (GIST)
College of Lib Arts & Sciences

Do you intend to offer any portion of this course online?
No

Title
Jewish History and Literature in the Greek and Roman Periods

Transcript Title
Jwsh Hist&Lit Grk&Romn Periods

Effective Term
Spring 2017

Catalog Description
The history and literature of the Jewish people from the hellenistic period (late fourth century B.C.E. to the codification of the Mishnah 210 C.E.). Select texts from the Hebrew Bible, the so-called apocrypha and pseudepigrapha, the Qumran scrolls, Philo, Josephus, related early Christian texts, and Rabbinic texts will be studied.

Prerequisites
REL 124 or JWSH 124 or permission of instructor.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 526</td>
<td>Jewish History and Literature in the Greek and Roman Periods</td>
</tr>
<tr>
<td>CLSX 506</td>
<td>Jewish History and Literature in the Greek and Roman Periods</td>
</tr>
</tbody>
</table>

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Not offered every year

Repeatable for credit?
No

Principal Course Designator
H - Humanities

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
No
Course Inventory Change Request

New Course Proposal

Date Submitted: 09/02/16 1:53 pm

Viewing: DANC 520 : Pedagogy

Last edit: 09/28/16 11:29 am

Changes proposed by: jhilding

Programs referencing this course

- DANC-BA: Dance, B.A.
- DANC-BFA: Dance, B.F.A.
- DANC-MIN: Dance, Minor

Academic Career: Undergraduate, Lawrence

Subject Code: DANC  
Course Number: 520

Academic Unit: Department - Dance (DANC)
School/College - School of the Arts, CLAS

Locations: Lawrence

Do you intend to offer any portion of this course online?
No

Title: Pedagogy

Transcript Title: Pedagogy

Effective Term: Fall 2017

Catalog Description:
Methods and materials designed to address the needs of teaching artists across genres of dance (ballet, modern/contemporary, jazz, creative movement) among children, adults and special populations. Lessons are prepared and tested in the classroom among peers.

Prerequisites:
Consent of Instructor

Cross Listed Courses:

Credits: 3

Course Type: Laboratory Main (Laboratory that is a main component) (LAB)

Grading Basis: A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered:
On a Rotating Basis

Repeatable for credit?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
Yes

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DANC-BA) Dance, B.A.</td>
</tr>
<tr>
<td>(DANC-BFA) Dance, B.F.A.</td>
</tr>
<tr>
<td>(DANC-MIN) Dance, Minor</td>
</tr>
</tbody>
</table>

Describe how:
DANC 520 Pedagogy will be one of three options for fulfilling the Pedagogy requirement for the B.A. and the B.F.A. in Dance. It will also satisfy 3 of the 12 non-technique hours required for the Dance Minor.
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>DANC 520 Pedagogy will increase the options dance majors will have for teaching various genres of dance to different populations (children, adults, special groups).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Reviewer Comments</td>
<td>Rachel Schwien (rschwien) (09/28/16 11:29 am): Rollback: course not ready to go to subcommittee. Waiting on accompanying change to majors and minor</td>
</tr>
</tbody>
</table>

Key: 11789
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/19/16 1:12 am

Viewing: FREN 433 : French Global Culture Through Film

Last edit: 11/02/16 3:37 pm

Changes proposed by: pascott

Academic Career: Undergraduate, Lawrence
Subject Code: FREN
Course Number: 433
Academic Unit: French & Italian (FREN)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

Do you intend to offer any portion of this course online?
No

Title: French Global Culture Through Film
Transcript Title: Fren Global Cult Through Film
Effective Term: Fall 2017

Catalog Description:
Discussion of great masterpieces of modern postcolonial Francophone and French global film, with a particular emphasis on how film portrays and conveys important aspects of the cultures of former French colonies and peoples in Quebec, the Caribbean, Africa, and Southeast Asia during and since independence, including immigrant populations in mainland France itself today. The works of a variety of French and indigenous film-makers and cultures will be covered.

Prerequisites:
FREN 301, FREN 302, and FREN 326.

Cross Listed Courses:

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered:
Once a Year, Usually Fall

Repeatable for credit?
No

Principal Course Designator

Course Designator:
H - Humanities
W - World Culture

Are you proposing that the course count towards the CLAS BA degree specific requirements?
Yes

Justification for counting this course towards the CLAS BA
The class will be offered as part of the proposed reformed major track I on an elective basis.

How does this course meet the CLAS BA requirements?
Beyond Fourth Level Foreign Language (FP)

Will this course be required for a degree, major, minor, certificate, or concentration?
No

Rationale for:
The course examines the cultures of French-speaking postcolonial countries outside Europe as they are conveyed in French and...
**Course Proposal**

Francophone cinema in the era since decolonization of the former French empire, from World War II to present. French colonization and the French Empire began in 1672 with the settling of parts of Senegal, continued with the military conquest North Africa.

<table>
<thead>
<tr>
<th>Course Reviewer</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Schwien (r Schwien)</td>
<td>(10/25/16 3:47 pm): requested statement of support from FMS</td>
</tr>
<tr>
<td>Rachel Schwien (r Schwien)</td>
<td>(11/15/16 2:45 pm): followed up with dept 11/15</td>
</tr>
<tr>
<td>Rachel Schwien (r Schwien)</td>
<td>(11/18/16 12:02 pm): FMS is in support of this course</td>
</tr>
</tbody>
</table>

Key: 11970
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 10/04/16 9:16 am  
**Viewing:** GEOG 374 : Vulnerability and Adaptation  
**Last edit:** 11/28/16 9:45 am  
**Changes proposed by:** koerner

### Academic Career
Undergraduate, Lawrence

### Subject Code
GEOG

### Course Number
374

### Academic Unit
Department
- Geography (GEOG)

School/College
- College of Lib Arts & Sciences

### Locations
Lawrence

### Do you intend to offer any portion of this course online?
No

### Title
Vulnerability and Adaptation

### Transcript Title
Vulnerability and Adaptation

### Effective Term
Spring 2017

### Catalog Description
The course objective is to understand and analyze human adaptation to environmental change by focusing on disasters and climate change. Each semester, the course rotates topics ranging from oil spills, hurricanes, sea-level rise to infectious disease. It provides undergraduate students with research experience and service learning, and offers opportunities for certificates through the Center for Undergraduate Research and the Center for Civic and Service Responsibility at KU. Students learn theories relevant to the case study, work in groups to generate research themes, conduct literature search and review, learn research methods, and write and present their work.

### Prerequisites
None

### Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVRN 374</td>
<td>Vulnerability and Adaptation</td>
</tr>
</tbody>
</table>

### Credits
3

### Course Type
Lecture (Regularly scheduled academic course) (LEC)

### Grading Basis
A-D(+-)FI

### Is this course part of the University Honors Program?
No

### Are you proposing this course for KU Core?
No

### Typically Offered
Every Two Years

### Repeatable for credit?
No

### Principal Course Designator
S - Social Sciences

### Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

### Will this course be required for a degree, major, minor, certificate, or concentration?
No

### Rationale for Course Proposal
This course has been taught for a number of years as GEOG 379/EVRN 420 Topics course. Given the student interest and relevance of the topic, this course will be offered on a regular schedule in the future. As such, we are proposing to add this course to the department's
<table>
<thead>
<tr>
<th>Course Reviewer</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Schwien</td>
<td>Subcommittee has requested statement of support from EVRN</td>
</tr>
<tr>
<td>Rachel Schwien</td>
<td>EVRN has added cross listing</td>
</tr>
</tbody>
</table>

GEOG 374: Vulnerability and Adaptation

https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/courseadmin...
Course Inventory Change Request

Date Submitted: 11/28/16 1:55 pm

Viewing: EURS 565: The Literature of Human Rights

Also listed as: PCS 565, GIST 560

Last edit: 11/28/16 1:55 pm

Changes proposed by: rschwien

Catalog Pages referencing this course

- College of Liberal Arts & Sciences
- Humanities Program

Programs

- HWC-MIN: Peace and Conflict Studies, Minor

Academic Career

Undergraduate, Lawrence

Subject Code

EURS

Course Number

565

Academic Unit

Department: Global & International Studies (GIST)

School/College: College of Lib Arts & Sciences

Do you intend to offer any portion of this course online?

No

Title

The Literature of Human Rights

Transcript Title

The Literature of Human Rights

Effective Term

Spring 2017

Catalog Description

Examines in literature, art, and film from about 1800 to the present, both sides of the ongoing debate surrounding the idea that all human persons possess inalienable rights because all persons possess intrinsic value as persons, value independent of race, gender, caste or class, wealth, age, sexual preference, etc. Anti- and pro-rights proponents are paired and studied with equal care.

Prerequisites

Junior/Senior standing or consent of instructor None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCS 565</td>
<td>The Literature of Human Rights</td>
</tr>
<tr>
<td>GIST 560</td>
<td>The Literature of Human Rights</td>
</tr>
</tbody>
</table>

Credits

3

Course Type

Lecture (Regularly scheduled academic course) (LEC)

Grading Basis

A-D(+/-)FI

Is this course part of the University Honors Program?

No

Are you proposing this course for KU Core?

No

Typically Offered

No

Repeatable for credit?

No

Principal Course Designator

Course Designator

H - Humanities

Are you proposing that the course count towards the CLAS BA degree specific requirements?

No

Will this course be required for a degree, major, minor, certificate, or concentration?

No

Rationale for

We have already approved this course as an elective, but we want to list it with a select group of courses. We have also crosslisted it...
already as EURS. We have been in consultation with PCS, and they are supportive of the crosslist and the prerequisite specification that I've newly provided.

Rachel Schwien (rschwien) (11/28/16 1:55 pm): EURS, PCS, and GIST all approve of the new cross listing
Course Inventory Change Request

Date Submitted: 11/22/16 9:58 am

Viewing: AAAS 598: Sexuality and Gender in African History
Also listed as: HIST 598, WGSS 598

Last approved: 02/11/16 4:30 am
Last edit: 11/22/16 9:58 am
Changes proposed by: c459b050

Catalog Pages referencing this course
College of Liberal Arts & Sciences
Department of History

Programs
AAAS-BA/BGS: African and African-American Studies
R A / R C S

Academic Career
Undergraduate, Lawrence

Subject Code
AAAS

Course Number
598

Academic Unit
Department
African & African-American St (AAAS)
School/College
College of Lib Arts & Sciences

Do you intend to offer any portion of this course online?
No

Title
Sexuality and Gender in African History

Transcript Title
Sexuality&Gender Africa Histry

Effective Term
Spring 2017

Catalog
An examination of the history of sexuality and gender in Africa with a focus on the 19th and 20th centuries. Major issues and methods in the historical scholarship on gender and sexuality will be covered. Topics of historical analysis include life histories, rites of passage, courtship, marriage, reproduction, education, masculinities, homosexuality, colonial control, and changing gender relations. Prior course work in African history is suggested. Graduate students will complete an additional project in consultation with the instructor.

Prerequisites
None

Cross Listed Courses:
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 598</td>
<td>Sexuality and Gender in African History</td>
</tr>
<tr>
<td>WGSS 598</td>
<td>Sexuality and Gender in African History</td>
</tr>
</tbody>
</table>

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+-)/FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
Yes

Typically Offered
No

Repeatable for credit?
No

Principal Course Designator
NW - Non-Western Culture

Course Designator
H - Humanities

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
This course is already approved. This updated proposal simply adds a cross-listing for WGSS.

### KU Core Information

Has the department approved the nomination of this course to KU Core?

<table>
<thead>
<tr>
<th>Name of person giving departmental approval</th>
<th>Fast-Track Approval</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fast-Track Approved Fall 2012</td>
</tr>
</tbody>
</table>

**Selected Goal(s):**

- **Goal 4, Learning Outcome 2**

  State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

  Fast-Track Approved Fall 2012

  Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)

  Fast-Track Approved Fall 2012

  Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

  Fast-Track Approved Fall 2012

  State what assignments, readings, class discussions, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

  Fast-Track Approved Fall 2012

### Course Reviewer Comments

- Rachel Schwien (rschwien) (11/22/16 10:05 am): HIST (Luis Corteguera) is in agreement to add the cross listing
- Rachel Schwien (rschwien) (11/22/16 4:20 pm): AAAS (Clarence Lang) approves of this cross listing
- Rachel Schwien (rschwien) (11/22/16 4:21 pm): WGSS (Katie Batza) approves of this cross listing
### Rationale for Course Proposal

I am adding CLSX 506 as a cross-listing, as this course contains a significant amount of material suitable for Classics students.

### Course Reviewer Comments

<table>
<thead>
<tr>
<th>Comment</th>
<th>Author</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>JWSH (Carla Aspenberg) and REL (Hamsa Stainton) approve of the cross listing</td>
<td>Rachel Schwien</td>
<td>11/22/16 4:18 pm</td>
</tr>
<tr>
<td>CLSX approves of this cross listing</td>
<td>Rachel Schwien</td>
<td>11/22/16 4:19 pm</td>
</tr>
</tbody>
</table>

JWSH 526: Jewish History and Literature in the Greek and Roman Periods

https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/courseadmin...
Gender Roles and Perceptions

When evaluating various aspects of media, specifically advertisements, commercials and even certain sitcoms, it is safe to say that most times they portray this skewed idea of reality, leaving us with resting false impressions of what defines good and bad, right from wrong, and most importantly, what is “normal” and what is not. These images subconsciously shape the way individuals perceptions of what is socially acceptable. Furthermore, they reinforce associations of certain stereotypical characteristics and actions to biological sex.

During high school I decided to get a part-time job working at a Foot Locker at a local mall. I thought this would be just the ideal job for me seeing that I didn’t have to wear what I would call “gender specific” clothes to work. I was a tomboy, very sports oriented in high-school, so I was attracted to the idea of just having to throw on a referee shirt and black pants because I felt the most comfortable.

After working there for a short period of time I began to notice the “separations of power” among men and women workers. As you know there are clothes and other athletic apparel on the floor in most shoe stores. It is a requirement of all employees to fold shirts and jackets when they have been pulled by customers, need to be restocked or as cleaning chore at the end of the night. I began to notice that when the store got busy and the shirts got messed up or it came time to clean the store, the male workers would automatically indirectly assign female workers to folding shirts or vacuuming while they handled the register, worked in the stock room and other similar duties.
Some of the female workers were okay with this as they felt that folding clothes was a job best suited for them. As if women come automatically domesticated giving them better clothe folding abilities and men were better suited for the intellectual and physical aspect of the job. So, the men were most times asserting themselves to making the deposit, checking the daily numbers. One day, a new hire started to challenge one of the male co workers.

During this day, the store had endured a major rush as there was a new sneaker being released. As a result of the high traffic, he display tables were in shambles from potential customers trying on and sizing t-shirts. As usual, the assistant manager on staff instructed the women workers to fix the tables and refold shirts while the men did who knows what. She refused, saying that she was tired of being subjected to only folding shirts and that she was capable of handling other responsibilities and their responsibilities were all inclusive, and that it was in their job description to fold shirts as well.

This one issue regarding folding shirts fueled a major argument and debate among workers. The woman decided to notify a general manager to let him know what had been going on and how she was unhappy with how she was being treated at work as if she was subordinate or lacking qualification because she was a woman. Other issues began to come to light as well as far as the male workers sense of entitlement to certain duties on the job. Eventually, the male corporate was transferred to another location after he was addressed accordingly. From that point on the manager made it a point to let all new hires know that ALL workers male an female are responsible for completing the same tasks and that there is no designated gender association in regards to said duties.
Analysis

When looking back on that situation, in my opinion, it just reaffirms gender specific images that we see everyday from the time that we are born, which manipulates and influences our perception of gender and more specifically our association of the role of that gender. Personally, I agreed with the stance that my former female coworker took in that just because she was a woman she was not the designated all-time t-shirt folder when she was on the clock. That she had the mental capacity and physical ability to do other things.

However, I always have to take into account both individuals and their background. I do know that the male worker came from a household in which his parents had been married for a long time. He may have been exposed to a lifetime of seeing a domineering male figure and a submissive mother. Once, he mentioned that he never did his laundry or house chores except take out the trash. His only focus was to go to school and work. With constant images such as these, I could understand how his perception of what is appropriate, “normal”, or socially acceptable of women, based upon what he saw in his home, would trickle over into the workplace. He learned what he knew from his predecessor and other outside influences, and vicariously carried those ideas of associated with gender with him.

Although I do agree with the female worker, in that she shouldn’t be subjected to folding shirts everyday I do feel as if she allowed herself to be placed into a subordinate role by limiting herself to that task alone in the beginning. Most time women automatically deem themselves as subordinate in the way that they approach situations. I was in the same position as her but I never one had that problem because I didn’t allow
myself to. I made it clear that I was just as much qualified to deal with the deposits, total sales of the day, etc. If I already folded t-shirts for the day then I wouldn’t hesitate to tell someone that it was their turn and that I would handle other things. We may not all have the same biological make-up but one thing that is universal is respect, and if you demand it in the beginning then that may act as a way of leveling the playing field.

In this case, you had a male that had taken images about gender from elsewhere and applied them to every aspect of his life including what he thought was acceptable at work regardless of the policies already set forth. On the other hand you have a woman that knew she was qualified to do more but chose not to say anything until she reached a breaking point because she was satisfied with being subordinate until that point. In America, we have this problem with drawing lines, creating boxes and excluding and labeling things. This statement is ever so true for perceptions on gender and gender roles as well. For the mind to be such a complex entity it blows my mind how we chose to try to limit an individual human being to certain paths based upon biological sex alone.

When we learn to not limit ourselves maybe we can learn to not limit others.

Bremmer addressed whether modern homosexuality arose from ancient Greece in his article published in 1989. Since ancient Greece had a rite of passage in order for boys to become adults, called Pederasty why capitalized?, he proceeded to see if other cultures present the same homoerotic behavior. Although now this practice is not observed anymore in the Western world my Eagle Scout troop was pretty "chummy", some tribes in Papua New Guinea still practice pederastic behavior. However, by studying the practice of Pederasty, Bremmer noticed that there is no comparison to modern homosexuality because the practice was exercised between a young man and a boy. Looking further into this rite of passage and the rules associated with it, the author realized that what it is acceptable or not during the encounter of the erastes and eromenos, the man and the young boy, varies from culture to culture, even among Greeks. This suggests that the right question regarding this matter is not how, but why. The purpose of pederasty is why one submits to the practice in the first place to begin with. I'm not clear here what you mean There are no discrepancies among cultures ?; this ritual is about power, discipline and social status. It is a way to remind the young boy that he is inferior and there is a hierarchy to be respected. Another interesting aspect of pederasty is that the boy was considered and supposed to be passive. A true ? man would never be passive. Every boy would have to go through this ritual to become a real ? man. It is not only a rite of passage that turns the boy into a full adult, but a way to instate instill and claim power and status in ⎯ society. In ancient Greece, a boy or young man that did not participate in pederasty would be seen as a disgrace.

The conclusion that Bremmer reaches is that homosexually was not invented by the Greeks. That the concept we have nowadays of homosexually is not the same; in fact it seems to be quite the opposite. Homosexuality is seen as an inferior and marginal ? way of living, while in ancient Greece, pederasty was the way to get introduced to society and be part of elite circles. Moreover, men and women were so segregated that Greeks sustained heterosexual relationships with their wives only for reproduction purposes, and spend most of their time with other males. They did not have to choose to be exclusively with one or the other like in today’s society. In the end, what we regard as homosexuality has nothing to do with the practice but the end result, whatever that might be. The last clause is not clear -- I stop marking here.
Homosexuality in ancient Rome was observed like in ancient Greece, but regarded with a slightly different view or degree of interest. The practice itself was not considered bad, but what it represented was. The sex of the person did not matter as much as the gender role of the person involved. If there was love involved, no matter the gender, it was seen as wild? and the one experiencing it was weak. Anything related with love, either homosexuality, affairs outside the marriage or other similar situations were judged and questioned. For a man To be used passively as an instrument of pleasure for others was not acceptable. The power that love or lust has on people was seen as dangerous and made the person experiencing it, untrustworthy and uncontrollable. People that fought these feelings were seen as strong-willed people.

There was also this notion that of was natural to practice. Homosexual acts were thought of artificial and, therefore, not accepted. Nonetheless, there are many Greek and Roman texts that account for homosexual acts, showing that saying and doing did not always go together. Again, the questionable part of homosexuality was not about the sex of the participant but the role they played in the practice. Being submissive is a female characteristic, and there is no place for it in a male homosexual act. The passive homosexual was not judged for being a homosexual but for being passive. Putting the passive-active role ideology that is still present in today’s society aside, Veyne concludes that if society did not have marriage playing the central role that plays today, we would still have this separation of emotional and sexual relationships, and therefore it would not be strange to have lovers from both sexes.

Although both studies mainly focus on different ancient societies, both authors got to the same conclusion. The first interesting thing about these studies is that even though the practices varied in rules, the reason for them had a cultural and a political origin and almost nothing to do with sex. Both Bremmer’s and Veyne’s articles were very detailed and did an outstanding job explaining the differences in the practice across cultures. This comparison is relevant because it gives an insight to why the practice is so important in the case of pederasty and why is unacceptable in the case of the ancient Romans.

On one hand, Bremmer dedicates a whole section to Papuans that exhibit a very similar rite of passage as the Greek’s pederasty. He seeks this approach of comparison because studying the Greeks was not sufficient to explain the importance of difference of age for a homosexual relationship. This approach allowed him to see the parallels of the rite of passage practiced by the Papuans and the ancient Greeks. He found that Papuans practice sodomy that is seen to be essential for the correct growth of the boy into an adult male size body. They believed that the practice of sodomy with the boy would not affect his sexual desire once he marries. In comparison with modern homosexuality, this might not even qualify as a
homosexuality since both will marry women and not engage in the ritual until the next generation needs to go through it. Once again, in this Papuan ritual a specific role of passivity is associated with the initiated (Bremmer 1989). This seems to be one of common rules across all cultures practicing this kind of ritual.

On the other hand, Veyne focuses more on homosexuality in ancient Rome. This seems to be a good approach as well, since the Romans seemed to be divided on the subject. In general, poets and politicians thought of sexuality very differently, although there was always the occasional rule breaker among these two main groups as well. Veyne studied the subject using texts from writers of plays, poetry, history and other disciplines that documented how the Romans felt about the subject. He found different opinions on the subject, like Apuleius defining what is natural and what is not, mentioning that homosexuality was not seen in other animals, and therefore should not be practiced because it would be against the rules of nature. Another writer that is mentioned is Artemidorus who expanded on the subject, saying that any relationship considered abnormal is incestuous, and consequently disgraceful. The common theme that we see here is that everybody has an opinion on it, and that they try to justify it with any number of reasons; all which seemed to be constructed and malleable.

The main difference between Roman and Greek homosexuality is that love or lust seems to be something to fear and be careful about for the Romans, while the Greeks do not address this or, at least, Bremmer did not in this particular article. Roman’s idea of homosexuality can still be seen in our society. Complex and uncertain, it seems to be something that comes from within us, unlike the Greek view of it which is ritualistic and seen as a natural way to express one’s intentions and send a message to society.

Veyne and Bremmer did not speak that much about women, given the topic. However, they were mentioned enough to get the sense that both societies viewed women as a secondary character and in case of ancient Greece, not even citizens. In ancient Greece, as well as in ancient Rome, women were seen as objects whose only purpose was reproductive and of course, pleasing men. The only difference was that
in ancient Rome, women had a bit more of power, being allowed to own property and to divorce their husbands (Veyne, 1985). Nonetheless, women’s role was still seen and imposed to be a passive one.

Another interesting point that both authors discuss in their respective articles is that if the individuals did not act under the laid out rules, there were irredeemable consequences. In the case of ancient Greece, not participating in pederasty could be the end of one’s life, it would be social suicide. In contrast, the practice of it in ancient Rome could be a sign that one had lost the battle against lust, and therefore lost one’s mind. Moreover, this idea of homosexuality as unnatural is more emphasized by the Romans but a milder perspective existed among the Greeks as well. There is this common pattern of looking at nature to decide what is “innately” good or wrong (Veyne, 1985). Bremmer mentioned that the Athenians, while they practiced pederasty as well, did not like men being very enthusiastic about young boys. They perceived this as an animalistic behavior and not worthy of a civilized man. This idea is not that different from the Roman’s perception of the effect of love and lust in men. Both societies are using the same observation to decide what was socially acceptable or not, but it is apparent that the Romans took it to the next level (Bremmer 1989).

Going back to what homosexual behavior represents for each society, it is clear that for the ancient Greeks it was a way of reestablishing one’s own hierarchy and introducing young boys to the male world. In ancient Rome, although various famous figures were known to have lovers from both sexes, some only preferred their own, like in the case of Virgil and Hadrian. Aside from certain condemned acts like fellatio, the Romans respected married women, free born youths, and virgins. Homosexual acts could be practiced with slaves and indeed were. As long as one respected the category of citizens mentioned above; lust did not take over and one did not cross the line laid out between passive/female and active/male, homosexuality was criticized but not punishable (Veyne, 1985). Moreover, Veyne explains that Emperor Claudius during an execution spared the life of one soldier that had ‘female inclinations’ because his blood would have contaminated the sword of the executioner. It is
not a very encouraging tale, but it shows how different they saw homosexuality comparing to later, more oppressive times.

The most remarkable thing about Bremmer and Veyne’s articles was that they both kept an open mind and exposed the evidence for each observation given, without putting their own views into them. It is not fair to judge a culture, especially one that ceased to exist leaving only some evidence of how they lived and perceived the world. It is not a just fight. Furthermore, their approach is the best way to invite the reader to not only learn about the subject but to use the references made for each point to draw his/her own conclusions. Both authors opened the door to ancient civilizations, whose legacies are still resonating in our societies today.
Bibliography


JOHN G. YOUNGER

Professor, Department of Classics: 1032 Wescoe
Director of Jewish Studies
email: jyounger@ku.edu

Office Hours
MWF 11:00-2:30 pm (Wescoe 1032) -- Classics office
TR 10:30 am-2:30 pm (Wescoe 4029) -- Jewish Studies office

If these office hours are impossible, email me to arrange for other times.

COURSE PARTICULARS

Course Description: CLSX 515. Gender and Sexuality in Greek Culture. 3 Hours H. This course explores various approaches to the study of gender and sexuality in Greek antiquity. Contents will vary, and the course may focus on methodology and case studies, or on particular themes, historical periods, or artistic or literary genres. No knowledge of Greek or Latin is required. (Same as WGSS 515.) Prerequisite: Graduate status, or 6 credit hours in Classics, Greek, Latin, or Women, Gender and Sexuality Studies; or permission of instructor. LEC. This course presents an introduction to ancient Greek attitudes towards gender performance and sexual expressions.
and behaviors, with continual reference to modern attitudes and behaviors. In specific, the course uses gender and sexuality to sketch out a picture of ancient Greek society against which we will also examine our own society. After a short introduction to the major concepts, there will be lectures and class discussions on topics like the following: age grades & rites of passage; childhood & adulthood; marriage; conception, birth, infanticide; the family; love; male homosexuality; female sexuality & the extant women poets; women & property; and sex & politics.

**Course Goals:** Besides a familiarity with the details of ancient Greek notions of sex and gender, the student should also understand that gender expression, sexual attitudes, and sexual and behaviors have histories: there is no one "natural" or immutable expression of sex, sexuality, or gender. These concepts differ from culture to culture and change over time.

**Textbooks**

**Required**

- E. Keuls, *The Reign of the Phallus* -- read continuously throughout the semester
- J.G. Younger, *Sex in the Ancient World*, Routledge 2005. This is an encyclopedia, containing many concise entries that are internally referential. A PDF copy will be uploaded into our Blackboard site.

**Recommended**

- J. Weeks, *Sexuality*, a good overview of what we think we know about sex and what is myth.

In addition, the various sections of the course have pertinent bibliographies of material available in the KU Libraries, on-line, and deposited on Blackboard.

**Grading**

**Exams**

There will be 1 short quiz (17 Feb, on terminology), a midterm and a final.

- Quiz: 17 February (F) on terminology, constructions, theory
- Midterm exam: 17 March (F), 10:00-10:50, SMI 108.
- Final exam: 9 May (M), 7:30 am - 10:00 pm, SMI 108.

For the Midterm and Final, a "Study Guide" will be posted online one week ahead of time.

Both the Midterm and Final will have approximately the same format: slide
identifications (all will have been shown in class); identifications of technical terms; and short essays.

**Makeup Exams** will be given **ONLY** if your absence is legitimate (serious health problems, a death in the immediate family) **AND** if you have a written document testifying to this emergency, to be submitted within a reasonable length of time; if this is a foreseeable absence, then you **must** inform me of your absence **at least one week in advance by e-mail.**

- **Attendance & Class Participation.** I expect full attendance at each class session; I shall take attendance about 15 times during the semester.

  You should come to each class because almost ALL the material on the exams, including slide illustrations, will come from the lectures.

  I expect some class participation (questions, discussion) from **each** student. This will result in my knowing your name; if I do not know your name by the Midterm, then I will not be able to recognize your full capabilities.

  Your attendance will be noted, and part of your grade will be based on your attendance.

- **Written Work**
  
  **General remarks**
  
  1. All written work may be submitted in hardcopy or electronically as a PDF or MS Word file (.doc or .docx) by email.

  2. Papers need to be "signposted" (divided by headers with subtitles in bold).

  3. Bibliographies and footnotes need to follow standard practice (for examples of the formats I use, see my Citation Formats for Bibliographies and Notes). Bibliographies should be listed on a separate page, which does not count toward the page length requirements. URLs for online sources need to be stable -- if the link does not lead me to the article cited, the citation will not count.

  4. Illustrations are welcome, provided they receive captions detailing their source -- you may not use more than one illustration from my own PowerPoint slide lectures per paper.

  5. Each written assignment will be given a totaling grade based on three subgrades:

    - Format -- 1 inch margins; appropriate font & pitch (e.g., Times, pitch 11 or 12); consistent bibliography & footnote citations; signposting.

    - Writing Style -- proper spelling, grammar, sentence structure,
"voice."

Content -- does the paper have anything interesting to say? Is there an intelligent organization? Does it have a "point"?

**Exercise 1** (due 17 Feb): description of an incident or situation drawn NOT from your life (e.g., advertisements, TV, video, an other's Facebook) (2-3 pages) with an analysis (another 2-3 pages) of how gender perceptions and gender roles shaped or governed the situation.

**Exercise 2** (due Mar 10): select 2 studies on more or less similar topics from the lists below, write a half-page (single-space) summary of each, headed by their citation (1 page total), and then 3-5 pages comparing and/or contrasting the studies. 6 pages maximum.

**Exercise 3** (due 6 Apr): select 1 study from the lists below, write a one-page summary, then, using at least 3 other sources (these may come from the lists below, or not), write 3-7 pages of analysis. 8 pages maximum, plus bibliography and illustrations (if used).

**Exercise 4** (due 28 Apr): description of an incident or situation that DID involve you (2-3 pages) with an analysis (another 3-7 pages) of how attitudes, perceptions, and behaviors concerning gender and/or sexuality shaped or governed the situation. The analysis must use at least 5 bibliographical sources. 10 pages maximum, plus bibliography.

- **FINAL GRADE**: Your final semester grade will be based fairly equally on Midterm, the 4 exercises, and your in-class participation and attendance. The final exam may be an extra factor (see below). *I am always impressed by dramatic improvement over the course of the semester.*

After I grade your final (4th) exercise, I shall post your "Grade So Far" by 5 May (Stop Day).

If you attended 75% of the sessions when I took attendance (e.g., 11 of the 15 sessions), and if you attend class the last week, you may take your "Grade So Far" as your final course grade.

If you are NOT satisfied with your "Grade So Far," you may take the Final Exam (9 May (M), 7:30 am - 10:00 pm, SMI 108) which will be based on the lectures after the Midterm. Taking the Final Exam will NOT lower your "Grade So Far."

- **HOW TO GET A GOOD GRADE IN THIS CLASS**
Read the readings BEFORE coming to lecture.
Come to every class - you will not be able to pass this course satisfactorily if you do not see the images presented in class.
Ask questions in class; **tell me your name** until I have memorized it.
Do your own work!

**COMPLAINTS:** If you have a complaint, please discuss it first with me. If you feel that you cannot discuss it with me, you may take your complaint to the Chair of the Classics Department, Professor Tara Welch (tswelch@ku.edu). She may convene a panel of three Classics Professors to hear your complaint. If you do not receive a satisfactory solution, you may submit a written complaint to the University Judicial Board in the College office of Governance in Strong Hall.

**ACADEMIC MISCONDUCT (Plagiarism, Cheating, Inappropriate Behavior)**
- **Plagiarism:** turning in someone else's work as your work; quoting another person's work or statement without acknowledgement. For more information see [the Writing Center's website on plagiarism](file:///Volumes/JYOUnger_16/Courses/my/CLSX_515_GR_GenSxl/CLSX_515_%20Gender_Sexuality_Greece.html).
- **Cheating:** getting answers on exams from someone else or from some help that is not in your own brain (e.g., iPods, cell phones).
- **Academic Misconduct:** "Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments [cheating]; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research." (section 2.6.1-7 of the Rules and Regulations of the Kansas University Senate)

For more information on academic misconduct, see [the Writing Center's website on academic misconduct](file:///Volumes/JYOUnger_16/Courses/my/CLSX_515_GR_GenSxl/CLSX_515_%20Gender_Sexuality_Greece.html).

I regard plagiarism and cheating as very serious offenses (I sit on the CLAS Academic Misconduct Board). All attempts to take credit for work that is not your own or to assist others in doing so will be dealt with according to the policies of the College of Liberal Arts & Sciences; at the very least, the cheating student will fail the assignment, if not the course.

**SPECIAL ACCOMMODATIONS**
The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a **disability** for which you wish to
request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-4064 (V/TTY).

For information about their services click here (http://disability.ku.edu).

Also, please contact me privately in regard to your needs in this course.

A chronological outline of Greek History

A chronological outline of Greek Art & Archaeology

LECTURE TOPICS & READINGS

JANUARY
18 & 20 Jan: Introduction to the course: requirements, overview of the topics: the cultural construction of sexuality

23 & 25 Jan: Terminology ("sex" & "gender"), Theory

Interesting Readings: do not check books out for more than 1 day

- Ortner, Sherry B, "Is Female to Male as Nature is to Culture?" Feminist Studies 1 (1972) 5-21
- Scott, J, "Gender: A Useful Category of Historical Analysis," American Historical Review 91 (1986) 1053-1075

27 & 29 Jan: Social Relationships among the Sexes
Interesting Readings: do not check books out for more than 1 day
- Younger, Outline of the Athenian Festival Calendar Bb/Docs/MiscMaterials

1-6 Feb: Sex and Sexual Activities
Interesting Readings: do not check books out for more than 1 day
- Aristotle, Problem 30. Bb/Docs/Readings

8-13 Feb: Male Homosexuality
Interesting Readings: do not check books out for more than 1 day
- MacMullen, "Roman Attitudes to Greek Love," Historia 31 (1982) 484-502
- Younger, J.G. "Outline of Greek Male Homosexuality." Bb/Docs/MiscMaterials

17 Feb, short quiz on terminology

17 Feb, Paper 1 due

15 & 20 Feb: Male Nudity, Athletics, the Military
Interesting Readings: do not check books out for more than 1 day
- Osborne, Robin, "Men Without Clothes: Heroic Nakedness and Greek Art," Gender and History 9.3 (November 1997) 504-28

22 Feb - 6 Mar: Women's Bodies, Prostitution

Interesting Readings: do not check books out for more than 1 day

- Homeric Hymn to Demeter
8-15 Mar: **Female Homosexuality**

**Interesting Readings:** do not check books out for more than 1 day

- Poems by Sappho and Nossis: Bb/Docs/Readings/Poetry
- Chauncey, George, "From Sexual Inversion to Homosexuality: Medicine and the Changing Conceptualization of Female Deviance," Salmagundi 58-59 (1982-3) 114-146
- Younger, "Outline of Female Homoeroticism." Bb/Docs/MiscMaterials

16-24 Mar: **SPRING BREAK**

27-31 Mar: **Rape, Marriage, Love, Divorce**

**Interesting Readings:** do not check books out for more than 1 day

6 April, **Paper 3 due**

3-14 Apr: **Conception to Death**

**Interesting Readings**: do not check books out for more than 1 day

  **WATSON HQ1127 .S49 1987**
- Hanson, A.E. , "Conception, Gestation, and the Origin of Female Nature in the Corpus Hippocraticum," Helios 19, 1992, 31-71:  
  **Bb/Docs/Readings/Hanson**
  **RECALL from ANNEX KL4115.A75 H37 1968**
  **Bb/Docs/Readings/Laale**
- Laale, H.W. "Abortion in Roman Antiquity: Monarchy to Early Empire," Classical & Modern Literature 13 (1992-3) 297-308:  
  **WATSON PN883 .C54**
- Patterson, Cynthia, "'Not Worth the Rearing': The Causes of Infant Exposure in Ancient Greece," Transactions of the American Philological Association 115 (1985) 103-123
  **WATSON HQ1127 .I43**
- Stears, Karen. 1995. "Dead Women's Society: Constructing Female Gender in Classical

17-21 Apr: Children, Adolescents

Interesting Readings: do not check books out for more than 1 day


28 Apr, Paper 4 due

24 Apr - 8 May: Sexuality and the Law, Politics, Economics

Interesting Readings: do not check books out for more than 1 day

- Bb/Docs/Readings/Aristophanes
- Demosthenes, "Neaera": Bb/Docs/Readings/Demosthenes

9 May (M), 7:30-10:00: FINAL EXAM

John Younger
Course Inventory Change Request

Date Submitted: 10/28/16 10:49 am

Viewing: CLSX 515: Gender and Sexuality in Greek Culture

Also listed as: WGSS 515

Formerly known as: WGSS 515

Last edit: 11/17/16 8:59 am

Changes proposed by: jyounger

Catalog Pages referencing this course:
- College of Liberal Arts & Sciences
- Department of Women, Gender, and Sexuality Studies

Academic Career: Undergraduate, Lawrence

Subject Code: CLSX
Course Number: 515

Academic Unit: Department Classics (CLSX)
School/College: College of Lib Arts & Sciences

Do you intend to offer any portion of this course online? No

Title: Gender and Sexuality in Greek Culture

Transcript Title: Gender&Sexuality Greek Culture

Effective Term: Spring 2017

Catalog Description: This course explores various approaches to the study of gender and sexuality in Greek antiquity. Contents will vary, and the course may focus on methodology and case studies, or on particular themes, historical periods, or artistic or literary genres. No knowledge of Greek or Latin is required.

Prerequisites: Graduate status, or 6 credit hours in Classics, Greek, Latin, or Women, Gender and Sexuality Studies; or permission of instructor.

Cross Listed Courses:

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<th>Code</th>
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<tr>
<td>WGSS 515</td>
<td>Gender and Sexuality in Greek Culture</td>
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Credits: 3

Course Type: Lecture (Regularly scheduled academic course) (LEC)

Grading Basis: A-D(+/-)FI

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? Yes No

Typically Offered: Every Two Years

Repeatable for credit? No

Principal Course Designator

Course Designator: H - Humanities

Are you proposing that the course count towards the CLAS BA degree specific requirements? No

Will this course be required for a degree, major, minor, certificate, or concentration? No
Rationale for
Course Proposal
This course is being taught for the first time in Spring 2017 (it was taught as CLSX 174 in Fall 2013). As CLSX 515 it forms one of a two-course series on gender & sexuality in the ancient world. CLSX 516 being concerned with Rome. CLSX 516 is already approved for Core 4 LO 2; this application edits the original proposal for CLSX 515 and applies for Core 4 LO 2 status.

KU Core Information
Has the department approved the nomination of this course to KU Core?
Yes
No

Name of person giving
departmental approval
Tara Welch
Date of Departmental Approval
21 Oct 2016

Selected Goal(s)
Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?
Yes
Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?
Yes
Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.
The course examines ancient Greek attitudes and behavior concerning gender and sexuality. In any such examination of ancient culture, we are also explicitly and constantly examining our own attitudes, constructions, and behaviors.

Goal 4, Learning Outcome 2
State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)
All class discussions will incorporate our own present attitudes, constructions, and behaviors in the area of gender, gender expression, sexuality, and sexual orientation and identification. The course requires 4 moderately short papers: 2 papers examine studies and articles written by other scholars and 2 papers examine present-day events that concern behaviors and attitudes toward gender and sexuality, one event that was not personally experienced by the student and one event that was. I attach 2 papers from 2013 when I taught this course as Gender and Sexuality in the Ancient World (i.e., both Greek & Rome). The papers are by 2 different students, one a reflective paper concerning and event they experienced, and one a précis and analysis of a published study.

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)
All students are expected to participate in in-class discussions, and their participation is expected to be frank but polite. At the beginning of the course, students are instructed to keep their vocabulary and tone respectful and polite (no vulgar language or vocabulary). Students are made aware that the subject of this course will be, at times, disturbing (ancient Greek concepts of gender and sexual behavior can be very different from our own) and we will be discussing these difference (and thereby also our own present-day concepts and behaviors). And while each student's own attitudes and thoughts will be welcome, valued, and respected in class discussion, each student should expect disagreement and (polite & respectful) criticism from the other students.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)
The readings for the course (most made available online and through Blackboard) are seminal studies in feminism, sexuality, queer theory, and ancient Greek culture and history. Basic principles, assumptions, and theory will be laid out at the beginning of the course and will be developed throughout the course. Two of the required papers incorporate précis of these studies and an analysis of their argument.

State what assignments, readings, class discussion, and lectures will be used to evaluate students' work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)
Students will be assessed by the level of sophistication and grasp of terminology and concepts in their in-class participation/discussion and in their 4 papers and midterm and final exams. Two papers are attached from 2013 when I taught this course as Gender and Sexuality in the Ancient World (i.e., both Greek & Rome). The papers are by 2 different students, one a reflective paper concerning and event they experienced, and one a précis and analysis of a published study.
CLSX 515: Gender and Sexuality in Greek Culture

https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/courseadmin...
Course Texts


*Contes de fées*. Pdf provided.


Vampires – 2 early modern case studies. Pdf provided.


NB. Only the specified editions are to be used. * next to a work indicates that the text must be acquired whereas no * indicates a version is available online.

Movies and TV


Schedule

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<td>20</td>
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<td><em>Les Revenants</em> – episode 1 (Camille)</td>
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<td><em>Contes de fées</em></td>
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<td>5</td>
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<td>Spencer Research Library Visit</td>
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<td>10</td>
<td>T</td>
<td>Mme Leprince de Beaumont, <em>La Belle et la Bête</em> (novel)</td>
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<td>12</td>
<td>R</td>
<td>Cocteau, <em>La Belle et la Bête</em> (movie)</td>
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<td>17</td>
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<td>Library Instruction Session on the Zombie Project</td>
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<td>Vampires – 2 early modern case studies</td>
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<td>Paul Féval, <em>La Vampire</em></td>
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<td>27 F</td>
<td>Annotated Bibliography for Zombie Project Due</td>
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**Mar**

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<td>3 T</td>
<td><em>Les Revenants</em></td>
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<td>5 R</td>
<td><em>Les Revenants</em> – Presentation Workshop with Christina Lord</td>
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<td>10 T</td>
<td>Voltaire, <em>Micromégas</em></td>
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<td>No Class – Take-home midterm</td>
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<td>19 R</td>
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<td>24 T</td>
<td>Meliès, <em>Voyage dans la Lune</em></td>
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<td><em>Tintin</em>  Draft Version of Zombie Project Due</td>
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**April**

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<td>2 R</td>
<td><em>Les Revenants</em> – Group Presentations 3 and 4</td>
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<td>31 T</td>
<td><em>Les Revenants</em> – Group Presentations 1 and 2</td>
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<td>7 T</td>
<td>Rosny, <em>Les Navigateurs</em></td>
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<td>9 R</td>
<td>Rosny, <em>Les Navigateurs</em></td>
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<td>14 T</td>
<td>Scrafani, <em>Codex Seraphianianus</em></td>
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<td>16 R</td>
<td>Boulle, <em>La Planète des singes</em></td>
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<td>19 Su</td>
<td>Annotated Bibliography for Research Paper Due</td>
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<td>Boulle, <em>La Planète des singes</em></td>
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<td>23 R</td>
<td><em>Mars et Avril</em></td>
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<td>28 T</td>
<td>Verne, <em>Vingt mille lieues</em></td>
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<td>30 R</td>
<td>Verne, <em>Vingt mille lieues</em></td>
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**May**

<table>
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<th>Date</th>
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<tr>
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<tr>
<td>5 T</td>
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<tr>
<td>7 R</td>
<td>Verne, <em>Vingt mille lieues</em></td>
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<td>8 F</td>
<td>Stop Day</td>
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<tr>
<td>14 R</td>
<td>Research Paper Due by midnight</td>
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**Disabilities**

If you experience any difficulty with any aspect of this course, please do not hesitate to let me know and I will try to help in any way that I can (you are most welcome to contact me in person, by e-mail, or by phone). If you have a disability that might affect your work, then please let me know as soon as possible so that we can discuss possible and appropriate modifications to enable you to complete the course requirements. The staff of Services for
Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses.

Religious Observances

Where examinations and tests other that final examinations conflict with religious observations of a generally recognized nature, a student under obligation to participate in such religious observances shall, upon request to the instructor involved (which shall be made at least a week in advance of the scheduled examination or test), be accorded the opportunity to take the examination or test at some other time not in conflict with his or her religious obligations.

Course Aims and Core Goal

French 480 looks at some striking examples of fantasy in French (from France, Belgium, and Québec) from the 17th century to the present day, covering literature, scientific works, film, TV shows, and comic books. Particular emphasis will be paid to the deep subversive potential of fantasy to challenge the status quo and prevailing attitudes to gender, sexuality, and authority as well as a discussion of the differences—and convergences—to be found between English-language fantasy and the French-language tradition. In respect to KU's Core Goals, in looking at US and Francophone versions of specific fantastical themes, students will be trained in recognizing and investigating variations and what they mean, which is linked to Goal 4 Learning Outcome 2’s target: “Upon reaching this goal, students will be able to examine a variety of perspectives in the global community, distinguish their own cultural patterns, and respond flexibly to multiple worldviews.”

Requirements

Two examinations (with the midterm being a two-day take-home examination given on March 10 and due by midnight on March 13 and the final on May 12); one semester paper of around 2,500 to 3,000 words on a topic agreed with the professor related to the class (themes or works) or based on the group presentation (due on May 8); one group presentation on Les Revenants of around 30 minutes (on either March 31 or April 2); one individual presentation on a science-fiction or fantasy topic of around 15 minutes (a sign-up sheet will be brought into class on January 22); active participation in class discussions.

Assignments

Written work done outside of class should always be carefully thought out and proof-read, typed or printed out, and be 1.5 line spaced, 12 pt, in Garamond font. No late work will be graded and you will receive a zero for anything not handed in by the due time and date (exceptions only made for medical reasons or emergencies, with evidence and prior consultation and entirely at my discretion). Drafts and final copies are to be submitted as Word documents into the specially created folder of the Blackboard course; comments and grading will be made using the tracking feature of Word. Please note that I will not be responsible for any difficulties in opening files or attachments.

Grades
15% take-home midterm examination (March 13)
10% individual presentation (through the semester)
20% group presentation (March 31 and April 2)
40% semester research paper (May 14)
15% class (daily preparation and participation, as well as grades for tests)

*This final research paper will be assessed for student outcomes using the rubric for CORE Goal 4 learning outcome 2 found on our Blackboard site. The assignment will train students in recognizing cultural specificities, namely French (France, Canada, and Belgium) and English (USA). Assessment will include the ability to compare and contrast US works with Francophone works and to analyze and draw persuasive conclusions from these comparisons.

**Group Presentation: The Zombie Project**

*Description:* The zombie aspect of the class concerns the 2012 Emmy-winning French TV series *Les Revenants*. The show deals with zombies in an unusual way in that it has a blend of elements of crime thrillers, supernatural mysteries, and classic representation of zombies, so it is difficult to categorize in terms of genre. This makes it an ideal work to study since it raises questions about how to categorize art and literature in addition to the underlying purpose of artistic creations and viewer response. The research project will be an in-class research presentation on the show of a small group of 3-4 students working together on one of the following themes:

- Group 1: “Religion and the Supernatural in *Les Revenants*”;
- Group 2: “Love and Sexuality in *Les Revenants*”;
- Group 3: “*Les Revenants* and Genre(s)”;
- Group 4: “*Les Revenants* and the Zombie Tradition”.

The presentation will account for 20% of the final grade and students will have the option of continuing with a research paper that is springs from the project as the final research paper.

*Aims:* This research project will involve an introduction to, and consolidation of, locating and incorporating source material, preparing a useful bibliography, and presenting arguments and conclusions in an oral presentation which also has a written component in the handout and, crucially, which may be continued as an individual written assignment. Where the project goes beyond the normal research requirements of this level and in our major is in to critically analyzing something with which they are familiar (the zombie genre has had a surge in recent years with a spate of movies and also successful shows such as AMC’s *The Walking Dead* or the BBC’s *In the Flesh*) and to see how a TV show raises and deals with important questions such as identity, death, alienation, and humanity. In essence, you will go beyond seeing a show merely as entertainment and evaluate the cultural importance of its writings and themes.
**Stages:** There will be three staggered stages of the presentation: an annotated bibliography; a first draft; and the in-class presentation itself. There will be a Library Instruction Session on February 17 which is specifically customized to the Zombie Project. I am delighted by and grateful to the Center for Undergraduate Research for its funding of Christina Lord, a PhD student in French working on science fiction, who will be the Graduate Research Consultant for the zombie project, leading a workshop on March 5 for a class period and who will also meet up with each one of the 4 groups during the following week to discuss the first draft of the presentation, and who will also provide written feedback on a finalized version before the presentation. The timetable for the Zombie Project is as follows:

- **January 27:** Class devoted to the first episode (“Camille” – each of the 8 episodes is named after and focuses on one character) of *Les Revenants* serving as an introduction to the series. The four groups will be assigned during this class.
- **February 17:** Library Instruction Session on the Zombie Project (regular class time at Watson).
- **February 27:** Annotated bibliography for the presentation due by midnight. One joint bibliography will be submitted in Word by each group.
- **March 3:** Class devoted to the show.
- **March 5:** Workshop devoted to the Zombie Project led by the Graduate Research Consultant.
- **March 10-11:** Individual meetings of each group with the Graduate Research Consultant (outside of class).
- **March 26:** Draft version of project (PowerPoint slide and notes) due. Feedback will be provided on March 29.
- **March 31 and April 2:** In-class Presentations.

**Grading:** The presentation will be graded in the following way out of 50 points which will be converted into a percentile:
- Pre-presentation participation (participation in all preliminary stages and the annotated bibliography as a group): 10 pts
- Group presentation grade: 30 pts
- Individually assigned grade (based on your individual participation, attendance, and performance): 10 pts

**Grade Points**

I have adopted the plus and minus system, which is optional in CLAS. Grade points are numerical weights assigned to completed hours of academic work, according to the following schedule of values:

- For each hour of grade A…4 grade points
- For each hour of grade B…3 grade points
- For each hour of grade C…2 grade points
- For each hour of grade D…1 grade point
- For each hour of grade F… 0 grade points

The College has adopted the use of plus/minus grading to describe intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades
represented by plus or minus shall be calculated as .3 units above or below the corresponding letter grade. In terms of a percentile, this works out as:

- 94-100% = A
- 90-93.9% = A-
- 88-89.9% = B+
- 84-87.9% = B
- 80-83.9% = B-
- 78-79.9% = C+
- 74-79.9% = C
- 70-73.9% = C-
- Etc.

I do not engage in the dubious practice of “rounding up”. For example, if you receive a course grade of 89.7%, that is a B+. A grading rubric will be provided with the return of every graded assignment.

**Attendance**

Please notify me in advance of any absences. If you are absent for a class, it is your responsibility to find out what was covered in class and to prepare to participate fully at the following class. Excessive absences (more than 2) will lower the class proportion of your semester grade on the following scale: 2% per absence. If you do have a valid excuse for missing a syllabus assignment (illness, injury, family emergency, etc.), then please contact me to discuss arrangements. If you miss a scheduled examination (or class test) without a valid excuse, then you will receive a zero for that assignment. It is also your responsibility to show up in a timely fashion for class; persistent tardiness (i.e. arriving after class has begun) will result in the students’ participation grade being penalized according to exactly the same system as excessive absences, commencing with the second tardy arrival to class.

**Environmental Consciousness**

This is a paperless class. All handouts, assignments, and examinations are completed and submitted digitally and you are encouraged to use paper sparingly in as far as possible.

**Class Conduct**

Please note the University’s policy in this respect: “The scope and content of the material included in this course are defined by the instructor in consultation with the responsible academic unit. While the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a normal part of the educational environment, the instructor has the right to limit the scope and duration of these interactions. Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom or laboratory may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Code of Student Rights and Responsibilities (CSRR), Article 22, Section C, and the University Senate...
Rules and Regulations, Section 2.4.6. Article 22 of CSRR also defines potential sanctions for these types of infractions.”

Cell phones **must** be turned off in class, as this is a thoughtless and mindless distraction; this is a learning environment not a cocktail lounge. Breaches of this will affect the attendance grade of the individual concerned in the same fashion as stipulated for tardy arrivals, above.

Laptops, notebooks, iPads, or other electronic devices are **not** permitted to be used in class. I am willing to discuss special permissions to use such equipment but this is entirely at my discretion.

**Plagiarism**

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment, BlackBoard™ digital drop box or on disk) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs.

Note the following official departmental policy:

“Plagiarism and cheating are serious academic offenses that should be brought to the attention of the Chairperson or Language Coordinator. Whenever a student is caught cheating (whether copying from another student's paper or plagiarizing printed or electronic sources or other sources), the instructor will inform the Chairperson of the Department, who--upon consulting with the instructor--will forward a “CHARGE OF ACADEMIC MISCONDUCT FORM” to College of Liberal Arts with a recommendation for the appropriate sanction.”

You might also wish to read the ‘Code of Student Rights and Responsibilities’ (www.timetable.ku.edu), as it contains a good deal of practical information.

**Assistance with Assignments**

Students may use their textbooks, dictionaries, and grammar references in preparing any assignments and light (that is to say not substantive) editing of assignments, in addition to support activities offered by organizations such as KU’s Writing Center or KU Libraries. Any substantial editing is **NOT allowed** on homework/assignments being turned in for a grade. **These things are considered cheating and will result in a grade of zero on the assignment, as well as a charge of academic misconduct, which may entail further sanctions.** The student should be certain that all of the work submitted in this course is his/her own.

**The Use of Translation Programs**
The use of computer or on-line translation programs is **NOT permitted** in any French or Italian course and is considered cheating. As opposed to dictionaries and grammar references, these programs are not a learning tool because they simply provide a translation, rather than allowing you to choose among various words/tenses/etc. to come up with the best translation on your own. Moreover, translation programs produce bizarre and incorrect translations that are **notoriously easy to identify**. Students will learn far more by doing their own work than by risking serious academic consequences.

**Validity of Syllabus**

It may be necessary to modify the syllabus in accordance with *forces majeures* or any needs or requirements that should arise. If this is the case, then students will be notified of the amended syllabus and it will become effective from the time of this notification and being replaced on Blackboard.

**Final Remark**

Many of the texts that we will be studying contain material which deals with issues related to sex, sexuality, religion, death and other sensitive issues and it may be necessary to use explicit terms in discussing this material. I also expect everyone to be tolerant of, and receptive to, each student’s viewpoint while retaining a critical scholarly perspective. If you foresee any of this making you uncomfortable, please drop the course immediately.
# Course Inventory Change Request

**Date Submitted:** 10/21/16 8:39 pm

**Viewing:** FREN 480: Studies in French Literature: _____

**Last edit:** 11/23/16 9:07 am

Changes proposed by: pascott

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<td>College of Lib Arts &amp; Sciences</td>
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**Do you intend to offer any portion of this course online?**

No

**Title**

Studies in French Literature: _____

**Transcript Title**

Studies in French Literature:

**Effective Term**

Fall 2017

**Catalog Description**

A study of a period, theme, group of authors, or movement. Subject matter will vary; may be taken more than once if subject differs.

**Prerequisites**

FREN 301 300 and FREN 326.

**Cross Listed Courses:**

**Credits**

3

**Course Type**

Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**

A-D(+/-)FI

**Is this course part of the University Honors Program?**

No

**Are you proposing this course for KU Core?**

Yes

**Typically Offered**

Yes

**Repeatable for credit?**

Yes

**How many times may this course be taken**

2

**- AND/OR -**

**For how many maximum credits**

6

**Can a student be enrolled in multiple sections in the same semester?**

Yes

**Principal Course Designator**

H - Humanities

**Course Designator**

W - World Culture

Are you proposing that the course count towards the CLAS BA degree specific requirements?

No

Will this course be required for a degree, major, minor, certificate, or concentration?

No
KU Core Information

Has the department approved the nomination of this course to KU Core?

Yes  No

Name of person giving departmental approval

Bruce Hayes  Date of Departmental Approval  10/21/16

Selected Goal(s)

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?

Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?

Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

The class looks at various works in specific literary genres in the French language, ones which are familiar to the student in English, and trains students to recognize cultural-specific material, trends, and preoccupations, which are subsequently analyzed. A major component of this analysis is the comparative recognition of other cultural manifestations through differing media which ultimately, by way of explicit comparison with students' native culture, sensitizes students to the nature of culture and the diversity of other cultures.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2

State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

Class discussion and assignments focus on texts in the French language. More specifically, not only are students exposed to a variety of works in different genres and produced in different periods but they are also trained to recognize the distinctive identity of Francophone literature beyond France to encompass other French-speaking communities in places such as Canada, the Caribbean, Africa, and Asia.

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)

Students will read, discuss, and analyze texts in French which are in genres familiar to them in English and will tackle deep questions of selfhood, identity, and love through the lens of other cultures. In order to do this, they will first and foremost compare and contrast the treatment of these themes with US English-language works with which they are familiar, with an especial emphasis on difference and alterity as a means to understand one’s own culture rather than constituting a vehicle of distance.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-
cultural situations. (Please limit responses to 1000 characters.)

Primarily, students will be sensitized to other cultural themes through exposure to a range of varied and representative texts that will provide an insight into the ways in which other cultures negotiate questions of identity, statehood, belonging, and citizenship. Class discussions will focus on the value of difference and the crucial need to foster understanding of other cultures in order to understand one’s own.

State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

A scaffolded research assignment will train students in a key aspect of another culture, both through the primary sources they will explore in French and through reference to the differences and similarities in US approaches to the same issues through the same genres and during the same periods. A rubric for goal 4.2 assessment will be provided to students as a guide to the required skills they will use, gain, and enhance during the assignment.
THE HOLOCAUST
IN HISTORY

JWSH 343 / JWSH 601 / HIST 343 ~ SPRING 2017 ~ UNIVERSITY OF KANSAS
INSTRUCTOR: F. G. Sternberg ~ GTA: ________

AUSCHWITZ II-BIRKENAU, 1945
Program Change Request

Date Submitted: 10/16/16 5:44 pm


Last approved: 02/13/16 3:15 pm
Last edit: 11/16/16 10:50 am
Changes proposed by: johnderby

### Catalog Pages Using this Program

| Academic Career | Undergraduate, Lawrence |
| Program Type     | Degree/Major             |
| Department/Program | Visual Art (ART)        |
| School/College   | School of the Arts, CLAS |
| Degree Code      | Bachelor of Arts Education - BAE |

### Consulting

Consulting School(s)/College(s)
Consulting Department(s)

### CIP Code

131302

### Program Name

Visual Art Education, B.A.E.

### Do you intend for this program to be offered online?

No

### Effective Catalog

2017 2016-2018 2017

### Program Description

The Bachelor of Art Education degree requires a minimum of 120-124 credit hours distributed among general studies, the major, and professional education. 45 of the 120-124 undergraduate credit hours must be taken at the junior/senior level (courses numbered 300 or higher). 30 of the 45 junior/senior hours must be taken in residence at the University of Kansas. At least 15 major hours must be taken in residence at the University of Kansas. The program requires either VAE 500 (Student Teaching), which leads to PreK-12 licensure, or VAE 599 (Community Based Project in Art Education), which completes the degree without licensure eligibility. Student teaching is contingent upon VAE faculty recommendation, based on academic performance and professional disposition.

### Requirements for the B.A.E. Degree

| General Studies in Liberal Arts and Sciences (25-26) |
| Critical Thinking (KU Core Goal 1.1, Critical Thinking) |
| MATH 101 College Algebra | 3 |
| MATH 105 Introduction to Topics in Mathematics |
| MATH 111 Matrix Algebra, Probability, and Statistics |
| MATH 113 Calculus I |

Do you intend for this program to be offered online?

No

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| MATH 113 Calculus I |
MATH 116  Calculus II
MATH 121  Calculus I
MATH 122  Calculus II
MATH 125  Calculus II
MATH 126  Calculus II Honors
MATH 145  Calculus I, Honors
MATH 146  Calculus II, Honors
MATH 365  Elementary Statistics
ENGL 101  Composition 3
(KU Core Goal 2.1, 1st unit, Written Communication)
ENGL 102  Critical Reading and Writing 3
(KU Core Goal 2.1, 2nd unit, Written Communication)
A 2nd unit chosen from any course that fulfills the KU Core Goal 2.1, Written Communication requirement
Natural Science Lab (BA lab science list) 1-2
COMS 130  Speaker-Audience Communication 3
(KU Core Goal 2.2 Oral Communication)
PSYC 104  General Psychology 3
(KU Core Goal 3S, Social Science)
Natural Science + Natural Science Lab: ASTR 191 & ASTR 196; BIOL 100 & BIOL 102; BIOL 125; CHEM 110; GEOG 104 & GEOG 105; GEOG 140; 4-5
GEOL 101 & GEOL 103; PHSX 114; PHSX 111 & 116
(KU Core Goal 3N, Natural Science)
Teacher Education (40)
C&T 235  Cultural Diversity, Equity, and Inclusion in K-12 Schools 3
(KU Core Goal 4.1 Human Diversity)
ELPS 250  Education and Society 3
(KU Core Goal 5.1 Social Responsibility & Ethics)
EPSY 306  Development and Learning of the Adolescent Fall Only 3
SPED 328  Teaching Exceptional Children and Youth in General Education 3
C&T 359  Literacy in the Content Areas 1
VAE 320  Instruction and Curriculum I Spring Only 3
VAE 395  Community Collaborations in Art Education Spring Only 3
VAE 410  Instruction and Curriculum II Fall Only 3
VAE 420  Artistic Media and Processes in Art Education Fall Only 3
ELPS 537  The Governance and Organization of Schools Fall Only 3
VAE 520  Instructional Technology in Art Education 3
VAE 500  Student Teaching Spring Only 9
or VAE 599  Community Based Project in Art Education 9
(KU Core Goal 6, Analyzing & Combining Ideas)
Visual Art Foundations (13)
ART 101  Drawing I 3
or BDS 103  Drawing for Design
ART 101 is a required course; BDS 103 accepted for students transferring into the program
(KU Core Goal 3H, Arts & Humanities)
ART 101 is a required course, BDS 103 only accepted for students transferring into the program
ART 102  Drawing II 3
ART 103  Art Concepts and Practice Fall Only 3
or BDS 101  Design Thinking and Making 3
ART 103 is a required course, BDS 101 only accepted for students transferring into the program
ART 103 is a required course, BDS 101 accepted for students transferring into the program
ART 104  Art Principles and Practice Spring Only 3
or BDS 102  Design Thinking and Making II 3
ART 104 is a required course, BDS 102 only accepted for students transferring into the program
ART 105  Visual Art Seminar (Art 105 is required for incoming freshmen and transfer students with less than 30 credit hours at KU) 1
ART 105 is required for incoming freshmen and transfer students with less than 30 credit hours at KU
Studio Art (24)
Any courses with the following prefixes may be taken: ART, CER, EXM, METL, PNTG, PHMD, PRNT, SCUL, TD.
Ceramics (ART 131 or any CER course) 3
Expanded Media (ART 123 or any EXM course) 3
Metalsmithing/Jewelry (ART 132 or any METL course) 3
Painting (PNTG 263 or any PNTG course) 3
Photography (any PHMD course or other photography course) 3
Printmaking (ART 121 or any PRNT course) 3
Sculpture (ART 122 or any SCUL course) 3
Textiles (ART 133 or any TD course) 3
Area of Emphasis (9)
Study in any 1 studio area as designated by the Department of Visual Art, or in History of Art, or in a Design area. Must be taken at the 300 level or above.

Emphasis is chosen in consultation with advisor.

### History of Art (12)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Format</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HA 150</td>
<td>History of Western Art: Ancient Through Medieval</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>or HA 100</td>
<td>Introduction to Western Art History</td>
<td></td>
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</tbody>
</table>

(KU Core Goal 4.2, Global & Cultural Awareness)

**HA 150 is a required course. HA 100 only accepted for students transferring into the program.**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HA 151</td>
<td>History of Western Art: Renaissance to Contemporary</td>
<td>Spring</td>
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### Non-Western History of Art

<table>
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<tr>
<td>HA 165</td>
<td>Introduction to Asian Art</td>
<td></td>
</tr>
<tr>
<td>HA 166</td>
<td>The Visual Arts of East Asia</td>
<td></td>
</tr>
<tr>
<td>HA 305</td>
<td><strong>Special Study:</strong></td>
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<tr>
<td>HA 340</td>
<td>Special Study in Asian Art Before 1900:</td>
<td></td>
</tr>
<tr>
<td>HA 341</td>
<td>Special Study in Islamic Art, 14th-17th Century:</td>
<td></td>
</tr>
<tr>
<td>HA 353</td>
<td>Modern and Contemporary African Art</td>
<td></td>
</tr>
<tr>
<td>HA 354</td>
<td>Japanese Prints</td>
<td></td>
</tr>
<tr>
<td>HA 361</td>
<td>Buddhist Art of Korea</td>
<td></td>
</tr>
<tr>
<td>HA 362</td>
<td>Ceramics of Korea</td>
<td></td>
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<tr>
<td>HA 363</td>
<td>Modern Korean Art and Culture</td>
<td></td>
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<tr>
<td>HA 367</td>
<td>Art and Culture of Japan</td>
<td></td>
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<tr>
<td>HA 368</td>
<td>Art and Culture of China</td>
<td></td>
</tr>
<tr>
<td>HA 369</td>
<td>Art and Culture of Korea</td>
<td></td>
</tr>
<tr>
<td>HA 376</td>
<td>West African Art</td>
<td></td>
</tr>
<tr>
<td>HA 388</td>
<td>Modern and Contemporary Visual Arts of Japan</td>
<td></td>
</tr>
<tr>
<td>HA 390</td>
<td>Special Study in African Art</td>
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<tr>
<td>HA 391</td>
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<td>HA 467</td>
<td>Art and Culture of Japan, Honors</td>
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<td>HA 469</td>
<td>Art and Culture of Korea, Honors</td>
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<td>HA 488</td>
<td>Chinese Painting, Honors</td>
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<td>HA 536</td>
<td>Islamic Art and Architecture in Africa</td>
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<td>HA 539</td>
<td>History of Japanese Buddhist Art</td>
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<td>HA 540</td>
<td>Special Study in Asian Art Before 1900:</td>
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</tr>
<tr>
<td>HA 541</td>
<td>Special Study in Islamic Art, 14th-17th Century:</td>
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</tr>
<tr>
<td>HA 545</td>
<td>Early Chinese Art</td>
<td></td>
</tr>
<tr>
<td>HA 546</td>
<td>Chinese Sculpture</td>
<td></td>
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<tr>
<td>HA 549</td>
<td>Chinese Painting</td>
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<tr>
<td>HA 554</td>
<td>Japanese Prints</td>
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<td>HA 561</td>
<td>Buddhist Art of Korea</td>
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<td>HA 562</td>
<td>Ceramics of Korea</td>
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<td>HA 578</td>
<td>Central African Art</td>
<td></td>
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<tr>
<td>HA 586</td>
<td>The Art of Buddhism</td>
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<td>HA 587</td>
<td>Japanese Sculpture</td>
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<td>HA 588</td>
<td>Modern and Contemporary Visual Arts of Japan</td>
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<tr>
<td>HA 589</td>
<td>Japanese Artistic Encounters with Europe and the United States</td>
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<td>HA 591</td>
<td>Special Study in Asian Art</td>
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<td>HA 676</td>
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<td>HA 677</td>
<td>African Design</td>
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<td>HA 679</td>
<td>African Expressive Culture:</td>
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### Contemporary (20th Century) History of Art

<table>
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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>HA 342</td>
<td>Special Study in 20th/21st-Century Art:</td>
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<tr>
<td>HA 353</td>
<td>Modern and Contemporary African Art</td>
<td></td>
</tr>
<tr>
<td>HA 363</td>
<td>Modern Korean Art and Culture</td>
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<tr>
<td>HA 380</td>
<td>History of Photography</td>
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<tr>
<td>HA 397</td>
<td>Special Study in Modern Art:</td>
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</tr>
<tr>
<td>HA 543</td>
<td>Special Study in 20th/21st-Century Art:</td>
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<tr>
<td>HA 565</td>
<td>Art Since 1945</td>
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<tr>
<td>HA 566</td>
<td>Art From 1945 to the 1980s: Modernism to Post-Modernism</td>
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<tr>
<td>HA 567</td>
<td>Contemporary Art</td>
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<tr>
<td>HA 571</td>
<td>Modern Sculpture</td>
<td></td>
</tr>
<tr>
<td>HA 580</td>
<td>History of Photography</td>
<td></td>
</tr>
<tr>
<td>HA 584</td>
<td>Kansas Art, History, and Popular Culture</td>
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</tr>
<tr>
<td>HA 588</td>
<td>Modern and Contemporary Visual Arts of Japan</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Non-Licensure Option Elective (3)

Students completing the BAE Degree without licensure may also need to take an additional elective at the junior/senior level (3) in any area in order to meet the University's minimum junior/senior hour requirement for degree completion.
| Rationale for proposal | Resolves minor errors indicated in the previous catalog, which VAE faculty did not construct; simplifies some lengthy lists of courses. |
Program Change Request

Date Submitted: 11/23/16 11:38 am

Viewing: EALC-BA : East Asian Languages and Cultures, B.A.

Last approved: 11/01/16 9:22 am

Last edit: 11/23/16 11:38 am

Changes proposed by: rschwien

Catalog Pages

Bachelor of Arts in East Asian Languages and Cultures

In Workflow

A. CLAS Undergraduate Program and Course Coordinator
B. CUSA Subcommittee
C. CUSA Committee
D. CAC
E. CLAS Final Approval
F. Future Academic Catalog

Approval Path

A. 11/28/16 9:38 am
   Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator

History

A. May 2, 2016 by Maggie Childs (mgchilds)
B. Nov 1, 2016 by Kim O’Bryon (kobryon)

Program Description

The EALC BA program provides students with the language skills and cultural understanding necessary to appreciate the contributions of East Asia to human civilization and to live and work successfully in East Asia.

Degree Requirements

Major and Concentrations

For undergraduates in the department, the B.A. degree in East Asian languages and cultures is available in the following concentrations:

A. Chinese language and literature.
B. Japanese language and literature.
C. East Asian studies with Chinese language.
D. East Asian studies with Japanese language.
E. East Asian studies with Korean language.
F. Double language Concentration: Chinese and/or Japanese and/or Korean.

First- and Second-Year Preparation

Students considering a major in EALC should begin language training as soon as possible, starting with...
Students are encouraged to take ECIV 304/ECIV 305 as soon as possible. Talk to the undergraduate advisor in the target language to plan a 4-year course of study. Call 785-864-3100 for information about advisors to contact.

### Requirements for the B.A. Major

#### Chinese Language and Literature Concentration

**East Asian Languages and Cultures Prerequisite Knowledge (20)**

- Elementary Chinese I. Satisfied by: CHIN 104
- Elementary Chinese II. Satisfied by: CHIN 108
- Language Proficiency. Satisfied by: CHIN 204 & CHIN 208

**East Asian Languages and Cultures Core Knowledge and Skill (22)**

Majors choosing this concentration must complete a course or courses in each of the following areas:

- **Eastern Civilizations.** Satisfied by: ECIV 304 or ECIV 305
- **Advanced Language.** Satisfied by: CHIN 504 & CHIN 508
- **Modern Chinese Texts I.** Satisfied by: CHIN 562
- **Readings in Classical Chinese.** Satisfied by: CHIN 544 or CHIN 544
- **Modern Chinese Texts II.** Satisfied by: CHIN 564

**East Asian Languages and Cultures Required Electives (0)**

**East Asian Languages and Cultures Required Electives (9)**

Majors choosing this concentration must complete a course in each of the following areas (A course cannot be used in more than 1 area):

- **Pre-modern Chinese literature or culture:**
  - Satisfied by one course in EALC 330 or EALC 415 or EALC 418 or EALC 420 or EALC 499 or CHIN 544
  - **EALC 330** Chinese Literature and Culture: Premodern Times
  - **EALC 415** Ancient China
  - **EALC 418** Sexual Politics in Chinese Literature and Culture: Premodern Times
  - **EALC 420** Daily Life in China From the Opium War to 1911
  - **EALC 499** Honors Thesis
  - **CHIN 544** Readings in Classical Chinese: _____

- **Modern Chinese literature or culture:**
  - Satisfied by one course in EALC 319 or EALC 418 or EALC 499 or EALC 545
  - **EALC 319** Modern Chinese Fiction and Film
  - **EALC 418** Sexual Politics in Chinese Literature and Culture: Premodern Times
  - **EALC 499** Honors Thesis
  - **EALC 545** Chinese Cinema
  - **CHIN 544** Readings in Classical Chinese: _____

- **China:**
  - Satisfied by one course in EALC 330 or EALC 319 or EALC 318 or EALC 368
  - **EALC 330** Chinese Literature and Culture: Premodern Times
  - **EALC 319** Contemporary Chinese Fiction and Film
  - **EALC 318** Modern Chinese Fiction and Film
  - **EALC 368** The Peoples of China
  - **EALC 318** Modern Chinese Fiction and Film
  - **EALC 368** The Peoples of China
Major Hours & Major GPA

While completing all required courses, majors must also meet each of the following hour and grade-point average minimum standards:

**Major Hours**
Satisfied by 31 hours of major courses.

**Major Hours in Residence**
Satisfied by a minimum of 12 hours of KU resident credit in the major.

**Major Junior/Senior Hours**
Satisfied by a minimum of 31 hours from junior/senior courses (300+) in the major.

**Major Junior/Senior Graduation GPA**
Satisfied by a minimum of a 2.0 KU GPA in junior/senior courses (300+) in the major. GPA calculations include all junior/senior courses in the field of study including F's and repeated courses. See the Semester/Cumulative GPA Calculator.

Japanese Language and Literature Concentration

East Asian Languages and Cultures Prerequisite Knowledge (20)
Elementary Japanese I. Satisfied by:
- JPN 104 5
Elementary Japanese II. Satisfied by:
- JPN 108 5
Language Proficiency. Satisfied by:
- JPN 204 Intermediate Japanese I 10
- & JPN 208 Intermediate Japanese II

East Asian Languages and Cultures Core Knowledge and Skills (19)
Majors choosing this concentration must complete a course or courses in each of the following areas:

**Eastern Civilizations.** Satisfied by one of the following:
- ECIV 304 Eastern Civilizations 3
  or ECIV 305 Eastern Civilizations Honors

**Advanced Language.** Satisfied by:
- JPN 306 Advanced Japanese Conversation I 4
- & JPN 310 Advanced Japanese Conversation II
- JPN 504 Advanced Modern Japanese I 6
- & JPN 508 Advanced Modern Japanese II
- JPN 562 Modern Japanese Texts I 3

And one of the following:
- JPN 564 Modern Japanese Texts II 3
- JPN 569 Advanced Business Japanese
- EALC 570 The Structure of Japanese
  or LING 570 The Structure of Japanese

East Asian Languages and Cultures Required Electives (0)

East Asian Languages and Cultures Required Electives (12)
Majors choosing this concentration must complete a course in each of the following areas (a course cannot be used in more than 1 area). Please consult an EALC advisor for additional courses that may fulfill the requirements.

**Pre-Modern Japanese Literature.** Satisfied by one course, e.g.:
- EALC 312 Japan's Literary Legacy
- EALC 575 Love, Sexuality and Gender in Japanese Literature

**Modern or Contemporary Japanese Literature or Film.** Satisfied by one course, e.g.:
East Asian Studies with Chinese Language Concentration

East Asian Languages and Cultures Prerequisite Knowledge (20)

Elementary Chinese I. Satisfied by:

| CHIN 104 | Elementary Chinese I | 5 |

Elementary Chinese II. Satisfied by:

| CHIN 108 | Elementary Chinese II | 5 |

Language Proficiency. Satisfied by:

| CHIN 204 | Intermediate Chinese I | 10 |

East Asian Languages and Cultures Core Knowledge and Skills (13)

Majors choosing this concentration must complete a course or courses in each of the following areas:
Eastern Civilizations. Satisfied by one of the following:

**ECIV 304** Eastern Civilizations 
3

or **ECIV 305** Eastern Civilizations Honors 

Advanced Language. Satisfied by:

**CHIN 504** Advanced Modern Chinese I 
10

& **CHIN 508** Advanced Modern Chinese II 

**East Asian Languages and Cultures Required Elective (0)** 

**East Asian Languages and Cultures Required Electives (18)** 

Majors choosing this concentration must complete a course in each of the following areas (a course cannot be used in more than one area):

- **Pre-Modern Chinese Literature, Culture, or Language.** Satisfied by one of the following:
  - **EALC 314** Traditional Chinese Literature in Translation
  - **EALC 330** Chinese Literature and Culture: Premodern Times
  - **EALC 415** Ancient China
  - **EALC 418** Sexual Politics in Chinese Literature and Culture: Premodern Times
  - **EALC 420** Daily Life in China From the Opium War to 1911
  - **EALC 583** Imperial China
  - **CHIN 542** Introduction to Classical Chinese
  - **CHIN 544** Readings in Classical Chinese

- **Modern or Contemporary Chinese Literature, Culture, or Language.** Satisfied by one of the following:
  - **EALC 318** Modern Chinese Fiction and Film
  - **EALC 319** Modern Chinese Fiction & Film
  - **EALC 345** Chinese Cinema
  - **EALC 370** Chinese Folk Belief
  - **EALC 415** Ancient China
  - **EALC 418** Sexual Politics in Chinese Literature and Culture: Premodern Times
  - **EALC 508** Religion in China
  - **EALC 540** Chinese Literature and Culture: Premodern Times
  - **EALC 555** Buddhists and Buddhism in China
  - **EALC 573** The Structure of Chinese
  - **EALC 578** Gender and Society in Modern China
  - **EALC 583** Imperial China
  - **EALC 594** Modern China
  - **EALC 595** Reform in Contemporary China
  - **CHIN 562** Modern Chinese Texts I

- **China.** Satisfied by two courses chosen from either of the electives categories above or:
  - **EALC 301** Cultural Traditions of China, Inner Asia, and Tibet
  - **EALC 310** The Chinese Novel
  - **EALC 314** Traditional Chinese Literature in Translation
  - **EALC 368** The Peoples of China
  - **EALC 370** Chinese Folk Belief
  - **EALC 415** Ancient China
  - **EALC 441** Ancient China
  - **EALC 418** Sexual Politics in Chinese Literature and Culture: Premodern Times
  - **EALC 508** Religion in China
  - **EALC 550** Chinese Literature and Culture: Premodern Times
  - **EALC 555** Buddhists and Buddhism in China
  - **EALC 573** The Structure of Chinese
  - **EALC 578** Gender and Society in Modern China
  - **EALC 583** Imperial China
  - **EALC 584** Modern China
  - **EALC 585** Reform in Contemporary China
  - **EALC 678** Chinese Foreign Policy
  - **HA 368** Art and Culture of China
  - **HA 468** Art and Culture of China, Honors
  - **HA 488** Chinese Painting, Honors
  - **HA 546** Early Chinese Art
  - **HA 546** Chinese Sculpture
  - **HA 548** Buddhist Scriptures in Chinese Painting
  - **HA 549** Chinese Painting
  - **HIST 397** From Mao to Now: China's Red Revolution

- **East Asia.** Satisfied by one of the following:
  - **EALC 320** Modern East Asia: Multiple Perspectives
  - **EALC 363** Gendered Modernity in East Asia
  - **EALC 388** Popular Cultures of East Asia
  - **EALC 413** Asian Media Studies
  - **EALC 541** Asian Film
  - **GEOG 396** East Asia
  - **HIST 461** The Asia-Pacific War, 1937-1945

- **Japan or Korea.** Satisfied by one of the following:

  East Asian Course. Satisfied by one course based on an East Asian country other than China, e.g.:
  
  **EALC 302** Cultural Traditions of Japan and Korea
  **EALC 312** Japan's Literary Legacy
  **EALC 316** Survey of Japanese Film
East Asian Languages and Cultures Prerequisite Knowledge (20)

Elementary Japanese I. Satisfied by:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>JPN 104</td>
<td>Elementary Japanese I</td>
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</table>

Elementary Japanese II. Satisfied by:

<table>
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<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>JPN 108</td>
<td>Elementary Japanese II</td>
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Language Proficiency. Satisfied by:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>JPN 204</td>
<td>Intermediate Japanese I</td>
<td>10</td>
</tr>
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</table>

& JPN 208 & Intermediate Japanese II

East Asian Languages and Cultures Core Knowledge and Skill (13)

Majors choosing this concentration must complete a course or courses in each of the following areas:

Eastern Civilizations. Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ECIV 304</td>
<td>Eastern Civilizations</td>
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</table>

or ECIV 305 & Eastern Civilizations Honors

Advanced Language. Satisfied by:

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>JPN 306</td>
<td>Advanced Japanese Conversation I</td>
<td>4</td>
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</table>

& JPN 310 & Advanced Japanese Conversation II

JPN 504 & Advanced Modern Japanese I

& JPN 508 & Advanced Modern Japanese II

East Asian Languages and Cultures Required Elective (0)

East Asian Languages and Cultures Required Electives (18)

Majors choosing this concentration must complete a course in each of the following areas (a course cannot be used in more than one area):

Japanese Literature, Culture, or Language. Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALC 312</td>
<td>Japan's Literary Legacy</td>
<td></td>
</tr>
</tbody>
</table>

EALC 315 & Survey of Japanese Film
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALC 316</td>
<td>Modern Japanese Film and Fiction</td>
</tr>
<tr>
<td>EALC 317</td>
<td>Contemporary Japanese Literature in Translation: 1945-Present</td>
</tr>
<tr>
<td>EALC 328</td>
<td>The Body in Japan</td>
</tr>
<tr>
<td>EALC 410</td>
<td>The Culture of Play in Japan</td>
</tr>
<tr>
<td>EALC 411</td>
<td>The Culture of Play in Japan, Honors</td>
</tr>
<tr>
<td>EALC 316</td>
<td>Modern Japanese Film and Fiction</td>
</tr>
<tr>
<td>EALC 317</td>
<td>Contemporary Japanese Literature in Translation: 1945-Present</td>
</tr>
<tr>
<td>EALC 328</td>
<td>The Body in Japan</td>
</tr>
<tr>
<td>EALC 410</td>
<td>The Culture of Play in Japan</td>
</tr>
<tr>
<td>EALC 411</td>
<td>The Culture of Play in Japan, Honors</td>
</tr>
<tr>
<td>EALC 412</td>
<td>Visual and Literary Culture in Modern Japan</td>
</tr>
<tr>
<td>EALC 575</td>
<td>Love, Sexuality and Gender in Japanese Literature</td>
</tr>
<tr>
<td>EALC 587</td>
<td>Early Modern Japan</td>
</tr>
<tr>
<td>EALC 588</td>
<td>Japan, 1853-1945</td>
</tr>
<tr>
<td>EALC 589</td>
<td>Japan Since 1945</td>
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</table>

*Japan. Satisfied by two courses from the elective category above or the following:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EALC 325</td>
<td>Minorities in Japan</td>
</tr>
<tr>
<td>or EALC 610</td>
<td>Minorities in Japan</td>
</tr>
<tr>
<td>EALC 350</td>
<td>Contemporary Japan</td>
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<tr>
<td>EALC 328</td>
<td>The Body in Japan</td>
</tr>
<tr>
<td>EALC 570</td>
<td>The Structure of Japanese</td>
</tr>
</tbody>
</table>

*Advanced East Asian Languages and Cultures. Satisfied by one junior/senior-level (300+) EALC course, e.g.:* 3

*East Asian Course. Satisfied by one course based on an East Asian country other than Japan.* 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EALC 509</td>
<td>Religion in Japan</td>
</tr>
<tr>
<td>EALC 543</td>
<td>Contemporary Japanese Film</td>
</tr>
<tr>
<td>EALC 545</td>
<td>Course EALC 565 Not Found</td>
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<tr>
<td>EALC 587</td>
<td>Early Modern Japan</td>
</tr>
<tr>
<td>EALC 588</td>
<td>Japan, 1853-1945</td>
</tr>
<tr>
<td>EALC 589</td>
<td>Japan Since 1945</td>
</tr>
<tr>
<td>HA 354</td>
<td>Japanese Prints</td>
</tr>
<tr>
<td>HA 367</td>
<td>Art and Culture of Japan</td>
</tr>
<tr>
<td>or HA 467</td>
<td>Art and Culture of Japan, Honors</td>
</tr>
<tr>
<td>HA 388</td>
<td>Modern and Contemporary Visual Arts of Japan</td>
</tr>
<tr>
<td>HIST 399</td>
<td>The Samurai</td>
</tr>
</tbody>
</table>

*East Asia. Satisfied by two of the following:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALC 312</td>
<td>Japan's Literary Legacy</td>
</tr>
<tr>
<td>EALC 320</td>
<td>Modern East Asia: Multiple Perspectives</td>
</tr>
<tr>
<td>EALC 363</td>
<td>Gendered Modernity in East Asia</td>
</tr>
<tr>
<td>EALC 368</td>
<td>Popular Cultures of East Asia</td>
</tr>
<tr>
<td>EALC 413</td>
<td>Asian Media Studies</td>
</tr>
<tr>
<td>EALC 541</td>
<td>Asian Film</td>
</tr>
<tr>
<td>GEOG 396</td>
<td>East Asia</td>
</tr>
<tr>
<td>HIST 461</td>
<td>The Asia-Pacific War, 1937-1945</td>
</tr>
</tbody>
</table>

*China or Korea. Satisfied by one of the following:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALC 318</td>
<td>Modern Chinese Fiction and Film</td>
</tr>
<tr>
<td>or EALC 319</td>
<td>Contemporary Chinese Fiction and Film</td>
</tr>
<tr>
<td>EALC 338</td>
<td>Chinese Literature and Culture: Premodern Times</td>
</tr>
<tr>
<td>or EALC 530</td>
<td>Chinese Literature and Culture: Premodern Times</td>
</tr>
<tr>
<td>EALC 345</td>
<td>Chinese Cinema</td>
</tr>
<tr>
<td>or EALC 545</td>
<td>Chinese Cinema</td>
</tr>
<tr>
<td>EALC 361</td>
<td>Colonial Korea</td>
</tr>
<tr>
<td>or EALC 561</td>
<td>Colonial Korea</td>
</tr>
<tr>
<td>EALC 362</td>
<td>Post-Colonial Korea</td>
</tr>
<tr>
<td>or EALC 562</td>
<td>Post-Colonial Korea</td>
</tr>
<tr>
<td>EALC 415</td>
<td>Ancient China</td>
</tr>
<tr>
<td>EALC 418</td>
<td>Sexual Politics in Chinese Literature and Culture: Premodern Times</td>
</tr>
<tr>
<td>EALC 420</td>
<td>Daily Life in China From the Opium War to 1911</td>
</tr>
<tr>
<td>EALC 508</td>
<td>Religion in China</td>
</tr>
<tr>
<td>EALC 555</td>
<td>Buddhists and Buddhism in China</td>
</tr>
<tr>
<td>EALC 578</td>
<td>Gender and Society in Modern China</td>
</tr>
<tr>
<td>EALC 583</td>
<td>Imperial China</td>
</tr>
<tr>
<td>EALC 584</td>
<td>Modern China</td>
</tr>
<tr>
<td>EALC 585</td>
<td>Reform in Contemporary China</td>
</tr>
<tr>
<td>HA 361</td>
<td>Buddhist Art of Korea</td>
</tr>
<tr>
<td>HA 363</td>
<td>Modern Korean Art and Culture</td>
</tr>
<tr>
<td>HA 369</td>
<td>Art and Culture of Korea</td>
</tr>
</tbody>
</table>
HIST 397 From Mao to Now: China's Red Revolution
HIST 590 Cultural History of Korea

**Major Hours & Major GPA**

While completing all required courses, majors must also meet each of the following hour and grade-point average minimum standards:

**Major Hours**
Satisfied by 31 hours of major courses.

**Major Hours in Residence**
Satisfied by a minimum of 12 hours of KU resident credit in the major.

**Major Junior/Senior Hours**
Satisfied by a minimum of 31 hours from junior/senior courses (300+) in the major.

**Major Junior/Senior Graduation GPA**
Satisfied by a minimum of a 2.0 KU GPA in junior/senior courses (300+) in the major. GPA calculations include all junior/senior courses in the field of study including F's and repeated courses. See the Semester/Cumulative GPA Calculator.

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**East Asian Studies with Korean Language Concentration**

East Asian Languages and Cultures Prerequisite Knowledge (20)
Elementary Korean I. Satisfied by:
- KOR 104 Elementary Korean I 5

Elementary Korean II. Satisfied by:
- KOR 108 Elementary Korean II 5

Language Proficiency. Satisfied by:
- KOR 204 Intermediate Korean I 10

& KOR 208 and Intermediate Korean II

East Asian Languages and Cultures Core Knowledge and Skills (11)
Majors choosing this concentration must complete a course or courses in each of the following areas:

Eastern Civilizations. Satisfied by one of the following:
- ECIV 304 Eastern Civilizations 3
  or ECIV 305 Eastern Civilizations Honors

Advanced Language. Satisfied by:
- KOR 504 Advanced Modern Korean I 8
  & KOR 508 and Advanced Modern Korean II

**East Asian Languages and Cultures Required Electives (18)**
Majors choosing this concentration must complete a course in each of the following areas (a course cannot be used in more than one area):

**Korea.** Satisfied by the following:
- EALC 503 Cultural History of Korea
- EALC 361 Colonial Korea
  or EALC 561 Colonial Korea
- EALC 362 Post-Colonial Korea
  or EALC 562 Post-Colonial Korea

**Korea or East Asia.** Satisfied by two of the following:
- EALC 503 Modern Korea
- EALC 320 Modern East Asia: Multiple Perspectives
- EALC 363 Gendered Modernity in East Asia
- EALC 520 Entrepreneurship in East Asia
- COMS 557 East Asian Communication
- EALC 656 Government and Politics of East Asia
- EALC 666 Political Economy of East Asia
- EALC 675 International Relations of Asia
- EALC 380 Popular Cultures of East Asia
- EALC 413 Asian Media Studies
- EALC 541 Asian Cinema

**East Asia in the Social Sciences.** Satisfied by one course on East Asia in a social science discipline, e.g.:
- GEOG 396 East Asia
- HA 361 Buddhist Art of Korea
- HA 363 Modern Korean Art and Culture
- HA 369 Art and Culture of Korea
- HA 469 Art and Culture of Korea, Honors
- HIST 350 The Korean War, 1950-1953
- HIST 461 The Asia-Pacific War, 1937-1945
- HIST 590 Cultural History of Korea
- HIST 593 Modern Korea

**China.** Satisfied by one of the following:
- EALC 318 Modern Chinese Fiction and Film
  or EALC 518 Modern Chinese Fiction & Film
### Major Hours & Major GPA

1. **EALC 499** may be used to fulfill either of these requirements.

While completing all required courses, majors must also meet each of the following hour and grade-point average minimum standards:

#### Major Hours

Satisfied by 32 hours of major courses.

#### Major Hours in Residence

Satisfied by a minimum of 15 hours of KU resident credit in the major.

#### Major Junior/Senior Hours

Satisfied by a minimum of 32 hours from junior/senior courses (300+) in the major.

#### Major Junior/Senior Graduation GPA

Satisfied by a minimum of a 2.0 KU GPA in junior/senior courses (300+) in the major. GPA calculations include all junior/senior courses in the field of study including F's and repeated courses. See the [Semester/Cumulative GPA Calculator](https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/programadm...).

### Double Language Concentration

Majors choosing this concentration must complete the following requirements for 2 languages from the following: Japanese, Chinese, and/or Korean. Total hours required for this concentration will depend on the languages chosen and will range from 30-32 jr/sr hours.

East Asian Languages and Cultures Prerequisite Knowledge:

Elementary Japanese or Chinese or Korean I. Satisfied by one of the following:

- JPN 104 Elementary Japanese I
- CHIN 104 Elementary Chinese I
- KOR 104 Elementary Korean I

Elementary Japanese or Chinese or Korean II. Satisfied by one of the following:

- JPN 108 Elementary Japanese II
- CHIN 108 Elementary Chinese II
- KOR 108 Elementary Korean II

Language Proficiency. Satisfied by one of the following:
Intermediate Japanese I
and Intermediate Japanese II
Intermediate Chinese I
and Intermediate Chinese II
Intermediate Korean I
and Intermediate Korean II

East Asian Languages and Cultures Core Knowledge and Skills (0)

Advanced Language. Satisfied by one of the following sequences:

JPN 306
& JPN 310
& JPN 504
& JPN 508
CHIN 504
& CHIN 508
KOR 504
& KOR 508

Pre-Modern Culture (6) 6
Choose 2 of the following 3, matching language choices (6 credits combined - must be in the same two languages as chosen to fulfill the language sequences):
China
Japan
Korea

Modern Culture (6) 6
Choose 2 of the following 3, matching language choices (6 credits combined - must be in the same two languages as chosen to fulfill the language sequences):
China
Japan
Korea

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**Major Hours & Major GPA**

While completing all required courses, majors must also meet each of the following hour and grade-point average minimum standards:

**Major Hours**
Satisfied by 30-32 hours of major courses.

**Major Hours in Residence**
Satisfied by a minimum of 15 hours of KU resident credit in the major.

**Major Junior/Senior Hours**
Satisfied by a minimum of 30-32 hours from junior/senior courses (300+) in the major.

**Major Junior/Senior Graduation GPA**
Satisfied by a minimum of a 2.0 KU GPA in junior/senior courses (300+) in the major. GPA calculations include all junior/senior courses in the field of study including F's and repeated courses. See the Semester/Cumulative GPA Calculator.

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Rationale for proposal: updating tracks
Additional Information:
Supporting Documents: EALC-BA.docx
Program Reviewer Comments:

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https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/programadm...
GENERAL INFORMATION
This syllabus is critical to success in the course. Read it carefully. Consult it frequently. Take it seriously.

I. DESCRIPTION
This course surveys the Holocaust, focusing primarily on European Jewry. It seeks to accomplish the following objectives:

- Provide a narrative of the events and a description of the causes, process, and consequences of the Holocaust.
- Explore German policy toward the Jews in the context of ideology, bureaucratic structures, and the varying conditions of occupation and domination in Europe under the Third Reich.
- Consider the actions and reactions of world Jewry, European populations and governments, the Allies, churches, and political movements.

II. COURSE MATERIALS - REQUIRED
(A) For Purchase - REQUIRED
- David M. Crowe, The Holocaust: Roots, History, and Aftermath [CROWE]
- Donald L. Niewyk, editor, The Holocaust: Problems and Perspectives of Interpretation (fourth edition) [NIEWYK]

(B) Blackboard - REQUIRED
- Selections from the Internet
- Selections in PDF format

(C) Films - REQUIRED: Films will be shown as time and availability permit. Films available on Blackboard are required, even if they were not screened in class.

III. RESPONSIBILITIES - REQUIRED
(A) Showing up
- ATTENDANCE
  - I expect full attendance at each class session and especially at those classes designated as “key classes” (see below).
  - Attendance will be taken at the start of each class. On the second day class meets, a seating chart will be put together to expedite the process.
  - Students whose names are not on the seating chart will not be considered part of the class, their exams will not be accepted, and they will fail the course.
- ABSENCE
  - MISSING CLASSES
    - Students who miss 3 or more classes will fail the course, regardless of how well they are doing on the exams.
    - Students are responsible for obtaining any missed notes and materials and for viewing any missed films.
    - Students who stop attending classes at any point during the semester without withdrawing officially from the course will receive a course grade of "F," no matter how many exams they have completed prior to the last date of attendance.
  - KEY CLASSES (3/7, 3/14, 3/28, 4/11)
    - These 4 classes are critical to an understanding of the course and attendance is mandatory.
    - Students who miss 2 or more “key classes” will lose 5 percentage points per absence from the final course grade.
  - ARRIVING LATE: Students who come in after class has started must identify themselves to the instructor or they will be marked absent.
  - LEAVING EARLY: This will count as an absence.

(B) Paying attention: Students must shut down, put away, and refrain from accessing all cell phones and other irrelevant electronic devices.

(C) Doing the work
- READINGS: Unless marked “recommended,” readings listed in this syllabus are required and essential to comprehending and passing the course. They should be completed prior to the class for which they are assigned.
- PARTICIPATION: I expect some class participation (questions, opinions, discussion) from each student. Not only will this result in my knowing your name, but it could add 3 to 5 points to your final course grade.

(D) Staying in touch
- ANNOUNCEMENTS: Students must read their KU email, as it is the only way the instructor can communicate important information.
- PROBLEMS: Students experiencing difficulties should communicate their concerns to the instructor sooner rather than later.
  - OFFICE HOURS: Tuesday 1:00-2:00 PM, 4029 Wescoe (and by appointment).
  - EMAIL: fgs@ku.edu (24/7)
  - TELEPHONE: 785-864-6948 (SKYPE message line)
### COURSE CALENDAR

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17</td>
<td>FIRST CLASS</td>
</tr>
<tr>
<td>2/7</td>
<td>601 CAPSTONE PROJECT: TOPIC CHOICE DUE</td>
</tr>
<tr>
<td>2/14</td>
<td>FIRST ESSAY EXAM DUE</td>
</tr>
<tr>
<td>2/21</td>
<td>GUEST SPEAKER: ATTENDANCE WILL BE TAKEN</td>
</tr>
<tr>
<td>3/7</td>
<td>KEY CLASS: ATTENDANCE IS MANDATORY</td>
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<tr>
<td>3/14</td>
<td>KEY CLASS: ATTENDANCE IS MANDATORY</td>
</tr>
<tr>
<td>3/21</td>
<td>SPRING BREAK: CLASS DOES NOT MEET</td>
</tr>
<tr>
<td>3/28</td>
<td>KEY CLASS: ATTENDANCE IS MANDATORY</td>
</tr>
<tr>
<td>3/28</td>
<td>601 CAPSTONE PROJECT: SEMINAR GROUP MEETING</td>
</tr>
<tr>
<td>4/4</td>
<td>SECOND ESSAY EXAM DUE</td>
</tr>
<tr>
<td>4/11</td>
<td>KEY CLASS: ATTENDANCE IS MANDATORY</td>
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<tr>
<td>4/25</td>
<td>601 CAPSTONE PROJECT: ROUGH DRAFT DUE</td>
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<tr>
<td>5/2</td>
<td>LAST CLASS</td>
</tr>
<tr>
<td>5/9</td>
<td>THIRD ESSAY EXAM DUE</td>
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<tr>
<td>5/10</td>
<td>601 CAPSTONE PROJECT: FINISHED PAPER DUE</td>
</tr>
</tbody>
</table>

### CONTINGENCIES

- **Inclement weather:** If weather turns inclement on a day when class meets and the university has not cancelled classes, students are expected to check email to see what the instructor has determined regarding the situation. If no email has been sent by 12 noon on the day class meets, students are expected to assume that class will meet.
- **If the instructor is late:** This class meets only one evening a week; thus, unless otherwise notified (by email by 12 noon on the day class meets or by a notice on the classroom door), students are expected to waive the “10 minute rule” and remain in class until the instructor arrives.

### ACADEMIC MISCONDUCT – PLAGIARISM, CHEATING, INAPPROPRIATE BEHAVIOR: PLEASE READ CAREFULLY

**KU DEFINITION**

- Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments [“cheating”]; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research. SOURCE: Article II, Section 6 of the Rules and Regulations of the University Senate, revised as of August 2006.

- The entire text can be found on the KU Writing Center website: [https://writing.drupal.ku.edu/academic-misconduct](https://writing.drupal.ku.edu/academic-misconduct).

**COURSE OF ACTION**

- **FIRST OFFENSE:** A student caught cheating will fail the assignment (a grade of “F”/0) AND an Academic Misconduct Charge will be filed with the appropriate Department (Jewish Studies or History).
- **SECOND OFFENSE AND / OR IN THE CASE OF SEVERE MISCONDUCT AND / OR PRIOR OFFENSES:** Based on the instructor’s judgment of the offense, a harsher punishment may be proposed than failure of the assignment (e.g., failure of the course, citation of academic misconduct to appear on the student’s transcript, suspension for a specific amount of time from the University, or expulsion).

**ACADEMIC MISCONDUCT CHARGE FORM**

- Regardless of the punishment proposed, the student signs the form filed with the appropriate Department (Jewish Studies Program or History), indicating whether they accept the charge and prosecution or whether they deny the charge and/or appeal the punishment. Regardless, this signed form is then filed with the Office of Student Academic Services.
- The appropriate Department then determines if the student has no prior charges of academic misconduct; if there are any, the present charge of academic misconduct will be adjudicated by a panel convened by the Office of Student Academic Services.
- If there are no prior charges and if the student denies the present charge or appeals the proposed punishment, the appropriate Department may convene a panel of at least three of its students to hear the charge and the student's response. The panel will then inform the student in a timely fashion of its decision, and that decision is then filed with the Office of Student Academic Services. If the student wishes to appeal the decision, the student may file a further appeal within 30 days with the University Judicial Board (located in the Office of University Governance, 30 Strong Hall). The decision of that body is final.

**INTELLECTUAL PROPERTY POLICY: PLEASE READ CAREFULLY**

- Any and all course materials prepared by the instructor and/or presented by the instructor in the classroom or on Blackboard [all of which are hereafter called “Items”], are the instructor’s copyrighted property. These Items include but are not limited to the following: the course syllabus, the content of any and all lectures, any and all PowerPoints, any and all review sessions, any and all study guides, any and all handouts, and any and all PowerPoint Notes on Blackboard.
- The following restrictions and conditions apply to the use of any or all of these Items or portions of any or all of these Items:
  - They may not be duplicated, reproduced, or modified in any manner whatsoever. They may not be broadcast – either whole or in part – in any manner whatsoever via radio, television, or the Internet and / or any other media (including but not limited to You-Tube and Facebook). Nor may they be used for commercial purposes or sold to commercial note-taking services.
  - They may not be video or audio recorded without the written consent of the instructor.
  - Where such consent is granted, it will be limited to consent for audio-recording of lectures only, on the condition that these audio recordings are used only as a study aid by the individual making the recording. These recordings may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. Nor may they be broadcast – either whole or in part – in any manner whatsoever via radio, television, or the Internet and/or any other media (including but not limited to You-Tube and Facebook). Nor may they used for commercial purposes or sold to commercial note-taking services.
- All conditions and restrictions listed above also apply to any and all notes taken by students enrolled in the class and/or students permitted to audit the class.

**STUDENTS WITH DISABILITIES**

- Your success is important to us, and KU and I are here to support you, while at the same time protecting your privacy and confidentiality. Please let me know how I can best assist you and, at the same time, please consult KU’s Academic Achievement and Access Center (AAAC). AAAC’s stated goal is as follows: The AAAC works with all units at the University to insure that every student has an equal opportunity to succeed at KU. We are here to help you whether your disability is physical, medical, sensory, psychological, or related to attention or learning. More information can be found at [http://disability.ku.edu/~disability/](http://disability.ku.edu/~disability/).
- Individuals who may need assistance evacuating in the event of an emergency are asked to complete a Personal Action Plan in advance of an emergency. These are located at [http://fmis3w2.home.ku.edu/beep/personalactionplanview.aspx](http://fmis3w2.home.ku.edu/beep/personalactionplanview.aspx).
- EDWARDS CAMPUS STUDENTS: If you need an accommodation due to a disability under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, please contact Misty Chandler, Director of Student Services, at misty.chandler@ku.edu. Advance notice may be necessary for some accommodations to be provided in a timely manner. Accommodations must be supported by adequate documentation and are determined on an individualized basis. The Academic Achievement and Access Center (AAAC) is responsible for determining student eligibility for accommodations, recommending reasonable and appropriate accommodations for each class, and facilitating the approved accommodations in consultation with the student and instructor.

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SCHEDULE OF READINGS

1/17 - FIRST CLASS
(I) INTRODUCTION

(II) ANTECEDENTS
CROWE: SECONDARY SOURCE – Chapters 1 (pp. 15-39), 2-4

1/24
(A) ANTISEMITISM: “The Longest Hatred”
NIEWYK: SECONDARY SOURCE - John Weiss, “Antisemitism through the Ages”
BLACKBOARD
PRIMARY SOURCES
- St. John Chrysostom, “Homily I,” Eight Homilies Against the Jews (c. 347-348) [PDF]
- Josef and Wilhelm Grimm, “The Girl Who Was Killed by Jews,” Anti-Jewish Legends (1267) [PDF]
- Martin Luther, “The Jews and Their Lies,” Jewish Virtual Library (1543) [PDF]
- Pope Paul IV, “Papal Bull about Jews: Cum nimis absurdum” (1555) [PDF]
  Documents # 1, 4, 12-16, 20, 21, 25, 27, 29 [PDF]
SECONDARY SOURCE: PowerPoint PDF

1/31
(B) GERMANY: “The Racial State”
ARAD: PRIMARY SOURCES - Documents # 1, 4, 5
BLACKBOARD
PRIMARY SOURCES
- Adolf Hitler: First Antisemitic Writing (1919) [PDF]
- Adolf Hitler, “The Discovery of Antisemitism in Vienna,” Mein Kampf (1925) [PDF]
- “The Führerprinzip,” Means Used By Nazi Conspirators in Gaining Control of the German State [PDF]
- “Memories of a Nazi Youth Group Member” History and Memory Project [PDF]
- “Arithmetic Questions in a German Schoolbook,” Rachenbuch für Volksschulen (1941) [PDF]
SECONDARY SOURCES
- PowerPoint PDF
- RECOMMENDED: Deborah Dwork and Robert Jan Van Pelt, “Germany’s Turn to the East: Expropriation, Isolation, and Emigration – “The Limited Solution” [PDF]
 FILMS: Triumph of the Will; Yesterday and Today; The Eternal Jew [ALL AVAILABLE ON BLACKBOARD]

(III) IMPLEMENTATION
CROWE: SECONDARY SOURCE - Chapters 4 [RE-READ], 5-8

2/7 - 601 CAPSTONE PROJECT: TOPIC CHOICE DUE
(A) 1933-1938: GERMANY AND CENTRAL EUROPE – Expropriation, Isolation, and Emigration – “The Limited Solution”
ARAD: PRIMARY SOURCES - Documents # 10, 11, 32-35, 45, 49-53, 59
BLACKBOARD
PRIMARY SOURCES: “The Reich Flag Law,” Nuremberg Laws [PDF]
SECONDARY SOURCES
- PowerPoint PDF
- Marion A. Kaplan, “The November Pogrom and Its Aftermath,” Between Dignity and Despair: Jewish Life in Nazi Germany (1999) [PDF]
 FILMS: Witnesses to the Holocaust: German Jews; Memories of Kristallnacht

(B) 1939-1942: POLAND AND THE SOVIET UNION – Attrition and Mass Murder – “Situational Solutions”

2/14 - 1ST ESSAY EXAM DUE
(1) GHETTOS
ARAD: PRIMARY SOURCES - Documents # 73, 83, 101, 102, 114
BLACKBOARD
PRIMARY SOURCES:
- David Sierakowiak: The Diary of David Sierakowiak [PDF]
SECONDARY SOURCES
- PowerPoint PDF

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• Arcadius Kahan, “A Day in the Ghetto,” Essays in Jewish Social and Economic History [PDF]
• RECOMMENDED: Jacob Robinson, “Some Basic Issues that Faced the Jewish Councils,” in Isaiah Trunk, Judenrat: The Jewish Councils in Eastern Europe (1972) [PDF]
• RECOMMENDED: Charles G. Roland: Courage under Siege: Disease, Starvation and Death in the Warsaw Ghetto [PDF]

FILMS: The Lodz Ghetto; Witnesses to the Holocaust: Ghettos

2/21 - GUEST SPEAKER: ATTENDANCE WILL BE TAKEN
Relevant to topic IV-A-2-a: “Bystanders, Perpetrators, and Collaborators.”
‘Women at Work: The SS Aufseherinnen and the Gendered Perpetration of the Holocaust”
Dr. Shelly Cline, Public Historian, Midwest Center for Holocaust Education, and Research Associate, Jewish Studies Department, KU

2/28
(2) EINSATZGRUPPEN
ARAD: PRIMARY SOURCES - Documents # 169-171, 177, 180, 188, 190, 191, 195
BLACKBOARD
PRIMARY SOURCES
• Major General Walter Bruns, “Description of the Execution of Jews outside Riga” (December 1, 1941) (SURREPTITIOUSLY TAPE CONVERSATION, April 25, 1945), http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1531
SECONDARY SOURCES
• PowerPoint PDF
FILM: Hitler’s Secret Shooting Squads

(C) 1942-1945: OCCUPIED EUROPE – Systematic Genocide – “The “Total Solution”

3/7 - KEY CLASS: ATTENDANCE IS MANDATORY ~ 601 CAPSTONE PROJECT: PROSPECTUS DUE
(1) THE PATH
ARAD: PRIMARY SOURCES - Documents # 59 [RE-READ], 68, 106, 117, 164, 165, 167
NIEWYK: SECONDARY SOURCES - Chapter I (ESSAYS BY Kershaw and Friedlander)
BLACKBOARD
PRIMARY SOURCES: “Testimony of the Crematorium Engineers” [PDF]
SECONDARY SOURCES
• PowerPoint PDF
• Christopher R. Browning, “The German Bureaucracy and the Holocaust,” Genocide: Critical Issues of the Holocaust, Alex Grobman and Daniel Landes, editors (1983) [PDF]
• Henry Friedlander, “The SS and the Police,” Genocide: Critical Issues of the Holocaust, Alex Grobman and Daniel Landes, editors (1983) [PDF]
• Raul Hilberg, “Origins of the Killing Centers,” The Destruction of the European Jews (1985) [PDF]
FILM: The Road to Wannsee

3/14 - KEY CLASS: ATTENDANCE IS MANDATORY
(2) THE PROCESS
ARAD: PRIMARY SOURCES - Documents # 127, 128, 163, 165, 167
BLACKBOARD
PRIMARY SOURCES:
• Paul Salitter, “Report By Police Officer Paul Salitter, Commander of the Guards on the Transport Deporting Jews from Düsseldorf, Germany, to Riga, Latvia, December 11, 1941” [PDF]
• RECOMMENDED - The Auschwitz Album: THE PHOTODOCUMENT [PDF POWERPOINT]
SECONDARY SOURCES
• PowerPoint PDF
• "List of the Major Companies Involved in the Concentration Camps,” Jewish Virtual Library [PDF]
• Christopher R. Browning, “Deportations,” Genocide: Critical Issues of the Holocaust, Alex Grobman and Daniel Landes, editors (1983) [PDF]
• Deborah Dwork and Robert Jan Van Pelt, “The Holocaust at Auschwitz,” Auschwitz: 1270 to the Present (1996) [PDF]
FILM: Shoah

3/21 - CLASS DOES NOT MEET: SPRING BREAK

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(A) OCCUPIED EUROPE

(1) JEWS: “Choiceless choices”

(a) INDIVIDUAL RESPONSES: “An hour lived is also living”
ARAD: PRIMARY SOURCES - Documents # 88, 89, 102 [RE-READ], 126, 181
NIEWYK: SECONDARY SOURCES – Chapter III (ESSAYS BY Des Pres, Levi, and Waxman)
BLACKBOARD
PRIMARY SOURCES - Primo Levi, “On the Bottom,” If This Is A Man (Survival in Auschwitz) (1958) [PDF]
SECONDARY SOURCES
- PowerPoint PDF
FILM: The Last Days

4/4 - 2ND ESSAY EXAM DUE
(b) COLLECTIVE RESPONSES: “For a new, free generation”
ARAD: PRIMARY SOURCES - SOCIAL RESPONSES: Documents # 21, 26, 92, 108, 202; POLITICAL RESPONSES: Documents # 94, 111
ARMED RESPONSES: Documents # 137, 142, 166, 211
NIEWYK: SECONDARY SOURCES: Chapter IV (ESSAYS BY Hilberg, Bauer, and Diner)
BLACKBOARD
SECONDARY SOURCES
- PowerPoint PDF
FILM: Partisans of Vilna

(2) NON-JEWS: “Conscience and complicity”

4/11 - KEY CLASS: ATTENDANCE IS MANDATORY
(a) BYSTANDERS, PERPETRATORS, AND COLLABORATORS: “Ordinary men – and women”
ARAD: PRIMARY SOURCES - Documents #161, 195 [RE-READ]
NIEWYK: SECONDARY SOURCES - Chapter II (ESSAYS BY Lifton, Bartov, and Browning); Chapter V (ESSAY BY Michael Marrus and Robert O. Paxton)
BLACKBOARD
PRIMARY SOURCES
- “Testimony of the Crematorium Engineers” [RE-READ]
SECONDARY SOURCES
- PowerPoint PDF
- Victoria J. Barnett, “Who Is a Bystander?” Bystanders: Conscience and Complicity during the Holocaust [PDF]
- RECOMMENDED - ONLINE EXHIBITION: Some Were Neighbors: Collaboration and Complicity in the Holocaust (http://somewereneighbors.ushmm.org/)
- RECOMMENDED - ONLINE PHOTODOCUMENTS: Auschwitz through the Lens of the SS: Photos of Nazi Leadership at the Camp (http://www.ushmm.org/information/exhibitions/online-features/collections-highlights/auschwitz-ssalbum)
FILMS: Hotel Terminus; The Sorrow and the Pity; Shoah

4/18
(b) RESCUERS: “A conspiracy of goodness”
ARAD: PRIMARY SOURCE - Document #155 ~ NIEWYK: SECONDARY SOURCES: Chapter V (ESSAY BY Nechama Tec)
BLACKBOARD
PRIMARY SOURCES
- Carol Rittner and Sondra Myers, “Magda Trocmé,” The Courage to Care: Rescuers of Jews during the Holocaust (1986) [PDF]
- Eda Shapiro: “The Reminiscences of Victor Kugler, the Mr. Kraler of Anne’s Diary,” Yad Vashem Studies XIII (1979) [PDF]
SECONDARY SOURCES

- PowerPoint PDF
- Samuel P. and Pearl M. Olmer: The Altruistic Personality: Rescuers of Jews in Nazi Europe (1988) [PDF]

FILMS: The Courage to Care, Weapons of the Spirit

4/25 – 601 CAPSTONE PROJECT: ROUGH DRAFT DUE

(B) NEUTRALS AND ALLIES: “The art of the possible”

ARAD: PRIMARY SOURCE - Document #154
NIEWYK: SECONDARY SOURCES - Chapter VI (ESSAYS BY Rubinstein, Phayer, and Laqueur))

BLACKBOARD

- PRIMARY SOURCE - “The Riegner Telegram” [PDF]

SECONDARY SOURCES

- PowerPoint PDF

FILM: The Holocaust: The Untold Story

5/2 - LAST CLASS

(V) AFTERMATH: “The long way home”

CROWE: SECONDARY SOURCE - Chapter 10 (pp. 383-408)

BLACKBOARD: SECONDARY SOURCE - PowerPoint PDF

FILM: The Long Way Home

(A) LIBERATION, SURVIVAL, AND RETURN

BLACKBOARD

- Delbert D. Cooper, “A Soldier’s Letter Home,” Bearing Witness [PDF]
- Earl G. Harrison, “Report to President Harry S. Truman” (1945) [PDF]
- RECOMMENDED: Gunskirchen, Austria – May 4, 1945 (http://www.remember.org/mooney/gunskirchen-intro.html)

SECONDARY SOURCES


(B) JUSTICE AND INTERNATIONAL LAW

BLACKBOARD

- PRIMARY SOURCES: WAR CRIMES AND GENOCIDE
  - “Statement on Atrocities,” The Moscow Conference – October 1943 (http://www.yale.edu/lawweb/avalon/wwii/moscow.htm)

SECONDARY SOURCES: WAR CRIMES AND GENOCIDE


5/9 - 3RD ESSAY EXAM DUE: SUBMISSION DETAILS TO BE ANNOUNCED

5/10 – 601 CAPSTONE PROJECT: FINISHED PAPER DUE

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ESSAY EXAMS

I. DESCRIPTION
- These are take-home essay exams, not research papers.
- They assess the ability to use and analyze the material and concepts presented in this course.
- Each essay must be organized according to the specifications indicated below.

II. DIRECTIONS

(A) FORMAT
- COVER PAGE: Each EXAM must include a COVER PAGE indicating the student’s name.
- STAPLES: Please be sure to staple your papers together.
- TYPEWRITTEN: Double-spaced, with margins no larger than 1 inch, in font no larger than 12 points.
- PROOFREAD CAREFULLY: Grammar and spelling count.
- LENGTH:
  - FIRST AND SECOND EXAMS: Each paper must be at least 8-10 pages (exclusive of citations and bibliography).
  - THIRD EXAM: Each essay must be at least 4-5 pages (exclusive of citations and bibliography).
- CITATIONS AND BIBLIOGRAPHY:
  - BIBLIOGRAPHY: Properly formatted, listing ALL resources used to answer that particular question.
  - CITATIONS:
    - STYLE: Internal citations, footnotes, OR endnotes, properly formatted.
    - FREQUENCY: Cite all of the following – direct quotes, facts and factual information, sources and references.
    - SPECIFICITY: Where relevant, be sure to indicate (1) the actual author and title of the source being cited rather than the editor of the collection in which the source is published; (2) the page number; (3) the title of the PowerPoint.
  - ASSISTANCE WITH CITATIONS AND BIBLIOGRAPHY: Please consult the following websites [LINKS CAN BE ACCESSED FROM BLACKBOARD]
    - DIANA HACKER, THE BEDFORD HANDBOOK — RESEARCH AND DOCUMENTATION ONLINE [HIGHLY RECOMMENDED]
    - CHICAGO MANUAL OF STYLE ONLINE: http://www.chicagomanualofstyle.org/tools_citationguide.html
    - KATE L. TURABIAN ONLINE: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html
    - PURDUE ONLINE WRITING LAB: http://owl.english.purdue.edu/owl/resource/747/08/

(B) COHERENCE AND ORGANIZATION
- START WITH A THESIS: A central organizing statement indicating how you propose to respond to the question.
- BUILD AN ARGUMENT: Everything you state and all evidence you present should be essential to and support that proposition.
- COME TO A CONCLUSION: Re-articulate the thesis and wrap up the discussion.
- AVOID STRENUOUSLY:
  - HYPERBOLE AND EDITORIALIZING: Exaggerated language, gratuitous assertions and rhetorical pronouncements waste time and space and add nothing to the quality of an exam.
    - EG: “Evil,” “monstrous,” “murderous,” “horrific,” “inhuman,” “the worst the world has ever seen,” and “the most malevolent in human history”
    - EG: “How could people be so monstrous?” “Who would believe that humans could be so evil to each other?”
  - OVER-FREQUENT USE OF DIRECT QUOTES: Whether long or short and especially from secondary sources.

(C) SPECIFICITY AND DOCUMENTATION
- SPECIFIC INFORMATION / FACTS: Names, dates, places, events
- SPECIFIC MATERIALS ASSIGNED / USED IN THIS COURSE: Indicate the title of the specific item and its author rather than the editor of the collection.
  - FIRST AND SECOND EXAMS:
    - PRIMARY AND SECONDARY SOURCES: At least 6 primary sources and 6 secondary sources (exclusive of PowerPoints) discussed in detail.
    - FILMS: At least 2 films discussed in detail.
  - THIRD EXAM:
    - ESSAY 1: ALL CHOICEs: At least 2 primary sources and 2 secondary sources (exclusive of PowerPoints), and 1 film discussed in detail.
    - ESSAY 2: At least 2 primary sources and 2 secondary sources (exclusive of PowerPoints), and 1 film discussed in detail.

(D) PAPERS WILL BE RETURNED UNREAD IF
- They include material not assigned in this course.
- They include material only from the PowerPoints.
- They are without citations and/or without a bibliography.

(E) SUBMISSION PROCEDURES
- FIRST TWO EXAMS: Must be submitted in “hard copy” in class on the day they are due.
- FINAL EXAM: Submission procedures will be announced.
- LATE SUBMISSIONS: See page 2 of this syllabus for “late submission” procedures and policies.
- PROBLEMS? COMMUNICATE with the instructor and/or the GTA. Do not skip class to complete your papers!
II. QUESTIONS

1ST EXAM
TOPICS COVERED: ANTECEDENTS
LENGTH: At least 8-10 pages (exclusive of citations and bibliography)
QUESTION: Consider this statement: “The Nazis did not discard the past, they built on it.”
- Comment on this by comparing and contrasting pre-modern Christian antipathy, modern secular antisemitism, and Nazi antisemitism.
- FOR EACH, be sure to discuss the following: (a) Its origins, articulation, policies and objectives. (b) Its depiction and manipulation of the stereotype of “the Jew.”
- FOR NAZI ANTISEMITISM, be sure to include (a) ADOLF HITLER: His vision of a “racial state”, his centrality to that state; and where the Jews figured in his vision. (b) THE NSDAP: Its role in implementing Hitler’s vision – specifically its use of policy, propaganda and terror.

2ND EXAM
TOPICS COVERED: IMPLEMENTATION
LENGTH: At least 8-10 pages (exclusive of citations and bibliography)
QUESTION: Consider this statement: “The occupation of Europe changed the framework within which Hitler and the Nazis sought a ‘solution to the Jewish problem,’ allowing for an increasing radicalization of policy toward the Jews.”
- Comment on this with reference to the evolution of Nazi policy toward the Jews between 1933 and 1945 by comparing and contrasting the “solutions” devised for 1933-1939 (“Limited Solution”), 1939-1942 (“Situational Solutions”), and 1942-1945 (“Total Solution”).
- FOR EACH “SOLUTION,” be sure to discuss the following: (a) What it represented. (b) How (in what context and circumstances) it emerged. (c) What its objectives were. (c) How it was implemented, organized, and carried out (i.e., methods, physical facilities, and technology). (d) Which bodies and agencies in Germany’s political, social, economic, legal, military, and bureaucratic infrastructures implemented and/or validated it.

3RD EXAM
TOPICS COVERED: RESPONSES AND AFTERMATH
LENGTH: At least 4-5 pages per essay (exclusive of citations and bibliography)
QUESTIONS: Two essays – both are required – instructions for each should be read carefully.

ESSAY #1: Respond to ONE question (A, B, or C). Be sure to indicate which question you are answering.
(A) “The Nazis set out deliberately to dehumanize their Jewish victims, to break down their autonomy, and to turn them into docile masses from which no individual group or group act of resistance could arise. Given the conditions, the wonder is not that there was so little resistance but that there was so much.”
Comment on this with reference to specific conditions in the ghettos and concentration camps and the specific ways in which the victims responded to these conditions: individual and collective, unarmed and armed.
(B) “The genocide of European Jewry would have been impossible without the passivity of bystanders, the active participation of perpetrators, and collaborators and the general failure of the international community to acknowledge and stop the genocide.”
Comment on this with specific reference to the actions and/or inaction of individuals and groups in occupied Europe and elsewhere: bystanders, collaborators, perpetrators, the Allies, the neutral states, and the churches.
(C) “Some ordinary men and women in occupied Europe showed great courage and compassion in helping Jewish victims. For the most part, these individuals did not plan to become heroes. Their behavior was atypical even in their own communities.”
Comment on this with reference to the specific conditions, requirements, and circumstances of rescue – both for the rescuers and the rescued. What did it “take” – politically, economically, socially, physically, and psychologically – to attempt and effect rescue and to be rescued?

ESSAY #2: Consider the quote below by responding to the issues raised in A-E
“Liberation marked the beginning of a process of rebirth for those who had survived the Holocaust and re-examination for the international community as a whole.”
Comment on this with reference to (A) The specific conditions, challenges, and consequences of liberation for the survivors (B) The humanitarian solutions that were provided and/or proposed and the political and social context of those solutions? (C) How the displaced persons camps, the United Nations, and the situations in Eastern Europe and Palestine figured into A and B. (D) The impact of the Holocaust on international law and humanitarian perceptions? (E) How the war crimes trials and the genocide convention figured into D.
601 – SENIOR SEMINAR – CAPSTONE PROJECT

(I) ASSIGNMENT
- FORMULATE a thoughtful and significant question about the Holocaust.
  - That interests you or touches on your life in a significant way.
  - That is manageable and narrowly defined.
  - That lends itself to effective presentation within the parameters of a paper.
- DEVELOP a thesis in response to that question.
- SUPPORT the thesis with relevant evidence drawn from and incorporating insights from careful research using relevant primary and secondary sources and course materials.
- PRESENT the work in a formal paper
  - That is at least 15-20 pages in length, exclusive of citations and bibliography.
  - That engages in dialogue with the authors of the secondary sources – indicating where you agree with them and where you do not and offering your own insights.
  - That analyzes rather than summarizes the materials.

(II) RESOURCES
- TYPES OF RESOURCES: In addition to any relevant materials used in the course
  - PRIMARY SOURCES: At least 4 relevant primary sources.
  - SECONDARY SOURCES
    - At least 4 scholarly articles: from journals and/or published collections.
    - Relevant portions of at least 4 books.
- PROVENANCE
  - “Hard copy” from the KU Libraries, via interlibrary loan, etc.
  - Reputable online resources; must be cleared in advance with the instructor.
  - Relevant materials used in the course.
- BIBLIOGRAPHICAL ASSISTANCE
  - COURSE MATERIALS:
    - “Suggestions for Further Study and Research” at the end of each chapter in David M. Crowe, The Holocaust: Roots, History, and Aftermath.
    - “Suggestions for Additional Reading” at the end of Donald L. Niewyk, The Holocaust
  - ONLINE BIBLIOGRAPHIES
    - Bibliographies, US Holocaust Memorial Museum
    - Google Scholar
    - "Nazi Germany: 1933-1945," German History in Documents and Images

(III) TIMETABLE: All phases are required

<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>PHASE</th>
<th>TASK</th>
<th>LENGTH AND WORTH</th>
<th>SUBMISSION FORMAT</th>
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<tbody>
<tr>
<td>BEFORE 2/7</td>
<td>EXPLORATION</td>
<td>Individual meeting with instructor to discuss possibilities.</td>
<td>N/A</td>
<td>During office hours or by appointment</td>
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<td>BY 2/7</td>
<td>TOPIC CHOICE</td>
<td>A short formal description of the question and the thesis.</td>
<td>• 500-750 words</td>
<td>Hard copy submitted in class</td>
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<td>BY 3/7</td>
<td>PROSPECTUS</td>
<td>• A statement of the question and the thesis.</td>
<td>• At least 4-6 typewritten, double-spaced pages (exclusive of citations and bibliography).</td>
<td>Hard copy submitted in class</td>
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<td>• A tentative bibliography of secondary and primary sources,</td>
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<td>• A tentative organizational plan (i.e., an outline without letters and numbers),</td>
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<td>• Organized in complete sentences and proper paragraphs</td>
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<td>• Following appropriate guidelines for citations and bibliographies.</td>
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<td>3/28</td>
<td>SEMINAR MEETING</td>
<td>Group meeting with instructor to discuss progress of projects and share insights.</td>
<td>N/A</td>
<td>Mutually convenient time to be arranged</td>
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<td>BY 4/25</td>
<td>ROUGH DRAFT</td>
<td>• With citations as available (rough versions)</td>
<td>At least 7-10 pages</td>
<td>Hard copy submitted in class</td>
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<td>BY 5/10</td>
<td>FINISHED PAPER</td>
<td>• Full paper</td>
<td>• At least 15-20 pages exclusive of citations and bibliography</td>
<td>Submission details to be announced</td>
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<td>• Properly formatted citations</td>
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