## Course Inventory Change Request

**Viewing: GEOL 370: Study Abroad in Greece: Natural Environment and Civilizations**

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>GEOL</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department Geology (GEOL)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

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

No

**Title**

Study Abroad in Greece: Natural Environment and Civilizations

**Transcript Title**

Stdy Abd Greece: Nat, Env & Ci

**Effective Term**

Summer 2017

Spring 2016

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**Catalog Description**

This course examines the profound influence of the natural environment on the development of civilizations and the course of history. Geologic processes responsible for natural resources, water, landscapes, natural hazards and climate are presented in the context of their impact on ancient Greek society. The class visits sites of geologic and historic interest such as Athens, Delphi, Mycenae and the Aegean Sea islands including Santorini volcano. Examples from other eras and regions of the world are discussed along with present-day analogues.

**Prerequisites**

An introductory geology course or permission of the instructor.

**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**
  - Only Summer, Typically Every Semester
- **Repeatable for credit?**
  - No
- **Principal Course Designator**
  - N - Natural 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**

As a study abroad course, GEOL 370 is a natural fit to KU Core Goal 4.2. Greece is a country with rich history and culture, and spectacular geology. The influence of the natural environment to Greek civilization and culture is evident from ancient time to present. I believe that this course can offer a once in a lifetime cultural experience to KU students. I am eager to help make it possible.
Has the department approved the nomination of this course to KU Core?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Roberts</td>
<td>01/07/17</td>
</tr>
</tbody>
</table>

Selected Goal(s)

<table>
<thead>
<tr>
<th>Goal 4, Learning Outcome(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.</td>
</tr>
</tbody>
</table>

GEOL 370 Study Abroad in Greece: Natural Environment and Civilizations. In this course students will be immersed to the Greek society and culture for three weeks. Through formal readings, online resources, news media and daily field trips students will get exposed to the Greek culture and explore the influence of the natural environment to shaping civilizations and cultures, past and present. Students will observe, investigate, analyze and discuss Greek culture views on societal challenges linked to the natural environment, such as climate change. Students will reflect on those issues as they pertain to their own cultural views and beliefs.

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.)

Students will be immersed to the Greek society and culture for three weeks. Instruction through daily field trips includes formal educational activities and informal interaction within the local communities. Readings: 1) Apocalypse: Earthquakes, Archaeology and the Wrath of God, discusses how catastrophic natural processes influenced ancient cultures. 2) Modern Greece: What Everyone Needs to Know, examines Greece’s recent socioeconomic challenges. At each field site (daily itinerary in syllabus) instruction will be guided by Tsollias and collaborators from the Nat. Observatory of Athens and the Univ. of Athens. Students will be assigned to lead presentations and group discussions that link observations of natural processes with their impact to ancient and contemporary Greek society and culture. Individual student reports will draw from daily presentations, discussions, readings, news reports and interaction with locals to raise student awareness and understanding of the Greek culture.

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.)

Under the guidance of the course instructor, students will identify and examine societal challenges that transcend geographic boundaries and are relevant across cultures. Those challenges can be related to natural processes as well as current events in the media. Topics related to the natural environment can include: natural resources, clean water & air, renewable resources, climate change and natural hazards. Current events may include Greece’s and Europe’s migrant policies as well as economic policies. References to events from the past will be included to add historical perspective. Readings from Modern Greece: What Everyone Needs to Know, news reports, group discussions with Greek colleagues as well as interaction with locals will inform students on Greek culture and how it guides decision making for addressing societal challenges. This knowledge will be the platform for students to debate, discuss and analyze Greek culture and values relative to their own and prevailing US trends.

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 study abroad experience will expose students to everyday Greek society and culture. Students will spend three weeks interacting with locals in the communities the class will visit. They will be exposed to Greek news media of local and international events. Through group discussions and individual reports, students will reflect on similarities and differences with U.S. culture and the views portrayed in the Greek vs. U.S. media. Students will interview and discuss with the Greek course collaborators and University of Athens students (their peers) aspects of Greek life, popular culture, and political concerns. The group will be engaged in conversation about their interaction with locals, their observations and their experiences, describe possible cultural missteps (which will almost certainly occur) and consider why they might have happened. Student observations will be documented in the daily field notebook/journal notes.

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.)
Readings will be assigned from the books listed in question 1. Additional readings will be provided from the literature, online resources and news outlets. Readings will relate to the natural setting of the sites visited as well as historical and contemporary cultural topics. Student assignments will consist of: 1) Field presentations (3 per student) and leading discussions based on the reading assignments, 2) Class participation including informal discussions among the group and interaction with locals, 3) Field notebook/journal with daily entries of observations of the natural environment, Greek culture (historical and contemporary), group and individual interactions in the local cultural setting, and 4) Individual student reports (6 per student) synthesizing and analyzing observations documented in the field presentations, class discussions and in the daily field notebook entries. The GEOL370 Rubric will be used for student assessment. Grading scheme is shown in the syllabus.
ITINERARY

May 17–19: Athens
The group arrive in Athens and spend three days at the city center, near the old neighborhood of Plaka by the hill of Acropolis. They will visit the National Observatory of Athens (earthquake and natural hazard monitoring center), the University of Athens Department of Geology, and archaeological sites on the hill of Acropolis, the Acropolis Athens Museum, Greco-Roman Agora, and the Temple of Zeus.

May 20–24: Peloponnesus and Greece mainland
The group will travel to sites of geological and historical interest at Loutraki and Corinth, visit the Corinth Canal, the ancient boat road of Diolkos, the theater of Epidaurus, Mycenae and Nafplio city. Crossing the Rio-Antirio Bridge will lead to Galaxidi, Delphi and the temple of Apollo.

May 25 - 29: Athens area
The group will travel south of Athens to Sounio, visit the ancient Lavrio mines and the temple of Poseidon, visit ancient Marathon and return to Glyfada, a seaside suburb of Athens.

May 30 - June 1: Santorini
The group will take a ferry from Piraeus (port of Athens) to Santorini where they will visit the Akrotiri excavation site as well as the Paleolithic and Archeological museums. A full day excursion will examine the caldera of the volcano and observe past and present volcanic activity.

June 2–5: Crete
The group will travel by ferry to Crete where they will visit the city of Heraklion, tour Knossos Palace and learn about the devastating tsunami of Thera. Continue to the city of Chania and visit Falasarna, the site of 365 A.D. earthquake and tsunami, and Samaria gorge. The group will fly to Athens May 5 and transfer to flights to the US.

Georgios Tsoflias,
Associate Professor
Department of Geology
tsoflias@ku.edu

Office of Study Abroad
1410 Jayhawk Blvd.
Lippincott Hall
Room 108
Lawrence, KS 66045
785.864.3742
osa@ku.edu
www.studyabroad.ku.edu

Study how the natural environment played a role in the development of Ancient Greece.
**PROGRAM OVERVIEW**

The program examines the profound influence of the natural environment on the development of civilizations and the course of history. Students will make field observations of how the earth works, gain appreciation for the impact of the natural environment on society, and experience ancient and contemporary Greek cultures. Greece with its rich history and varied geology offers an ideal location for a field-based study abroad experience. Geologic processes responsible for natural resources, water, landscapes, natural hazards and climate are presented in the context of their impact to the ancient Greek society. The class visits sites of geologic and historic interest in the mainland of Greece and the Aegean Sea islands. Examples from other eras and regions of the world are discussed along with present-day analogues.

**ACADEMIC PROGRAM**

Students enroll in 3 credit hours of GEOL 370 Study Abroad in Greece: Natural Environment and Civilizations. Course instruction will take place primarily outdoors in day-long field trips. Geologic, historic and cultural information will be made available prior to each day-trip followed by on-site lectures, observations and discussions. Students will be responsible for actively participating through thoughtful questions based on prior reading assignments and presenting assigned topics to their peers. Students will also be required to maintain a field notebook. Synthesis of information in the form of written reports will take place during designated time off throughout the course.

**ELIGIBILITY**

Open to undergraduate or graduate students from any accredited U.S. college or university, priority will be given to students in the KU Department of Geology, CGIS and CLAS. Minimum 2.5 GPA required. Students must have completed an introductory Geology course (e.g. GEOL 101, 102, 103, 105, 106, 121, 151, 171, 177, 302, 351) or have the permission of the instructor.

**DEADLINES, FEES, & FUNDING**

**Application Deadline:** March 1

**Apply Online:** [studyabroad.ku.edu](http://studyabroad.ku.edu)

Online applications are available at [www.studyabroad.ku.edu](http://www.studyabroad.ku.edu). Students are strongly encouraged to apply early.

- The Office of Study Abroad can provide personalized financial aid and scholarship advising for students. Please visit 108 Lippincott Hall or call 785-864-3742 to set up an appointment.
- KU students who qualify for financial aid in the form of Stafford and/or other loans, Federal Grants, and KU or outside scholarships may apply the aid to the cost of a Study Abroad Program.
- KU Study Abroad supplemental scholarships are available to KU degree seeking students. Applications are available online. The scholarship application deadline is March 1 for Summer and Fall and Academic Year programs and October 1 for Spring, Winter Break and Spring Break programs.
- For additional scholarship opportunities visit: [studyabroad.ku.edu/other-scholarship-opportunities](http://studyabroad.ku.edu/other-scholarship-opportunities)

**PROGRAM BUDGET**

**TUITION & FEES**

<table>
<thead>
<tr>
<th></th>
<th>KU Students</th>
<th>Non-KU Students</th>
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</thead>
<tbody>
<tr>
<td>Estimated undergraduate tuition and fees for 3 credit hours. Actual tuition expenses will vary by the student's individual tuition compact. Non-KU students will pay the standard tuition rate indicated. Fees include emergency medical evacuation and repatriation services, orientation, and administrative services.</td>
<td></td>
<td></td>
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<tr>
<td>$1,488</td>
<td>$1,703</td>
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**PROGRAM FEE**

<table>
<thead>
<tr>
<th></th>
<th>KU Students</th>
<th>Non-KU Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program fee includes accommodation in hotels (double room occupancy) with breakfast, on-site bus transfers, transportation to field sites, boat transfers to the islands, entrance fees to archaeological sites, two group dinners and domestic (in Greece) air travel.</td>
<td></td>
<td></td>
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<tr>
<td>$3,895</td>
<td>$3,895</td>
<td></td>
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**ESTIMATED ADDITIONAL COSTS**

<table>
<thead>
<tr>
<th></th>
<th>KU Students</th>
<th>Non-KU Students</th>
</tr>
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<tbody>
<tr>
<td>Estimated additional expenses include international airfare, passport fees, books and supplies, additional meals, and personal expenses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$3,135</td>
<td>$3,165</td>
<td></td>
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</tbody>
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*Note: All dates, costs, and program information are subject to change. Itemized program budgets are available at studyabroad.ku.edu.*
Assessment Rubric for: **GEOL 370 Study Abroad in Greece: Natural Environment and Civilizations**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations 4</th>
<th>Expected 3</th>
<th>Satisfactory 2</th>
<th>Unacceptable 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural Self-awareness</strong></td>
<td>Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</td>
<td>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</td>
<td>Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)</td>
<td>Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)</td>
</tr>
<tr>
<td><strong>Diversity of Communities and Cultures</strong></td>
<td>Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others’ engagement with diversity.</td>
<td>Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.</td>
<td>Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.</td>
<td>Expresses attitudes and beliefs as an individual, from a onesided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.</td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to solve difficult problems or explore complex issues in original ways.</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</td>
<td>Uses skills, abilities, theories, or methodologies gained in one situation to contribute to understanding of problems or issues.</td>
<td>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.</td>
</tr>
<tr>
<td><strong>Knowledge of Cultural/ Worldview Frameworks</strong></td>
<td>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
</tr>
<tr>
<td><strong>Knowledge of Natural Processes</strong></td>
<td>Demonstrates thorough understanding of geologic processes and “how the earth works” from global to local scales. Demonstrates advanced skill level in geological field observation methods.</td>
<td>Demonstrates adequate understanding of geologic processes and “how the earth works” from global to local scales. Demonstrates adequate skill level in geological field observation methods.</td>
<td>Demonstrates partial understanding of geologic processes and “how the earth works” from global to local scales. Demonstrates partial skill level in geological field observation methods.</td>
<td>Demonstrates inadequate understanding of geologic processes and “how the earth works” from global to local scales. Demonstrates inadequate skill level in geological field observation methods.</td>
</tr>
</tbody>
</table>
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 05/19/16 11:16 am  
**Viewing:** HIST 201: Writing the Past-CATEGORY I/Western Topics:____  
**Last edit:** 10/19/16 2:28 pm  
**Changes proposed by:** acon

### Programs referencing this course
- HIST-BA/BGS: History, B.A./B.G.S.  
- HIST-MIN: History, Minor

### Academic Career
- Undergraduate, Lawrence

### Subject Code
- HIST

### Academic Unit
- Department: History (HIST)  
- School/College: College of Lib Arts & Sciences

### Locations
- Lawrence

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

### Title
- Writing the Past-CATEGORY I/Western Topics:____

### Transcript Title
- Writing the Past

### Effective Term
- Fall 2016

### Catalog Description
Many of the words that human beings have written down in one form or another have been stories of events, people, and places from the past. History is a story of countless people—some famous, many anonymous—who have made up the human past. This course will introduce students to the basic skills of analytical, descriptive, and narrative writing and reading through the lens of history. Students will learn how to develop a voice of their own as writers and build a toolkit of skills that will help them effectively communicate in writing, in their course work and careers. This course will cover topics that will fulfill the Category I/Western requirement of the History major.

### Prerequisites
- None

### Cross Listed Courses:

### Credits
- 3

### Course Type
- Seminar (SEM)

### 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
- Once a Year, Usually Fall

### 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?
- Yes

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[1 of 3 2/15/2017 3:20 PM](https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/courseadmin...)

[2/15/2017 3:20 PM](https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/courseadmin...)
**KU Core Information**

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

Yes

<table>
<thead>
<tr>
<th>Name of person giving departmental approval</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eve Levin</td>
<td>4/6/16</td>
</tr>
</tbody>
</table>

**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.

  HIST201 will help students develop reading and writing skills across a variety of texts and genres. Students will learn to read texts that historians use to produce and express ideas about the past, including documentary, visual, and material primary sources, reference sources, scholarly writing (monographs and articles), creative non-fiction, including biography, and fiction (novels, poetry, plays), and dramatic and documentary film and television. Students will write 3 assignments (totaling 3000-5000 words) in 3 different genres using language and other media that span the kinds of writing historians do for scholarly and popular audiences. To provide structured feedback to students and help them develop both iterative and incremental writing processes, the instructor will assign multiple drafts of each assignment and scaffold individual assignments.

**Selected Learning Outcome(s):**

**Goal 2, Learning Outcome 1**

State what aspects of your course or educational experience will include instruction in how to: (Please limit responses to 1000 characters.)

- a) Analyze how language and rhetorical choices vary across texts and different institutional, historical, and/or public contexts.
- b) Demonstrate rhetorical flexibility within and beyond academic writing.
- c) Revise and improve their own writing.

  I will introduce students to genres of historical writing, providing them with the analytical tools they need to recognize how we access the past in written and audiovisual media. Handouts and guided reading exercises will help students develop fluency in reading history. Students will write 3 histories of their own. Assignments will take the form of 3 different genres of historical writing: scholarly writing, popular writing, and professional writing outside of the academy. In my course, students will produce a Wikipedia article, a film review, and an historical marketing report. Students will produce multiple drafts of each of these assignments and receive substantive feedback on both the conceptual and technical aspects of writing from the instructor and their peers. This will culminate in the production of a Final Portfolio of their work, with a “Process Letter” in which students reflect on their own learning throughout the semester.

State what writing assignments (a minimum of 2000 words/course) in English will include at least three different types of writing for different purposes, audiences, or media. (Please limit responses to 1000 characters.)

Students will write 3 different genres of history for varied audiences. 1) They will write a 250 word Wikipedia entry. This assignment requires students to gather scholarly research about a given topic and synthesize that research into an accessible format for an audience of non-experts. Students will revise their Wikipedia entry twice before publication. 2) After learning about the genre of film criticism, students will view a relevant film of their own choosing and write a 500-750 word film review, putting the film in its historical context. In this assignment, which they will revise twice, they will write an analysis of the film for a popular audience. 3) Students will produce a historical marketing report on a consumer product for an audience of business professionals. Students will learn the conventions of business writing, composing an executive summary and detailed report of between 1000-1500 words. They write this
report in increments and receive feedback through 2 revisions.

State how your course will deliver structured feedback to students that leads to revision and sequential improvement of their texts (for example, through the revision of successive drafts). (Please limit responses to 1000 characters.)

Students receive extensive feedback on processual, conceptual, and technical aspects of writing on each assignment. This is reflected in the schedule and grading schema. Students receive points for each draft and then receive a final grade for each assignment. They will also receive a grade for their end-of-semester portfolios, which will include all of their final revisions. I will offer feedback through rubrics, written reports, and in-person conferences. I will also facilitate a graded peer review assignment. At the end of the semester, students will have had the opportunity to revise each assignment 3 times with feedback from the instructor as well as their peers. Each rubric will identify key areas for improvement and follow-up in-person conferences will help students learn to develop revision agendas of their own. Finally, through the Process Letter, students will engage in critical self-reflection. This is a cornerstone of my own student-centered pedagogy.

State how you will evaluate the quality of students’ written communication and how you will use this evaluation for a supermajority (greater than or equal to 60%) of the final course grade. (Please limit responses to 1000 characters.)

I will use rubrics for each draft of each assignment that provide guidance and feedback on how well students understand context and purpose of writing, organize ideas and content, use evidence, understand mechanics, and develop a writing process. To provoke engagement, students will receive 20% of their total grade on class participation, 7.5% on their performance in guided peer reviews. The remaining 72.5% of their grade will be based on their written work, with higher stakes for the final draft of each assignment to reward energy spent on revision. For example, on the Wikipedia article, the grade will be broken down as follows: 2.5% first draft, 5% second draft, 7.5% final draft (15% total). Of the 72.5% of the final grade taken up by writing assignments, the final portfolio will be one part, valued at 15%.

Example of peer_review_handout696.pdf
HIST 201 Draft Syllabus-Jahanbani.pdf
reader_response_sheet696.pdf
The Process Letter.pdf
Karen Ledom (kjh) (08/19/16 5:07 pm): Requirements noted say "depending on topic course will count in category 1 or 2 for major". Is this course intended to be a topics course? It is not currently proposed that way. Clarify with dept.
Rachel Schwien (rschwien) (10/18/16 2:25 pm): subcommittee has requested change in title to identify what category 1 and category 2 are and change in catalog description to distinguish the two courses and western and non western in description
Rachel Schwien (rschwien) (10/19/16 2:29 pm): updated title and added category designation in course description
Rachel Schwien (rschwien) (11/28/16 10:16 am): Holding to go through with HIST 202 - 204
Rachel Schwien (rschwien) (01/23/17 12:07 pm): followed up with dept 1/23
GEOL 370 Study Abroad in Greece: Natural Environment and Civilizations (3)

Summer 2017: May 16 - June 5, 2017

Faculty-directed Study Abroad Program
Director: George Tsolfias, (785) 864-4584, tsolfias@ku.edu

Objective:
Examine the impact of the natural environment to past and present cultures. Make field observations of natural processes and how the earth works. Offer students study abroad experience and expose them to varied world views both in space and time.

Description:
The course examines the profound influence of the natural environment on the development of civilizations and the course of history. Geologic processes responsible for natural resources, water, landscapes, natural hazards and climate are presented in the context of their impact to the ancient and present Greek society. Greece with its rich history and varied geology offers an ideal location for a field-based study abroad experience. The class visits sites of cultural, historic and geologic interest in the mainland of Greece and the Aegean Sea islands. Examples from other eras and regions of the world are discussed along with present-day analogues. Course instruction takes place primarily outdoors in day-long field trips. The course duration is three weeks, between spring semester and first summer session. Pre-requisite: An introductory geology course (GEOL 101; 102; 103; 105; 106; 121; 151; 171; 177; 351) or with permission of the instructor.

Goals:
At the conclusion of this course students should be able to:

- Develop understanding of the Greek culture and values, and discuss in relation to students own value assumptions.
- Discuss how Greece’s geographic location has shaped Greek culture and the course of history from ancient times to present (e.g. trade routes, natural borders and defenses, migrants, religion, architecture, cultural centers). Compare and contrast to North America.
- Describe geological processes in the Mediterranean region and in Greece responsible for the varied landscapes, natural resources (e.g. minerals, water, building materials), and natural hazards (e.g. earthquakes, volcanoes, landslides, tsunami) that influenced Greek society and culture.
- Develop understanding of Greek culture views towards natural resources, renewable energy sources, clean water & air, climate change and natural hazards. Discuss in relation to students own value assumptions and prevailing trends in the US.
- Use field observations to recognize and describe various geological features (e.g. types of rocks, structural and geomorphic features) and relate them to geological processes and significant historical events (e.g. types of volcanism and volcanic
rocks; Santorini Caldera and the 1628 BC eruption that is credited with the decline of the Minoan civilization; Compare societal impacts with Mt. Vesuvius 79 CE eruption and Pompeii, as well as Mt. St. Helens 1980 eruption).

- Develop skills in interacting in a non-US culture and working closely with others.

**Course Text:**

**Course Assignments & Assessment:**
This is a study abroad course. Students will be immersed to the Greek society and culture for three weeks. Students will interact daily with locals in the communities the class visits. They will meet University professors, Greek students (their peers) and everyday people. Course instruction will take place primarily outdoors in day-long field trips. Geologic, historic and cultural information will be made available prior to each day-trip followed by on-site lectures, observations and discussions. Students will be responsible to participate actively through thoughtful questions based on prior reading assignments and their own observations, and to present assigned topics to their peers. Students will be responsible to maintain a field notebook where cultural, historical and geological observations will be recorded. Synthesis of information and analysis will be accomplished in the form of individual reports.

Course grading will be based on:
- Class participation & Leading discussions 20%
- Assigned class presentations (3 per student) 25%
- Field notebook/journal with daily observations 25%
- Individual reports (6 per student) 30%
- Total 100%

**Grading Scheme (%):**
- A ≥ 93.3 < A- ≥ 90 < B+ ≥ 86.6 < B ≥ 83.3 < B- ≥ 80 < C+ ≥ 76.6 < C ≥ 73.3 < C- ≥ 70 < D+ ≥ 66.6 < D ≥ 63.3 < D- ≥ 60 < F
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Travel</th>
<th>Location</th>
<th>Transp.</th>
<th>Overnight stay</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/16/2017</td>
<td>Tue</td>
<td>1</td>
<td>Lawrence / KC</td>
<td>Air travel</td>
<td></td>
<td>Departure from KU</td>
</tr>
<tr>
<td>5/17/2017</td>
<td>Wed</td>
<td>2</td>
<td>Athens</td>
<td>Public (bus / metro)</td>
<td>Athens</td>
<td>Arrival in Athens mid-day; transfer to hotel in Athens; check-in - orientation; Introduction to the history of Greece (Ancient and Modern) - group dinner</td>
</tr>
<tr>
<td>5/18/2017</td>
<td>Thur</td>
<td>3</td>
<td>Athens Center</td>
<td>Public (bus / metro)</td>
<td>Athens</td>
<td>National Observatory of Athens (earthquake monitoring network); Earthquakes in Greece (historic and current); Overview of natural hazards in Greece; Acropolis Athens Museum, Acropolis of Athens, Greco-Roman Agora, Thissio, Pyx, Temple of Zeus</td>
</tr>
<tr>
<td>5/19/2017</td>
<td>Fri</td>
<td>4</td>
<td>Athens &amp; around Attica</td>
<td>Public (bus / metro)</td>
<td>Athens</td>
<td>University of Athens (Geology and History departments, paleontology &amp; mineralogy museums); afternoon at Syntagma Square, Greek Parliament</td>
</tr>
<tr>
<td>5/20/2017</td>
<td>Sat</td>
<td>5</td>
<td>Attica &amp; Corinth</td>
<td>rental of 2 vans</td>
<td>Loutraki</td>
<td>Kaka Skala fault, Active tectonics at Perachora peninsula (Loutraki, Osios Patapios, Pisia, Alepochori, Psatha faults), Temble of Hera Perachoras, Strava</td>
</tr>
<tr>
<td>5/21/2017</td>
<td>Sun</td>
<td>6</td>
<td>Attica &amp; Corinth</td>
<td>rental of 2 vans</td>
<td>Loutraki</td>
<td>Corinth Canal, Ancient boat road of Oiolkos, Ancient Corinth, Acro-Corinth castle, Lechaio bay</td>
</tr>
<tr>
<td>5/22/2017</td>
<td>Mon</td>
<td>7</td>
<td>Corinth &amp; Epidaurus</td>
<td>rental of 2 vans</td>
<td>Nauplio</td>
<td>Kechries, New and Ancient Epidaurus archaeological site, Nauplio city</td>
</tr>
<tr>
<td>5/23/2017</td>
<td>Tue</td>
<td>8</td>
<td>Argos area</td>
<td>rental of 2 vans</td>
<td>Nauplio</td>
<td>Ancient Mycenae, Ancient Tyrins, Ancient Argos, Lemni</td>
</tr>
<tr>
<td>5/25/2017</td>
<td>Thur</td>
<td>10</td>
<td>Central Greece</td>
<td>rental of 2 vans</td>
<td>Sounio</td>
<td>Delphi archaeological site, Faidriades stones, Delphi fault, Itea bauxite mining area, Gkiona bauxite geopark mining area, Thermopyles battle history area, Thermopyles hot springs, Arkita fault, Atalanti fault; travel to Sounio</td>
</tr>
<tr>
<td>5/26/2017</td>
<td>Fri</td>
<td>11</td>
<td>Lavrio / Sounio</td>
<td>rental of 2 vans</td>
<td>Sounio</td>
<td>Laurio (silver, lead ancient mines) visit of National Technical Univ. of Athens LTCP <a href="http://www.ltp.ntua.gr/lavrion_park_en">http://www.ltp.ntua.gr/lavrion_park_en</a></td>
</tr>
<tr>
<td>5/27/2017</td>
<td>Sat</td>
<td>12</td>
<td>Attiki</td>
<td>rental of 2 vans</td>
<td>Sounio</td>
<td>Marble quarries at Pentelion and Dionysos; Geomorphology and history of Marathon, Marathon Dam</td>
</tr>
<tr>
<td>5/28/2017</td>
<td>Sun</td>
<td>13</td>
<td>Lavrio / Sounio</td>
<td>rental of 2 vans</td>
<td>Athens</td>
<td>Poseidon Temple at Sounio; Limni Vouliagmeni (karst, collapse, caves, groundwater);</td>
</tr>
<tr>
<td>5/29/2017</td>
<td>Mon</td>
<td>14</td>
<td>Athens</td>
<td>Public (bus / metro)</td>
<td>Athens</td>
<td>Free day. Visit Athens center, Plaka; Prepare for departure to islands</td>
</tr>
<tr>
<td>5/30/2017</td>
<td>Tue</td>
<td>15</td>
<td>Cyclades Islands</td>
<td>Ferry</td>
<td>Santorini</td>
<td>travel to Santorini transfer to hotel; check-in - orientation; History of Thera</td>
</tr>
<tr>
<td>5/31/2017</td>
<td>Wed</td>
<td>16</td>
<td>Cyclades Islands</td>
<td>Bus / Boat</td>
<td>Santorini</td>
<td>Volcano, Caldera, volcanic history of the area, Mega Tsunami of the Thera eruption, Northern part of the island</td>
</tr>
<tr>
<td>6/1/2017</td>
<td>Thur</td>
<td>17</td>
<td>Cyclades Islands</td>
<td>Bus</td>
<td>Santorini</td>
<td>Akrotiri Museum, Southern part of the island</td>
</tr>
<tr>
<td>6/2/2017</td>
<td>Fri</td>
<td>18</td>
<td>Santorini to Heraklio and Chania</td>
<td>Ferry &amp; Bus charter</td>
<td>Chania</td>
<td>Travel to Crete, Heraklio; Knossos Palace, Devastating tsunami of Thera; Travel to Chania</td>
</tr>
<tr>
<td>6/3/2017</td>
<td>Sat</td>
<td>19</td>
<td>Crete</td>
<td>Bus charter</td>
<td>Chania</td>
<td>Falasarna, Falasarna 365 A.D. EQ and tsunami history, Gramvousa faults, Braholos lagoon, Drossoulites, Museums of Chania</td>
</tr>
<tr>
<td>6/4/2017</td>
<td>Sun</td>
<td>20</td>
<td>Crete</td>
<td>Bus charter</td>
<td>Chania</td>
<td>Samaria Gorge / Geology, Tectonics and Seismic history of Crete; Group dinner</td>
</tr>
<tr>
<td>6/5/2017</td>
<td>Mon</td>
<td>21</td>
<td>Chania to Athens</td>
<td>Bus</td>
<td>Athens</td>
<td>Flight to Athens airport and connect to flight to the US</td>
</tr>
<tr>
<td>6/5/2017</td>
<td>Mon</td>
<td>21</td>
<td>Arrival in US</td>
<td>Air travel</td>
<td></td>
<td>Return to US &amp; KU</td>
</tr>
</tbody>
</table>
Peer review is an opportunity to learn the techniques of constructive criticism and to refine your understanding of the mechanics of effective writing. Below you will find specific guidelines for your peer review. Please read this handout and the Reader Response sheet before you begin peer review. You will read your peer’s paper three times—once for argument, twice for organization, and thrice for syntax and other writing issues. Some general advice: Always point out strengths as well as elements that need more work. Be specific. Point to particular places in the paper where revision will be helpful. Don’t hesitate to respond as a reader, especially early in the review process, for example, “I got confused here,” “I saw your point clearly here,” or “I was convinced by your example or analogy or argument.” Make comments in the spirit of helpfulness. Take comments in the spirit of helpfulness. Finally, please remember, as in all things, to be as respectful towards others as you wish others to be towards you.

Part One: Evaluating Argument

Read your partner’s essay clear through. In the margins, engage with the author by asking questions about the argument, noting sources of confusion, etc.

After reading, answer the questions in Part One of the Reader Response Sheet.

Part Two: Evaluating Organization

Read the essay again. While reading, note the following for each paragraph of your partner’s essay:

* Identify and paraphrase the topic of the paragraph—what it “says.”
* Identify what the paragraph does—its purpose and connection to the essay.
* Note this in the margins
* Review the outline and identify the structure of the essay’s organization.

Then, read and respond to questions in Part Two of the Reader Response Sheet.

Part Three: Evaluating Writing

Read your partner’s essay for clarity of expression and proper syntax.

(Remember, if you need help on these issues, see http://www.uottawa.ca/academic/arts/writcent/hypergrammar/)

* Circle “to be” verbs
* Circle passive voice
* Note improper syntax/ungrammatical constructions

Read and respond to questions in Part Three of the Reader Response Sheet.

Part Four: Summary Comments

Write a few summary remarks at the end of the reader response sheet that identify what you liked about the paper, how it was effective, and what major issues you think need revision. Be specific where possible.

Part Five: Self-Evaluation

Identify a few things that peer review has made you realize about your own paper and be prepared to discuss them in class.
### HIST201 (Jahanbani):
*Mad Men & Women: Selling Cold War America*

**DRAFT SYLLABUS**

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday/Tuesday</th>
<th>Wednesday/Thursday</th>
<th>Notes</th>
<th>Basic Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A</td>
<td>Introductions</td>
<td>Reading History: Film/TV</td>
<td><strong>Introduce students to resources to support their writing (Writing Center, online resources, MPS)</strong></td>
<td>Choose rich piece of historical writing/viewing to immerse students in topic.</td>
</tr>
<tr>
<td></td>
<td>(Syllabus description; brief intros; presentation on writing in History)</td>
<td><em>Mad Men, “Smoke Gets in Your Eyes.”</em> Mark Grief, “You’ll Love the Way It Makes You Feel,” LRB <a href="http://www.lrb.co.uk/v30/n20/mark-grief/youll-love-the-way-it-makes-you-feel">http://www.lrb.co.uk/v30/n20/mark-grief/youll-love-the-way-it-makes-you-feel</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Introduce students to resources to support their writing (Writing Center, online resources, MPS)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 A</td>
<td>Reading: Textbook chapter on the 1950s/1960s – How to get the Big Context</td>
<td>Reading: Wikipedia</td>
<td><strong>Provide handout for students about how to approach reading an historical monograph by Friday.</strong></td>
<td>Choose tertiary sources that introduce students to topic. Attune students to how to read these kinds of texts.</td>
</tr>
<tr>
<td></td>
<td>(Wikipedia articles from pre-circulated list)</td>
<td>(Wikipedia articles from pre-circulated list)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Circulate and discuss lib guide for primary sources. (John Stratton)</strong></td>
<td></td>
<td><strong>Circulate and discuss lib guide for primary sources. (John Stratton)</strong></td>
<td></td>
</tr>
<tr>
<td>5 A</td>
<td>Researching Your Topic – Meet in Library again – Workshop</td>
<td>Writing: Outlining Your Wikipedia Article (Workshop)</td>
<td>Submit first draft of article on BB on Saturday.</td>
<td>First draft of first assignment due (short)</td>
</tr>
<tr>
<td>6 A</td>
<td>Writing: Wikipedia article</td>
<td>Writing: Wikipedia Article</td>
<td><strong>Give drafts w/comments back to students by Thursday.</strong></td>
<td>Return comments back to students via rubric or other medium.</td>
</tr>
<tr>
<td>Week</td>
<td>Reading</td>
<td>Writing</td>
<td>Assignments</td>
<td></td>
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<tr>
<td>8</td>
<td>Interview that interested them.</td>
<td>Writing: Field trip – MCM Tour of Lawrence **Journal during your tour!</td>
<td>Submit final draft of Wikipedia article on BB by Saturday.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td><strong>Reading: Mad Men</strong>&lt;br&gt;(Images/material objects as texts)</td>
<td>Reading: Criticism&lt;br&gt;Selected narrative reviews from LARB.</td>
<td>Content—reading texts.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td><strong>Viewing: Mad Men</strong>&lt;br&gt;<strong>Watch online and discuss</strong></td>
<td>SPRING BREAK</td>
<td>Students view film from pre-circulated list&lt;br&gt;Novel/film/tv show</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Writing: <strong>Narrative essay on experience of watching film/tv show.</strong></td>
<td>SPRING BREAK</td>
<td>Submit first draft of film review on BB by Saturday&lt;br&gt;First draft of second writing assignment</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Reading: Corporate Advertisements</td>
<td>Reading: Corporate Advertisements&lt;br&gt;Students identify one advertisement and give brief presentation in class.&lt;br&gt;Answer question: &quot;Where does this ad come from? Why was it created? What does it convey?&quot;</td>
<td><strong>Give comments back to students on first draft of film reviews by Thursday.</strong>&lt;br&gt;<strong>Research Meetings!</strong>&lt;br&gt;Preparation for final assignment.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Research: Corporate campaigns&lt;br&gt;Company report, Coca-Cola, 1965</td>
<td>Reading: Corporate campaigns&lt;br&gt;Brief research presentations</td>
<td>Submit second draft of film review on BB by Saturday.&lt;br&gt;Second draft of second writing assignment</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td><strong>Writing: Argumentative essay in the form of an Historical Marketing Report on an advertising campaign from the 1960s. (Outlining)</strong></td>
<td>Writing: Historical Marketing Report (Workshopping ideas)</td>
<td>Submit first draft of your argumentative essay on a corporate advertising campaign on BB by Saturday&lt;br&gt;Submit Process Letter&lt;br&gt;<strong>Central question for each paper is “Did this campaign work? If so, how? If not, why?”</strong>&lt;br&gt;First draft of final assignment</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Writing Workshop: Historical Marketing Report</td>
<td>Writing Workshop: Historical Marketing Report</td>
<td><strong>Give students feedback by Thursday.</strong>&lt;br&gt;Submit second draft of your essay on BB by Saturday.&lt;br&gt;Second draft of assignment</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Portfolio Presentations</td>
<td>Portfolio Presentations</td>
<td><strong>Give students feedback by Thursday</strong>&lt;br&gt;Submit portfolios (with final Process Letter) and all final revisions on BB by finals date.&lt;br&gt;Students submit portfolios for final assessment.</td>
<td></td>
</tr>
</tbody>
</table>
Part 1: Evaluating Argument

What is the thesis of this paper?

What are the writer's main supporting arguments?

What are the weaknesses of the argument?

Does the author use primary sources to make their argument?

Is the use of sources effective?

What can you suggest about strengthening the argument?
Part Two: Evaluating Organization

How well does the essay flow from beginning to end?

Where does the organization not make sense or lose its flow?

What can the writer do to fix any problems with organization?

Are there effective transitions between paragraphs?

Does each paragraph focus on one main point?
Are there paragraphs where the point is not clear, or where 2-3 unrelated points are raised?

Are topic sentences effective at connecting each paragraph to the argument of the paper?

Does the order of ideas within paragraphs make sense?

What can the writer do to fix any problems?
Part Three: Evaluating Writing

Does the author have any particular “bad habits” to improve in their prose?

Does the prose flow smoothly?

Are their places where the writing was unclear?

Part Four: Summary Comments
The Process Letter

This device, borrowed from Creative Non-Fiction classes in Composition Studies, is a valuable tool to help students become more reflective writers. I relied heavily on the work of John Evans of Stanford University in developing this assignment.

The Process Letter (submitted with first draft)

When you have finished writing the Final Essay that you will workshop in class, write a one-page process letter answering the following questions. The purpose of the Process Letter is to orient your colleagues to those areas that you feel require the most attention in discussion and revision.

- What were your intentions when you wrote this piece?
- What parts do you think were the most successful?
- What parts were frustrating to write or need more work?

A Process Letter (REQUIRED)

Write a 1-2 page letter (bulleted or traditional letter format) to me that:

- Explains how you approached revising your essay. I am interested to hear how the writing process worked for you across drafts, with some discussion of when and why you think you did your best work.
- Evaluates the extent to which you pursued the risks and goals you articulated in class discussions/meetings. Give specific examples. The goal of this part of the assignment is not to show your success, but rather to demonstrate your thoughtful engagement with the risks and goals you chose to pursue in your writing.
- Revisits one assigned reading, which you found particularly helpful to look at again as you conducted your revision. Perhaps it was a model for your writing, or you found the tone or voice relevant, or the subject matter was inspirational, etc. You might very well have your own idiosyncratic reasons for revisiting the essay. Regardless, articulate them. Write thoughtfully and organically about how that essay was purposeful for you as a writer and reader, in revision.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/07/16 1:47 pm

Viewing: HIST 202 : Writing the Past-Category II/Non-Western Topics:____

Last edit: 02/09/17 8:48 am

Changes proposed by: rschwien

Programs referencing this course

| HIST-BA/BGS: History, B.A./B.G.S. |
| HIST-MIN: History, Minor |

Academic Career | Undergraduate, Lawrence
Subject Code | HIST
Academic Unit | Department: History (HIST)
School/College | College of Lib Arts & Sciences
Locations | Lawrence

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

No

Title | Writing the Past-Category II/Non-Western Topics:____
Transcript Title | Writing the Past
Effective Term | Spring 2017

Catalog Description | Many of the words that human beings have written down in one form or another have been stories of events, people, and places from the past. History is a story of countless people—some famous, many anonymous—who have made up the human past. This course will introduce students to the basic skills of analytical, descriptive, and narrative writing and reading through the lens of history. Students will learn how to develop a voice of their own as writers and build a toolkit of skills that will help them effectively communicate in writing, in their course work and careers. This course will cover topics that will fulfill the Category II/Non-Western requirement of the History major.

Prerequisites | None

Cross Listed Courses:

Credits | 3
Course Type | Seminar (SEM)
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 | Once a Year, Usually Fall
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?
Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(HIST-BA/BGS) History, B.A./B.G.S.</td>
</tr>
<tr>
<td>(HIST-MIN) History, Minor</td>
</tr>
</tbody>
</table>

Describe how: This course will satisfy category 2 in the history major or minor.

History is a writing discipline and this course would enable us to introduce students to that aspect of our discipline. Moreover, this course would expand the KU Core 2.1 options for students in the Humanities and provide students interested in History with a way to familiarize themselves with the discipline and faculty.

KU Core Information

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

Yes

Name of person giving departmental approval

Eve Levin

Date of Departmental Approval

4/6/16

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.

HIST201 will help students develop reading and writing skills across a variety of texts and genres. Students will learn to read texts that historians use to produce and express ideas about the past, including documentary, visual, and material primary sources, reference sources, scholarly writing (monographs and articles), creative non-fiction, including biography, and fiction (novels, poetry, plays), and dramatic and documentary film and television. Students will write 3 assignments (totaling 3000-5000 words) in 3 different genres using language and other media that span the kinds of writing historians do for scholarly and popular audiences. To provide structured feedback to students and help them develop both iterative and incremental writing processes, the instructor will assign multiple drafts of each assignment and scaffold individual assignments.

Selected Learning Outcome(s):

Goal 2, Learning Outcome 1

State what aspects of your course or educational experience will include instruction in how to: (Please limit responses to 1000 characters.) a) Analyze how language and rhetorical choices vary across texts and different institutional, historical, and/or public contexts. b) Demonstrate rhetorical flexibility within and beyond academic writing, c) Revise and improve their own writing.

I will introduce students to genres of historical writing, providing them with the analytical tools they need to recognize how we access the past in written and audiovisual media. Handouts and guided reading exercises will help students develop fluency in reading history. Students will write 3 histories of their own. Assignments will take the form of 3 different genres of historical writing: scholarly writing, popular writing, and professional writing outside of the academy. In my course, students will produce a Wikipedia article, a film review, and an historical marketing report. Students will produce multiple drafts of each of these assignments and receive substantive feedback on both the conceptual and technical aspects of writing from the instructor and their peers. This will culminate in the production of a Final Portfolio of their work, with a “Process Letter” in which students reflect on their own learning throughout the semester.

State what writing assignments (a minimum of 2000 words/course) in English will include at least three different types of writing for different purposes, audiences, or media. (Please limit responses to 1000 characters.)

Students will write 3 different genres of history for varied audiences. 1) They will write a 250 word Wikipedia entry. This assignment requires students to gather scholarly research about a given topic and synthesize that research into an accessible format for an audience of non-experts. Students will revise their Wikipedia entry twice before publication. 2) After learning about the genre of film criticism, students will view a relevant film of their own choosing and write a 500-750 word film review, putting the film in its historical context. In this assignment, which they will revise twice, they will write an analysis of the film for a popular audience. 3) Students will
produce a historical marketing report on a consumer product for an audience of business professionals. Students will learn the conventions of business writing, composing an executive summary and detailed report of between 1000-1500 words. They write this report in increments and receive feedback through 2 revisions.

State how your course will deliver structured feedback to students that leads to revision and sequential improvement of their texts (for example, through the revision of successive drafts). (Please limit responses to 1000 characters.)

Students receive extensive feedback on processual, conceptual, and technical aspects of writing on each assignment. This is reflected in the schedule and grading schema. Students receive points for each draft and then receive a final grade for each assignment. They will also receive a grade for their end-of-semester portfolios, which will include all of their final revisions. I will offer feedback through rubrics, written reports, and in-person conferences. I will also facilitate a graded peer review assignment. By the end of the semester, students will have had the opportunity to revise each assignment 3 times with feedback from the instructor as well as their peers. Each rubric will identify key areas for improvement and follow-up in-person conferences will help students learn to develop revision agendas of their own. Finally, through the Process Letter, students will engage in critical self-reflection. This is a cornerstone of my own student-centered pedagogy.

State how you will evaluate the quality of students’ written communication and how you will use this evaluation for a supermajority (greater than or equal to 60%) of the final course grade. (Please limit responses to 1000 characters.)

I will use rubrics for each draft of each assignment that provide guidance and feedback on how well students understand context and purpose of writing, organize ideas and content, use evidence, understand mechanics, and develop a writing process. To provoke engagement, students will receive 20% of their total grade on class participation, 7.5% on their performance in guided peer reviews. The remaining 72.5% of their grade will be based on their written work, with higher stakes for the final draft of each assignment to reward energy spent on revision. For example, on the Wikipedia article, the grade will be broken down as follows: 2.5% first draft, 5% second draft, 7.5% final draft (15% total). Of the 72.5% of the final grade taken up by writing assignments, the final portfolio will be one part, valued at 15%.
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday/Tuesday</th>
<th>Wednesday/Thursday</th>
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<tbody>
<tr>
<td></td>
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<td><strong>A</strong></td>
<td><strong>B</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Introductions</td>
<td>Reading History: Film/TV</td>
<td><strong>Introduce students to resources to support their writing (Writing Center, online resources, MPS)</strong></td>
<td>Choose rich piece of historical writing/viewing to immerse students in topic.</td>
</tr>
<tr>
<td></td>
<td>(Syllabus description; brief intros; presentation on writing in History)</td>
<td><em>No Reservations with Anthony Bourdain: Beirut</em></td>
<td><strong>Hand out map of region to students</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading: Nawal Nasrallah, &quot;Food Culture in the Arab World: Long on History, Short on Historiography.&quot;</td>
<td><strong>Provide handout for students about how to approach reading an historical monograph by Friday.</strong></td>
<td>Choose tertiary sources that introduce students to topic.</td>
<td></td>
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<td><strong>Provide handout for students about how to approach reading an historical monograph by Friday.</strong></td>
<td><strong>Circulate and discuss lib guide for primary sources.</strong></td>
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<tr>
<td>2</td>
<td>Reading: Textbook chapter history of modern Middle East – How to get the Big Context</td>
<td>Reading: Wikipedia</td>
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<td></td>
<td>(Wikipedia articles from pre-circulated list)</td>
<td><strong>Provide handout for students about how to approach reading an historical monograph by Friday.</strong></td>
<td><strong>Provide research support/instruction</strong></td>
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<td></td>
<td>Start at the Wikipedia pages for one of the countries listed on the map handout and History of Food and then follow your own interests. Find two articles; read them.</td>
<td><strong>Provide handout for students about how to approach reading an historical monograph by Friday.</strong></td>
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<td></td>
<td><strong>Provide handout for students about how to approach reading an historical monograph by Friday.</strong></td>
<td><strong>Provide research support/instruction</strong></td>
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<tr>
<td>3</td>
<td>Reading: <em>Falafel Nation: Cuisine and the Making of National Identity in Israel</em>, Yael Raviv</td>
<td>Reading: <em>Falafel Nation: Cuisine and the Making of National Identity in Israel</em>, Yael Raviv</td>
<td>Submit your choice of food product from a pre-circulated list that you’d like to research on BB by Saturday.</td>
<td>Guided reading through monograph.</td>
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<td><strong>Submit first draft of article on BB on Saturday.</strong></td>
<td>Identify topics for Wikipedia articles – help students workshop primary source.</td>
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<tr>
<td>4</td>
<td>Researching Your Topic – Library session! Find secondary sources!</td>
<td>Reading: How to read for background/Your secondary sources. In-class workshop.</td>
<td><strong>Give students feedback on topics over email by Thursday.</strong></td>
<td>Provide research support/instruction</td>
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<td><strong>Provide handout for students about how to approach reading an historical monograph by Friday.</strong></td>
<td><strong>Circulate and discuss lib guide for primary sources.</strong></td>
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<tr>
<td>5</td>
<td>Researching Your Topic, Part II – Meet in Library again – Finding primary sources.</td>
<td>Writing: Outlining Your Wikipedia Article (Workshop)</td>
<td>Submit first draft of article on BB on Saturday.</td>
<td>First draft of first assignment due (short)</td>
</tr>
<tr>
<td>6</td>
<td>Writing: Wikipedia article</td>
<td>Writing: Wikipedia Article</td>
<td><strong>Give drafts w/comments back to students by Thursday.</strong></td>
<td>Return comments back to students via rubric or other medium.</td>
</tr>
<tr>
<td>7</td>
<td>Reading: Periodical literature on food and travel from the 1970s Each student gives brief (5 minute) presentation on an article that interested them.</td>
<td>Reading: Darryl Campbell, &quot;Our Meals, Ourselves: A Short History of Food Writing,&quot; <em>The Millions</em>, October 12, 2010.</td>
<td>Submit second draft of Wikipedia article on BB by Saturday.</td>
<td>Second draft of first assignment due.</td>
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<tr>
<td>Week</td>
<td>Activity</td>
<td>Assignments/Instructions</td>
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<td>9</td>
<td>Viewing: <em>Falafelism: The Politics of Food in the Middle East</em> (2013) <strong>Watch online and discuss</strong></td>
<td>Reading: Criticism Selected narrative reviews of documentary films on food. Students view film from pre-circulated list Novel/film/tv show Content—reading texts.</td>
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<td>10</td>
<td>SPRING BREAK</td>
<td>Students view film from pre-circulated list Novel/film/tv show Content—reading texts.</td>
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<td>11</td>
<td>Writing: Narrative essay on experience of watching film &amp; tv show.</td>
<td>Writing: Narrative essay on experience of watching film &amp; tv show. Submit first draft of film review on BB by Saturday First draft of second writing assignment.</td>
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<td>12</td>
<td>Reading: Cookbooks</td>
<td><strong>Give comments back to students on first draft of film reviews by Thursday. Second draft of second writing assignment.</strong></td>
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<td><strong>Research Meetings!</strong></td>
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<td>14</td>
<td>Writing: Argumentative essay in the form of a podcast script about a single food and its relationship to the culture and history of the region. <strong>Give students feedback by Thursday. Submit second draft of your script on BB by Saturday.</strong></td>
<td>Submit first draft of your podcast script on BB by Saturday Submit First Process Letter **Central question for each paper is “Did this cookbook reflect the culture and history of the food traditions it surveyed? If so, how? If not, why?” First draft of final assignment.</td>
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<tr>
<td>15</td>
<td>Writing Workshop: Podcast script</td>
<td><strong>Give students feedback by Thursday. Submit second draft of your script on BB by Saturday.</strong> Second draft of assignment.</td>
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<tr>
<td>16</td>
<td>Portfolio Presentations</td>
<td><strong>Give students feedback by Thursday. Submit portfolios (with final Process Letter) and all final revisions on BB by finals date. Students submit portfolios for final assessment.</strong></td>
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SAMPLE ASSIGNMENT
HIST 202: Food and Identity in the Modern Middle East

Writing Assignment 1: Wikipedia Article (Expository Writing)

Most academic writing in the humanities is of a variety called expository writing, one of the four main modes of discourse. Expository writing—which you’ve spent years learning how to do even if you don’t know it—requires you to investigate a subject (research); evaluate evidence (analysis); explain the idea (context); and explain your conclusions using evidence (argue). One of the most common forms of expository writing is the encyclopedia entry or, in our contemporary parlance, a Wikipedia article. Each well-written Wikipedia entry collects research (those are the footnotes at the bottom!), evaluates that evidence to explain the topic at hand (analysis!), provides broader context for the topic so you, the reader, can understand what makes it important (context), and, through these maneuvers, makes some sort of argument about the topic (argument).

In this class, you are going to write a Wikipedia entry of your very own about the history of food in one Middle Eastern country or city (you may choose to write about 1) a particular foodstuff like hummus or arak; 2) major ingredients like olive oil, grape leaves, etc.; or a broader history of food in the culture of that country/city).

Because Wikipedia is a crowd-sourced encyclopedia—and because there is much room for improvement on its collection of articles relating to food history—you are even going to have the option of publishing your article at the end of the semester.

The steps of the assignment, which we will be working through together over the next seven weeks, will require you to learn some of the basic tools of historical research and to develop your skills of written communication. These steps include (see syllabus for corresponding dates; but assume that each step will take one week):

1) Reading a textbook chapter on the modern Middle East to acquaint yourself with major historical forces at play in the region, including politics, economics, culture, religion, and social change. From this assignment, we will work to get the “big context” of the history of the modern Middle East. You will also be reading one Wikipedia article about a country (choose one from this list: Egypt, Iran, Iraq, Syria, Jordan, Israel, Saudi Arabia, Yemen, Oman, Kuwait, UAE) and trying to get a sense of the basic narrative of its history. Because you will be writing about food in the Middle East, you will also read the short Wikipedia article on “Food History” to get a definition of this field. We will discuss these readings in Week 2, engaging with them both as sources of information (scholarship that helps us understand the place of food in the modern Middle East) and as pieces of writing (as you read, think to yourself: what makes a ‘good’ textbook chapter? What is an effective Wikipedia article?)

2) To learn more about the specific subject you are going to read an historical monograph. That means a book written by a scholar about the history of a specific subject (like, falafel in Jerusalem, for instance!). To learn how to approach this genre of writing, we are going to read a monograph together—one that will introduce you to writing about food history as well as to the politics of the modern Middle East. In Week 3, you’ll also choose the subject of your Wikipedia article and submit the proposal to me in writing on BB. To
make sure you’re writing your thoughts and ideas, you will write brief entries on the subject of Raviv’s book in your online writing journals on BB.

3) This week, we are going to start working on gathering research. I will help you navigate the library catalog and relevant databases for information about your topic. Over the next two weeks, you will be identifying at least one secondary source and 2-3 primary sources relevant to your topic and writing your first impressions of them in your writing journal on BB.

4) This is the week where all of your efforts to research, analyze, and contextualize your sources come together in a written draft of your 250-500 word article. First, read this article: https://en.wikipedia.org/wiki/Wikipedia:Your_first_article Then, we will both discuss those guidelines and workshop your outlines in class on Thursday. Over the weekend, you will submit drafts of your article.

5) In class in Week 6, we will be workshopping your drafts. Each of you will read one other draft and identify strengths/weaknesses/areas for improvement. We will pay particular attention to making arguments in expository writing. We will do some in-class revision. I will also be submitting written comments on your drafts via BB.

6) In week 7, you will submit the second draft of your Wikipedia article, with a written explanation of the revisions you made. This week, before you submit the article, we will be reading an article about food writing; we will discuss ways (and I will give written feedback) to enhance the usefulness of your article to interested readers.

7) You get to decide, based on my feedback, whether or not you want to publish your article online!
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 05/10/16 9:04 am  
**Last edit:** 10/19/16 2:25 pm  
**Changes proposed by:** acon

**Viewing:** HIST 203: Speaking the Past - Category I/Western Topics:____

| Programs referencing this course | HIST-BA/BGS: History, B.A./B.G.S.  
|                                | HIST-MIN: History, Minor |

**Academic Career:** Undergraduate, Lawrence  
**Subject Code:** HIST  
**Course Number:** 203  
**Academic Unit:** Department: History (HIST)  
**School/College:** College of Lib Arts & Sciences  
**Locations:** Lawrence  
**Do you intend to offer any portion of this course online?**  
**Title:** Speaking the Past - Category I/Western Topics:____  
**Transcript Title:** Speaking the Past  
**Effective Term:** Fall 2016

**Catalog Description:** This seminar offers students the opportunity to learn about a specific theme or topic in history through the development of their verbal communication skills. A variety of scaffolded assignments will introduce students to the essential elements of interpersonal and public speaking, provide opportunities to practice their performances and receive constructive feedback, and hone their organizational and critical-thinking skills. In doing so, they will achieve a deeper understanding of an important aspect of the past. Specific historical topics will be determined by individual instructors. This course will cover topics that will fulfill the Category I/Western requirement of the History major.

**Prerequisites:** None  
**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
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<tbody>
<tr>
<td>Course Type</td>
<td>Seminar (SEM)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/-)FI</td>
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<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
</tr>
<tr>
<td>Are you proposing this course for KU Core?</td>
<td>Yes</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>As necessary</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Principal Course Designator</td>
<td>H - Humanities</td>
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</table>

**Are you proposing that the course count towards the CLAS BA degree specific requirements?**  
**Will this course be required for a degree, major, minor, certificate, or concentration?**  
**Approved Path:**  
1. 10/14/16 1:17 pm  
   Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
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<tbody>
<tr>
<td>(HIST-BA/BGS) History, B.A./B.G.S.</td>
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<tr>
<td>(HIST-MIN) History, Minor</td>
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</table>

Describe how: This course will satisfy category 1 in the history major or minor.

Rationale for Course Proposal

Speaking is the primary mode in which human beings express their thoughts in both their public and private lives. Apart from “learning to speak,” a focus on verbal assignments encourages students in “speaking to learn”. It helps them master the material, sharpen their organizational, analytical, and problem-solving skills, and test their own understanding of the historical discipline.

KU Core Information

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

Yes

Name of person giving departmental approval: Eve Levin

Date of Departmental Approval: April 6, 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.

This course has been intentionally designed to satisfy Core 2.2 learning outcomes. Specifically, it addresses the 4 main points required. Assigned readings include a textbook which introduces students to the theories, practices, and consequences of oral communication. Discussion of assigned readings is standard practice in departmental pedagogy and is built into the structure of this course. Individual instructors can choose from a range of additional verbal communication assignments. A list was presented in a meeting of History faculty before the Department voted unanimously to approve this new course [see Supporting Documents]. This list was informed by research in a) pedagogical scholarly journals and b) other “Communication across the Curriculum” programs. These programs provide a variety of evaluation forms which can be adopted and/or adapted to suit the evaluation of oral communication assignments for courses in History. Instructors may also create their own evaluation forms.

Selected Learning Outcome(s):

Goal 2, Learning Outcome 2

State how your course or educational experience will include instruction in how to: (Please limit responses to 1000 characters.)

a) Apply theory in the preparation and presentation of content in an organized manner and with a delivery appropriate to the audience. b) Engage in active listening and participate in discussions in a respectful manner. c) Analyze their own communicative behaviors in both interpersonal and public speaking.

a) Apply theory in the preparation and presentation of content... Students are required to read, discuss, and prepare exercises from a textbook on effective verbal communication which introduces them to relevant theories, methods, and outcomes... b) Engage in active listening and participate in discussions... Classroom discussion of historical sources, scholarship, and method is standard practice in almost every History class. Instructors who opt to teach HIST 202 will incorporate requirements for respectful listening and productive participation in classroom discussion... c) Analyze their own communicative behaviors in both interpersonal and public speaking. Textbook exercises and self-evaluation forms following specific assignments are two ways in which our department’s instructors might mandate student reflection.

State what assignments, readings, class discussion, and lectures will be structured so that students complete at least three different types of speeches or presentations in English with different purposes or audiences. (Please limit responses to 1000 characters.)

a) regular classroom discussion throughout the semester (audience student peers), b) mid-semester classroom debate (pedagogical audience: instructor and guest faculty), c) student pair PowerPoint presentation of work-in-progress for Poster Presentation on an object or objects integral to English country house material culture to develop interpersonal communication skills (peer and instructor audience), d) practice presentation with mock-up poster (object(s) integral to material culture of the English country house) in...
preparation for CUR Symposium (peer and instructor audience), e) student pair Poster Presentation on a specific object(s) relating to country house material culture at CUR sponsored April Symposium (audience of the general public), f) end-of-term, individual, 10-minute presentation on a single book to illustrate themes, tropes, and cultural criticism inherent in the genre of the country house novel (instructor, guest faculty, and the class now acting as an audience of experts)

State how your course will deliver structured feedback to students that leads to revision and substantial improvement. (Please limit responses to 1000 characters.)

a) Scheduled one-on-one verbal feedback with instructor, b) Each member of various audiences will be required to fill out a one-page evaluation form that will assess both the content and delivery of student presentations and include comments and suggestions for improvement [for example, see Supporting Documents], c) Instructors may also devise other means to deliver feedback (e.g., videotaping presentations and reviewing them with the instructor)

State how you will evaluate the quality of students’ oral communication, and how you will use this evaluation for a supermajority (greater than or equal to 60%) of the final course grade. (Please limit responses to 1000 characters.)

a) Numerical average of evaluation forms completed by audience members, b) Evidence of progress in subsequent iteration of assignment (e.g., PowerPoint presentations), c) Assessment of students’ own self-evaluation forms, d) Instructor and guest faculty expert opinion on content and delivery of performances, e) Cumulative student quality will be assessed using rubric provided by the KU CORE Goal 2.2
NEW COURSE PROPOSAL

HIST 2XX: SPEAKING THE PAST: [your own course title here]

This new-course proposal is designed to satisfy KU CORE Goal 2, Learning Outcome 2. (G2.2):

“Upon reaching this goal, students will be able to generate, develop, organize, and convey ideas orally, using language, presentation skills, and other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to specific communication situations.”

Instruction must include the following requirements:

1. Require students to complete at least 3 different types of speeches or presentations with different purposes and/or audiences (see “A.G.E.” below)

2. Develop students’ abilities in active listening and respectful discussion.

3. Encourage students to analyze their own communicative behaviors in both interpersonal and public speaking.

4. Provide structured feedback to students which leads to revision and substantial improvement.

5. Evaluate the quality of students’ oral communication, and use this evaluation for a supermajority (60% minimum) of the final course grade.

Resources and background information:

According to a survey by the National Association of Colleges and Employers, good communication is the top personal quality sought by employers. They rated verbal communication skills even more highly than written or computer skills. KU is not the first university to realize that a single Gen Ed speech class has not given students enough training and experience in oral communication, let alone prepared them adequately for advanced degree programs or the twenty-first century job market.

To address this problem colleges and universities across the country have implemented programs with names like “Speaking in the Disciplines” and “Communication across the Curriculum”. In addition to combing the internet to learn about what other institutions are doing in this area, I have also looked at dozens of educational journal articles and sample syllabi to come up with the following list of assignments which History Faculty might incorporate into their own version of HIST 2XX: Speaking the Past.

I have also included my own proposal for a course I am developing for HIST 2XX
entitled, “From Domesday to Downton Abbey: The English Country House.”

General Strategies:

Almost all the advice about communication across the curriculum stresses the following:

1. Instructional objectives must be specified lest students regard speaking assignments as “add ons” or “busy work”. These should include our disciplinary goals as well as the oral communication goals.

2. For each oral assignment, students must figure out its “A. G. E.”: audience, goal, and environment. For more on this go to http://speakinghelp.stanford.edu).

3. Provide students with a clear idea of what successful completion of the assignment might look like (eg, via detailed grading rubrics, instructor-modeling, or video clips).

4. Scaffold high-stakes assignments. This might include a timeline for completion and written requirements, eg, initial prospectus, research update, final outline of a presentation.

5. The Department of Communications at the University of Pittsburg defines six broad types of oral communication activities suitable for many fields of study. Most of the sample assignments I found fit into these categories:
   
i. One-on-One Speaking (student-student or student-teacher)
   
ii. Small-Group or Team-Based oral work
   
iii. Full-Class Discussions (Teacher- or Student-Led)
   
iv. In-Class Debates and Deliberations
   
v. Speeches and Presentations
   
vi. Oral Examinations
   
For more information, go to http://www.speaking.pitt.edu/about/oral-com.html

6. Before assigning an oral communication task, make sure it includes ways to document students’ performances and allows them an opportunity to improve their skills (either through another iteration of the assignment or a new assignment with similar requirements).

7. Consider introducing students to the forms of oral communication used in the discipline of history (eg, delivering a conference paper) but do not limit assignments to discipline-specific tasks (since most of our undergraduates will
not become professional historians).

**Specific Assignments (gleaned from various websites, pedagogical articles, etc):**

1. **Punctuated Lecture:** Short breaks during lecture in which student pairs discuss a related question or problem and then explain it to the class.

2. **Small-Group discussion or deliberation between students in class.**

3. **Full-class discussion (instructor- or student-led)**

4. **Lecture-respondents:** ask one or more students to make a short presentation on the previous day’s lecture. They might be asked to explain the most important concept raised in the lecture; how their last reading shed light on that lecture or vice versa.

5. **In-class formal debate (with 2 assigned sides):** can be based upon primary and/or secondary-source readings in advance.

6. **In-class cooperative debate:** instead of one-side winning the debate, evaluators (instructor or select students) can reach their own conclusions on the issue being debated. The answer may lie in finding the common ground between sides.

7. **Mock Trial:** students can be assigned different roles, different readings to demonstrate the limitations of partial evidence or differing viewpoints. See, eg, Osborne, John M., and Christine Bombaro, “Learning to Read the Signs,” *History Teacher*, 43, 2 (Feb. 2010), 205-222; and #10 below.

8. **Role-linked Presentations:** assign students a role or point-of-view from which they must present. Can take many forms: eg mock discussion/debate between two or more historical figures; mock round-table in which students present the view points of opposing scholars, etc.

9. **Advocacy:** a presentation in which students advocate a specific position or conclusion based on their own research or assigned roles. This format might involve trying to convince a panel of other students to take a particular action or point of view.

10. **Games.** Use your imagination— or someone else’s! One of the most respected series of ready-made historical games, “Reacting to the Past,” was development at Barnard College (see [http://reacting.barnard.edu](http://reacting.barnard.edu)). W. W. Norton & Co. currently publishes a dozen games on a variety of topics (eg, *Confucianism and the Succession Crisis of the Wanli Emperor, 1587*; *The Trial of Galileo: Aristotelianism, the ‘New Cosmology,’ and the Catholic Church, 1616-1633*; *Greenwich Village, 1923: Suffrage, Labor, and the New Woman*). More titles are in production.
11. Oral examinations and quizzes: can be given individually outside of class or in class, with each student answering a different question. Other students could be required to ask follow-up questions.

12. Individual Presentation: students are required to make a presentation to the class. This assignment has a wide variety of possibilities: a) **length of time** (2 minutes to whatever your syllabus can bear); b) **subject matter**: eg, individual research topic, question posed by the common readings, or another specific aspect of the course; c) **format**: eg, short speech, poster presentation, PowerPoint presentation, news report, etc.

13. Group Presentation: working in groups, students can collaborate on a specific course topic, research project, etc.

14. Panel Presentation, Conference, or Symposium: if students are working on related projects, they could present their work as a panel. KU’s Center for Undergraduate Research (CUR) holds a Research Symposium every spring and provides a forum for undergraduate ACE Talks (Accessible, Creative, and Engaging) and poster presentations. Faculty volunteers judge presentations and prizes are awarded. See [http://ugresearch.ku.edu](http://ugresearch.ku.edu). See also Joanna Tapper and Paul Gruba, “Using a ‘Conference Model’ to Teach Communication Skills in a Communication across the Curriculum Program (Language and Learning across the Disciplines, 4, 1 (May 2000).

15. Readers’ Theater: ask students to assemble a group of oral readings around a unifying theme, perform and contextualize them for the class.
PEER EVALUATION FORM

SPEAKER: ______________________  TOPIC: ______________________

Indicate your evaluation by placing an X in the appropriate box following each item.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Fair</th>
<th>None</th>
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<tbody>
<tr>
<td>Attention-getting device</td>
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<td>Clear purpose statement</td>
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<td>Clear organization of ideas</td>
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<td>Effective use of language</td>
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<td>Interesting audiovisual aids</td>
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<td>Selection of main ideas</td>
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<td>Adequate summary</td>
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<td>Closing statement</td>
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DELIVERY

| Volume                                       |           |               |         |      |      |
| Eye contact                                  |           |               |         |      |      |
| Vocal expression/Tone                        |           |               |         |      |      |
| Facial expression                            |           |               |         |      |      |
| Poise/Self-control                           |           |               |         |      |      |
| Pronunciation/Articulation                   |           |               |         |      |      |

COMMENTS: What I liked most about your speech was __________________________________________

____________________________________________________________________________________

If you could improve one element of your speech, I would suggest that you try to ____________________________

____________________________________________________________________________________

____________________________________________________________________________________
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<tr>
<th>Competency 1</th>
<th>Competency 2</th>
<th>Competency 3</th>
<th>Competency 4</th>
<th>Competency 5</th>
<th>Competency 6</th>
<th>Competency 7</th>
<th>Competency 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td><strong>Excellent</strong></td>
<td><strong>Excellent</strong></td>
<td><strong>Excellent</strong></td>
<td><strong>Excellent</strong></td>
<td><strong>Excellent</strong></td>
<td><strong>Excellent</strong></td>
<td><strong>Excellent</strong></td>
</tr>
<tr>
<td>Topic and focus are exceptionally appropriate for purpose, time constraints and audience</td>
<td>Thesis/Specific Purpose is exceptionally clear and identifiable</td>
<td>Supporting material is exceptional in quality and variety</td>
<td>Exceptional introduction and conclusion; exceptionally clear and logical progression within and between ideas</td>
<td>Language is exceptionally clear, vivid, and appropriate</td>
<td>Vocal Variety in Rate, Pitch and Intensity</td>
<td>Pronunciation, Grammar and Articulation are Appropriate to the Designated Audience</td>
<td>Physical Behaviors Support the Verbal Message</td>
</tr>
<tr>
<td><strong>Satisfactory</strong></td>
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</tr>
<tr>
<td>Topic and focus are appropriately for purpose, time constraints and audience</td>
<td>Thesis/Specific Purpose is adequately clear and identifiable</td>
<td>Supporting material is appropriate in quality and variety</td>
<td>Appropriate introduction and conclusion; reasonably clear and logical progression within and between ideas</td>
<td>Language is reasonably clear, vivid, and appropriate</td>
<td>Acceptable use of vocal variety in a conversational mode</td>
<td>Acceptable articulation; few pronunciation or grammatical errors</td>
<td>Acceptable posture, gestures, facial expressions, eye contact and appearance</td>
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<tr>
<td><strong>Unsatisfactory</strong></td>
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</tr>
<tr>
<td>Topic and focus are not appropriate for either purpose, time constraints or audience</td>
<td>Does not communicate a clear and identifiable Thesis/Specific Purpose</td>
<td>Supporting material is inappropriate in quality and variety</td>
<td>No introduction or conclusion; no clear, logical progression within and between ideas</td>
<td>Language is unclear or inappropriate</td>
<td>Failure to use vocal variety or a conversational mode</td>
<td>Unacceptable articulation, pronunciation or grammar</td>
<td>Unacceptable posture, gestures, facial expressions, eye contact or appearance</td>
</tr>
</tbody>
</table>

Comments: ____________________________  Grade: ____________________________

COURSE DESCRIPTION:

Why does the world continue to be fascinated by the English country house—a particular category of domestic architecture in which only a tiny percentage of one nation’s population have had the privilege to call home? How and why has this institution survived and changed from the early middle ages to the present day? What roles has it played in the social, economic, political, religious, and cultural history of Great Britain?

This course will introduce students to the study of the English country house, to some of the methods and theories scholars employ to understand domestic space and material culture, and to some classic texts of “country-house poetry” and the “country-house novel.” No prior knowledge of British history, art or architecture is assumed.

COURSE GOALS:

Learning to Speak:

As you are probably aware, this course fulfills the KU CORE Goal 2.2 (Oral Communication). It therefore utilizes verbal communication assignments as a primary method for learning and assessment. In recent years business and education leaders have noticed that college graduates do not possess adequate communication skills. Many surveys report that employers value good communication skills as the most important quality in prospective employees, ranking verbal skills even more highly than written or computer skills. Learning to listen actively and speak with purpose, clarity, poise, and style are essential skills in one’s personal and professional life.

Speaking to Learn:

Of course, this is a history class as well as a speech class. Speaking about a subject is one of the most effective ways to learn about it. Oral assignments help one absorb, retain, and understand historical information. They help you to formulate your thoughts more clearly, assess your own grasp of the material, convey knowledge to your audience, and display your cognitive skills of organization, analysis, argumentation, critical thinking, and problem-solving.

REQUIRED TEXTS:

Karen Harvey (ed.), *History and Material Culture: A Student’s Guide to Approaching Alternative Sources*

Additional readings will be posted on Blackboard (Bb). Each student will also be required to purchase one country house novel from an approved list of texts.
PROCEDURES, ATTENDANCE, AND PARTICIPATION:

Attendance is mandatory and roll will be taken at the start of each class. Medical absences and bona fide university activities will be excused with appropriate written documentation only (submitted in advance when possible). Students are also allowed two “personal days” so long as these do not fall on the day of the class debate or on a day you are scheduled to give a presentation. Use these days wisely (e.g., illness not severe enough for a doctor’s appointment or car breakdown). Your final grade for the class will be lowered one full letter grade for each additional undocumented, unexcused absence. For example, if the tally of your grades at the end of the semester merits a “B+” but you have been absent without documentation for three class meetings, your final grade for the course will be a “C+”.

Informed participation in class discussions is an essential component of your grade and is important to the structure of the course as a whole. You should know that I cannot envision a situation in which a student could receive an “A” for this class without his or her informed, active, and consistent participation in discussions. Please remember to bring your copy of the relevant reading material to every class. If you think you will have difficulty complying with these attendance and participation policies, save yourself time, money, regret and find another class.

Cell phones, laptops, other digital devices, or recording equipment may not be used in this class. Apart from all the cognitive research demonstrating the human brain’s limitations regarding effective multi-tasking, I have found that students with laptops spend more time concentrating on typing what others are saying rather than actively contributing to class discussion themselves. Without express written permission, the recording or copying of any course materials is a violation of the instructor’s intellectual property rights.

Any departures from the syllabus will be announced in class and/or via BlackBoard.

REQUIREMENTS AND GRADES:

Your final grade will be based on the following percentages:

- Written Preparation for classroom discussions 20%
- Verbal contributions to class discussions 20% *
- Contribution to mid-semester class debate 10% *
- PowerPoint Preview of Research for Poster Presentation 10% *
- Poster Presentation at Undergraduate Research Symposium 10% *
- Portfolio of Materials for Ten-Minute Presentation on country house novel 10%
- Ten-Minute PowerPoint Presentation on a country-house novel 20% *

TOTAL 100%

* denotes assignments fulfilling KU Core Goal 2.2 (super-majority of 70%)

Please Note: This course requires student participation in the Symposium sponsored by the Center for Undergraduate Research which takes place the first Saturday in April. Participation in the Symposium is a non-negotiable requirement for this class.
GENERAL STANDARDS OF EVALUATION:

Evaluation of class participation:

As  You always come to class prepared, having taken good notes on the assigned reading for that day. You demonstrate that you have thought about the material by writing down questions to ask and points to raise in advance of our discussion. You regularly take a leadership role in discussion, not necessarily by talking a lot but by making specific and pertinent points that move the discussion forward and help everyone learn more. You also engage with contributions made by your classmates and always respect their opinions even if you disagree with them. You are an intellectually active verbal communicator.

Bs  You are nearly always prepared for class. Your comments and questions are relevant to the discussion though you often wait for others to raise interesting issues. While you are courteous and articulate, your comments do not necessarily engage with points raised by others. You have read the assignments and listened to the lectures but may not always demonstrate in discussion that you have taken the next intellectual step of analyzing their content. You are respectful of others’ opinions, even if you disagree with them.

Cs  You are generally prepared for class, although it may be difficult for the instructor to tell because you rarely offer comments or pose questions. When you make comments, they often repeat what has been said before or do not demonstrate insight into the material. You regard the lectures and readings as “info-tainment” rather than vehicles for inquiry and debate. You nevertheless derive some benefit from listening to what others have to say and you are respectful of others.

Ds  You do not demonstrate that you have prepared for class or are engaged with the material. You are along for the ride, coasting on others’ contributions. This does not show respect for your classmates, however polite you may seem. You are not developing your oral communication skills. You need to move into one of the categories above.

Fs  Even if you are present, your lack of engagement offers no benefit to your classmates or even, it seems, to you. You may be asked to leave the classroom.

Evaluation of Written Assignments:

You will be given specific instructions for both in-class and take-home writing assignments. Some general rules, however, apply to all written work.

1. Follow instructions. If a question on a handout asks you to outline your answer before you begin writing, then do so. If a typed assignment specifies one-inch margins, make sure you format your paper correctly.

2. Respect the greatness of the English language and use it effectively. Avoid mistakes in spelling, grammar, syntax, and style. The ability to write well demands attention and takes practice. Even professional writers continue to hone their craft throughout their careers. Whatever your current level of skill, there are resources on campus, in books, and online to help you improve. Start by coming to see me and/or go to http://www.writing.ku.edu/students.

3. Check all work and revise take-home assignments. Revision is not extra work but your secret weapon! It almost always elevates the “embarrassingly bad” to the “acceptable” and the “good” to the “great”.
4. Do not plagiarize. The academic community regards plagiarism as theft and treats it accordingly. We will work on proper paraphrasing and citation in class. For additional information, see the section on Academic Integrity below.

**Debate Participation and Formal Presentations:**

Textbook readings, discussions and additional handouts will introduce you to theories and techniques concerning different kinds of verbal communication. These will include detailed instructions for each specific assignments later in the semester. Your presentation skills will be judged by audiences made up of your classmates, your instructor, invited faculty guests, and/or CUR Symposium volunteers.

**ADDITIONAL POLICIES AND INFORMATION:**

**Office Hours:**

Although my office hours are listed as Tuesdays, 1:00-3:00, I am usually in my office most days of the week and you are welcome to stop by. If I am free, I would be happy to meet with you then. Otherwise, we can arrange another mutually convenient time. A word of warning: if you fail to show up for an appointment without emailing or telephoning me in advance to cancel, you will be restricted to the Tuesday afternoon office hours for the rest of the semester.

**Special Circumstances:**

The Academic Achievement and Access Center (AAAC) coordinates accommodations and services for KU students who are eligible. If you have a disability for which you request accommodations and have not contacted the AAAC, please do so as soon as possible (http://disability.ku.edu). Please contact me privately about any additional concerns or educational needs you may have.

**Academic Integrity:**

You are reminded that work must be prepared with strict regard to intellectual integrity and honesty. The Department of History’s policy and procedures regarding academic misconduct are available at http://www.history.ku.edu/undergraduate. For additional information see: http://www.writing.ku.edu/students/docs/integrity.shtml.

**Course Difficulties:**

Please do not hesitate to talk with me about any difficulties you may have with any aspect of this course. The sooner you come to me, the easier it will be for us to work together to find a solution.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TUESDAY</th>
<th>THURSDAY</th>
<th>ADD'L NOTES</th>
</tr>
</thead>
</table>
| WEEK I | A. Course & Student Introductions  
B. Lecture: Why study elites in an egalitarian age? | A. Lecture: What is a country house?  
B. Theory/Skills: Communicating for Life; Perception | |
| Assignment due by dates listed above | read/prep Girouard, Ch 1 & 2 [28 pp]  
read/prep Young & Travis, Ch 1 & 2 [xx pp] | |
| WEEK II | A. Discussion: The Medieval House  
B. Case Study: Warkworth Castle | A. Lecture: Genre: the country house poem  
B. Theory/Skills: Language & Non-verbal communication | |
| Assignment | read/prep Girouard, Ch 3 [50 pp] | read/prep Young & Travis, Ch 3 & 4 [xx pp] | |
| WEEK III | A. Discussion: Elizabethan Jacobean House  
B. Case Study: Oxburgh Hall | A. Discussion: Roman legacy: virtue & corruption  
B. Theory/Skills: Interpersonal Communication | individual appts with instructor this week |
| Assignment | read/prep Girouard, Ch 4 [37 pp]  
make indiv appt w/instructor to review your class participation | read/prep Young & Travis, Ch 5 & 6 [xx pp]  
read/prep selections of classical poetry [Bb] | |
| WEEK IV | A. Discussion: The Formal House, 1630-1720  
B. Case Study: Callaly Castle: Exteriors | A. Discussion: Poetic articulation: the Eng. ideal  
B. Theory/Skills: Preparing a Formal Presentation | individual appts this week |
| Assignment | read/prep Girouard, Ch 5 [44 pp] | read/prep Young & Travis, Ch 7 [xx pp]  
read/prep "To Penshurst!"; "To G.N. from Wrest" [Bb] | |
| WEEK V | A. Discussion: The Social House, 1720-70  
B. Case Study: Callaly Castle: Interiors | A. Lecture: Genre: The country house novel and student selection of novels to present  
B. Theory/Skills: Constructing formal presentatn. | |
| Assignment | read/prep Girouard, Ch 6 & 7 [50 pp] | read/prep Young & Travis, Ch 8 & 9 [xx pp]  
begin reading Jane Austen, Pride and Prejudice  
buy your selected novel and begin reading it | |
| WEEK VI | A. Discussion: Arrival of Informality, 1770-1830  
B. Case Study: TBA | *** FIELD TRIP TO SPENCER ART MUSEUM ***  
please meet in museum foyer | |
| Assignment | read/prep Girouard, Ch 8 & 9 [53 pp]  
continue reading Pride and Prejudice | read/prep Harvey (ed.) Ch TBA [xx pp]  
continue reading Pride and Prejudice | |
| WEEK VII | A. Discussion: The Moral House, 1830-1900  
B. Case Study: Cloudes | A. Theory/Skills: Principles of Persuasion  
B. Debate prep: rank vs class in Pride & Prej. | |
| Assignment | read/prep Girouard, Ch 10 [32 pp]  
finish reading Pride and Prejudice | read/prep Young & Travis, Ch 10 & 11 [xx pp] | |
| WEEK VIII | In-class team preparation for Thursday's debate | *** IN-CLASS DEBATE ***  
RANK VS CLASS IN PRIDE AND PREJUDICE | |
| Assignment | prepare for debate | prepare for debate | |
| WEEK IX | A. Theory/Skills: Working in Teams & Pairs  
B. Material Culture: the Prowian Method | Meetings with pairs to discuss projects and choose your object(s) | appts with pairs to discuss poster project |
| WEEK X | *** SPRING BREAK *** | *** NO CLASSES *** | Register for Cntr Undergraduate Studies Sympos. |
| WEEK XI | A. Discussion: Indian Summer, 1900-1940  
B. Case Study: Cragside | Discussion: material culture essays in Harvey (ed.) | |
| Assignment | read/prep Young and Travis, Ch 13  
read/prep Jules David Prown, “The Truth of Material Culture: History or Fiction?” [66] [16 pp] | meet with your partner to discuss project and begin research on your object(s) | |
| WEEK XII | Power Point Preview of Research & Feedback  
A. C. D.  
B. E. F. G. H. | Power Point Preview of Research & Feedback  
E. F. G. H. | Research Symposium Poster Workshop |
| Assignment | Power Point Preview of Research & Feedback  
A. C. D.  
B. E. F. G. H. | prepare preview of your poster using Power Point | |
| WEEK XIII | Class Workshop: Pair Poster Mock-ups  
A. C. D.  
B. E. F. G. H. | Class Workshop: Poster Mock-ups Pairs  
E. F. G. H. | Poster Presentations CUR Symposium |
| Assignment | Class Workshop: Pair Poster Mock-ups  
A. C. D.  
B. E. F. G. H. | prepare poster mock-up | |
| WEEK XIV | Symposium Review Course Evaluations | 10 min Power Point presentation: country house novel  
1.  
2.  
3. | day's presenters also submit all materials |
| Assignment | work on your country-house novel presentation | work on your country-house novel presentation | |
| WEEK XV | Ten Min presentations on a country house novel  
4.  
6.  
8.  
10.  
12. | Ten Min presentations on a country house novel  
7.  
9.  
11.  
13.  
15. | day's presenters also submit all materials |
| Assignment | prepare your 10 minute Power Point | prepare your 10 minute Power Point presentation | |
| WEEK XVI | Ten Min Presentations on a country house novel  
10.  
12.  
14.  
16. | Ten Min Presentations on a country house novel  
13.  
15.  
17.  
19. | day's presenters also submit all materials |
| Assignment | prepare your 10 minutes Power Point presentation | prepare your 10 minute Power Point presentation | |
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/07/16 1:52 pm

Viewing: HIST 204: Speaking the Past Category II/Non-Western Topics:

Last edit: 02/08/17 2:41 pm
Changes proposed by: rschwien

Programs referencing this course
HIST-BA/BGS: History, B.A./B.G.S.
HIST-MIN: History, Minor

Academic Career Undergraduate, Lawrence
Subject Code Department History (HIST)
Academic Unit School/College College of Lib Arts & Sciences
Locations Lawrence

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

Title Speaking the Past Category II/Non-Western Topics:
Transcript Title Speaking the Past
Effective Term Spring 2017

Catalog Description
This seminar offers students the opportunity to learn about a specific theme or topic in history through the development of their verbal communication skills. A variety of scaffolded assignments will introduce students to the essential elements of interpersonal and public speaking, provide opportunities to practice their performances and receive constructive feedback, and hone their organizational and critical-thinking skills. In doing so, they will achieve a deeper understanding of an important aspect of the past. Specific historical topics will be determined by individual instructors. This course will cover topics that will fulfill the Category II/Non-Western requirement of the History major.

Prerequisites None

Cross Listed Courses:

Credits 3
Course Type Seminar (SEM)
Grading Basis A-D(+/-)FI

Are you proposing this course for KU Core? Yes
Typically Offered As necessary
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?
Yes

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
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<tbody>
<tr>
<td>(HIST-BA/BGS) History, B.A./B.G.S.</td>
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<tr>
<td>(HIST-MIN) History, Minor</td>
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</table>

Describe how: This course will satisfy category 2 in the history major or minor.

Rationale for Course Proposal

Speaking is the primary mode in which human beings express their thoughts in both their public and private lives. Apart from “learning to speak,” a focus on verbal assignments encourages students in “speaking to learn.” It helps them master the material, sharpen their organizational, analytical, and problem-solving skills, and test their own understanding of the historical discipline.

KU Core Information

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

Yes

<table>
<thead>
<tr>
<th>Name of person giving departmental approval</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eve Levin</td>
<td>April 6, 2016</td>
</tr>
</tbody>
</table>

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.

This course has been intentionally designed to satisfy Core 2.2 learning outcomes. Specifically, it addresses the 4 main points required. Assigned readings include a textbook which introduces students to the theories, practices, and consequences of oral communication. Discussion of assigned readings is standard practice in departmental pedagogy and is built into the structure of this course. Individual instructors can choose from a range of additional verbal communication assignments. A list was presented in a meeting of History faculty before the Department voted unanimously to approve this new course [see Supporting Documents]. This list was informed by research in a) pedagogical scholarly journals and b) other “Communication across the Curriculum” programs. These programs provide a variety of evaluation forms which can be adopted and/or adapted to suit the evaluation of oral communication assignments for courses in History. Instructors may also create their own evaluation forms.

Selected Learning Outcome(s):

Goal 2, Learning Outcome 2

State how your course or educational experience will include instruction in how to: (Please limit responses to 1000 characters.)

a) Apply theory in the preparation and presentation of content in an organized manner and with a delivery appropriate to the audience.

b) Engage in active listening and participate in discussions in a respectful manner.

c) Analyze their own communicative behaviors in both interpersonal and public speaking.

a) Apply theory in the preparation and presentation of content…,Students are required to read, discuss, and prepare exercises from a textbook on effective verbal communication which introduces them to relevant theories, methods, and outcomes, b) Engage in active listening and participate in discussions…,Classroom discussion of historical sources, scholarship, and methods is standard practice in almost every History class. Instructors who opt to teach HIST 202 will incorporate requirements for respectful listening and productive participation in classroom discussion,…c) Analyze their own communicative behaviors in both interpersonal and public speaking,Textbook exercises and self-evaluation forms following specific assignments are two ways in which our department’s instructors might mandate student reflection.

State what assignments, readings, class discussion, and lectures will be structured so that students complete at least three different types of speeches or presentations in English with different purposes or audiences. (Please limit responses to 1000 characters.)

a) regular classroom discussion throughout the semester (audience student peers), b) mid-semester classroom debate (pedagogical audience: instructor and guest faculty), c) student pair PowerPoint presentation of work-in-progress for Poster Presentation on an object
or objects integral to English country house material culture to develop interpersonal communication skills (peer and instructor audience), d) practice presentation with mock-up poster (object(s) integral to material culture of the English country house) in preparation for CUR Symposium (peer and instructor audience), e) student pair Poster Presentation on a specific object(s) relating to country house material culture at CUR sponsored April Symposium (audience of the general public), f) end-of-term, individual, 10-minute presentation on a single book to illustrate themes, tropes, and cultural criticism inherent in the genre of the country house novel (instructor, guest faculty, and the class now acting as an audience of experts).

State how your course will deliver structured feedback to students that leads to revision and substantial improvement. (Please limit responses to 1000 characters.)

a) Scheduled one-on-one verbal feedback with instructor, b) Each member of various audiences will be required to fill out a one-page evaluation form that will assess both the content and delivery of student presentations and include comments and suggestions for improvement (for example, see Supporting Documents), c) Instructors may also devise other means to deliver feedback (e.g., videotaping presentations and reviewing them with the instructor).

State how you will evaluate the quality of students’ oral communication, and how you will use this evaluation for a supermajority (greater than or equal to 60%) of the final course grade. (Please limit responses to 1000 characters.)

a) Numerical average of evaluation forms completed by audience members, b) Evidence of progress in subsequent iteration of assignment (e.g., PowerPoint presentations), c) Assessment of students’ own self-evaluation forms, d) Instructor and guest faculty expert opinion on content and delivery of performances, e) Cumulative student quality will be assessed using rubric provided by the KU CORE. Goal 2.2

KU Core Documents

HIST 204 Syllabus.pdf

Course Reviewer Comments

Rachel Schwien (rschwien) (10/18/16 2:25 pm): subcommittee has requested change in title to identify what category 1 and category 2 are and change in catalog description to distinguish the two courses and western and non western in description.

Rachel Schwien (rschwien) (10/19/16 2:29 pm): updated title and added category designation in course description.

Rachel Schwien (rschwien) (11/15/16 2:41 pm): followed up with dept regarding subcommittee request for a syllabus for a non-western topic.


Rachel Schwien (rschwien) (01/23/17 12:08 pm): followed up with dept 1/23.

Rachel Schwien (rschwien) (02/09/17 8:53 am): non western syllabus provided.

Key: 11886
Overview
Since Spanish conquistadors first wrote about their efforts to conquer the Americas, the Spanish conquest has been a subject of lively debate and discussion. This course explores the history of the Spanish conquest through the primary documents of the period. Yet, history is not only about the written word. History is often conveyed through speech. This class incorporates historical study with oral communication. Students will use the analysis of primary documents as the basis for a variety of oral communication exercises designed to improve their ability to communicate historical concepts, findings, and claims through speech in a variety of contexts.

Course Goals:
1. Gain an understanding of the Spanish Conquest through analysis of primary documents
2. Develop skills of spoken communication, in particular
   a. Generate, develop and organize ideas in a manner suitable for oral communication
   b. Convey those ideas using language, presentation skills and other media in a clear, confident and appropriate manner
   c. Gain proficiency in at least three forms of spoken communication common to the practice and discipline of history

Attendance
This course is based around both lectures and discussion. Attendance is mandatory and attendance will be taken for all class sessions. In order to get full credit for these discussions students must have read the assigned readings and be active participants in class. Given the importance of in-class speech exercises, opportunities for make-up work will be limited to excused absences. In general, excused absences will only be given with prior notice of the instructor, or in emergency cases in which appropriate documentation is provided in a timely manner.
**Required Books**


**Grade Assessment**

Student’s grades will be assigned as follows:

- **Written Preparation for classroom discussions:** 20%
- **Oral Participation in classroom discussions:** 20%
- **Mid-term Debate:** 10%
- **Powerpoint Presentation of Research:** 10%
- **Poster Presentation at Undergraduate Research Symposium:** 10%
- **Portfolio of Materials for 10-min. Presentation:** 10%
- **10-min Presentation:** 20%

**Please Note:** Students must participate in the Symposium for Undergraduate Research organized by the Center for Undergraduate Research.

**Late Assignments:**

Assignments received late will suffer a loss of one letter grade per day! After 5 days I will not accept any assignments for any reason. Students with a verifiable illness, emergency, or other university approved excuse should inform me of any problem as soon as possible to avoid late penalties.

**Academic Misconduct:**

The University of Kansas defines Academic Misconduct as follows:

6.1 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; 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. ([https://documents.ku.edu/policies/governance/USRR.htm#art2sect6](https://documents.ku.edu/policies/governance/USRR.htm#art2sect6))
Academic misconduct will not be tolerated in this course. Should academic misconduct be identified, the assignment will receive no credit and a report will be submitted to the History Department’s Director of Undergraduate Studies. In all cases of academic misconduct, History Department and College procedures will be followed. If a student has questions concerning citation, quotation, sources, or any other issue relating to academic honesty they should contact the instructor prior to submitting the assignment in question.

Accessibility and Accommodation:
The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. 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. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at http://www.access.ku.edu. Please contact me privately in regard to your needs in this course.

Nondiscrimination:
The University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, retaliation, gender identity, gender expression and genetic information in the University's programs and activities. Please contact the University’s Title IX Coordinator at IOA@ku.edu with any inquiries. The full policy and resources are available at http://ioa.ku.edu/discrimination.

Religious Observances:
Students will not be penalized for absence from regularly scheduled class activities which conflict with mandated religious observances. Students are responsible for initiating discussion with the instructor to reach a mutually acceptable solution. Link to policy on test taking, student responsibility and religious observance: http://policy.ku.edu/governance/USRR#art1sect4
Link to policy on attendance evaluation and mandated religious observance: http://policy.ku.edu/governance/USRR#art2sect1

Intellectual Property:
http://policy.ku.edu/provost/intellectual-property-policy
Course materials prepared by the instructor, together with the content of all lectures, PowerPoints, and discussion materials presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor may grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions 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.
**Topics/Content Advisory:**
This class will discuss topics that might be troubling or graphic to some students. I will do my best to provide advance warning when a class reading, lecture, or discussion might touch upon subjects that could be troubling. However, sometimes advance warning is not possible. Potential topics discussed in this class include: genocide, warfare, epidemic disease, torture, sexual violence including rape, and terrorism. All of these issues are part of Latin America’s history and within the purview of this course. If you have any questions about the content of this course please contact me and we can discuss how to address any concerns.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Introduction</td>
<td>Lecture: Conquest as Process</td>
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<tr>
<td></td>
<td>Lecture: From Reconquest to</td>
<td>Theory/Skills: Thinking about Communication and Perception</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conquest</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Young and Travis Ch 1-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Restall and Asselbergs, 1-22</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Lecture: Mesoamerican Civilization Discussion: Conquistador Claims</td>
<td>Discussion: Conquistador Rivalries Theory/Skills: Language and Non-Verbal Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Restall and Asselbergs, 23-48</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Restall and Asselbergs, 49-78</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Young and Travis Ch 3-4</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Lecture: Pre-Columbian Pictorial History Discussion: Lienzo de Quahuquechollan</td>
<td>Discussion: Native Conquest Accounts Theory/Skills: Interpersonal Communication</td>
<td>Schedule Appt with Instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Restall and Asselbergs, 79-102</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Lecture: Italians and the Spanish Empire Discussion: Identity in Early Modern Europe</td>
<td>Discussion: Conquest and National Rivalries Theory/Skills: Preparing a Formal Presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Schwaller and Byars, Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Schwaller and Byars, Book I</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Young and Travis Ch 7</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Lecture: Consolidating Conquest Discussion: Conquistadors as ‘Great Men’</td>
<td>Theory/Skills: Constructing Formal Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Schwaller and Byars, Book II</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Discussion: Conquest Accounts and Indigenous Ethnohistory</td>
<td>Library Visit: Meet with Latin American Research Librarian</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Schwaller and Byars, Book III</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Maroon Handout, BB</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Debate Prep – Group Preparation</td>
<td>In-Class Debate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare for debate</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Monday</td>
<td>Wednesday</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------</td>
<td>----------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Lecture: Missionaries and Conquest Theory/Skills: Working in Teams</td>
<td>In-class group project prep</td>
<td>Schedule appt with instructor</td>
</tr>
<tr>
<td></td>
<td>Read: Short Account, pp. 1-79</td>
<td>Choose research project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read: Young and Travis Ch 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Discussion: Christianity and Conquest</td>
<td>Debate: Missionaries vs. Conquistadors</td>
<td>Register for CUR Symposium</td>
</tr>
<tr>
<td></td>
<td>Read: Short Account, pp. 80-130</td>
<td>Prepare for Debate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue group research</td>
<td>Continue group research</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Group Powerpoint Presentations</td>
<td>Group Powerpoint Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups 1-5</td>
<td>Groups 6-10</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Poster Mock-Ups for CUR</td>
<td>Poster Mock-Ups for CUR</td>
<td>CUR Symposium</td>
</tr>
<tr>
<td></td>
<td>Symposium</td>
<td>Symposium</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups 1-5</td>
<td>Groups 6-10</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Symposium Review and group feedback</td>
<td>10 min. Presentations with Q&amp;A</td>
<td>Presenters turn in all materials</td>
</tr>
<tr>
<td></td>
<td>Work on individual presentations</td>
<td>Students 1-4</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>10 min. Presentations with Q&amp;A</td>
<td>10 min. Presentations with Q&amp;A</td>
<td>Presenters turn in all materials</td>
</tr>
<tr>
<td></td>
<td>Students 5-8</td>
<td>Students 9-12</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>10 min. Presentations with Q&amp;A</td>
<td>10 min. Presentations with Q&amp;A</td>
<td>Presenters turn in all materials</td>
</tr>
<tr>
<td></td>
<td>Students 13-16</td>
<td>Students 17-20</td>
<td></td>
</tr>
</tbody>
</table>
**Course Inventory Change Request**

### New Course Proposal

**Date Submitted:** 02/01/17 4:59 pm  
**Viewing:** FMS 355: Storytelling with Digital Media  
**Last edit:** 02/01/17 4:59 pm

Changes proposed by: kmconrad

**Academic Career**
- Undergraduate, Lawrence

**Subject Code**
- FMS

**Course Number**
- 355

**Academic Unit**
- Department: Film and Media Studies (FMS)  
- School/College: School of the Arts, CLAS

**Locations**
- Lawrence

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

**Please Explain**
- This course will be part of an online BGS certificate. The course will be taught entirely online.

**Title**
- Storytelling with Digital Media

**Transcript Title**
- Storytelling w/ Digital Media

**Effective Term**
- Spring 2018

**Catalog Description**
- In this course, students will utilize digital tools and platforms to create online and mobile stories based on the theories and histories of interactive storytelling discussed in class. Through a survey of digital storytelling examples and concepts, students will create interactive projects to add to their portfolio and learn how to think critically and write analytically about digital media.

**Prerequisites**
- None

**Cross Listed Courses:**
- None

**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 Three Semesters

**Repeatable for credit?**
- No

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

**Which Program(s)?**
- Program Code - Name
  - FMS-BA/BGS Film and Media Studies, B.A./B.G.S.

**Describe how:**
- This course will be required as part of an online BGS certificate.

### Rationale for Course Proposal
- This course has been taught twice over the past two years and is being proposed as part of an online BGS certificate in Film and Media Studies. This course is open to majors and non-majors and is the only course offered in the FMS Department that teaches the production and analysis of digital storytelling.

**Supporting**
- FMS 355_Halegoua.docx
**Course Inventory Change Request**

**New Course Proposal**

Date Submitted: 02/16/17 5:56 pm

**Viewing: HNRS 410 : Professional Responsibility, Honors**

Last edit: 02/24/17 9:45 am

Changes proposed by: annele

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>HNRS</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Honors Program (HNRS)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
<tr>
<td>Do you intend to offer any portion of this course online?</td>
<td>No</td>
</tr>
<tr>
<td>Title</td>
<td>Professional Responsibility, Honors</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Professional Responsibility</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>Seldom are undergraduates led to ponder the extent of the professional responsibilities tied to their aspirational careers, be they as attorneys, medical practitioners or social workers, among many others. HNRS 410, Professional Responsibility, is designed around the premise that awareness of professional responsibility is not only relevant to students’ future careers but also the best way for them to assess the validity of their pre-professional orientation. The course will focus on current issues facing professionals. Assignments will lead students to demonstrate their understanding of the responsibilities of professionals in the field they are aspiring to join, as well as their mastery of decision-making processes in answer to particular, often ethically sensitive, issues.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Membership in the University Honors Program, sophomore standing or above, and prior completion of the Honors Freshman Seminar. Concurrent enrollment with an Honors Freshman Seminar is possible with special permission from the Honors Program.</td>
</tr>
<tr>
<td>Cross Listed Courses</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>1-3</td>
</tr>
<tr>
<td>Course Type</td>
<td>Seminar (SEM)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/-)FI</td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are you proposing this course for KU Core?</td>
<td>No</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>As necessary</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

| How many times may this course be taken | 8 | AND/OR | For how many maximum credits | 8 |
| Can a student be enrolled in multiple sections in the same semester? | Yes |

Principal Course Designator

Course Designator

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?
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>See attached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Documents</td>
<td>HNRS 410.docx</td>
</tr>
</tbody>
</table>
Program Change Request

New Program Proposal

Date Submitted: 08/15/16 4:29 pm

Viewing: **PUAD-MIN : Law and Society**

Last edit: 02/07/17 9:30 am

Changes proposed by: dianak

<table>
<thead>
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<th>Academic Career</th>
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<tbody>
<tr>
<td>Program Type</td>
<td>Minor</td>
</tr>
<tr>
<td>Department/Program</td>
<td>Public Affairs &amp; Adm, School (PUAD)</td>
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<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consulting School(s)/College(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consulting Department(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Studies</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Women,Gender,&amp;Sexuality Std</td>
</tr>
<tr>
<td>African &amp; African-American St</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Law and Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you intend to offer a track(s)?</td>
<td>No</td>
</tr>
<tr>
<td>Location(s) of Instruction</td>
<td>Edwards</td>
</tr>
<tr>
<td>Do you intend for this program to be offered online?</td>
<td>No</td>
</tr>
<tr>
<td>Effective Catalog</td>
<td>2017 - 2018</td>
</tr>
</tbody>
</table>

In Workflow

A. CLAS Dean or Associate Dean
B. Provost's Office
C. CLAS Undergraduate Program and Course Coordinator
D. CUSA Subcommittee
E. CUSA Committee
F. CAC
G. CLAS Final Approval
H. OIRP CIP Approval
I. Provost's Office
J. Future Academic Catalog

Approval Path

A. 12/12/16 6:50 pm
Karen Ledom (kjh): Approved for CLAS Dean or Associate Dean

B. 01/31/17 10:59 am
Aileen Ball (aball): Approved for Provost's Office

C. 02/07/17 11:10 am
Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator

D. 02/21/17 12:28 pm
Rachel Schwien (rschwien): Approved for CUSA Subcommittee
Program Description

Law & Society is an interdisciplinary field that uses social-scientific and humanistic methods to understand how legal norms and structures shape our society, and how in turn society shapes these norms and structures. Students pursuing a minor in Law & Society will develop strong critical thinking and written and oral communication skills while learning about law, legal norms, and legal institutions from social scientific and humanistic perspectives.

Courses in the minor will examine legal policy, legal institutions, social movements, psychological attitudes and perceptions, managerial processes, social structures, and legal history, with a focus on the role of legal norms and structures in historical developments, current social and political processes, and comparative similarities and differences among societies.

Students with a minor in the field of Law & Society may pursue work in a variety of settings including criminal justice organizations (policing, corrections, probation, and judicial administration), non-profits and NGOs, policy think tanks, and political institutions.

A number of KU faculty already teach courses on law & society themes, and several of these faculty are in the School of Public Affairs and Administration. With the new Law and Society major approved, no additional resources are needed to support a minor in Law and Society. With the new faculty members for the proposed Law and Society BA/BGS, we anticipate a significant expansion in the number of electives offered specifically as part of the Law & Society minor.

The proposed program is designed as an undergraduate minor within the social sciences. Students with a minor in this field would gain knowledge, skills and competencies from a range of humanities and social sciences, applied specifically to the understanding and practice of legal institutions. The minor would prepare students for careers in the area of criminal and social justice.

Data from the Mid-America Regional Council (MARC) points to a 7% growth in these fields in the region over the next few years, which translates into over 1200 new jobs in law enforcement and related occupations in the Kansas City area alone. In addition, interviews conducted with all police departments in the region reveal a high demand for this minor. While most law enforcement agencies do not require bachelor's degrees, they strongly prefer it for entry-level new hires. Further, for nearly all departments, promotions into administrative-level positions require a completed bachelor degree. While a criminal justice degree is adequate for entry-level police officers, law enforcement agencies in the greater Kansas City area expressed a preference for a Law & Society minor because it is interdisciplinary and focuses on critical thinking and the societal context of law enforcement.

The minor would also appeal to students interested in careers in law and justice more broadly. These include careers in the legal profession, community-based non-profit organizations, and the human rights and social justice field both domestically and internationally.

This minor will attract students who have other major interests and do not want to complete the requirements for a major in Law and Society. In essence, we plan to attract students who are interested in the law and society field but choose to major in another area.

Comparative/Locational Advantage

There are no Law & Society Programs offered at public institutions in the state of Kansas. Regionally, the closest comparable program is the Law, Politics and Society program at Drake University. While there is a criminal justice degree offered at UMKC, this is a different disciplinary orientation focused exclusively on criminal justice organizations. Law & society, by contrast, is an interdisciplinary program which prepares students for a variety of occupations within and related to legal institutions broadly.

Demand/Need for the Program

The proposed program is designed as an undergraduate minor within the social sciences. Students with a minor in this field would gain knowledge, skills and competencies from a range of humanities and social sciences, applied specifically to the understanding and practice of legal institutions. The minor would prepare students for careers in the area of criminal and social justice.

Admission Requirements

NA

Degree Requirements

<table>
<thead>
<tr>
<th>Core Courses (9)</th>
<th></th>
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<tbody>
<tr>
<td>LWS 330 Introduction to Law &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>LWS 333 The Pursuit of Rights: Law, Democracy &amp; Power</td>
<td>3</td>
</tr>
<tr>
<td>Completion of one of the following two courses</td>
<td>3</td>
</tr>
<tr>
<td>LWS 332 Methods in Law and Society</td>
<td></td>
</tr>
<tr>
<td>LWS 643 Theoretical Foundations of Law and Society</td>
<td></td>
</tr>
</tbody>
</table>

Electives (9) 9

Choose three of the following. Other relevant courses may be approved on an ad hoc basis.

| LWS 332 Methods in Law and Society |
| LWS 643 Theoretical Foundations of Law and Society |
| LWS 691 Internship in Law & Society |
| LWS 692 Research Experience in Law & Society |
| LWS 694 Topics in Public Administration: ______ |
| LWS 699 Capstone in Law and Society |
| PUAD 330 Introduction to Public Administration |
| PUAD 333 Hard Choices in Public Administration: ______ |
| PUAD 432 Conducting the People's Business Ethically |
| PUAD 433 Metropolitics and Macroproblems: The American City in Local and Global Context |
| PUAD 601 Crime and Punishment |
| PUAD 602 Diversity in Public Administration |
| PUAD 639 Concepts of Civil Society |
Faculty Profile

<table>
<thead>
<tr>
<th>Name of Faculty and Rank</th>
<th>Highest Degree</th>
<th>Number of Faculty FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the additional faculty proposed for the major in Law and Society are hired, no additional faculty will be needed for the minor in Law and Society.</td>
<td>NA</td>
<td>0</td>
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</tbody>
</table>

Student Profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>20</td>
<td>25</td>
<td>45</td>
</tr>
<tr>
<td>Year 2</td>
<td>30</td>
<td>45</td>
<td>75</td>
</tr>
<tr>
<td>Year 3</td>
<td>30</td>
<td>60</td>
<td>90</td>
</tr>
</tbody>
</table>

Anticipated number of program graduates

| After 5 Years | 110 |
| After 7 Years | 150 |

Academic Support

If the additional .5 FTE academic advisor is hired for the proposed Law and Society major, no additional staff will be needed for the minor in Law and Society. No new laboratories or libraries are required for the minor. The Edwards Campus has already committed resources for the academic advisor hire and no additional resources are being requested from the Lawrence Campus.

Facilities and Equipment

No new equipment or facilities are required for this minor.

Program Review, Assessment, Accreditation

In addition to regular mandated University review, the program will be a part of the Consortium of Undergraduate Law & Justice Programs (CULJP). CULJP is the national professional group in this interdisciplinary field, and provides program review, best practices, and pedagogical resources for the field.

Costs, Financing

<table>
<thead>
<tr>
<th>Year</th>
<th>Salaries</th>
<th>OOE</th>
<th>Equipment</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Year 2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Year 3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>
What is the source of the new funds?

NA

Rationale for proposal
As the only such undergraduate program offered by a public institution in the state, this minor would satisfy a criterion in the University's mission statement - to offer a unique curriculum of study to the people of Kansas. As an interdisciplinary program that takes advantage of courses across a broad spectrum of departments, such a minor would fit with KU's goal of collaborative interdisciplinary teaching. Offering the minor at the Edwards campus provides access for students in the KC area.

Additional Information

Supporting Documents

Program Reviewer Comments
Karen Ledom (kjh) (12/12/16 6:50 pm): At department's request, changes have been made to elective options.