New Course Proposal

Viewing: GIST 323: Environmental Dynamics in India

Also listed as: ANTH 323

Last edit: 09/23/16 4:52 pm
Changes proposed by: f409w960

Environmental Dynamics in India

This course introduces students to the relationships the people of India have had with their landscape from ancient times to the present. Students will learn about diverse ecosystems and the indigenous peoples they have harbored from the high Himalayas altitudes to the coastal regions, from the desolate arid deserts to the rain forests of India. The class will discuss how the very nature of the relationship of the people with their land has changed over the long course history of South Asia with specific case studies of environmental challenges, failures and successes. Examples of possible cases include: the Chipko movement led by the women of the Himalayas to save their forests from loggers; the traditions of creating lakes and water conservation lifestyles in the arid region of Rajasthan; and nature worship and cases of leopards and tigers receiving protection by the very villages they terrorize.

Prerequisites

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 323</td>
<td>Environmental Dynamics in India</td>
</tr>
</tbody>
</table>

Credits: 3

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

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

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

Are you proposing this course for KU Core?: No

Typically Offered: Every Three Semesters

Repeatable for credit?: No

Principal Course Designator

Course Designator: S - Social Sciences

W - World Culture

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

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

https://next.catalog.ku.edu/courseleaf/approve/
Rationale for Course Proposal

This course will be regularly taught as an elective and it will be relevant to students in Global & International Studies, Environmental Studies, Anthropology, and students doing a South Asian Culture Certificate.

Course Reviewer Comments

Karen Ledom (kjh) (08/19/16 5:28 pm): need support statements from ANTH and EVRN. Rachel will email.
Rachel Schwien (rschwien) (09/08/16 3:43 pm): EVRN is in support of this course

Rachel Schwien (rschwien) (09/20/16 1:32 pm): Subcommittee has requested ANTH support
Rachel Schwien (rschwien) (09/23/16 11:13 am): ANTH would like to cross list. Waiting on ANTH dept confirmation of cross listed course number
Course Inventory Change Request

New Course Proposal

Viewing: FREN 153: Around the Francophone World in 100 Days

Date Submitted: 09/13/16 12:53 pm

Changes proposed by: cjewers

Academic Career: Undergraduate, Lawrence
Subject Code: FREN
Course Number: 153
Academic Unit: Department: French & Italian
School/College: College of Lib Arts & Sciences

Locations: Lawrence.

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

Title: Around the Francophone World in 100 Days
Transcript Title: Around the Francophone World
Effective Term: Spring 2017

Catalog Description: A comprehensive, interdisciplinary and critical survey of the French-speaking cultures outside France in North America, the Caribbean, Africa, the Middle East, and Southeast Asia. Will include a variety of cultural topics, with particular attention to, and critique of, French colonization, the effects of empire on indigenous cultures, and postcolonial interactions today between France and its former colonies and protectorates. Taught in English. Does not fulfill any requirement in the French major or minor.

Prerequisites: None

Cross Listed Courses:

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

Are you proposing this course for KU Core?
Yes

Typically Offered: Every Two Years

Repeatable for credit?
No

Principal Course Designator
Course Designator:

H - Humanities
W - World Culture

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

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

Rationale for Course Proposal: This is an outreach course in English, submitted for Core goal 1.1. Complementing FREN 152 (France and the French), this multicultural/interdisciplinary course fills a curricular need to connect students with the rich, diverse French-speaking world outside France.
extends to France's former colonies, dealing with colonialism, post-colonialism, and issues pertaining to contemporary culture.

**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>CAJewers</td>
<td>Nov 15 15</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.

Goal 1.1.

Selected Learning Outcome(s):

**Goal 1, Learning Outcome 1**

State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters).

Central to the course is the idea of information literacy, communication, and experiential learning. Using a hands-on approach the course has students evaluate a variety of documentation and film material, students will structure nuanced analyses and arguments about colonialism and its legacy. They will evaluate the historical record and cultural documents; weigh the evidence and outcomes; debate discuss, and refine their critical thinking on the topics; work in groups as well as individually; and complete a scaffolded individual assignment that requires research and reflection. They will encounter scholars from the countries they are studying, and see artifacts, objects, and images related to the cultures they are studying (see syllabus). They will also have unit examinations to test their knowledge of the topics and engagement with interdisciplinary materials related to the various cultures studied.

List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.)

Information Literacy: Course work will consist of working with peers, developing a research question, finding supporting documentation, learning how to structure one's thoughts, communicating and debating results, evaluating work of peers, as well as producing a coherent written text (see details below). Communicating: Students will use a variety of formats to communicate with peers and the instructor: question-answer, debate, group presentation, individual writing assignment (see details below). Experiential Learning: For a more hands-on approach, the course includes class visits by faculty and/or students from different regions with whom students can discuss what they have learned. We will also schedule visits to the Spencer Research Library and the Spencer Museum of Art.

Indicate the weight of the evidence (e.g., exams, projects, assignments) that will be used to document student performance in these tasks and how this evidence will determine a supermajority (greater than or equal to 60%) of the final grade. *

**GRADING SUMMARY:** Attendance and Participation 15%, Homework 10%, Group Presentation 20%, Independent Research Project 25%, Unit Exams 30%. (Supermajority 75%)
Rachel Schwien (rschwien) (09/07/16 11:38 am): Subcommittee suggested change in title and KU Core goal. Emailed dept 9/7

Rachel Schwien (rschwien) (09/08/16 3:19 pm): Rollback: Rolling back to Dept. CUSA subcommittee has reviewed and does not su
KU Core nomination of goal 5.1. Suggests proposing for Core goal 4.2. Please resubmit with 1.1 by itself or with 1.1 and 4.2. Please al
correct spelling error in Francophone. Committee also offered a suggestion of change in course title (suggestion emailed to Caroline Jewers).
Course Inventory Change Request

Date Submitted: 09/09/16 10:27 am

Viewing: HIST 319: History, Women, and Diversity in the U.S.
Also listed as: WGSS 319

Last edit: 09/09/16 10:27 am
Changes proposed by: acon

Programs referencing this course
- COMS-MIN: Leadership Studies, Minor
- HIST-BA/BGS: History, B.A./B.G.S.
- LDST-MIN: Leadership Studies, Minor
- WGSS-MIN: Women's Studies, Minor

Academic Career Undergraduate, Lawrence
Subject Code HIST Course Number 319
Academic Unit Department History (HIST)
School/College College of Lib Arts & Sciences

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

Title History, Women, and Diversity in the U.S.
Transcript Title History, Women & Diversity in US
Effective Term Spring 2017

Catalog Description This survey course explores the history of being female in America through a focus on the ways differences in race, sexuality, ethnicity, class, and life cycle have shaped various aspects of women's lives. Themes to be explored could include, but are not limited to: social and political activism; intellectual developments; family; women's communities; work; sexuality; and culture.

Prerequisites None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGSS 319</td>
<td>History, Women, and Diversity in the U.S.</td>
</tr>
</tbody>
</table>

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

Is this course part of the University Honors Program? No
Are you proposing this course for KU Core? Yes
Typically Offered Not Typically Offered
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?

https://next.catalog.ku.edu/courseleaf/approve/
This course is designed as an interdisciplinary history course with the use of critical feminist theory and critical race theory. The course will meet the needs of a wider range of students if it can count as minor/major course for both HIST and WGSS. The professor designed this 300-level course to appeal to students across the spectrum of humanities and would like it to be more readily available.

KU Core Information

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

Selected Goal(s)

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

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

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

Selected Learning Outcome(s):

Goal 4, Learning Outcome 1
State what assignments, readings, class discussion, and lectures will devote a majority of course content to ensure student understanding of basic human diversity within the United States, such as biological, cultural, historical, linguistic, social, economic, sexual, and ideological diversity. (Please limit responses to 1000 characters.)

Already approved for Goal 4.1

Explanation how your course or educational experience will generate discussion among students, leading to examination of students' own value assumptions in the context of various value systems within the United States. (Please limit responses to 1000 characters.)

Already approved for Goal 4.1

Detail how your course or educational experience will integrate other-cultural readings and academic research on cultural competency to define and analyze issues and other-cultural key words and concepts, and practices within the United States. (Please limit responses to 1000 characters.)

Already approved for Goal 4.1

State what assignments, readings, class discussion, and lectures your course or educational experience will use to evaluate student work that documents and measures their grasp of diverse cultures and value systems within the United States through reflective written or oral analysis. (Please limit responses to 1000 characters.)

Already approved for Goal 4.1
Rachel Schwien (rschwien) (09/12/16 1:42 pm): WGSS (Katie Batza) gave approval for addition of cross listed course
### Course Inventory Change Request

#### New Course Proposal

**Date Submitted:** 09/07/16 3:45 pm

**Viewing:** HUM 112: Exploring The Human Condition: ________

**Last edit:** 09/20/16 12:11 pm

Changes proposed by: arcs

<table>
<thead>
<tr>
<th><strong>Academic Career</strong></th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Code</strong></td>
<td>HUM</td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
<td>112</td>
</tr>
<tr>
<td><strong>Academic Unit</strong></td>
<td>Department Humanities (HUM)</td>
</tr>
<tr>
<td><strong>School/College</strong></td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td><strong>Locations</strong></td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

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

**Title**  
Exploring The Human Condition: ________

**Transcript Title**  
Exploring The Human Condition:

**Effective Term**  
Spring 2017

**Catalog Description**  
This is a special topics course that provides an interdisciplinary exploration of human experience through the study of specific themes, periods or genres. Through reading and discussion of primary sources and scholarly texts, students will examine issues central to the human condition, be introduced to the methods that disciplines in the humanities use to analyze them, and learn the skills of close reading, critical analysis, and the interpretation of evidence. Assignments require students to analyze source material, synthesize information, solve problems and construct arguments to support conclusions.

**Prerequisites**  
None

**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**  
Once a Year, Usually Spring

**Repeatable for credit?**  
No

**Principal Course Designator**  
H - Humanities

**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?  
Yes

**Which Program(s)?**

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(HWC-BA) Humanities, B.A.</td>
</tr>
</tbody>
</table>

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https://next.catalog.ku.edu/courseleaf/approve/
Describe how: This course will serve as a major elective in the Humanities B.A. degree program.

Rationale for Course Proposal

This course addresses topics of human experience including technology, morality, civilization, nature and the supernatural, and the citizen and the state. It prepares students for higher level work in humanities disciplines across the curriculum and encourages though consideration of the human condition in the present day.

Supporting Documents

HUM 112 Syllabus.pdf

KU Core Information

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

Yes

| Name of person giving departmental approval | Sandra Zimdars-Swartz | Date of Departmental Approval | 9/2/2016 |

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.

An interdisciplinary exploration of human experience through the study of particular themes, periods and genres. Through reading and discussion, students will examine issues and problems central to the human condition, be introduced to the methods various humanities disciplines use to analyze them, and learn the skills of close reading, critical analysis, interpretation and evaluation of evidence. Assignments require students to interpret and analyze source material, synthesize an array of ideas, construct arguments and solve problems.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 1

State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters.)

In this course students will analyze, evaluate and synthesize both scholarly sources and primary texts to construct well-defined solutions to problems of the human condition on topics such as the role of technology, the place of the supernatural, the problems posed by morality and mortality in contemporary life. For example, on the topic of technology, students will study theoretical concepts concerning the relationship of technological progress to individual success and evaluate personal and cultural assumptions about the need for technological advances in today's world. Students will be assessed on their ability to articulate key concepts, gauge the validity of arguments, and use a wide range of evidence to develop and support their own positions.

List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.)

1. Students will post a Reading Analysis on Blackboard each week prior to the designated discussion day. These posts will describe assigned readings, connect readings to course themes and provide a question for in-class discussion. 2. Course examinations (2 per semester) will require students to apply ideas, solve problems and address larger course-related questions in short-answer and essay formats. 3. Final paper project. This assignment requires that students apply course-based information and knowledge to a significant problem in the subject area. Specifically, students develop a position (thesis), support that position with substantive evidence to form conclusion or solution to the problem.
Indicate the weight of the evidence (e.g., exams, projects, assignments) that will be used to document student performance in these tasks and how this evidence will determine a supermajority (greater than or equal to 60%) of the final grade.*

Online posts 10%, Midterm Exam (written) 15%, Final Exam (written) 15%, Final paper project 35%, Total 75%
### Course Inventory Change Request

**New Course Proposal**

**Date Submitted:** 09/07/16 1:23 pm

**Viewing:** MUSE 400 : Directed Readings in Museum Studies

**Last edit:** 09/16/16 2:23 pm

Changes proposed by: b425e693

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>MUSE</td>
</tr>
<tr>
<td>Course Number</td>
<td>400</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Museum Studies (MUSE)</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>Directed Readings in Museum Studies</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Dir Readings in Museum Studies</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2017</td>
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</tbody>
</table>

**Catalog Description:** Directed reading in an area of Museum Studies for which there is no course in the Museum Studies program or in cooperating departments and in which a member of the faculty has expertise.

**Prerequisites:** Consent of instructor.

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Independent Study (Non-research course – Examples: Private lessons, readings, independent study) (IND)</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>No</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** 99 - **AND/OR** - **For how many maximum credits** 999

**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?** No

https://next.catalog.ku.edu/courseleaf/approve/
Rationale for Course Proposal

There is growing interest among undergraduates for courses in museum studies, however, the Museum Studies program does not offer an extensive number of regular courses. A directed readings course is intended to respond to student interest and give undergraduate students access to Museum Studies faculty expertise.
### Course Inventory Change Request

#### New Course Proposal

**Date Submitted:** 09/07/16 1:08 pm

**Viewing:** **MUSE 480 : Special Topics in Museum Studies: ______**

**Last edit:** 09/07/16 1:08 pm  
Changes proposed by: b425e693

<table>
<thead>
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<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>MUSE</td>
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<tr>
<td>Course Number</td>
<td>480</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Museum Studies (MUSE)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

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

**Title**  
Special Topics in Museum Studies: ______

**Transcript Title**  
Special Topics Museum Studies:

**Effective Term**  
Spring 2017

**Catalog Description**  
Courses on special topics in museum studies, given as need arises. Lectures, discussions of readings, and guest speakers. Topic for semester to be announced. Instructor permission usually required.

**Prerequisites**  
Varies by section and instructor.

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</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>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**  
99 - AND/OR -  
**For how many maximum credits**  
999

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?  
No
Rationale for Course Proposal
There is a growing interest among undergraduate students for courses pertaining to museum studies and museums. This course will enable the Museum Studies program to reach undergraduate students from a variety of disciplines.
Course Inventory Change Request

New Course Proposal

Date Submitted: 08/26/16 2:36 pm

Viewing: POLS 582 : Transnational Terrorism

Last edit: 09/09/16 11:26 am

Changes proposed by: bjmiller

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>POLS</td>
</tr>
<tr>
<td>Course Number</td>
<td>582</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
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<td></td>
<td>Political Science (POLS)</td>
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<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

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

No

Title

Transnational Terrorism

Transcript Title

Transnational Terrorism

Effective Term

Spring 2017

Catalog Description

The course provides a study of the patterns of transnational terrorism. First, it introduces students to the analytical study of terrorism. The course traces the evolution of terrorism, from the French Revolution to the modern day era. It also covers how scholarship defines, conceptualizes, and measures terrorism. The second goal is to introduce students to key scholarly debates within the literature. Some of the example questions we ask are: are democracies more vulnerable to terrorism? Does globalization render states open to being attacked by transnational actors? Is torture warranted as an effective counterterrorism tactic? The readings draw on empirical scholarship on the causes and consequences of transnational terrorism.

Prerequisites

Sophomore level or consent of instructor

Cross Listed Courses:

Credits

3.0

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

Once a Year, Usually Spring

Repeatable for credit?

No

Principal Course Designator

S - Social Sciences

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

No

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

No

https://next.catalog.ku.edu/courseleaf/approve/

1/2
<table>
<thead>
<tr>
<th><strong>Rationale for Course Proposal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no course that covers transnational terrorism. Prof. Markel's course on “Extremist Groups” overlaps with the Topics course I've been teaching in some aspects. However, the course I offer focuses on transnational terrorism and the connection between terrorism and foreign policy. Previously taught as a topics course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Reviewer</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Ledom (kjh) (08/26/16 11:05 am)</td>
<td>ROLLBACK - NEEDS PRE-REQ</td>
</tr>
<tr>
<td>Rachel Schwien (rschwien) (08/26/16 2:20 pm)</td>
<td>Rollback: This course will need Prerequisites</td>
</tr>
<tr>
<td>Rachel Schwien (rschwien) (09/09/16 11:26 am)</td>
<td>Updated course number to 582. Same course also being taught as 782</td>
</tr>
</tbody>
</table>
This course is designed to provide students with basic tools and an understanding of interdisciplinary social science research and to simultaneously partner with an innovative program implemented by the US Department of State. While learning about the research process and research design, students enrolling in this course team up with a group of four or more students to address a real world problem posed by a State Department officer with whom they have contact through videoconferencing throughout the semester. The team engages in extensive and systematic research to address the problem and presents their findings in a formal report presented to the State Department in the desired format.

GIST 301 or POLS 150 or POLS 170 or instructor permission
Will this course be required for a degree, major, minor, certificate, or concentration?
No

Rationale for Course Proposal
This course is designed to provide students with basic research skills and an understanding of interdisciplinary social science research and to simultaneously partner with an innovative program implemented by the US Department of State. While learning about the research process and research design, students enrolling in this course team up with a group of four or more students to address a real wo

Course Reviewer Comments
Karen Ledom (kjh) (10/30/15 6:13 pm): how does this course differ from the recently created course in GIST?
Karen Ledom (kjh) (04/17/16 6:08 pm): Rollback: tabled at Nov 1 subcomm
Karen Ledom (kjh) (04/30/16 10:01 pm): Rollback: Please add the course with which you wish to cross-list and re-submit.
Karen Ledom (kjh) (08/31/16 1:52 pm): need clarification from GIST and POLS - one dept's version is LEC and one is LAB. Also prerequisites don't matc
Rachel Schwien (rschwien) (09/02/16 10:48 am): POLS and GIST are in agreement with changes to prerequisites and course type
Rachel Schwien (rschwien) (09/08/16 8:33 am): Per department feedback - updated prerequisites to include 'or' for clarity. Updated the credit hours to a 3.
Course Inventory Change Request

New Course Proposal

Viewing: **POLS 691**: Diplomacy Lab
Also listed as: GIST 696

Last edit: 09/22/16 1:10 pm
Changes proposed by: bjmiller

<table>
<thead>
<tr>
<th>Academic Career</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>POLS 691</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department Political Science</td>
</tr>
<tr>
<td></td>
<td>(POLS)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

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

Title
Diplomacy Lab

Transcript Title
Diplomacy Lab

Effective Term
Spring 2016

Catalog Description
This course is a supplemental research lab designed to partner with a jr/sr level course offering an innovative program implemented by the US Department of State. Students enrolling in this course team up with a group of four or more students to address a real world problem posed by a State Department officer. This one-credit hour course is intended to function as a special lab project and must be taken in conjunction with a standard course that has a diplomacy lab option.

Prerequisites
Instructor permission required.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIST 696</td>
<td>Diplomacy Lab</td>
</tr>
</tbody>
</table>

Credits
1.0

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

Associated Components (Optional)
Laboratory - Associated with a main component

Grading Basis
A-D(+/−)FIP

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
1

Please explain
The course is linked to thematic issues and questions developed by the State Department and the potential course offering will be subsequently restricted to instructor availability and interest.

Repeatable for credit?
No

Principal Course Designator
S- Social Sciences

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

Approval Path
1. 09/02/16 10:46 am Rachel Schw (rschwien): Approved for CLAS Undergrad Program and Course Coordinator
2. 09/22/16 1:10 pm Rachel Schw (rschwien): Approved for CUSA Subcommittee
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

<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is designed to provide students with basic research skills and an understanding of interdisciplinary social science research and to simultaneously partner with an innovative program implemented by the US Department of State. While learning about the research process and research design, students enrolling in this course team up with a group of four or more students to address a real world problem.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Reviewer Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Ledom (kjh) (10/30/15 6:14 pm): how does this course differ from the recently created course in GIST?</td>
</tr>
<tr>
<td>Karen Ledom (kjh) (04/17/16 6:08 pm): Rollback: tabled at Nov 1 subcomm</td>
</tr>
<tr>
<td>Karen Ledom (kjh) (04/30/16 10:01 pm): Rollback: Please add the course with which you wish to cross-list and re-submit.</td>
</tr>
<tr>
<td>Karen Ledom (kjh) (08/31/16 1:52 pm): need clarification from GIST and POLS - one dept's version is LEC and one is LAB. Also prerequisites don't match.</td>
</tr>
<tr>
<td>Rachel Schwien (rschwien) (09/02/16 10:46 am): GIST is in agreement with changes to Prerequisites and course type</td>
</tr>
<tr>
<td>Rachel Schwien (rschwien) (09/20/16 1:32 pm): subcommittee suggested change of first sentence in catalog description to read &quot;This course is a supplemental research lab designed to partner with a jr/sr level course offering an innovative program implemented by the US Dept of State&quot;</td>
</tr>
</tbody>
</table>
# Course Inventory Change Request

**Date Submitted:** 09/08/16 11:34 am

**Viewing:** REL 109: Jews, Christians, Muslims, Honors - Living Religions of the West, Honors

**Also listed as:** JWSH 109

**Last edit:** 09/08/16 4:48 pm

Changes proposed by: h208s676

<table>
<thead>
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<th>Catalog Pages referencing this course</th>
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<tbody>
<tr>
<td>BA in Religious Studies</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
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<tr>
<td>Department of Religious Studies</td>
</tr>
<tr>
<td>European Studies Program</td>
</tr>
<tr>
<td>Global and International Studies</td>
</tr>
</tbody>
</table>

**Academic Career:** Undergraduate, Lawrence

**Subject Code:** REL  
**Course Number:** 109

**Academic Unit**  
**School/College:** Religious Studies (REL)

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

**Title:** Jews, Christians, Muslims, Honors - Living Religions of the West, Honors

**Transcript Title:** Jews, Christians, Muslims, Honors - Living Religions of the West, Honors

**Effective Term:** Spring 2017

**Catalog Description:** A basic introduction to the major religious traditions in the Near East, Europe, and the Americas, with an emphasis on their development through the modern period and their expressions in contemporary life. Open only to students in the University Honors Program or by permission of instructor. Not open to students who have taken REL 107.

**Prerequisites:** None

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JWSH 109</td>
<td>Jews, Christians, Muslims, Honors - Living Religions of the West, Honors</td>
</tr>
</tbody>
</table>

**Credits:** 3

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

**Grading Basis:** A-D(+/­)FI

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

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

**Typically Offered:** Not Typically Offered

**Repeatable for credit?**  
**No**

**Principal Course Designator:** HR - Philosophy & Religion

**Course Designator:** H - Humanities

**Are you proposing that the course count towards the CLAS BA degree specific requirements?**  
**No**
Will this course be required for a degree, major, minor, certificate, or concentration?

No

Rationale for Course Proposal

Our department is reviewing its undergraduate curriculum and proposing changes to course titles to better match the content of the courses and the organization of our curriculum. “Living Religions of the West” was an outdated title that reifies a problematic East-West division.

KU Core Information

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

Yes

| Name of person giving departmental approval | Daniel Stevenson | Date of Departmental Approval | Sept 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.

Already approved for Core Goals 3 and 4.

Selected Learning Outcome(s):

Goal 3 - Humanities

State how your course or educational experience will use assignments, readings, projects, or lectures to move students from their current knowledge to a deeper understanding of specific concepts fundamental to the area(s) in question. (Please limit responses to 1000 characters.)

Already approved for Core Goals 3 and 4.

State what course assignments, readings, class discussions, and lectures will synthesize the development over time of the principle theories, and analytical methods of the discipline(s). (Please limit responses to 1000 characters.)

Already approved for Core Goals 3 and 4.

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)

Already approved for Core Goals 3 and 4.

State what course assignments, projects, quizzes, examinations, etc. will be used to evaluate whether students have a functional understanding of the development of these concepts, and can demonstrate their capability to analyze contemporary issues using the principles, theories, and analytical methods in the academic area. (Please limit responses to 1000 characters.)

Already approved for Core Goals 3 and 4.

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.)

Already approved for Core Goals 3 and 4.
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.)
Already approved for Core Goals 3 and 4.

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.)
Already approved for Core Goals 3 and 4.

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 100 characters.)
Already approved for Core Goals 3 and 4.

**Course Inventory Change Request**

**New Course Proposal**

**Viewing: SLAV 494 : Research Internship**

**Last edit: 09/08/16 9:30 am**

Changes proposed by: smd

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<td>Slavic Languages &amp; Literatures (SLAV)</td>
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<td>College of Lib Arts &amp; Sciences</td>
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</tr>
</tbody>
</table>

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

Title Research Internship

Transcript Title Research Internship

Effective Term Spring 2017

Catalog Description Practical research experience in Slavic Studies gained by assisting a faculty member on a faculty research, editorial, pedagogical, or digital project. Credit hours are graded by faculty on a satisfactory/unsatisfactory basis.

Prerequisites Declaration of a Slavic Languages and Literatures major and permission of instructor.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>1-3</th>
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<tbody>
<tr>
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<tr>
<td>Grading Basis</td>
<td>SUI</td>
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<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
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<tr>
<td>Are you proposing this course for KU Core?</td>
<td>No</td>
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<tr>
<td>Typically Offered</td>
<td>Typically Every Semester</td>
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<tr>
<td>Repeatable for credit?</td>
<td>Yes</td>
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</table>

How many times may this course be taken 3 - AND/OR - For how many maximum credits 3

Can a student be enrolled in multiple sections in the same semester? No

Principal Course Designator H - Humanities

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

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

https://next.catalog.ku.edu/courseleaf/approve/
| Rationale for Course Proposal | The goal of the course is to give undergraduate students an early taste of the research process in the field of Slavic Studies and to prepare them to undertake individual research work in the future. For students not planning graduate work, their participation in undergraduate research enhances critical thinking, analytical abilities, and problem-solving skills. |
| Supporting Documents | SLAV 494 final.docx |

| Course Reviewer Comments | Rachel Schwien (rschwien) (Wed, 31 Aug 2016 19:56:41 GMT): Rollback: Please include the maximum number of credits a student can earn since this course is repeatable for credit. Please also remove the prerequisite sentence from the catalog description. |
Course Inventory Change Request

New Course Proposal

Viewing: **FREN 153**: Around the Francophone World in 100 Days

Last edit: 09/13/16 12:53 pm
Changes proposed by: cjewers

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<th>Academic Career</th>
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<td>Subject Code</td>
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<tr>
<td>Course Number</td>
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<td>Academic Unit</td>
<td>Department</td>
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<tr>
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<td>French &amp; Italian(FREN-)</td>
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<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

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

No

Title

Around the Francophone World in 100 Days

Transcript Title

Around the Francophone World

Effective Term

Spring 2017

Catalog Description

A comprehensive, interdisciplinary and critical survey of the French-speaking cultures outside France in North America, the Caribbean, Africa, the Middle East, and Southeast Asia. Will include a variety of cultural topics, with particular attention to, and critique of, French colonization, the effects of empire on indigenous cultures, and postcolonial interactions today between France and its former colonies and protectorates. Taught in English. Does not fulfill any requirement in the French major or minor.

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?

Yes

Typically Offered

Every Two Years

Repeatable for credit?

No

Principal Course Designator

H- Humanities

W- World Culture

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

No

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

No

Rationale for Course Proposal

This is an outreach course in English, submitted for Core goal 1.1. Complementing FREN 152 (France and the French), this multi-cultural/interdisciplinary course fills a curricular need to connect students with the rich, diverse French-speaking world outside France.
extends to France's former colonies, dealing with colonialism, post-colonialism, and issues pertaining to contemporary culture.

KU Core Information

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

Yes

Name of person giving departmental approval | CA Jewers | Date of Departmental Approval | Nov 15 15

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.

Goal 1.1.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 1

State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters).

Central to the course is the idea of information literacy, communication, and experiential learning. Using a hands-on approach the students will work with a variety of documentation and film material, students will structure nuanced analyses and arguments about colonialism and its legacy. They will evaluate the historical record and cultural documents; weigh the evidence and outcomes; debate discuss, and refine their critical thinking on the topics; work in groups as well as individually; and complete a scaffolded individual assignment that requires research and reflection. They will encounter scholars from the countries they are studying, and see artifacts objects, and images related to the cultures they are studying (see syllabus). They will also have unit examinations to test their knowledge of the topics and engagement with interdisciplinary materials related to the various cultures studied.

List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.) *

Information Literacy: Course work will consist of working with peers, developing a research question, finding supporting documentation, learning how to structure one’s thoughts, communicating and debating results, evaluating work of peers, as well as producing a coherent written text (see details below). Communicating: Students will use a variety of formats to communicate with peers and the instructor: question-answer, debate, group presentation, individual writing assignment (see details below). Experiential Learning: For a more hands-on approach, the course includes class visits by faculty and/or students from different regions with whom students can discuss what they have learned. We will also schedule visits to the Spencer Research Library and the Spencer Museum of Art.

Indicate the weight of the evidence (e.g., exams, projects, assignments) that will be used to document student performance in these tasks and how this evidence will determine a supermajority (greater than or equal to 60%) of the final grade. *

GRADING SUMMARY, Attendance and Participation 15%, Homework 10%, Group Presentation 20%, Independent Research Project 25%, Unit Exams 30%, (Supermajority 75%)
Rachel Schwien (rschwien) (09/07/16 11:38 am): Subcommittee suggested change in title and KU Core goal. Emailed dept 9/7
KU Core nomination of goal 5.1. Suggests proposing for Core goal 4.2. Please resubmit with 1.1 by itself or with 1.1 and 4.2. Please also correct spelling error in Francophone. Committee also offered a suggestion of change in course title (suggestion emailed to Caroline Jewers).

Rachel Schwien (rschwien) (09/08/16 3:19 pm): Rollback: Rolling back to Dept. CUSA subcommittee has reviewed and does not support KU Core nomination of goal 5.1. Suggests proposing for Core goal 4.2. Please resubmit with 1.1 by itself or with 1.1 and 4.2. Please also correct spelling error in Francophone. Committee also offered a suggestion of change in course title (suggestion emailed to Caroline Jewers).
New Course Proposal
FREN 153

The French-Speaking World (3). “Around the Francophone World in 100 Days”

SHORT DESCRIPTION:
A comprehensive, interdisciplinary and critical survey of the French-speaking cultures outside France in North America, the Caribbean, Africa, the Middle East, and Asia. Will include a variety of cultural topics with particular attention to, and critique of, French colonization, the effects of empire on indigenous cultures, and postcolonial interactions today between France and its former colonies and protectorates. Does not fulfill any requirement in the French major or minor. Taught in English

LONG DESCRIPTION:
Departing in 17th century France, and then moving progressively through space and time, this seminar will introduce students to the French-speaking world with particular emphasis on the Americas, the Caribbean, Africa, the Middle East, and Asia. We will study a variety of materials (fictional and non-fictional texts, art, comics, film, music, documentaries) to get insights into the historical, linguistic, and societal specificities of each region. The seminar will explore the inherent ambivalence of La Francophonie – a political and linguistic institution that connotes not only diversity but also colonial history – in order to encourage critical reflection on the role of French and France in a global context. Going beyond the Francophone context, the second objective is to engage students with more general issues such as (neo)colonialism, religious and political conflict, migration, nation, and geopolitics. Through discussions, debates, writing assignments and personal encounters, students will not only acquire valuable knowledge about culture, history, and geography, but also be encouraged to step out of their comfort zone and confront less familiar realities while questioning their own positions and prerogatives. The course is designed to put students in direct contact with different cultures through experiential learning. On the one hand, they will have the occasion to exchange with faculty and students from different francophone regions. On the other hand, students will view objects/archival material from Africa, Asia, the Americas, and other regions of interest during two guided visits to the Spencer Museum of Art and the Spencer Research Library respectively.

LEARNING OUTCOMES: Core goals 1.1 and 5.1

Goal 1.1.
Students will develop their ability to analyze, interpret, and evaluate a diverse set of materials in order to explore important questions regarding the French-speaking world, and most particularly colonialism and post-colonialism. They will also develop an independent research project.

1. Critical Thinking:
Students will be exposed to a variety of cultural products while learning to use appropriate analytical tools (textual, visual, theoretical). This will enable them (1) to develop strategies of close reading, watching, and listening; (2) to identify and analyze problematical issues; (3) to express, justify, and defend their own opinion.

2. Information Literacy:
Course work will consist of working with peers, developing a research question, finding supporting documentation, learning how to structure one’s thoughts, communicating and debating results,
evaluating work of peers, as well as producing a coherent written text (see details below).

3. Communicating:
Students will use a variety of formats to communicate with peers and the instructor: question-answer, debate, group presentation, individual writing assignment (see details below)

4. Experiential Learning:
For a more hands-on approach, the course includes class visits by faculty and/or students from different regions with whom students can discuss what they have learned. We will also schedule visits to the Spencer Research Library and the Spencer Museum of Art.

Goal 5.1:
Practice Social Responsibility and Demonstrate Ethical Behavior.
Through readings, discussions and the evaluation of case-studies, students will pursue actively questions related to colonialism and post-colonialism, and the ethical dilemmas and consequences involved. The focus on Haiti will confront them with the ambiguity of the Haitian hero Toussaint Louverture who was both a liberator and a dictator. The discussion on Algeria’s War of Independence also poses an ethical dilemma - that of torture and war crimes committed on both sides, as well as the instrumentalization of Algerian women both by the Algerian nationalists and the French. A number of the topics can be directly tied to contemporary and/or American issues. Orientalism, for instance, even though discussed in the context of French Empire will enable them to better understand how Western societies perceive the Arab World today, in the 21st century. Furthermore, the detailed study of a novel written by Senegalese writer and of a film by a Moroccan director will allow students to engage with the topic of immigration to Europe and to decide if the way immigrants are treated is humane or not.

READINGS
Jean-Claude Redonnet, *Francophone Heritage* (excerpts)
Michel de Montaigne, « Of Cannibals » (excerpts)
Aimé Césaire, *Discourse on Colonialism* (excerpts)
Ken Bugul, *The Abandoned Baobab*
Hergé, *Tintin in the Congo*
*Code noir/Black Code* (excerpts)

FILMS
Denis Villeneuve, *Incendies*
Eulzhan Paley, *Sugar Cane Alley*
Nadir Moknèche, *Goodbye Morocco*
Régis Wargnier, *Indochina*

SCHEDULE
Week 1 Introduction: Reading Redonnet and Montaigne
Week 2 French in Canada : The Quiet Revolution in Quebec, Quebecois Culture
Week 3 French in Canada : Acadian Expulsion part 1, Acadian French (Chiac)
Week 4 French in Louisiana : Acadian Expulsion part 2, Cajun Culture
Week 5 Haitian Revolution : Reading *The Black Code* and *Discourse on Colonialism*
Week 6 French Colonization in the Caribbean; Film *Sugar Cane Alley*
Week 7 French Colonization in Algeria : Orientalism in Paintings and Poetry
Week 8 Immigration and Situation Women in Morocco: Film *Goodbye Morocco*
Week 9  Immigration and Situation Women in Senegal: Reading The Abandoned Baobab  
Week 10  Belgian Colonization in Congo: Reading Tintin in the Congo  
Week 11  Civil War in Lebanon and Subsequent Immigration: Film Incendies  
Week 12  French in the Indian Ocean: Mauritius a « Rainbow Nation »?  
Week 13  French Colonization in Asia: Film Indochina  
Week 14  Presentations  
Week 15  Conclusion: Postcolonial Paris  

GRADING SUMMARY  
Attendance and Participation  15%  
Homework  10%  
Group Presentation  20%  
Independent Research Project  25%  
Unit Exams  30% (Supermajority 75%)  

COURSE WORK  
The principal assignment consists of a project that links group work to an individual written assignment, with the instructor providing feedback at every stage. The class will be divided into groups (of two or three). Each group may focus on a specific region, theme (slavery, orientalism, immigration) or material (film, novel, comic, essay), which will tie the individual contributions together while giving each student the possibility to explore one particular aspect. Possible topics are “Orientalism: then and now”; “Immigration”; “Colonial discourse in Tintin”, “The Black Code: Text and Context”, or “French and its Variations: The case of Chiac”. For any of the topics mentioned, students have to do independent research, confront and question existing stereotypes and prejudice, analyze discursive strategies as well as ideological and/or political agendas, and develop their own arguments based on supporting material. The project will be scaffolded:  
Step#1: Groups choose a theme for their project. They will then determine each member’s individual focus/contribution. The instructor will meet with groups, give feedback on relevance and feasibility.  
Step#2: Group submits a project plan in which each group member provides details of his/her particular focus, including a bibliography. Use of appropriate rubric by instructor. Followed by meetings with instructor for feedback. This is also an exercise in peer evaluation, as members of the group have to meet and determine if everyone’s contribution is well thought out or not. A class period might be dedicated to group work to make sure students work together.  
Step#3: Individual meetings to discuss individual writing assignment.  
Step#4: Group presentations (students will be encouraged to use Powerpoint and/or other audio-visual material). Groups will not only present their findings but also lead a discussion with the rest of the class in order to defend their point of view. Feedback and use of rubric.  
Step#5: Students submit a final written assignment in which they discuss in more depth their individual research focus. Use of rubric.  

There will also be 3 Unit Exams (North America, Caribbean, Africa) in which students will comment on and evaluate specific claims and assumptions (quotes from journal articles, from theoretical essays, from literary texts, or visual material – photos, paintings, artifacts).
# Course Inventory Change Request

**Viewing:** HIST 120 : Colonial Latin America

**Last edit:** 09/09/16 10:41 am

Changes proposed by: acon

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<th>Catalog Pages referencing this course</th>
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<td>Department of History</td>
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<tr>
<td>SW-RSW: Bachelor of Social Work</td>
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<td>Academic Unit</td>
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<td>College of Lib Arts &amp; Sciences</td>
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**Do you intend to offer any portion of this course online?**

No

**Title**

Colonial Latin America

**Transcript Title**

Colonial Latin America

**Effective Term**

Spring 2017

**Catalog Description**

The principal focus is on the evolution and analysis of societies, economies, and religions of native American peoples, the impact of Spanish and Portuguese conquests and settlement, government, trade and culture upon native civilizations, the influence of African population and culture, and the creole nature of the resulting society in the colonial period. Changes in the society and economy which presaged the movements for independence are also discussed.

**Prerequisites**

None

**Cross Listed Courses:**

None

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
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<tbody>
<tr>
<td><strong>Course Type</strong></td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
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<tr>
<td><strong>Associated Components</strong></td>
<td>Discussion – Mandatory discussion associated with a main component</td>
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**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**

Not Typically Offered

**Repeatable for credit?**

No

**Principal Course Designator**

NW - Non-Western Culture

**Course Designator**

H - Humanities

W - World Culture

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

No

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

Yes

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https://next.catalog.ku.edu/courseleaf/approve/
This course focuses on building student's ability to express themselves in various genres of historical writing. Using the history of colonial Latin America as context and background, students are introduced to historical writing in various forms including: diverse genres of primary documents, secondary sources including scholarly journal articles and monographs. Throughout the course of the semester students are required to engage with these varied historical documents and express themselves in writing. Students will write ~3000 words across four types of writing. These include a self-reflective essay, two primary document explications, a review essay, and an argumentative essay. In addition students will complete weekly, low-stakes writing assignments on blackboard. Each of these assignments is iterative and incorporate instructor feedback and/or peer review. These assignments account for 95% of the overall grade.

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.

a) Students receive instruction through lecture, assigned reading, and instructor feedback. This class includes lectures that introduce students to different forms of historical writings. These lectures are complemented by readings from Jim Cullen’s Essaying the Past: How to Read, Write and Think about History. b) The varied written assignments of this class allow students to engage in writing for a variety of academic and non-academic audiences. c) All written assignments are iterative and require students to practice different types of writing multiple times. In some cases, the iteration will allow for rewriting (self-reflective essay, review essay, and argumentative essay). In others cases, iteration occurs from having to write several pieces in the same genre and format (low stakes work and prim document explications). Students will engage in peer reviews of their longer argumentative essays to better understand how to critically approach their own writing.
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 be asked to write the following written assignments: 1) Personal Reflection (300 words, two drafts) this assignment requires them to write a self-reflective piece aimed a peers. 2) Document Explication Essays (250 words, two iterations), this assignment requires students to read, analyze, and explain a primary document and in so doing helps build a skill crucial to historica writing. 3) Article Review (300 words, two drafts), this assignment asks students to analyze a piece of scholarship, and to express a critical opinion of its argument. 4) Argumentative Essay (1200 words, two drafts), based on a collection of primary documents studen must craft a historical argument about events in the past and express it in a form common to the discipline of history.

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

The iterative nature of written assignments insures that students receive instructor feedback between drafts or iterations of assignments of the same type. This will allow students to incorporate feedback into later drafts and help them improve their ability to communicate in varied forms of writing. The longer argumentative essay adds peer review to the feedback loop. Students will be required to review each other’s essays. By engaging in peer review students can become more aware of the varied authorial choices involved in writing and will be better prepared to review and assess their own written work in the future.

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.)

Every assignment for this class includes a grading rubric that assesses students’ writing in terms of the specific genre and conventions of the assignment and the learning outcome for this goal. These rubrics are shared with students as part of the assignm prompt for each piece of written work and graded material will include the scored rubric in addition to specific comments made about content, style, and format of student work. Please refer to appended assignment prompts and rubrics. Written work accounts for over 90% of the course grade.

**Goal 3 - Humanities**

State how your course or educational experience will use assignments, readings, projects, or lectures to move students from their current knowledge to a deeper understanding of specific concepts fundamental to the area(s) in question. (Please limit responses to 1000 characters.)

Already approved for goal 3

State what course assignments, readings, class discussions, and lectures will synthesize the development over time of the principle theories, and analytical methods of the discipline(s). (Please limit responses to 1000 characters.)

Already approved for goal 3

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)

Already approved for goal 3

State what course assignments, projects, quizzes, examinations, etc. will be used to evaluate whether students have a functional understanding of the development of these concepts, and can demonstrate their capability to analyze contemporary issues using the principles, theories, and analytical methods in the academic area. (Please limit responses to 1000 characters.)

Already approved for goal 3

**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.)

Already approved for Goal 4.2 but this will be removed and will be replaced with Goal 2.1.
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.)
Already approved for Goal 4.2 but this will be removed and will be replaced with Goal 2.1.

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.)
Already approved for Goal 4.2 but this will be removed and will be replaced with Goal 2.1.

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.)
Already approved for Goal 4.2 but this will be removed and will be replaced with Goal 2.1.

KU Core Documents
- HIST 120 Module 1 - Personal Reflection Essay.docx
- HIST 120 Module 2 - Document Explication #1.docx
- HIST 120 Module 3 - Document Explication #2.docx
- HIST 120 Module 4 - Article Review Assignment.docx
- HIST 120 Module 5 - Article Review Revision.docx
- HIST 120 Module 6 - Argumentative Essay.docx
- HIST 120 Module 7 - Peer Review Assignments.docx
- HIST 120 Module 8 - Personal Reflection Essay Rewrite.docx
- HIST 120 Syllabus Online.pdf

Course Reviewer Comments
Overview
This course will explore the development of society and culture within the Americas during the period of European colonial rule. Primary emphasis will be paid to the colonial societies which developed in areas brought under Spanish or Portuguese rule. The colonization of the Americas was the first major European political expansion since the Roman Empire and paved the way for the development of a truly global world system. This course will emphasize the unique development of colonial societies and cultures through the interactions of human groups who previously had little or no interaction. Colonial Latin America became a crucible in which Africans, Europeans, and Native Americans forged new cultures through sustained political, religious, social, and economic contact. Additionally, this class serves as an introduction to historical analysis. Students will read numerous primary documents from the colonial period and learn how to read, analyze, and write historically.

Course Goals:
1. Gain and understanding of Colonial Latin America by:
   - Analyzing primary sources and secondary sources for their historical content
   - Identifying how language and rhetoric choices vary across texts produced in different contexts
2. Develop skills of written communication
   - Demonstrate effective writing in a variety genres used by historians
   - Revise and improve writing through structured feedback and revisions

Required Books

This book introduces students to writing about the past. Although short and direct, Cullen provides a thoughtful and helpful method to thinking and writing historically.

This book is an excellent collection of colonial-era documents translated and presented with background by many prominent scholars of Latin America. We will read documents from Inquisition cases, criminal cases, civil litigation, and religious texts among others. Referred to below as CL.

**Grade Assessment**

Student’s grades will be assigned as follows:

- **Blackboard Content Quizzes** (Multiple Choice) – 5%
- **Short writing assignments** (blog posts, reading questions, etc.) – 10%
- **Personal Reflection** (300 words, two drafts) – 10% (2x5%)
- **Document Explication Essays** (250 words) – 20% (2x10%)  
- **Article Review** (300 words, two drafts) – 20% (2x10%)
- **Argumentative Essay** (1200 words, two drafts) – 25% (10+15%)
- **Argumentative Essay** – Peer Feedback - 10%

**Grade Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
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<tr>
<td>A-</td>
<td>92-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>76-73</td>
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<tr>
<td>C-</td>
<td>72-70</td>
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<tr>
<td>D+</td>
<td>69-67</td>
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<tr>
<td>D</td>
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<tr>
<td>D-</td>
<td>62-60</td>
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<tr>
<td>F</td>
<td>59-0</td>
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**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)

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](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](http://ioa.ku.edu/discrimination).

**Learning Modules (1/week)**

**Module 1** 10/24 – 10/30  
**Lecture** - What is Colonial Latin America?  
**Lecture** - What is History?  
**Lecture** – Peoples of Colonial Latin America, part 1  
**Reading:** Cullen Intro and Ch. 1, pp. 1-13; Primary Document, “Reading Columbus and Sahagun”  
**Short Writing Assignment** – How do the two sources differ in their content, their goals, and their audiences?  
**Assignment:** Personal Reflection – How has history influenced your life? (For more detail see assignment prompt)

**Module 2** 10/31 – 11/6  
**Lecture** – Peoples of Colonial Latin America, part 2  
**Lecture** – Conquest  
**Lecture** – Whose voice is this?  
**Readings:** Cullen Ch. 2-3, pp. 14-29; Primary Documents, Florentine Codex and Bernal Diaz  
**Short Writing Assignment:** How do Spaniards and Native Peoples differ in how they recorded the encounter between Cortes and Moctezuma?  
**Assignment:** Document Explication #1 (For more detail see assignment prompt)
Module 3 11/7 – 11/13
Lecture – Race in Latin America
Lecture – Secondary Sources
Readings – Cullen Ch. 4, pp. 30-36. Schwaller – Bearing Arms, Boyer, CL 17; Arms Licenses Handout
Low Stakes Writing Assignment: How did men of non-Spanish ancestry try to counter the prevailing negative stereotypes levied against them?
Assignment: Document Explication #2

Module 4 11/14 – 11/20
Lecture – Indigenous Groups under Colonial Rule
Lecture – Preparing to Write an Argumentative Essay
Readings – Yannakakis, Yanna. "Lienzo de Analco", CL 1, 2, 8
Low Stakes Writing Assignment: How did the colonial system exploit Native Americans? What recourse did Native Americans have for redress?
Assignment: Article Review – First draft (For more detail see assignment prompt)

Module 5 11/21 – 11/27
Lecture – Africans under Colonial Rule
Lecture – Making an Argument and Backing it up
Reading: Cullen Ch. 8-9, pp. 72-91; CL 20; Panama Maroons Primary Documents
Low Stakes Writing Assignment: Was the Spanish legal/political system inherently biased against Africans and their attempts to improve their social and economic position?
Assignment: Article Review – Final Draft

Module 6 11/28 – 12/4
Lecture: Religion in Colonial Latin America
Lecture: Structuring a historical Argument
Reading: Cullen Ch. 10-12, pp. 92-119; CL 5; Africans and the Inquisition Documents
Assignment: Argumentative Essay (1200 words) – First draft (For more detail see assignment prompt)

Module 7 12/5 – 12/11
Lecture – Society in Colonial Latin America
Lecture – Peer Review
Readings: Cullen Ch. 13-14, 120-131; CL 18; Africans and the Inquisition Documents
Low Stakes Writing Assignment: What racial stereotypes can be found in the readings (CL ch. 18 and the Africans and Inquisition handout)? Do any of these stereotypes still exist today? Be sure to use specific examples from the text.
Assignment: Peer Review (For more detail see assignment prompt)

Module 8 12/12 – 12/18
Lecture – Independence of Latin America
Readings: Declaration of Independence vs. Plan de Iguala Documents
Low Stakes Writing Assignment: After reading the Plan of Iguala and the Declaration of Independence, what factors might account for the differences in the issues outlined in each document and their vision of an independent nation?

Assignment: Argumentative Essay (1200 words) – Revised - Final draft
Assignment: Personal Reflection (300 words) – Final Response – Revised from Initial Response
Personal Reflection Essay -

This assignment seeks to help you consider your relationship to history. For many of us history is all the things that have happened in the past. At one level then history has affected us all because we have all lived in the world and have been changed by the events we have experienced. However, we might also consider ‘history’ to be the study of the past, not just those things that have happened. Has an awareness of the past or a particular understanding of the past influenced your life? This assignment asks you to formulate a reflection essay that considers one or both of these views of history.

Prompt:

The history department has been impressed with your performance in a number of classes. They have asked you to submit an essay to their annual newsletter in which you discuss the importance of history to your life. Write a 300 word essay that responds to the following question:

How has history influenced your life? Be sure to include examples from your life to support your response.

Before writing please examine the grading rubric and be sure to craft your response so as to fulfill the grading criteria. Even though this is a personal essay, this is a formal piece of writing. Feel free to write in an engaging way, but remember that in a published departmental newsletter you need to pitch your writing to a broad, educated audience. Present your thoughts in a well-reasoned and organized way. Make sure to use correct grammar, syntax, and punctuation. Try to avoid rambling or going off topic, plan the essay before writing. Come up with a short answer to the question and then figure out what examples from your life best illustrate and support your answer. Feel free to engage your audience but do not slip into the abbreviated writing typical of twitter, SMS, or email.

Requirements:

~300 words

Typed double spaced

12 pt font, preferably Times New Roman

Grading Rubric

<table>
<thead>
<tr>
<th>Thesis and Argument 30%</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>Paper makes a clear, convincing argument that expertly</td>
<td>Paper includes an argument that responds to the prompt</td>
<td>Paper makes an argument but may not do so clearly and may not</td>
<td>Paper may have an argument that does not respond to the</td>
<td>Paper does not make an argument</td>
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<tr>
<td>Examples and Evidence 25%</td>
<td>Paper expertly includes examples that clearly and effectively support the argument being made</td>
<td>Paper successfully integrates relevant examples and effectively supports the paper's arguments</td>
<td>Paper includes examples that are appropriate but does not integrate them well into the argument being made</td>
<td>Paper does not include relevant examples and/or does not cite sources clearly</td>
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<tr>
<td>Organization 20%</td>
<td>Paper demonstrates expert organization that helps to enhance the audiences understanding of the argument and analysis</td>
<td>Paper has an effective organization that flows well and contributes to the development of the argument</td>
<td>Paper has a clear organization that supports the argument and analysis. Paragraphs and transitions may not always flow well.</td>
<td>Paper lacks clear organization or has excessive problems with flow and transition between paragraphs and ideas</td>
<td></td>
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<tr>
<td>Audience and style 15%</td>
<td>Paper’s style expertly engages its audience and the expectations of its genre</td>
<td>Paper’s style meets standards of genre and expectations of audience</td>
<td>Paper largely conforms to the standards of the genre and audience expectations</td>
<td>Paper does not conform to the proper style of the genre and audience expectations</td>
<td></td>
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<tr>
<td>Grammar and mechanics 10%</td>
<td>Paper uses clear effective language that communicates meaning clearly and without typographical errors.</td>
<td>Paper uses appropriate language that successfully conveys meaning to the reader. May have some errors.</td>
<td>Paper generally conveys meaning, but language use may not always be appropriate and errors may hinder clarity.</td>
<td>Paper consistently fails to use clear intelligible language and frequent errors inhibit the expression of meaning.</td>
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Document Explication –

A key part of the historian’s job is to be able to use primary documents as evidence for making larger claims about the past. A key part of this process is learning to examine and analyze primary documents for their content, bias, and omissions. While there is no strict rule for how to go about this the following outline can be helpful

I. First try to determine whose voice is coming through the document.
   a. Sometimes a document might contain multiple voices (for example a legal document might preserve the voice of a prosecutor and a witness).
   b. Sometimes a document’s author might quote someone else, or make reference to another’s opinion.

II. Second what is that voice saying or telling
   a. This is the most basic analysis of content
   b. Is the author telling a story or making an argument?
   c. Does the document have a specific purpose?
      i. Is it a law?
      ii. Is it an official document?
      iii. Was it produced for a particular person or group?

III. Who is the intended audience for the document?
   a. Is there one intended reader?
      i. The King
      ii. A royal official
      iii. A friend
      iv. A judge or tribunal
   b. Was it made for a general audience?
      i. The public at large
      ii. Educated readers

IV. What is the voice not saying?
   a. Can you identify information that the author is avoiding or omitting?
   b. Are there notable ‘silences’ in the document?

V. What might the bias of the author be?
   a. Does the author have a reason to tell the story in a particular way?
   b. Might the author have chosen to highlight particular information for a specific reason?
   c. Could there be reasons why the author could not include some information?
      i. Language barriers
      ii. Social barriers
      iii. Cultural barriers
   d. Could these biases contribute to question IV, what the document might not be saying?

VI. What information might be useful to more fully evaluate the document?
   a. Are there other voices that could corroborate the voice of this document?
   b. What other types of documents might allow us to craft a clearer picture of what is being described?
   c. What additional information would let us evaluate our assumptions about questions IV and V.
This assignment asks you to consider these questions by evaluating one of the two primary documents assigned for this module.

Prompt:

In an essay evaluate either the excerpt from the Florentine Codex or the excerpt from Bernal Diaz’s True History of the Conquest. Answer the following questions:

1. Whose voice does the document record?
2. What information does the document convey?
3. Who is the intended audience?
4. What bias might the document have? Are there any notable ‘silences’ in the document?
5. What further evidence might help us evaluate the content of the document?

Where possible be sure to include specific quotes or direct examples from the text to support your evaluation! On points 4-5 feel free to reference the other account in crafting your response.

Requirements:

~300 words
Typed double spaced
12 pt font, preferably Times New Roman

Rubric

A – Paper clearly and effectively explicates the author, content, and audience of the document
Paper successfully identifies possible biases and makes astute suggestions for further evidence
Paper uses clear and direct examples to support the response
Paper is well organized and written in clear understandable language
Paper is free of grammatical and typographical errors

B – Paper properly identifies the author, content, and audience of the document
Paper identifies some biases and makes reasoned suggestions for further evidence
Paper uses some examples to support the response
Paper has a clear structure and accessible language
Paper has few grammatical and typographical errors
C – Paper makes an effort to identify the author, content, and audience of the document

Paper identifies some biases and makes suitable suggestions for further evidence

Paper includes examples but they do not clearly support the response

Paper has some organization and structure but this may be weak; language used is generally accessible but may be confusing at times.

Paper has some grammatical and typographical errors

D – Paper does not effectively identify the author, content, and/or audience of the document

Paper does not effectively identify biases and/or does not make applicable suggestions for further evidence

Paper includes examples but they are disconnected from the response

Paper has poor organization and structure; language choices can be confusing.

Paper has many grammatical and typographical errors

F – Paper does not respond to the question in a meaningful way

Paper does not identify biases and/or does not make suggestions for further evidence

Paper does not include examples

Paper lacks organization and/or has confusing or inaccessible language.

Paper is full of grammatical and typographical errors
An examination of the rise of Hitler and Nazism, beginning with the breakdown of 19th century culture in the First World War and continuing through the failure of democracy under the Weimar Republic. The course will also discuss the impact of Nazism on Germany and how Nazism led to the Second World War and the Holocaust.
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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Describe how:

This course will fulfill the category 1 requirement for both the History major and minor.

Rationale for Course Proposal

We are proposing this course to the KU Core for Goal 5.1.

KU Core Information

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

Yes

Name of person giving departmental approval: Eric Rath

Date of Departmental Approval: 5/24/2016

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 uses the Nazi era as a springboard for students to grapple with core ethical questions and to recognize that this violent, totalitarian regime forced Germans to confront ethical issues on a daily basis. This course positions Nazi Germany not as a reactionary rejection of modern beliefs and practices, but rather as an alternative form of modernity. The course demonstrates how the Nazi regime rejected liberal democratic norms that American students understand as natural. Lectures, discussions, and assignments present the ethical conundrums inherent in everyday life in Nazi Germany, and force students to place themselves in the shoes of German citizens to explore how to be socially responsible and behave ethically in a time of great stress and danger. We have included a sample syllabus, assignment, and assessment rubric to demonstrate the effectiveness of this course in approaching ethical issues.

Selected Learning Outcome(s):

Goal 5, Learning Outcome 1

State how your course or educational experience will present and apply distinct and competing ethics theories, each of which articulates at least one principle for ethical decision-making. (Please limit responses to 1000 characters.)

We examine how the Nazis challenged these modern liberal democratic norms and thus required Germans to confront ethical dilemmas: what is the proper balance between individual rights and the needs of the larger community? What is the higher value: security or freedom? Is the safest path to prosperity inclusive universalism or exclusive particularism? How much respect should be accorded to tradition and past precedent? What obligations does an individual have to speak out against moral offenses, even if it put the individual in danger? If a person is found guilty of a grave crime, what is the proper balance between forgiveness/rehabilitation versus punishment? Students will recognize that even in a criminal regime, Germans were constantly faced with ethical dilemmas that required deep reflection. In fact, the very criminality of the regime made ethical questions omnipresent.
Indicate and elaborate on how your course or educational experience will present and apply ethical decision-making processes. (Please limit responses to 1000 characters.)

We will debate and explore the above questions by challenging the students to construct a hierarchy of values. In a vacuum, each the positions listed above is defensible, but placed in a larger web of ethical thinking and social responsibility, positions begin to conflict. While studying the specifics of the Nazi era, we will engage in a larger philosophical discussion about core values: is the primary value in a society the protection of the body and mind of the individual, or should it be the greater good, however defined? In government, should the primary principle be "do no harm," at the possible expense of positive change or rapid response to social, economic, or political crises? Should ethical standards be strict and everlasting, or are there justifiable reasons to amend them in times of crisis? Students will discuss and define community standards of ethical thinking, while also recognizing that individuals may disagree upon the highest values in an ethical system.

State what assignments, readings, class discussions, and lectures will present and apply particular ethics codes. (Please limit responses to 1000 characters.)

Lectures present the ethical dilemmas that faced German citizens, from the challenges to democracy (before 1933), through the deconstruction of the liberal democratic state (1933-39), and culminating in total war and genocide (1939-45). Readings (and discussions thereof) place students in the shoes of normal Germans, including a case study of how the Nazis rose to power in a specific town, autobiographies in which normal Germans narrativize their process of conversion to party members, and memoirs of concentration camps, as victims found themselves caught up in the ethical maelstrom created by the Nazis and behaved unethically to survive. The fictional autobiography assignment (see attached) forces students to take on the persona of a normal German citizen, challenging them to apply ethical principles in the context of this totalitarian regime. The film analysis asks students to consider the ethics of representing the Third Reich and the Holocaust in various media and genres.

Detail how students taking your course or participating in your educational experience will apply principles, decision-making processes, and, as appropriate, ethics codes to specific ethical dilemmas (such as case studies) in which important values conflict. (Please limit responses to 1000 characters.)

This is done over the course of the semester through the autobiography assignment. This assignment requires students to create historical "character" before the Nazi rise to power, then to engage in believable, ethical decision making in the context of that character's life experiences and the wider historical context of Nazi Germany. The instructors present students with scenarios that prompt ethical decision making. For example: "Your ability to practice your profession and provide for your family depends on being certified by the state. Do you speak your conscience or stay quiet?" Such "case studies" require students to consider how to apply their ethical values in specific situations, and also to examine the possible repercussions -- both intended and unintended -- of their action in the context of a totalitarian regime.
Course Description

Nazi Germany and the Holocaust have long fascinated the public and scholars alike. The sheer scale of the destruction wrought by the Nazi regime in twelve short years is at once shocking and horrifying, and the interest in this era has grown in the decades since the collapse of the Third Reich, with no sign of letting up. Hundreds of books are published on the subject annually, and representations of the Third Reich, both subtle and overt, have become common cultural currency:

U.S. Propaganda, ca. 1942         George Lucas’s interpretation, 1977

Nazi Germany is not only culturally omnipresent; it is also foundational to our self-understanding as modern and civilized. The Third Reich and the Holocaust represent the low point of modern history, and the imperative “Never Again!” fuels much public and scholarly interest in this time period. In this course we will seek to place the current fascination with the Nazi era in context.

As a result, a study of the Nazi era is well suited to deep consideration of moral and ethical issues. What is the proper balance between individual rights and collective needs in a modern society? How much personal freedom would you be willing to sacrifice for guarantees of security and stability, as the Germans were? Should our society be organized on a universalist acceptance of all peoples, or should we have a more particularist notion of membership in the national community, such as the Nazi division of peoples by race/ethnicity? To what degree should we adhere to traditional norms and practices, and to what extent should we seek to transform our society, unmoored from past precedent? If your government was committing crimes against humanity, as the German government did, does your own need for self-
preservation take precedence over your moral obligation to do something? Once a person or a society has committed grave crimes, can s/he or they be rehabilitated or must they be punished harshly? And finally, can moments of great suffering, such as those of the Holocaust, be represented and depicted in art and culture or should they be off-limits?

Lectures will mix explanations of the historical development of the Nazi Party and the Third Reich with discussions of the values and ethics that underlay it. We will explore how Nazi ethics explicitly rejected existing religious and secular codes in some cases, how they warped such codes in others, and, most distressingly, how Nazi ethics paralleled and echoed common Western beliefs and traditions. In short, by understanding the Nazis — in both their rejection of accepted ethical norms and in their relationship to the traditions that we hold dear — we will come to better understand ourselves, our society, and the world around us.

We will explore these ethical conundrums over the course of our study of Nazi Germany, prompting deep reflection on issues of social responsibility and ethical behavior. We will study the prehistory of the Nazi era and the factors that led to the party’s seizure and consolidation of power, as well as the parallel rise of modern anti-Semitism. We will demonstrate the interconnectedness of war and genocide before examining the ways that the Nazi era and the Holocaust have been interpreted and represented since the collapse of the regime in 1945.

Assignments

Historical Essay  
DUE SEPTEMBER 16
You will compose an argumentative essay of 5-7 pages that responds to the following prompt:

*Why did anti-Semitism become more popular, violent, and volatile in Germany beginning in the late nineteenth century?*

For this essay, you should examine and cite evidence as necessary from the Week 2 readings.

In addition, you must also reference at least ONE outside (non-assigned) primary source and at least ONE outside secondary source. Primary sources are best found using library or google finding aids, or you may use the excellent German History in Documents and Images site: [http://ghdi.chi-de.org/home.cfm](http://ghdi.chi-de.org/home.cfm). To find your secondary source, use library resources or an article database (such as JSTOR - on how to use JSTOR, see [http://youtu.be/OzlNvzEBezU](http://youtu.be/OzlNvzEBezU)) to find a book or article written by a historian that will help you add context to your response. The point is not to summarize or merely parrot the author’s argument, but rather to add some depth to your analysis by bringing in the research of another historian and evaluating how her/his argument relates to the one you are making (does it support your analysis? does your analysis of this week’s readings call into question the historian’s argument? etc...). I am happy to help you locate suitable sources during office hours.

Autobiography  
DUE in four stages: 9/30, 10/21, 11/11, 12/2

[see description in attached file]

Final Essay: Film Analysis  
DUE DECEMBER 16
Representations of the Third Reich and the Holocaust have proliferated in Western culture in recent years. View one of the below-listed films and compose an essay (5-7 pages) in which you assess how Nazi Germany and/or the Holocaust have been portrayed since the end of World War II. Frame your analysis around discussions of your chosen film and Art Spiegelman’s *Maus* to examine the following issues: accuracy of representation, the relationship between the author/director’s representation and
contemporary concerns, and the appeal of cultural/artistic representations of the Third Reich to contemporary audiences. Why does the Nazi era continue to cast such a spell over Western culture?

In addition to your discussion of *Maus* and your chosen film, you must reference at least one outside primary source and one outside secondary source.

List of Possible Films:
*Das Boot* (1981)
*Come and See* (1985)
*Europa Europa* (1990)
*Schindler’s List* (1993)
*The Pianist* (2002)
*Downfall* (2004)
*The Counterfeiters* (2007)
*The Reader* (2008)
*Valkyrie* (2008)
*Inglourious Basterds* (2009)
*Generation War* (2013)
[other films are possible as well. You may also suggest a contemporary novel, video game, etc. - if you have an idea that is not listed here, run it by me.]

**Participation**

20%

A significant part of your grade is based on class participation. We will discuss historical sources in each lecture and discussion session, as critical analysis and debate lie at the foundation of historical inquiry. In order for our sessions to function smoothly, you must read these sources before class and arrive prepared to discuss them. Lecture attendance is vital to your success in this course - please attend and be ready to participate. On the other hand, attendance and participation are not the same thing - be active! I assess participation based on the following rubric:

A
- Attends all classes
- contributes to most/all discussions
- demonstrates that the student has read AND thought about the readings
- pushes the discussion in interesting/provocative directions that transcend the specifics of the reading and illuminates/interrogates broader course themes

B
- attends regularly and participates often
- demonstrates that the student has read most assigned readings
- contributions demonstrate competence but not necessarily mastery, innovation, or creativity

C
- absent from class repeatedly OR attends regularly but rarely/never participates
- contributions do not reflect in-depth understanding of readings

D
- absent from class repeatedly AND rarely participates in class
- contributions demonstrate no knowledge of course readings/themes

F
- excessive absences
- impinges on class discussion or is disrespectful, malicious, or threatening
Writing Guidelines
All essays should be 5-7 pages in length, double-spaced, using a standard 12-point font (such as Times New Roman or Helvetica) with one-inch margins. Sources should be cited with footnotes or endnotes in the University of Chicago style (see http://www.chicagomanualofstyle.org/tools_citationguide.html). Because we are using Chicago-style footnotes, no bibliography is necessary. If you have any questions about proper citations, please come visit me during office hours.

Papers will be graded on the following criteria: argument/thesis, analysis and use of evidence from the assigned sources, and writing/organization. For more on the grading criteria, please see the rubric on Page 5 of this syllabus.

Late Assignments, Plagiarism, etc.
Things happen in your life. For this reason I will accept late assignments. That being said, it is not fair to your classmates who complete their work and turn it in on time if there are not penalties for missing deadlines. Papers are due in class on the date listed in the syllabus and will be considered late thereafter. Late papers will no longer be accepted at the end of the fourth day after the paper is due (i.e., if the paper is due on Wednesday, it will no longer be accepted after Sunday at 11:59 pm). Feel free to email me your late paper so that you stop accruing penalties, but I’ll still need a paper copy for grading purposes. Late papers will be penalized 5% for each day that they are late. Late essays will not be accepted for the fourth assignment (due during the exam period at the end of the semester).

Plagiarism is the usage of an author’s idea, or his/her way of expressing that idea, without proper attribution. Plagiarized work is considered cheating and will be dealt with as such; in confirmed cases of plagiarism, you will receive a zero on the assignment.

If you use another author’s exact phrasing, you must place those words in quotation marks and properly cite your source in a footnote. If you paraphrase/summarize the words of another author, you must cite your source. If you use the ideas of another author (analysis, concept, summary, explanation), but change the wording, you must cite your source. If you copy and paste anything from the internet without placing it in quotation marks and citing it, you are committing plagiarism. When in doubt, cite!

Readings and Preparing for Class
The following books are available for purchase at the campus bookstore and have been placed on two-hour reserve at Watson Library. You are welcome to seek out other copies through online outlets, the library, etc. Readings marked with an asterisk in the schedule will be posted to our course Blackboard site.

Helmut Walser Smith, The Butcher’s Tale: Murder and Anti-Semitism in a German Town (New York: W.W. Norton & Company, 2002)
Peter Fritzschke, Life and Death in the Third Reich (Cambridge, MA: Belknap Press, 2008)
Art Spiegelman, Maus I: A Survivor’s Tale: My Father Bleeds History (New York: Pantheon, 1986)
_____. Maus II: A Survivor’s Tale: And Here My Troubles Began (New York: Pantheon, 1992)
Gavriel Rosenfeld, Hi Hitler! How the Nazi Past is Being Normalized in Contemporary Culture (New York: Cambridge University Press, 2015)

Each lecture will be built around group discussions of selected primary sources from the website German History in Documents and Images. Because our class is large, I will assign groups of ~15-20 students each class session to sit up front in the “hot seats” and carry the discussion of that day’s lecture readings. This activity will be part of your participation grade. Regardless of group, all students should read the sources assigned for lecture, and all are encouraged to participate and ask questions.

In the discussion portion of our class meetings, we will engage in deep readings of longer, more complex primary and secondary sources. Unlike the groups assigned to carry each lecture session discussion, all students will be expected to participate during the discussion section of each class session.
Students often wonder how their papers will be evaluated and what constitutes the difference between A, B, C, and D papers. On the following page, please see the rubric that I will use as I grade your written work:

<table>
<thead>
<tr>
<th>Grading</th>
<th>Argument</th>
<th>Evidence</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent A to A+</td>
<td>A clear, original, persuasive, and sophisticated argument with a provocative thesis which takes on a clearly defined set of debates relating to the topic</td>
<td>Makes excellent use of evidence and background material; interprets and uses evidence with sensitivity to the nature of the text(s) and of historical contexts.</td>
<td>Well-written, elegant and clear with appropriate documentation and other scholarly apparatus.</td>
</tr>
<tr>
<td>Very Good B+ to A-</td>
<td>Well-organized, with a clear and coherent thesis statement and argument, demonstrating real understanding of the historical issues at stake; may need to be encouraged to ask more difficult questions.</td>
<td>Very good use of evidence (where relevant, from a range of sources), with clear understanding of the nature of the evidence and its historical context.</td>
<td>Well-written on the whole, though there may be some passages that are unclear or require further explication; good use of citations, etc.</td>
</tr>
<tr>
<td>Good B- to B</td>
<td>A clear thesis and argument, though not necessarily a particularly original or creative one; some attempt to synthesize or draw conclusions.</td>
<td>Good use of evidence, clear understanding of the basic elements of the texts under discussion and their uses; meets minimum in terms of research done; no major problems of interpretation.</td>
<td>Some problems of spelling, grammar, word choice or style, though not sufficient to entirely obscure the points being made; basic scholarly apparatus intact.</td>
</tr>
<tr>
<td>Fair C- to C+</td>
<td>Some effort to develop a basic argument, though it may be unevenly or inadequately developed; banal approach/question (or one that simply restates discussions we have had in class).</td>
<td>Some use of evidence; only just meets basic minimum in terms of research done; some problems of understanding or interpretation.</td>
<td>Confusing or vague, requiring a real effort on the part of the reader to guess at the arguments being made or their implications; problems with spelling, grammar, word choice and style.</td>
</tr>
<tr>
<td>Poor D or Fail</td>
<td>No clear thesis or argument/purely descriptive; argument is a-historical and polemical with no real attention to questions posed in the assignment.</td>
<td>Fails to use evidence from the text adequately or competently; inappropriate or misunderstood examples; significant problems of understanding or interpretation.</td>
<td>Poorly written, significant problems with grammar and word choice, difficult to understand or follow basic claims; failure to properly identify or cite passages quoted.</td>
</tr>
</tbody>
</table>
Schedule of Lectures and Discussions

PART I: CONTEXTS

Week 1 - Aug. 26
Lecture: Modern Germany - A Special Path?

Week 2 - Sept. 2
Lecture: Race, Empire, and Modernity [GROUP 1]
- Heinrich von Treitschke “The Jews are our Misfortune” (1879) [Link]
- Daniel Frymann [Heinrich Claß], excerpt from If I Were Kaiser (1912) [Link]
- General Friedrich von Bernhardi, on the possibility of war (1912) [Link]

Discussion
- Helmut Walser Smith, The Butcher’s Tale (all)

Week 3 - Sept. 9
Lecture: World War I and The Birth of Fascism [GROUP 2]
- Soldiers Describe Combat II: Sophus Lange (1914-15) [Link]
- Soldiers Describe Combat V: Peter Hammerer (1916) [Link]
- The Hindenburg Program (1916) [Link]

Discussion
- *Ernst Glaeser, Class 1902 (Columbia: University of South Carolina Press, 2008), 266-297.

Week 4 - Sept. 16
ESSAY DUE
Lecture: The Dynamic, Degenerate Weimar Republic [GROUP 3]
- The German Fatherland Party (September 1917) [Link]
- Erich Ludendorff Admits Defeat: Diary Entry by Albrecht von Thaer (Oct. 1, 1918) [Link]
- Paul von Hindenburg’s Testimony before the Parliamentary Investigatory Committee [“The Stab in the Back”] (November 18, 1919) [Link]

Discussion
- Hermann Hesse, “The Longing of our Time for a Worldview” [Link]
- Harold Nicolson, “The Charm of Berlin” (1932) [Link]
- Hannes Meyer, “The New World” (1926) [Link]

Week 5 - Sept. 23
Lecture: Crisis and the Triumph of Extreme Politics [GROUP 1]

Discussion

PART II: BUILDING THE PEOPLE’S COMMUNITY
Week 6 - Sept. 30
AUTOBIOGRAPHY PART I DUE
Lecture: Constructing the Nazi State [GROUP 2]
• Decree of the Reich President for the Protection of the People and State (“Reichstag Fire Decree”) (February 28, 1933) http://germanhistorydocs.ghi-dc.org/pdf/eng/English%203_5.pdf

Discussion

Week 7 - Oct. 7
Lecture: Turning Germans into Aryans: Race in Nazi Germany [GROUP 3]

Discussion
• Peter Fritzsche, Life and Death in the Third Reich (Cambridge: Belknap Press, 2008), 1-142

Week 8 - Oct. 14
Lecture: Nazi Culture

Discussion
• in-class clips from Nazi films
PART III: WAR AND GENOCIDE

Week 9 - Oct. 21
AUTOBIOGRAPHY PART II DUE
Lecture: Building the Nazi Empire [GROUP 1]
- Decree from the Chief of the Security Police to the Heads of all State Police Offices (Sept. 3, 1939) [link]
- Hitler’s Secret Speech to Military Commanders (February 10, 1939) [link]
- Hitler’s Speech to the Commanders in Chief (August 22, 1939) [link]

Activity
- In-class debate on the nature of Nazi power

Week 10 - Oct. 28
Lecture: War of Annihilation [GROUP 2]
- Martin Bormann’s Minutes of a Meeting at Hitler’s Headquarters (July 16, 1941) [link]
- Directives for the Treatment of Political Commissars (“Commissar Order”) (June 6, 1941) [link]
- Excerpt from Himmler’s Speech to the SS-Gruppenführer at Posen (Oct. 4, 1943) [link]

Discussion
- Fritzsche, *Life and Death in the Third Reich*, 143-308.

Week 11 - Nov. 4
Lecture: The Final Solution to the “Jewish Question” [GROUP 3]
- The Wannsee Protocol (Jan. 20, 1942) [link]
- Oswald Pohl’s Report to Heinrich Himmler on the Expansion of the Concentration Camps (Apr. 30, 1942) [link]
- Statistical Report on the “Final Solution,” known as the Korherr Report (March 23, 1943) [link]

Discussion
- In-class clips of *A Film Unfinished*

Week 12 - Nov. 11
AUTOBIOGRAPHY PART III DUE
Lecture: Perspectives on the Holocaust: Victims and the “Grey Zone”

Discussion
- Report by Alfred Wetzler and Rudolf Vrba, two escapees from Auschwitz (late April 1944) [link]
- Benedikt Kautsky’s Description of the Concentration Camp Hierarchy (1961) [link]
Week 13 - Nov. 18
Lecture: Perspectives on the Holocaust: Perpetrators [ALL GROUPS]
• Major General Walter Bruns’s Description of the Execution of Jews outside Riga on December 1, 1941, Surreptitiously Taped Conversation (Apr. 25, 1945) [http://germanhistorydocs.ghi-dc.org/pdf/eng/English40.pdf]
• Excerpt from a Training Guide by SS-Sturmbahnführer Paul Zapp on the “Jewish Question” (end of 1940) [http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1530]

Activity
• Discussion/presentation of research into victims’ experiences

Week 14 - Nov. 25
NO CLASS - Thanksgiving Break

PART IV: REMEMBERING THE THIRD REICH, COMMEMORATING ITS VICTIMS

Week 15 - Dec. 2
AUTOBIOGRAPHY PART IV DUE
Lecture: Responses to the Holocaust [ALL GROUPS]
• A Psychological Critique of the Refusal to Accept the Loss of World War II (1967) [http://ghdi.ghi-dc.org/pdf/eng/Chapter14Doc2Intro.pdf]

Discussion
• Art Spiegelman, *Maus I: A Survivor’s Tale: My Father Bleeds History* and *Maus II: A Survivor’s Tale: And Here My Troubles Began*

Week 16 - Dec. 9
Lecture: Nazi Germany in Contemporary Culture
• In-class clips of contemporary films

Discussion
• Gavriel Rosenfeld, *Hi Hitler! How the Nazi Past is Being Normalized in Contemporary Culture* (New York: Cambridge University Press, 2015), Introduction, Chapter 5 & Chapter 6

FILM/MEMORY ANALYSIS DUE BY 3 PM, WEDNESDAY, DEC. 16TH, PLACE TBD
<table>
<thead>
<tr>
<th>Core Goal 5.1</th>
<th>Exceeds Expectation 4</th>
<th>Expected 3</th>
<th>Satisfactory 2</th>
<th>Unacceptable 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognize and understand problem facing Germans in the Nazi era from an ethical perspective</strong></td>
<td>Clearly defines a historical problem and provides an in-depth analysis from a well-delineated ethical perspective.</td>
<td>Clearly defines a historical problem and provides a basic analysis from a well-delineated ethical perspective.</td>
<td>Clearly defines a historical problem and provides a basic analysis from an ethical perspective that is briefly outlined.</td>
<td>Fails to clearly define a historical problem or fails to provide any ethical analysis.</td>
</tr>
<tr>
<td><strong>Place the problem in the context of challenges facing contemporary Germany</strong></td>
<td>Proposes and justifies a particular level of attention to and investment in the problem in the context of other relevant contemporary problems.</td>
<td>Situates the problem in the context of other contemporary problems and shows their relevance in terms of comparative ethical significance.</td>
<td>Identifies other contemporary problems and suggests how consideration of those problems is relevant to an ethical understanding of the problem at issue.</td>
<td>Fails to identify other relevant contemporary problems.</td>
</tr>
<tr>
<td><strong>Sitatue the ethical conundrum in the context of competing ethical perspectives (historical and contemporary)</strong></td>
<td>Compares and contrasts the most relevant competing ethical perspectives while differentiating historical from contemporary perspectives.</td>
<td>Compares and contrasts relevant competing ethical perspectives while differentiating historical from contemporary perspectives.</td>
<td>Compares and contrasts competing ethical perspectives but fails to recognize separation between historical and contemporary perspectives.</td>
<td>Fails to compare and contrast with other competing ethical perspectives.</td>
</tr>
<tr>
<td><strong>Present and communicate the problem and ethical perspective</strong></td>
<td>Communicates clearly and fluently an understanding of social responsibility and ethical behavior using compelling content and high quality relevant supporting materials.</td>
<td>Communicates clearly an understanding of social responsibility and ethical behavior using appropriate content and relevant supporting materials.</td>
<td>Communicates an understanding of social responsibility and ethical behavior using appropriate content and relevant supporting materials.</td>
<td>Fails to communicate an understanding of social responsibility and ethical behavior.</td>
</tr>
</tbody>
</table>
Autobiography Assignment Description

Over the course of the semester, you will compose a fictional autobiography in four stages of 3-4 pages each. Each section of the autobiography will be worth 10% of your overall course grade.

For the autobiography, you will invent a fictional German (DO NOT choose a real historical figure). This character will be born in 1905 and will survive until at least 1945 to see out the end of the period covered in this course.

The four installments will cover:
I. The Weimar Republic (1919-1929)
   - Consider: What is the proper balance between individual rights and collective needs in a modern society? Should Germany be organized on a universalist acceptance of all peoples, or should Germans have a more particularist notion of membership in the national community?
II. Crisis and the Nazi Seizure of Power (1929-33)
   - Consider: How much personal freedom would you be willing to sacrifice for guarantees of security and stability? Does living through an unstable time justify unprecedented change?
III. Everyday Life in Nazi Society (1933-39)
   - Consider: To what degree should Germany adhere to traditional norms and practices, and to what extent should Germans seek to transform their society, unmoored from past precedent? What rights does a state have to impose duties and responsibilities on its citizens?
IV. Wartime (1939-45)
   - Consider: When your government commits crimes against humanity does your own need for self-preservation take precedence over your moral obligation to do something? Can perpetrators and aggressors suffer/be victims simultaneously? Once a person or a society has committed grave crimes, can s/he or they be rehabilitated or must they be punished harshly?

In Part I of your autobiography, you need to establish the following information about yourself in the context of the Weimar years, offering up a contextualized, historically believable narrative about your development in this era:

- name
- sex
- religion (and relative intensity of your belief)
- class background: social class in 1920 was most often a function of one’s father’s occupation and social lineage. If you grew up with a single mother, her background and the nature of her single motherhood will play a large role in determining your class
- place of residence: choose a specific village/town/city. Be sure that your location is historically consistent with your region, your parents’ backgrounds, etc. You don’t want to claim to be a Protestant farmer in Munich, a modern, industrial metropolis dominated by Catholics (or, if you are Protestant, you’ll want to explore difficulties arising from such minority status)
- your immediate family, including their political leanings/consciousness, and any changes in their social, economic, or political life in this time period
- any other information you deem important to establish your background

In the following installments, you will narrate the events important to your life and the lives of your family/friends since the previous installment, while maintaining historical accuracy in relation to the sketch you laid out in the first installment. The best autobiographies will sketch out a believable cast of characters in your life, as family/friends of both sexes, various political leanings, and diverse ethnic origins, class backgrounds, and religious beliefs, will have very different experiences. You will also need to think through how your goals, ideals, and actions will change at different points in your life cycle, and how your own life will interact with the big historical changes roiling Europe in this time period. This said, your character MAY NOT alter the fundamental course of history (by assassinating Hitler, for example).
Also think through the format that works best for you and your aims. You may wish to compose your character’s memoir from the perspective of 1945 or later. You may wish to compile it as diary entries composed in the historical moment. You may wish to have your character(s) engage in exchanges of letters or other messages. The only requirement is that you write this narrative in the first person (I/me) rather than the third (s/he; his/her).

I am open to experimental formats for this assignment, so long as you meet all of the requirements laid out above. Artistic? Make a graphic novel! Into theater? Create a video blog for your character! (with costumes?). Amateur programmer? Make a website or an interactive game! Socially networked? Create a twitter feed! Or a Tumblr! Or a blog! However, if you want to experiment with a format that involves something besides 3-4 pages of text printed out and turned in to me, you’ll need to meet with me to discuss your plans first. If you feel uncreative [Denning points thumbs at self], don’t worry! A simple narrative of your life is perfectly acceptable.

Further to this point, your grades for this assignment will not be determined by your creative writing skills or your experimentation with novel formats. Rather, you will be assessed based on the historical richness and believability of your autobiographical sketches. You want to demonstrate that you’ve thought deeply and critically about how the historical developments the pre-Nazi and Nazi eras would have affected the character you’ve created and how s/he would have even taken part in some of these events.

The best narratives will be specific and detailed, rather than chronologies of events offered in only the most general terms. If asked to write your own autobiography, you wouldn’t offer a blow-by-blow political history of the United States under Obama, but in certain ways your life might intersect with larger historical events and trends: the 2008 economic collapse might prevent you from attending college, terror scares might make it difficult to travel internationally, the Jayhawks winning the NCAA championship might mean riots on your doorstep. The decisions you make are of course deeply personal, but also informed by the political, social, economic, and cultural contexts that surround your life. Look to strike a believable balance between an individual’s ability to shape his/her life (agency), and his/her dependence on historical contexts beyond his/her control. You could have been a wonderfully intelligent and industrious person, but if you were a communist or a Jew in Germany in the mid-1930s, your economic, social, and political opportunities were limited.

Finally, I expect you to do outside research when necessary to maintain historical accuracy. Please maintain a bibliography of primary and secondary sources and cite your references in text as necessary using University of Chicago style footnotes. The best narratives will be detailed with reference to verifiable evidence from lectures, course readings, and individual research - be careful to avoid baseless speculation.
Please see below my clarifying comments for the core committee.

This course introduces students to theories of utilitarianism, Kantianism, and natural law through examples and case studies drawn from the experience of Germans and other Europeans in the first half of the twentieth century. These theories, which form the basis of modern Western societies, had deep connections to German culture. Indeed, the Nazis manipulated Germans' familiarity with these ethical theories to justify their rule and political program.

We explore utilitarianism in the context of interwar crisis in Germany. This ethical theory based on "the greatest happiness of the greatest number" was used to justify the dominance of ethnic Germans over minority Jews and Slavs within Germany, particularly when jobs and resources were scarce. In the context of racial nationalism, the fact that Jews and Slavs were defined as outside the community of Germans made racial persecution appear justifiable on utilitarian grounds.

I introduce Kantian ideas of deontology in the context of debates about the culpability of common Germans in the Holocaust. The ethical failure of leading Nazis is clear, but what of those who were "just following orders," as guards, bureaucrats, and train conductors? I introduce this theory to demonstrate the difficulty of adhering to internal moral principles in a criminal state that has placed the values of the collective over the rights of the individual. The Nazis warped Kantian ideas of individual ethical duty to highlight Germans' duty to the state and the German racial community. They used this redefinition of ethical principles to engage in crimes that the Nazis justified as necessary to protect the community.

We discuss natural law in the context of Nazi thought before their seizure of power in 1933. I trace the liberal lineage of natural law from Aristotle to Aquinas towards Thomas Paine and Thomas Jefferson to highlight that this line of thought developed from a particular interpretation of the natural world and human nature in particular as tending towards individualism and liberty. I then explain Nazi ideas of both nature and human nature as fundamentally Social Darwinist, demanding competition and violence to create progress and meaning in the world.

In sum, we examine how the Nazis warped purportedly universalist ethical systems to serve their own ends, and how Germans came to accept such reinterpretations in the context of political and socioeconomic crises and pressures. We also challenge students to think through how to defend ethical systems against the pressures exerted by criminal and totalitarian regimes.

Andrew Denning
Assistant Professor
Department of History
University of Kansas
1445 Jayhawk Blvd., Wescoe 3650
Lawrence, KS 66045
(785) 864-9448
**Course Inventory Change Request**

### New Course Proposal

**Date Submitted:** 09/07/16 3:45 pm

**Viewing:** HUM 112: Exploring The Human Condition: ________

**Last edit:** 09/20/16 12:11 pm

Changes proposed by: arcs

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tr>
<td>Subject Code</td>
<td>HUM</td>
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<tr>
<td>Course Number</td>
<td>112</td>
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<tr>
<td>Academic Unit</td>
<td>Department: Humanities (HUM)</td>
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<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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<tr>
<td>Locations</td>
<td>Lawrence</td>
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<tr>
<td>Do you intend to offer any portion of this course online?</td>
<td>No</td>
</tr>
<tr>
<td>Title</td>
<td>Exploring The Human Condition: ________</td>
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<tr>
<td>Transcript Title</td>
<td>Exploring The Human Condition:</td>
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<tr>
<td>Effective Term</td>
<td>Spring 2017</td>
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**Catalog Description:** This is a special topics course that provides an interdisciplinary exploration of human experience through the study of specific themes, periods or genres. Through reading and discussion of primary sources and scholarly texts, students will examine issues central to the human condition, be introduced to the methods that disciplines in the humanities use to analyze them, and learn the skills of close reading, critical analysis, and the interpretation of evidence. Assignments require students to analyze source material, synthesize information, solve problems and construct arguments to support conclusions.

**Prerequisites:** none

**Cross Listed Courses:** none

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<th>Credits</th>
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<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
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<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>
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**Are you proposing this course for KU Core?** Yes

**Typically Offered** | Once a Year, Usually Spring

**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>
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<tr>
<th>Program Code - Name</th>
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<tr>
<td>(HWC-BA) Humanities, B.A.</td>
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</table>
Describe how: This course will serve as a major elective in the Humanities B.A. degree program.

Rationale for Course Proposal
This course addresses topics of human experience including technology, morality, civilization, nature and the supernatural, and the citizen and the state. It prepares students for higher level work in humanities disciplines across the curriculum and encourages thoughful consideration of the human condition in the present day.

Supporting Documents
HUM 112 Syllabus.pdf

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

| Name of person giving departmental approval | Sandra Zimdars-Swartz | Date of Departmental Approval | 9/2/2016 |

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.
An interdisciplinary exploration of human experience through the study of particular themes, periods and genres. Through reading and discussion, students will examine issues and problems central to the human condition, be introduced to the methods various humanities disciplines use to analyze them, and learn the skills of close reading, critical analysis, interpretation and evaluation of evidence. Assignments require students to interpret and analyze source material, synthesize an array of ideas, construct arguments and solve problems.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 1
State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters.)

In this course students will analyze, evaluate and synthesize both scholarly sources and primary texts to construct well-defined solutions to problems of the human condition on topics such as the role of technology, the place of the supernatural, the problems posed by morality and mortality in contemporary life. For example, on the topic of technology, students will study theoretical concepts concerning the relationship of technological progress to individual success and evaluate personal and cultural assumptions about the need for technological advances in today's world. Students will be assessed on their ability to articulate key concepts, gauge the validity of arguments, and use a wide range of evidence to develop and support their own positions.

List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.) *

1. Students will post a Reading Analysis on Blackboard each week prior to the designated discussion day. These posts will describe assigned readings, connect readings to course themes and provide a question for in-class discussion. 2. Course examinations (2 per semester) will require students to apply ideas, solve problems and address larger course-related questions in short-answer and essa formats. 3. Final paper project. This assignment requires that students apply course-based information and knowledge to a significar problem in the subject area. Specifically, students develop a position (thesis), support that position with substantive evidence to form conclusion or solution to the problem.
Indicate the weight of the evidence (e.g., exams, projects, assignments) that will be used to document student performance in these tasks and how this evidence will determine a supermajority (greater than or equal to 60%) of the final grade.

- Online posts 10%
- Midterm Exam (written) 15%
- Final Exam (written) 15%
- Final paper project 35%
- Total 75%
Brief DF. A selection from the following texts can be found in the course Blackboard site:

1. John Kasson, Civilization and the Machine
3. Jared Diamond, Guns, Germs, and Steel
4. Lewis Mumford, The Condition of Power
5. Lewis Mumford, The Condition of Power
6. Larry Stenberg, American Individual
7. Thomas Paine, Common Sense
9. Samuel Smiles, Self-Made Men
10. Ralph Waldo Emerson, The Over-Soul
11. Nicholas Adams, Machines as the Measure

Required Readings

- Exploring the Human Condition in the United States
- Civilization & the Machine

Contact Information:

Name: Dr. Sean Seaver
Office: 02, Boley Hall
Office Hours: Monday, Thursday: 12:30-2:00
Email: seaver@ku.edu

Classroom: 202 Boley Hall
Class Time: 2:30-3:45 PM

University of Kansas

Section

Technology, Civilization, and the Individual

Exploring the Human Condition:

Hum 112
Identifications, students should address the “when, where, why, whom, how, and historical question, for short answer/identification and one essay question for the short answer question. There will be two exams over the course of the semester. They will consist of ten multiple-choice questions.

2. Exams

Dropped from your final grade and add as bonus points if the end of the semester. The lowest possible score, your final grade. Five of these quizzes will count towards your final grade. The lowest possible score, your final grade.

3. Online Quizzes

The Reading Analysis Grades will be dropped from your final grade and added as bonus points at the end of the semester. The lowest possible score, your final grade.

Reading Analysis Grades are due over the course of the semester and are worth 10 points each. Reading Analysis Grades are used to assess the knowledge of the text and to improve understanding. There will be six non-cumulative online quizzes over the course of the semester due at 2:00 pm.

4. Online Quizzes

Read the end of the semester discussion. Fully engage in that day’s discussion.

- Read all of the assigned readings, take notes, and bring in your notes to class, and engage in class discussions. In order to participate in class discussions, students must engage in class discussions. The lower the engagement, the lower your final grade.

5. Engagement

This online quiz to access the real of the online course materials.

- This quiz can be found on the course’s Blackboard site and must be completed no later than 2:00 pm.

6. Assignment and Grading

Students are responsible for checking their email regularly.

Subject: EN 122 Name: Subject Matter: Any emails that do not carry this format in the email will be deleted unread. Issues concerning grades must be discussed in person. The most effective means of communication with me outside of class is via email at the address.

Email

This course utilizes the Blackboard Learning Management System.

Blackboard
Achieve this level of dialogue in an atmosphere of respect must be maintained at all times. The diversity in background and opinion leads to interesting and educational discussions. In order to foster this environment, the following guidelines are presented:

2.6’ Can be found at https://policy.edu.gov/education/USFR#rVersion. Due to the nature of the University’s academic misconduct policy, concerns of misconduct bring an end to the academic community.

The system utilizes grades to drive success and students may become so focused on the letter grades that they take actions they otherwise would not. I will do everything in my power to help understand the world around them so they can fully develop their potential. I am a firm believer in the idea of higher education exists to expand one’s knowledge and

Academic Honesty

can be found at https://www.disability.ksu.edu/Accomodations-accommodations-process-Room-22, 78-44-7064. For more detailed information, please contact the Academic Achievement and Access Center in Strong Hall.

Please note that students must make an appointment with me within a week of meeting their needs. All academic accommodations must go through the Academic Achievement and Access Center.

Special Needs and Accommodations

G.5’ Rounded up and 1.4’ down (c)

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Grading Scale (based on %)

Before the due date:

Final Paper

Assignment points and grades will be made available on Blackboard no later than two weeks.

Submit papers in Word or PDF format only. No later than 4:00 pm on the day of due date. Each paper must be between 1,250 and 1,500 words. Students will submit a paper in lieu of a final exam. Final papers should be returned by 4:00 pm on the due date.

6. Final Paper

Before the scheduled exam date:

Bank of short answer identification and potential essay questions will be provided one week

Bank of short answer identification and potential essay questions will be provided one week.
Course Calendar

becomes an issue, negatively affecting their participation in class. Students may be asked to leave class if cell phone use
should not occur during class. All cell phones should be off or on
in class to eliminate potential distractions. No cell phones are permitted in the classroom during class.

Electronics Policy

2.6.7 can be found at: https://policies.umd.edu/Policy/KEDU/GOVERNANCE/USER/Policies.
You will all need each other as tools. The university's academic misconduct policy (2.6.1-2.6.2) should never degenerate into personal attacks. Everyone in this classroom is an adult and I know
subject matter of this course will hopefully stimulate debate, but differences in opinion

Course Calendar

Weekly Overview:

Monday, 11/30, 12:00 p.m.
Online Reading Assessment #5 due, 12:00 p.m.
Nobel, The Evolution of Technology, excerpt (Blackboard)

Tuesday, 12/01, 2:00 p.m.
Online Reading Assessment #6 due, 2:00 p.m.
McGeehan and Don, Science and Technology in World History excerpt

Wednesday, 12/02, 2:00 p.m.
Online Reading Assessment #7 due, 2:00 p.m.
Diamond, Guns, Germs, and Steel excerpt #1 (Blackboard)

Thursday, 12/03, 2:00 p.m.
Online Reading Assessment #8 due, 2:00 p.m.
Read, Civilization and its Discontents excerpt (Blackboard)

Friday, 12/04, 12:00 p.m.
Online Reading Assessment #1 due, 12:00 p.m.
McGeehan, The Worst Mistake in the History of the Human Race

Saturday, 12/05, 12:00 p.m.
Academic Integrity Quiz due, 12:00 p.m.
Online Reading Assessment #2 due, 12:00 p.m.

Blackboard and Web Course Overview: A Primer, 13-17, 23-31, 49-57

What's Due
<table>
<thead>
<tr>
<th>Important Academic Calendar Dates</th>
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<tbody>
<tr>
<td><strong>Stop Day</strong></td>
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<tr>
<td>Last day of class</td>
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<td>Last day to withdraw</td>
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<td>Last day for 50% refund</td>
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<td>Last day for 100% refund</td>
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<td>First day of class</td>
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<tr>
<th>Online Final Exam available from 1:30-4:00 p.m.</th>
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<tbody>
<tr>
<td>Online Reading Analysis #13 due 12:00 p.m.</td>
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<tr>
<td>Thirty Minutes Together excerpt (Blackboard)</td>
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<tr>
<td>Bills, The Tectonic Socks excerpt (Blackboard)</td>
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<tr>
<td>Stack and Wise, Culture and Technology: A Primer, 97-104</td>
</tr>
<tr>
<td>Online Quiz #6 due 2:00 p.m.</td>
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<tr>
<th>Exam 2</th>
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<tbody>
<tr>
<td>Online Reading Analysis #11 due 12:00 p.m.</td>
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<tr>
<td>Herbert Hoover, American Individualism excerpt (Blackboard)</td>
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<tr>
<td>Lambda, The Revolutions of the Businesses excerpt (Blackboard)</td>
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<tr>
<td>Online Quiz #5 due 2:00 p.m.</td>
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<tr>
<td>Online Reading Analysis #10 due 12:00 p.m.</td>
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<tr>
<td>Ads, Machinists as the Masters of an Excerpt (Blackboard)</td>
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<tr>
<td>Stack and Wise, Culture and Technology: A Primer, 97-73</td>
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<tr>
<th>Individual Study Day, No Class</th>
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<tbody>
<tr>
<td>Online Reading Analysis #9 due 12:00 p.m.</td>
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<tr>
<td>Cowan, The Industrial Revolution in the Home, excerpt (Blackboard)</td>
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<tr>
<td>Online Quiz #4 due 2:00 p.m.</td>
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<th>Exam 1</th>
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<tr>
<td>Online Reading Analysis #8 due 12:00 p.m.</td>
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<tr>
<td>Kasen, Cyclicizing the Machine excerpt (Blackboard)</td>
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<tr>
<td>Nihil, &quot;On Liberty&quot; excerpt (Blackboard)</td>
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<tr>
<td>Piano, &quot;Common Sense&quot; excerpt (Blackboard)</td>
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<tr>
<td>Online Reading Analysis #7 due 12:00 p.m.</td>
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<tr>
<td>Windford, The Prenovation of Power excerpt (Blackboard)</td>
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Modern American culture continually promotes technological use and ownership as the path to individual happiness and freedom. Automobile advertisements show sleek cars swiftly and effortlessly maneuvering through winding mountain roads and urban landscapes; internet service providers and smartphone manufacturers offer instant connectivity with loved ones and countless lifetimes worth of knowledge at the touch of a button; and smart appliances can provide real-time updates of your current groceries while you shop. Modern technologies offer the promise of increased convenience and person independence.

Yet scholars have seriously questioned this “technology as liberator” narrative so dominant in American culture. Historian of technology Langdon Winner contended that discrete technologies embody and reinforce existing power structures. Jacques Ellul went even further to argue that the increased emphasis on efficiency brought about by machines has actually restricted individual freedom. And Sherry Turkel posited that the ability to remain in contact with anyone at any time has really made us less confident and independent.

With these two ideas in mind, respond to the following statement:

**Since the Industrial Revolution, modern technologies has restricted individual freedom, dehumanized the individual, and decreased individual security.**

For this paper you must:
1. develop a clear statement of position (thesis) that either agrees or disagrees with the above statement.
2. support your position with no less than six discrete references to evidence from scholarly authorities and historical developments discussed in this course.

Keep these questions in mind as you develop your position:
- How would the various scholars we’ve discussed this semester respond to this statement? Why would they respond in that way?
- What characterized technologies and technological change before the Industrial Revolution? How did this technological culture affect the individual? What changed with the Industrial Revolution, and to what extent?
- What has been your individual experience with various technologies, and how does it compare with that of previous generations?

Consider your target audience a student not in this class, and write in a way that will best convince them of your line of reasoning and therefore your conclusion. Papers should be between 1,250 and 1,500 words, double spaced, with 12 point Times New Roman font and one inch margins. Submit papers to Blackboard in Word or PDF format only no later than 4:00 p.m. on Monday, December 12.
Introduction to Religious Studies

This course introduces students to the academic study of religions. It acquaints students with key methods and issues in religious studies, and provides an introductory survey of selected religions. Not open to students who have taken REL 105.

Prerequisites: None

Cross Listed Courses:

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Associated Components (Optional): Discussion – Mandatory discussion associated with a main component
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: Typically Every Semester
Repeatable for credit? No
Principal Course Designator: HR - Philosophy & Religion
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>
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<tr>
<th>Program Code - Name</th>
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<tbody>
<tr>
<td>(REL-BA/BGS) Religious Studies, B.A./B.G.S.</td>
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<tr>
<td>(REL-MIN) Religious Studies, Minor</td>
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</table>

Describe how: All Religious Studies majors and minors are required to take REL 104 as part of their program.

Rationale for Course Proposal

REL 104 is already approved for Goals 3 and 4.2. We propose eliminating Goal 4.2 and adding Goal 1.1, since it does not feature in-depth study of specific religious traditions. It emphasizes the analysis and evaluation of assumptions, evidence, arguments, etc. related to the study of religion. It covers the objectives of Goal 3, but it goes beyond them in its applied exercise of critical thinking.

KU Core Information

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

Yes

| Name of person giving departmental approval | Daniel Stevenson | Date of Departmental Approval | September 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.

Religion, like music, is a subject that many students come to their first introductory class thinking that they already know a lot about. This course challenges students to analyze and evaluate this assumption, providing interpretive tools to approach the study of religion as well as opportunities to select and apply these methods to exciting and dramatic case studies. Bringing together a wide variety of texts, practices, institutions, material and symbolic cultures, and historical and geographical diversity, the course aspires to move students from thinking of religion in terms of a fixed and static set of texts and doctrinal beliefs to one that sees religion as a dynamic process of lived experience that enters complexly into all aspects of human existence and manifests differently in different circumstances. In assignments, special attention is paid to developing the ability to select and analyze relevant evidence from a religious culture when making arguments about it.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 1

State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters).

Lecture topics and class discussions will involve selecting and applying appropriate interpretive tools to narrower and more localized questions, such as the interpretation of a selection from one tradition’s sacred scripture—and assignments building on those discussions will expand the process of analysis and evaluation by considering the question of how authoritative interpretations develop within traditions. Other assignments similarly turn on analyzing and evaluating arguments central to the study of religion, as well as to assumptions, claims, evidence, and forms of expression underlying these arguments. For example, many students will come to class unknowingly assuming one answer to the theoretical question of whether the “insider” or the “outsider” is best qualified to describe and present the nature of religious content (whether a text, an experience, a ritual performance, etc.). The course draws out that assumption and brings students to explicit reflection upon it.
List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.)

An initial assignment has students articulate their thoughts on what religion is, the roles it plays in human existence, and the characteristic forms it takes in human cultures. (E.g., if you were to go to another country and seek to understand its local religion, what questions would you ask informants? What objects in the environment would you look for? How would you know what was “religious” and what was not?); a final assignment revisits these same questions at the end of the semester. Essay questions from unit exams require students to interpret and articulate judgements about some aspect of religion/religious life, analyze various claims regarding those aspects, with reference to supporting evidence, and articulate conclusions. Although examinations comprise objective/short answer and stand-alone essay sections, all sections of the exam entail measures that test these abilities, although the essay question alone will be used for documenting student outcomes.

Indicate the weight of the evidence (e.g., exams, projects, assignments) that will be used to document student performance in these tasks and how this evidence will determine a supermajority (greater than or equal to 60%) of the final grade.

Midterm and final examinations for the course contain essay questions that count for 30% of each exam; these will be used to document student performance in these tasks together with stand-alone writing assignments that ask students to consider arguments made about either specific elements of religious traditions or about particular methods or approaches in the study of religion. Considered together, these will determine a supermajority of the final grade.
REL 104
INTRODUCTION TO RELIGIOUS STUDIES
Fall 2015
T/R, 11:00 – 12:15, Smith 107

Professor: Samuel H. Brody
Office: Smith Hall 105    Email: samuelbrody@ku.edu    Office Phone: 785-864-1412
Office Hours: Tuesdays and Thursdays, 2-3:30 p.m., and by appointment

“Whoever knows one, knows none.” – Friedrich Max Müller (1823-1900) on the study of religion

Course Description
This course introduces students to the academic study of religion. As an introduction to religious studies (as opposed to an introduction to “world religions”), the course will lay out the basic questions that need to be confronted by anyone wishing to approach the phenomenon we call religion in a scholarly manner: what is religion? How can we know a religion when we see one? Is religion a part of culture? Is it primarily a matter of thought and belief, or of practice and ritual (or both, or neither)? How can the academic study of religion draw upon all the resources of the humanities—the methodologies of history, anthropology, literary criticism, sociology, economics, psychology, political theory, and philosophy—to illuminate its subject? In other words, how do we begin?

Students will, over the course of the semester, work to achieve the following goals:

- Become familiar with the types of data (e.g. texts, symbols, practices, rituals) available to the student of religion, on which they may build their scholarly theories;

- Be able to describe different approaches to this data (e.g. the historical, literary, anthropological methodologies described above, et al.);

- Articulate some of the major challenges to the academic study of religion as a contemporary, interdisciplinary field;

- Ask questions of a significant set of “initial data,” namely a series of examples of religions and religious phenomena, which we will examine with the new tools provided by the course.
Required Texts (available new and used online):

- *Salvation on Sand Mountain: Snake Handling and Redemption in Southern Appalachia*, by Dennis Covington (Da Capo Press, 2009)

Other Course Materials:
Anything that is assigned as reading on the syllabus that is *not* from one of the required texts will be posted on Blackboard or handed out in class.

Course Requirements and Grading:
Course grades will be based on: 1) Attendance and participation (15%); 2) Informal Blackboard conversation (10%); 3) Three short quizzes (15%); 4) Group presentation and accompanying short paper (20%); 5) A current-events response paper (15%); and 5) A final (25%).

Explanation of each requirement:

- **Attendance** is required, and regular attendance is critical to success in the course. Attendance demonstrates basic respect for me and your peers, and without it you will not understand what is going on in class. However, you are adults, and this isn’t high school, so I would prefer not to be in the business of evaluating your reasons for being absent. I therefore leave it up to you—but a *pattern* of missed classes will eventually affect your grade. Even perfect attendance, however, means less in the absence of full participation, especially thoughtful questions and comments that indicate that you have done the reading and listened to your classmates’ thoughts, engaging them respectfully. Questions are important and appreciated—don’t be afraid to seem like you don’t understand something! If we all knew everything already, it would be impossible to learn at all.

- **Informal Blackboard posts** will be made each Wednesday, in response to the week’s reading. These will be ungraded as individual assignments; they are exercises intended to get you thinking about the reading and to enable me to keep track of your grasp of the material, as well as to get us started in a conversation with your classmates that will continue in person. Although individually ungraded, their cumulative effect will be important to your grade—they will serve as an index of effort. These posts are akin to contributions you would make to an in-class discussion, but since they are written you may want to put more thought into them—they will stay up for everyone to read and refer back to.

- **Short Quizzes** will be assigned occasionally throughout the semester. These will often focus on critical vocabulary for understanding religions and religious studies.
• **Group presentations and short papers** will be done throughout the semester according to a schedule agreed-upon early on. The presentations will focus on Robert Wuthnow’s book *Red State Religion*, will take place roughly every other week, and each group of 4 or 5 students will decide how to structure its own presentation (the goal is for everyone to have a chance to speak). Each student in the group presenting will also turn in a short (3-5 page) paper on their assigned chapter, due the same day as the presentation is given.

• A **current-events response paper** will be due on week 14 (12/3). Students will read a long-form magazine article and compare its journalistic methods to the academic ones we have been studying and practicing, by evaluating the piece together with one or two shorter response essays criticizing it.

• A **final exam** will be handed out during the last week of class, and will be due the following week (12/17). The exam will consist of a combination of fill-in-the-blank, multiple-choice, short-answer, and essay questions.

**Course Policies:**

No devices. If it has a screen and you can hold it in one hand, silence it and don’t take it out during class. I can see you texting. EVERYONE can see you texting. It’s awkward. (It’s also distracting for me and others when one of our number is distracted or unprepared, and participating less than fully in the learning community we are trying to create.)

Laptops tolerated—barely. I understand that many of you prefer to take notes on computers rather than by hand. There is a one-strike policy on laptops, however. If you use them to IM with friends, check email or Facebook, or look at hilarious GIFs during class, I will condemn you to a horrific life of manual note-taking FOREVER! (And you might thank me – there is research supporting the claim that longhand notes are better for retaining conceptual information. See Pam A. Mueller and Daniel M. Oppenheimer, “The Pen is Mightier than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science* June 2014, vol. 25, no. 6, 1159-1168. http://pss.sagepub.com/content/25/6/1159)

Bring the readings—every time. There will, in nearly every single class, be references made to the readings for that day, or an in-class exercise making use of the reading for that day. So bring them with you when you come!

Communicate with me if you’re having problems—or if you need to break these rules for some reason. I highly encourage coming to office hours. And if you can’t make them—if you work, or have another class or an extracurricular that meets at that time, please do e-mail me to set up an alternate time to meet. Letting me know early on about any struggles or issues (you have a child who is sick and needs to text you; you have an ongoing personal issue that interferes with your ability to attend class, etc.) is the best way to ensure that I am able to work with you on them. Letting me know at the last minute…not so much.
Grading Rubric:

In general, this is how final grades are calculated:

A (94-100); A- (90-93.9); B+ (86.5-89.9), B (83-86.5), B- (80-82.9); C+ (76-79.9); C (73-75.9);
C- (70-72.9); D+ (66-69.9); D (63-65.9); D- (60-62.9), F, 59.9 or lower

When I hand out paper assignments or exams, more specific guidance will be given on how points are awarded for those assignments. I reserve the right to round up or down depending on particular factors (e.g. a trajectory of improvement).

Special Needs and Accomodations:

All academic accomodations must go through the Academic Achievement and Access Center (AAAC). Please note that students must make an appointment with me within a week of meeting their assigned specialist and must bring their accomodation request form to the meeting. To initiate the process please contact the AAAC in Strong Hall, Room 22, 785-864-4064, achieve@ku.edu. Details concerning the accomodation procedure can be found at http://www.disability.ku.edu/accomodation-process.

Religious Observances:

Students are requested to speak with me if any requests or requirements of this course conflict with mandated religious observances. No student will be penalized for missing class in the event of a mandated religious observance.
Schedule of Classes:

Week One: Introduction to the Academic Study of Religion

**CLASS 1 (8/25): Introduction to the Course: Religion and Religions**

**CLASS 2 (8/27): Introduction to the Academic Study of Religion**
- Paul O. Mhyre, “What is Religion?” in *Introduction to Religious Studies*, 3-14
- Amanda Porterfield, “Introduction” to *The Power of Religion*, ix-xiii

Week Two: Methods in the Study of Religion

**CLASS 3 (9/1): Approaches to the Study of Religion**

**CLASS 4 (9/3): Classifying Religions**

Week Three: The Origins of Religion

**CLASS 5 (9/8): Religion’s Origins and the Origins of Religion**

**CLASS 6 (9/10): The Idea of Animism (the “earliest religion”)**
- IN CLASS: Werner Herzog, *Cave of Forgotten Dreams*

Week Four: Religion, Truth, and Belief

**NO CLASS 9/15 – HOLIDAY OF ROSH HASHANAH**

**CLASS 7 (9/17): Truth and Belief**

Week Five: Texts and Interpretations

CLASS 8 (9/22): The Study of Sacred Texts

CLASS 9 (9/24): Building Worlds from Texts

Week Six: Religious Experience I - Ritual

NO CLASS 9/29 – HOLIDAY OF SUKKOT

CLASS 10 (10/1): Introduction to Ritual Studies
- Porterfield, “Puja to the Hindu Goddess Devi” and “Buddhist Zazen,” in The Power of Religion, 55-67 and 68-80

Week Seven: Religious Experience II – Asceticism, Mysticism, and the Body

CLASS 11 (10/6): Introduction to Asceticism and Mysticism
- Bernadette McNary-Zak, “Ascetically and Mystically Removed and Engaged,” in Introduction to Religious Studies, 153-162

CLASS 12 (10/8): From Ascetics to Aesthetics
- Porterfield, “Islamic Salat,” in The Power of Religion, 43-54

Week Eight: Tradition and Community

NO CLASS 10/13 – FALL BREAK

CLASS 13 (10/15): Tradition and Community
Week Nine: Blurring the Lines I – Religion and Ethics

CLASS 14 (10/20): Introduction to Religious Ethics

CLASS 15 (10/22): Violence and Religion
- Darlene Fozard Weaver, “Violence and Religion,” in Introduction to Religious Studies, 97-114

Week Ten: Blurring the Lines II – Religion and Politics

CLASS 16 (10/27): Religion and Social Movements
- Swasti Bhattacharyya, “Social Activism and Engagement,” in Introduction to Religious Studies, 115-134

CLASS 17 (10/29): Religion and Ecology
- Daniel G. Deffenbaugh, “World Religions: Environmentally Active,” in Introduction to Religious Studies, 135-152
- Porterfield, “Meeting a Tibetan Buddha,” in The Power of Religion, 148-161

Week Eleven: Un-blurring the Lines? – Religion and Science

CLASS 18 (11/3): Technology and Religion

CLASS 19 (11/5): Studying Science and Religion

Week Twelve: Snake-Handling and the Insider/Outsider Problem in Religious Studies

CLASS 20 (11/10): Salvation on Sand Mountain
- Dennis Covington, Salvation on Sand Mountain, first half

CLASS 21 (11/12): More Salvation on Sand Mountain
- Covington, Salvation on Sand Mountain, second half

Bruce Lincoln, “Theses on Method” [BB]

**Week Thirteen: Religion and the University**

**CLASS 22 (11/17): The Origin Myth of Religious Studies**

**CLASS 23 (11/19): Questioning the Origin Myth**
- Sarah Imhoff, “The Creation Story, or How We Learned to Stop Worrying and Love Scheppe,” *Journal of the American Academy of Religion* (September 2015), 1-32

**NO CLASS 11/24 OR 11/26 – THANKSGIVING BREAK**

**Week Fourteen: Religion and the Media**

**CLASS 24 (12/1): What ISIS Really Wants**

**CLASS 25 (12/3): What We Talk About When We Talk About ISIS**
- Selected Responses to Wood [BB]

**Week Fifteen: Religion in Kansas, and Conclusion**

**CLASS 26 (12/8): Religion in Kansas**
- Robert Wuthnow, “Continuing the Struggle” and “Epilogue,” in *Red State Religion*, 312-370

**CLASS 27 (12/10): Conclusion**

**Acknowledgments and Small Print:**

Many teachers and colleagues have contributed, directly or indirectly, to the crafting of this syllabus. In the spirit of citing one's sources, I would like to credit: Liora Halperin (University of Colorado-Boulder), Martin Kavka (Florida State University), Bruce Lincoln (The University of Chicago), Paul Mendes-Flohr (The University of Chicago), Paul Nahme (Brown University), Sandra Zimdars-Swartz (The University of Kansas), and Michael Zogry (The University of Kansas).
Paper Assignment: Graeme Wood, “What ISIS Really Wants” and Responses

This assignment is built around an article published by The Atlantic magazine on February 16, 2015: “What ISIS Really Wants,” by Graeme Wood. The article quickly became the most widely-read piece on the movement calling itself the Islamic State of Iraq and Syria (ISIS, or Daesh). As such it is being treated as representative of popular writing on religion and violence today.

Your assignment is to read “What ISIS Really Wants,” and then to evaluate its argument about the relationship between the violence of ISIS and its religion, on the basis of: 1) What we have learned in class about the different ways of talking about religion; 2) The specific texts we’ve just read on the relationships between religion and violence, and 3) a comparison of the article’s argument to one or two critiques, responses, or alternatives (listed below).

IMPORTANT: This assignment does not require you to pretend to be an expert in Middle East politics or in Islam. Thus, you are not being asked to say whether Wood or his critics are “right” on the basis of the text of the Qur’an, or the hadith, or some other source you may not be qualified to evaluate. Rather, you are being asked to do what you are qualified to do, which is to analyze the types of arguments being made and the kinds of evidence being brought to support those arguments, and to do the same for the counter-arguments.

In order to make things interesting, you may choose from a list of pieces to compare to Wood’s piece, provided below. When we meet on 12/1 to discuss, everyone will have read the Wood, but not everyone will have read the same responses—you will thus be responsible for explaining the response you’re talking about to your classmates, in addition to analyzing it for me.

Here is the list from which you may choose responses, each with a short description. If you choose option 1, the “Open Letter to al-Baghdadi,” which is the longest of the options here, you may compare the Wood article to this piece alone; otherwise, you should pick at least two responses to compare and contrast to the Wood article.

1) “Open Letter to al-Baghdadi” – This is the only piece here that is not actually a response to Wood; rather, as its title indicates, it consists of an open letter to the Daesh leader, signed by 126 (so far) Muslim authorities and published in September 2014. If you choose this piece, your paper should consist of a response to the question: How might Wood’s piece have been different if it took this letter into account? What specific claims advanced by Wood or his sources would have to be modified, or how might he have altered his reporting methodology or his conclusions?

The remaining sources, all fairly short, will be listed in their order of publication:

2) “Today’s Top 7 Myths about Daesh/ISIL,” by Juan Cole, was posted on February 17, 2015, at Cole’s website Informed Comment. Cole is a professor of Middle East History at the University of Michigan.

3) “What The Atlantic Gets Dangerously Wrong about ISIS and Islam,” by Jack Jenkins, was posted on the Think Progress website on February 18, 2015. Think Progress is the website of the
liberal think tank the Center for American Progress, and Jenkins is its senior religion reporter.

4) “The Atlantic Ignores Muslim Intellectuals, Defines ‘True Islam’ as ISIS,” by Murtaza Hussain, was posted on February 20, 2015, on the website The Intercept. Hussain is a journalist and political commentator based in Toronto.

5) “What is ‘Islamic’? A Muslim Response to ISIS and The Atlantic,” by Daniel Haqiqatjou and Dr. Yasir Qadhi, was posted on the website MuslimMatters.org on February 23, 2015. Muslim Matters is a group blog catering to the interest of religious Muslims living in Western countries. (This article may seem long, but I chose on this one to include some of the comments posted below the main piece. You are free to engage or ignore these as you see fit.)

6) “What ISIS Really Wants: The Response,” by Graeme Wood, was posted on The Atlantic site on February 24, 2015. Here Wood defends his piece against critics (though not from the critics above). This piece is worth reading online, since some of the people he’s responding to and linking to (like Shadi Hamid of the Brookings Institution) tweeted their critiques. http://www.theatlantic.com/international/archive/2015/02/what-isis-really-wants-reader-response-atlantic/385710/


8) “Is ISIS Islamic? Why it matters for the study of Islam,” by Anver Emon, was posted on the blog The Immanent Frame on March 27, 2015. The Immanent Frame is an academic blog that posts essays on religion and secularism; Anver Emon is a professor of Islamic law at the University of Toronto.

Note: In many of these pieces, especially #5, you will see underlined words which would be links if you were reading online rather than in .pdf form. Most of the pieces should include their original URLs at either the beginning or the end, but you can also find them by Googling the titles if you want to follow up on a link. This is especially recommended if the link seems like it might contain the evidential source for a claim.

There is no absolute requirement in terms of length on this paper. You are probably better served if you think about how much space you need to make the argument you want to make, rather than about some arbitrarily-set absolute number of pages you need to hit. However, I would be surprised if you could make a good argument in fewer than 5 pages.

The paper is due in class or via email by class time on 12/8.
REL 104 – INTRODUCTION TO RELIGIOUS STUDIES

PRESENTATION ASSIGNMENT: RED STATE RELIGION, BY ROBERT WUTHNOW

We have now reached the half-way point of the semester, and there are only seven weeks left in the course. There also happen to be seven chapters in Robert Wuthnow’s book Red State Religion, which is a required book for this course. However, since it might be difficult for the whole class to read the whole book while also keeping up with the other weekly readings and coursework, we will be splitting up the book and assigning each chapter to a different group of students, each of which will present on the text in class.

The presentations should take roughly 20 minutes. Within that 20 minutes, it is up to each group to decide how to divide the time. The only thing that needs to be consistent is that each member of the group must speak at some point. You may choose to divide the speaking task equally, and have each member talk for five minutes in a four-person group, or you may devise another type of presentation—but everyone should have a role.

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Dates</th>
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<tbody>
<tr>
<td>1 – Piety on the Plains (17-66)</td>
<td>Thursday, 10/29</td>
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<td>2 – An Evolving Political Style (67-109)</td>
<td>Thursday, 11/5</td>
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<td>3 – Redefining the Heartland (110-168)</td>
<td>Tuesday, 11/17</td>
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<td>4 – Quiet Conservatism (169-214)</td>
<td>Thursday, 11/19</td>
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<td>5 – An Era of Restructuring (215-266)</td>
<td>Tuesday, 12/1</td>
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<td>6 – The Religious Right (267-311)</td>
<td>Thursday, 12/3</td>
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<td>7 – Continuing the Struggle (312-360)</td>
<td>Tuesday, 12/8</td>
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Each member of the group must also turn in a short (2-3 page) paper on their chapter, due the day of the presentation. This may be a text from which you read for your presentation, or it may be a separate text you produce on an issue that interested you in the text or period of Kansas history covered by the chapter.

The grade on the assignment will be based on a combined evaluation of your written and oral performance.
### GROUPS:

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group E</th>
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<tbody>
<tr>
<td>Philip Aaby</td>
<td>Ernesto Lopez</td>
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<tr>
<td>Lauren Bell</td>
<td>Sami McCormick</td>
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<td>Joshua Bush</td>
<td>Jeffrey Miller</td>
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<td>Caelyn Farquhar</td>
<td>Olivia Moser</td>
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<th>Group B</th>
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<tr>
<td>Jordan Begley</td>
<td>Caitlin McNulty</td>
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<td>Hannah Berland</td>
<td>Amy Noon</td>
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<td>Bree Green</td>
<td>Kevin Patton</td>
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<td>Riley Lafferty</td>
<td>Arthur Perez</td>
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<tr>
<td>Hailey Belcher</td>
<td>Ricky Hernandez</td>
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<td>Phillip Clark</td>
<td>Jennifer Rose</td>
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<td>Caraline Slattery</td>
<td>Zoe Schneider</td>
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<td>Kayla Wilson</td>
<td>Carley Zwart</td>
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<th>Group D</th>
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<tr>
<td>SophieConnor</td>
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<tr>
<td>Ashley Honeyman</td>
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<tr>
<td>Coleman Isaacs</td>
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<tr>
<td>Daniel Li</td>
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Course Inventory Change Request

Date Submitted: 09/06/16 11:49 am

Viewing: REL 105: Introduction to Religious Studies, Honors

Last edit: 09/06/16 11:49 am
Changes proposed by: h208s676

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

Other Courses
In The Catalog Description:
REL 104: Introduction to Religious Studies

Academic Career
Undergraduate, Lawrence

Subject Code
Department
Course Number
Religious Studies (REL)
105

Academic Unit
School/College
College of Lib Arts & Sciences

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

Title
Introduction to Religious Studies, Honors

Transcript Title
IntroCrtn Relgous Studies,Hnrs

Effective Term
Spring 2017

Catalog Description
This course introduces students to the academic study of religions. It acquaints students with key methods and issues in religious studies, and provides an introductory survey of selected religions. Open only to students in the University Honors Program or by permission of instructor. Not open to students who have taken REL 104.

Prerequisites
None

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?
Yes

Are you proposing this course for KU Core?
Yes

Typically Offered
Not Typically Offered

Repeatable for credit?
No

Principal Course Designator
HR - Philosophy & Religion

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)?

Program Code - Name

https://next.catalog.ku.edu/courseleaf/approve/
Describe how: As an Honors analog for REL 104, this course can be used to fulfill the basic requirement for a Religious Studies major and minor.

Rationale for Course Proposal

REL 104 is already approved for Goals 3 and 4.2. We propose eliminating Goal 4.2 and adding Goal 1.1, since it does not feature in-depth study of specific religious traditions. It emphasizes the analysis and evaluation of assumptions, evidence, arguments, etc. related to the study of religion. It covers the objectives of Goal 3, but it goes beyond them in its applied exercise of critical thinking.

Supporting Documents

REL 104H - Introduction to Religious Studies Honors - Syllabus - REV.pdf

REL 104H - Discussion Guide for Anne Blackburn.docx

REL 104 - Introduction to Religious Studies - Red State Religion Assignment-1.docx

REL 104 - Current Events Assignment - What ISIS Really Wants.pdf

KU Core Information

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

Name of person giving departmental approval: Daniel Stevenson
Date of Departmental Approval: September 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.

Religious, like music, is a subject that many students come to their first introductory class thinking that they already know a lot about. This course challenges students to analyze and evaluate this assumption, providing interpretive tools to approach the study of religion as well as opportunities to select and apply these methods to exciting and dramatic case studies. Bringing together a wide variety of texts, practices, institutions, material and symbolic cultures, and historical and geographical diversity, the course aspires to move students from thinking of religion in terms of a fixed and static set of texts and doctrinal beliefs to one that sees religion as a dynamic process of lived experience that enters complexly into all aspects of human existence and manifests differently in different circumstances. In assignments, special attention is paid to developing the ability to select and analyze relevant evidence from a religious culture when making arguments about it.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 1
State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters)

Lecture topics and class discussions will involve selecting and applying appropriate interpretive tools to narrower and more localized questions, such as the interpretation of a selection from one tradition’s sacred scripture—and assignments building on those discussions will expand the process of analysis and evaluation by considering the question of how authoritative interpretations develop within traditions. Other assignments similarly turn on analyzing and evaluating arguments central to the study of religion, as well as
assumptions, claims, evidence, and forms of expression underlying these arguments. For example, many students will come to class unknowingly assuming one answer to the theoretical question of whether the “insider” or the “outsider” is best qualified to describe and present the nature of religious content (whether a text, an experience, a ritual performance, etc.). The course draws out that assumption and brings students to explicit reflection upon it.

List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.) *

An initial assignment has students articulate their thoughts on what religion is, the roles it plays in human existence, and the characteristic forms it takes in human cultures. (E.g., if you were to go to another country and seek to understand its local religion, what questions would you ask informants? What objects in the environment would you look for? How would you know what was “religious” and what was not?); a final assignment revisits these same questions at the end of the semester. Essay questions from unit exams require students to interpret and articulate judgments about some aspect of religion/religious life, analyze various claims regarding those aspects, with reference to supporting evidence, and articulate conclusions. Although examinations comprise objective/short answer and stand-alone essay sections, all sections of the exam entail measures that test these abilities, although the essay questions alone will be used for documenting student outcomes.

Indicate the weight of the evidence (e.g., exams, projects, assignments) that will be used to document student performance in these tasks and how this evidence will determine a supermajority (greater than or equal to 60%) of the final grade. *

Midterm and final examinations for the course contain essay questions that count for 30% of each exam; these will be used to document student performance in these tasks together with stand-alone writing assignments that ask students to consider arguments made about either specific elements of religious traditions or about particular methods or approaches in the study of religion. Considered together, these will determine a supermajority of the final grade.
Course Description
This course introduces students to the academic study of religion. As an introduction to religious studies (as opposed to an introduction to “world religions”), the course will lay out the basic questions that need to be confronted by anyone wishing to approach the phenomenon of religion in a scholarly manner, i.e. as an outsider: what is religion? How can we know a religion when we see one? Is religion a part of culture? Is it primarily a matter of thought and belief, or of practice and ritual (or both, or neither)? How can the academic study of religion draw upon all the resources of the humanities—the methodologies of history, anthropology, literary criticism, sociology, economics, psychology, political theory, and philosophy—to illuminate its subject? In other words, how do we begin?

Students will, over the course of the semester, work to achieve the following goals:

- Become familiar with the types of data (e.g. texts, symbols, practices, rituals) available to the student of religion, on which they may build their scholarly theories;
- Be able to describe different approaches to this data (e.g. the historical, literary, anthropological methodologies described above, et al.);
- Articulate some of the major challenges to the academic study of religion as a contemporary, interdisciplinary field;
- Ask questions of a significant set of “initial data,” namely a series of examples of religions and religious phenomena, which we will examine with the new tools provided by the course.
Required Texts (available new and used online):

- Religion: The Basics, by Malory Nye (Routledge, 2008)

Other Course Materials:
Anything that is assigned as reading on the syllabus that is not from one of the required texts will be posted on Blackboard or handed out in class.

Course Requirements and Grading:
Course grades will be based on: 1) Attendance and participation (25%); 2) Informal Blackboard conversation (10%); 3) A short essay (15%); 4) A midterm (25%); and 5) A final (25%).

Explanation of each requirement:

- **Attendance** is required, and regular attendance is critical to success in the course. If something out of your control will interfere with your attendance in class, you are responsible for contacting me before class to let me know so that I can decide whether to excuse your absence. You get two (2) free unexcused absences. After the 2nd unexcused absence, however, 5 points will be subtracted from the attendance grade per absence (two latenesses will count as one absence). Perfect attendance guarantees at least an 85 on the attendance/participation grade, but participation, especially thoughtful questions and comments that indicate that you have done the reading and listened to your classmates’ thoughts, engaging them respectfully, can raise that to 90, 95, or 100. Questions are important and appreciated—don’t be afraid to seem like you don’t understand something! If we all knew everything already, it would be impossible to learn at all.

- **Informal Blackboard posts** will be made each Wednesday, in response to the week’s reading. These will be ungraded as individual assignments; they are exercises intended to get you thinking about the reading and to enable me to keep track of your grasp of the material, as well as to get us started in a conversation with your classmates that will continue in person. Although individually ungraded, their cumulative effect will be important to your grade—they will serve as an index of effort. These posts are akin to contributions you would make to an in-class discussion, but since they are written you may want to put more thought into them—they will stay up for everyone to read and refer back to.

- **A Short Essay** will be assigned at the end of week 13. Students will write 3-5 pages on a major current-events magazine article on religion and on responses to it.

- **Exams** will be handed out during week 7 and week 15. They will consist of a mixture of multiple-choice, short-answer, and essay questions. They are open-book and take-
home.

Course Policies:

No devices. If it has a screen and you can hold it in one hand, silence it and don’t take it out during class. I can see you texting. EVERYONE can see you texting. It’s awkward. (It’s also distracting for me and others when one of our number is distracted or unprepared, and participating less than fully in the learning community we are trying to create.)

Laptops tolerated—barely. I understand that many of you prefer to take notes on computers rather than by hand. There is a one-strike policy on laptops, however. If you use them to IM with friends, check email or Facebook, or look at hilarious GIFs during class, I will condemn you to a horrific life of manual note-taking FOREVER! (And you might thank me – there is research supporting the claim that longhand notes are better for retaining conceptual information. See Pam A. Mueller and Daniel M. Oppenheimer, “The Pen is Mightier than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” Psychological Science June 2014, vol. 25, no. 6, 1159-1168. http://pss.sagepub.com/content/25/6/1159)

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In general, this is how final grades are calculated:

A (94-100); A- (90-93.9); B+ (86.5-89.9), B (83-86.5), B- (80-82.9); C+ (76-79.9); C (73-75.9); C- (70-72.9); D+ (66-69.9); D (63-65.9); D- (60-62.9), F, 59.9 or lower

When I hand out paper assignments or exams, more specific guidance will be given on how points are awarded for those assignments.
Schedule of Classes:

Week One: Introduction to the Academic Study of Religion

CLASS 1 (1/20): Introduction to the Course: Religion and Religions

CLASS 2 (1/22): Introduction to the Academic Study of Religion
• Daniel L. Pals, “Introduction” to Eight Theories of Religion (New York: Oxford University Press, 2006), 1-15
• Amanda Porterfield, “Introduction” to The Power of Religion, ix-xiii

Week Two: What is Religion?

CLASS 3 (1/27): Defining Religion
• Porterfield, “Navajo Sandpainting” and “The Roman Catholic Eucharist,” in The Power of Religion, 5-14 and 15-30

CLASS 4 (1/29):

Week Three: Religion and “Culture”

CLASS 5 (2/3): Is Religion Reducible to Culture? A Product of Culture?
• Nye, “Culture,” in Religion: The Basics, 23-56
• Porterfield, “A Jewish Passover Seder” and “Islamic Salat,” in The Power of Religion, 31-42 and 43-54

CLASS 6 (2/5): Defining and Classifying Culture

Week Four: Religion and “Belief”

CLASS 7 (2/10): Belief as a Criterion for the Presence of “Religion”
• Nye, “Belief,” in Religion: The Basics, 101-124
• Porterfield, “Puja to the Hindu Goddess Devi” and “Buddhist Zazen,” in The Power of Religion, 55-67 and 68-80
CLASS 8 (2/12): Questioning “Belief” as Central to Religious Studies
• Donald S. Lopez, Jr., “Belief” in Critical Terms for Religious Studies, 21-35

Week Five: Religion, Ritual, and Practice

CLASS 9 (2/17): Ritual
• Nye, “Ritual,” in Religion: The Basics, 125-148
• Porterfield, “Lakota Self-Sacrifice” and “Presbyterian Grace,” in The Power of Religion, 83-95 and 96-107

CLASS 10 (2/19): Practice
• Courtney Bender, “Practicing Religions,” in The Cambridge Companion to Religious Studies, 273-295

Week Six: Religious Experience

CLASS 11 (2/24): Varieties of Religious Experience
• Porterfield, “Jewish Mysticism” and “Islamic Jihad,” in The Power of Religion, 109-120 and 121-133

• Selections from William James, Varieties of Religious Experience

Week Seven: Texts and Interpretations

CLASS 13 (3/3): The Study of Sacred Texts
• Nye, “Texts,” in Religion: The Basics, 149-175

CLASS 14 (3/5): Building Worlds From Texts

MIDTERM (TAKE-HOME) – HANDED OUT 3/5, DUE 3/12

Week Eight: Tradition and Community

CLASS 15 (3/10): Tradition
• Porterfield, “Meeting a Tibetan Buddha,” in The Power of Religion, 148-161
CLASS 16 (3/12): Community
  - IN CLASS: Selections from Emile Durkheim, Elementary Forms of Religious Life

NO CLASS 3/17 OR 3/19 – SPRING BREAK

Week Nine: The Materiality of Objects and Symbols

CLASS 17 (3/24): The Specialness of Objects

CLASS 18 (3/26): Semiotics and Materiality

Week Ten: Religion, Sex, and Gender

CLASS 19 (3/31): Gender as a Tool of Analysis
- Nye, “Gender,” in Religion: The Basics, 79-104

CLASS 20 (4/2): Sex, Sexuality, and Religious Studies

Week Eleven: Religion and Power

CLASS 21 (4/7): Analyzing Power
- Nye, “Power,” in Religion: The Basics, 57-78

CLASS 22 (4/9): Religion and Politics

Week Twelve: Contemporary Religious Issues: Transnationalism, Secularism, Violence

CLASS 23 (4/14): Introduction to Contemporary Hot Topics in Religion
- Nye, “Contemporary Religions, Contemporary Culture,” in Religion: The Basics, 177-206

CLASS 24 (4/16): Transnationalism and Globalization
- Marla Frederick, “Neo-Pentecostalism and globalization,” in The Cambridge
Week Thirteen: Violence

CLASS 24 (4/21): Violence I

**NO CLASS ON APRIL 23 – PROFESSOR AT CONFERENCE**

Violence II, for 4/23 – READ the following and be ready to discuss on 4/28:
- Selected Responses to Wood, to be posted on Blackboard

Week Thirteen: Talking About Religion

CLASS 25 (4/28): Discussion, Violence II

CLASS 26 (4/30): Religious Studies and Criticism

Week Fourteen: Conclusion

CLASS 27 (5/5): Religion in Kansas

CLASS 28 (5/7): Conclusion – NO CLASS, Professor at Conference

Acknowledgments and Small Print:

Many teachers and colleagues have contributed, directly or indirectly, to the crafting of this syllabus. In the spirit of citing one’s sources, I would like to credit: Liora Halperin (University of Colorado-Boulder), Martin Kavka (Florida State University), Bruce Lincoln (The University of Chicago), Paul Mendes-Flohr (The University of Chicago), Paul Nahme (Brown University), Sandra Zimdars-Swartz (The University of Kansas), and Michael Zogry (The University of Kansas).
1. What is the thesis of this essay?

2. Blackburn identifies “reductive textualism” with “the assumption that religious traditions [are] most authentically and fully represented by their scriptures” (152). What makes this idea “reductive,” in her view?

3. Blackburn identifies “Critical Post-Textualism” as a reaction against the previous tendency, one which has “sought refuge in the study of practice rather than text, ritual rather than doctrine, and contemporary contexts rather than those of the past” (155). What does Blackburn see as the risk run by this reaction, even if its basic rejection of reductive textualism is justified?

4. Considering the example of Tilokaraja, king of Chiang Mai (151 and 156-160), Blackburn writes that his actions in relation to Buddhist texts perfectly illustrate that “texts live in religious worlds according to historically particular expectations of textual value and efficacy” (158). What does Blackburn mean by “value and efficacy” in this section?
5. Blackburn also claims that Tilokaraja’s example show how texts can “model styles of human action and character that inform the imagination, action, and interpretation of those who read, see, or hear them” (159). What is the specific instance of this in the case of Tilokaraja, and can you think of another instance from your own lives that would be comparable?

6. The concept of “textual prowess” serves Blackburn as another example of a way that texts “live” in the world (160-161). What is textual prowess, and what are the different kinds of things it can do?

7. Considering the many different contexts into which we can place a text to understand it better, Blackburn writes that “languages and genres do not carry and convey only the verbal meaning contained in texts. Language and textual form carry historical and symbolic associations” (163). Explain what Blackburn means by this (relating it to our discussion in Tuesday’s class, if you can!).

8. What is a “textual community” (163-166), and how does Blackburn the concept of textual community help us avoid the twin traps of reductive textualism and critical post-textualism?
We have now reached the half-way point of the semester, and there are only seven weeks left in the course. There also happen to be seven chapters in Robert Wuthnow’s book *Red State Religion*, which is a required book for this course. However, since it might be difficult for the whole class to read the whole book while also keeping up with the other weekly readings and coursework, we will be splitting up the book and assigning each chapter to a different group of students, each of which will present on the text in class.

The presentations should take roughly 20 minutes. Within that 20 minutes, it is up to each group to decide how to divide the time. The only thing that needs to be consistent is that each member of the group must speak at some point. You may choose to divide the speaking task equally, and have each member talk for five minutes in a four-person group, or you may devise another type of presentation—but everyone should have a role.

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<thead>
<tr>
<th>Chapters</th>
<th>Dates</th>
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<tr>
<td>1 – Piety on the Plains (17-66)</td>
<td>Thursday, 10/29</td>
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<td>2 – An Evolving Political Style (67-109)</td>
<td>Thursday, 11/5</td>
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<td>3 – Redefining the Heartland (110-168)</td>
<td>Tuesday, 11/17</td>
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<td>4 – Quiet Conservatism (169-214)</td>
<td>Thursday, 11/19</td>
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<td>5 – An Era of Restructuring (215-266)</td>
<td>Tuesday, 12/1</td>
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<td>6 – The Religious Right (267-311)</td>
<td>Thursday, 12/3</td>
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<td>7 – Continuing the Struggle (312-360)</td>
<td>Tuesday, 12/8</td>
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Each member of the group must also turn in a short (2-3 page) paper on their chapter, due the day of the presentation. This may be a text from which you read for your presentation, or it may be a separate text you produce on an issue that interested you in the text or period of Kansas history covered by the chapter.

The grade on the assignment will be based on a combined evaluation of your written and oral performance.
<table>
<thead>
<tr>
<th>Groups</th>
<th>Members</th>
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<tbody>
<tr>
<td>Group A</td>
<td>Philip Aaby, Lauren Bell, Joshua Bush, Caelyn Farquhar</td>
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<tr>
<td>Group B</td>
<td>Jordan Begley, Hannah Berland, Bree Green, Riley Lafferty</td>
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<td>Group C</td>
<td>Hailey Belcher, Phillip Clark, Caraline Slattery, Kayla Wilson</td>
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<td>Group D</td>
<td>Sophie Connor, Ashley Honeyman, Coleman Isaacs, Daniel Li</td>
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<td>Group E</td>
<td>Ernesto Lopez, Sami McCormick, Jeffrey Miller, Olivia Moser</td>
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<td>Group F</td>
<td>Caitlin McNulty, Amy Noon, Kevin Patton, Arthur Perez</td>
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<tr>
<td>Group G</td>
<td>Ricky Hernandez, Jennifer Rose, Zoe Schneider, Carley Zwart</td>
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REL 104 – INTRODUCTION TO RELIGIOUS STUDIES

Paper Assignment: Graeme Wood, “What ISIS Really Wants” and Responses

This assignment is built around an article published by The Atlantic magazine on February 16, 2015: “What ISIS Really Wants,” by Graeme Wood. The article quickly became the most widely-read piece on the movement calling itself the Islamic State of Iraq and Syria (ISIS, or Daesh). As such it is being treated as representative of popular writing on religion and violence today.

Your assignment is to read “What ISIS Really Wants,” and then to evaluate its argument about the relationship between the violence of ISIS and its religion, on the basis of: 1) What we have learned in class about the different ways of talking about religion; 2) The specific texts we’ve just read on the relationships between religion and violence, and 3) a comparison of the article’s argument to one or two critiques, responses, or alternatives (listed below).

IMPORTANT: This assignment does not require you to pretend to be an expert in Middle East politics or in Islam. Thus, you are not being asked to say whether Wood or his critics are “right” on the basis of the text of the Qur’an, or the hadith, or some other source you may not be qualified to evaluate. Rather, you are being asked to do what you are qualified to do, which is to analyze the types of arguments being made and the kinds of evidence being brought to support those arguments, and to do the same for the counter-arguments.

In order to make things interesting, you may choose from a list of pieces to compare to Wood’s piece, provided below. When we meet on 12/1 to discuss, everyone will have read the Wood, but not everyone will have read the same responses—you will thus be responsible for explaining the response you’re talking about to your classmates, in addition to analyzing it for me.

Here is the list from which you may choose responses, each with a short description. If you choose option 1, the “Open Letter to al-Baghdadi,” which is the longest of the options here, you may compare the Wood article to this piece alone; otherwise, you should pick at least two responses to compare and contrast to the Wood article.

1) “Open Letter to al-Baghdadi” – This is the only piece here that is not actually a response to Wood; rather, as its title indicates, it consists of an open letter to the Daesh leader, signed by 126 (so far) Muslim authorities and published in September 2014. If you choose this piece, your paper should consist of a response to the question: How might Wood’s piece have been different if it took this letter into account? What specific claims advanced by Wood or his sources would have to be modified, or how might he have altered his reporting methodology or his conclusions?

The remaining sources, all fairly short, will be listed in their order of publication:

2) “Today’s Top 7 Myths about Daesh/ISIL,” by Juan Cole, was posted on February 17, 2015, at Cole’s website Informed Comment. Cole is a professor of Middle East History at the University of Michigan.

3) “What The Atlantic Gets Dangerously Wrong about ISIS and Islam,” by Jack Jenkins, was posted on the Think Progress website on February 18, 2015. Think Progress is the website of the
liberal think tank the Center for American Progress, and Jenkins is its senior religion reporter.

4) “The Atlantic Ignores Muslim Intellectuals, Defines “True Islam’ as ISIS,” by Murtaza Hussain, was posted on February 20, 2015, on the website The Intercept. Hussain is a journalist and political commentator based in Toronto.

5) “What is ‘Islamic’? A Muslim Response to ISIS and The Atlantic,” by Daniel Haqiqatjou and Dr. Yasir Qadhi, was posted on the website MuslimMatters.org on February 23, 2015. MuslimMatters is a group blog catering to the interest of religious Muslims living in Western countries. (This article may seem long, but I chose on this one to include some of the comments posted below the main piece. You are free to engage or ignore these as you see fit.)

6) “‘What ISIS Really Wants’: The Response,” by Graeme Wood, was posted on The Atlantic site on February 24, 2015. Here Wood defends his piece against critics (though not from the critics above). This piece is worth reading online, since some of the people he’s responding to and linking to (like Shadi Hamid of the Brookings Institution) tweeted their critiques.


8) “Is ISIS Islamic? Why it matters for the study of Islam,” by Anver Emon, was posted on the blog The Immanent Frame on March 27, 2015. The Immanent Frame is an academic blog that posts essays on religion and secularism; Anver Emon is a professor of Islamic law at the University of Toronto.

Note: In many of these pieces, especially #5, you will see underlined words which would be links if you were reading online rather than in .pdf form. Most of the pieces should include their original URLs at either the beginning or the end, but you can also find them by Googling the titles if you want to follow up on a link. This is especially recommended if the link seems like it might contain the evidential source for a claim.

There is no absolute requirement in terms of length on this paper. You are probably better served if you think about how much space you need to make the argument you want to make, rather than about some arbitrarily-set absolute number of pages you need to hit. However, I would be surprised if you could make a good argument in fewer than 5 pages.

The paper is due in class or via email by class time on 12/8.