# Introduction to Political Communication

This class addresses the different ways in which the three main players in political communication processes (leaders, the media and citizens) affect the political behavior, attitudes or cognitions of individuals; or have outcomes that influence public policy at different levels. The contents of the course are organized into three areas: Foundations of political communication, central questions and theories in political communication, and political campaigning and advertising.

**Prerequisites:**
- COMS 130.

**Cross Listed Courses:**
- COMS 130.

<table>
<thead>
<tr>
<th>Credits</th>
<th>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 (G11)</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>Once a Year, Usually Spring</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
</tbody>
</table>

**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?**
- Yes
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>The need to be consistent with other Theory level classes in terms of course descriptions, content and number.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Reviewer Comments</td>
<td></td>
</tr>
</tbody>
</table>
Course Inventory Change Request

**New Course Proposal**

**Viewing: EALC 352 : Japanese Language and Society**

**Last edit:** 10/03/17 12:51 pm  
Changes proposed by: s451m393

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>EALC</td>
</tr>
<tr>
<td>Course Number</td>
<td>352</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td>School/College</td>
<td>East Asian Languages&amp;Cultures</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**  
Japanese Language and Society

**Transcript Title**  
Japanese Language and Society

**Effective Term**  
Spring 2018

**Catalog Description**  
The course is an overview of the role of language in Japanese society; we explore how the cultural values are reflected in social structure, practices, and communication behaviors. Students will gain insights into contemporary Japan through learning about the characteristics of the Japanese language and its sociocultural contexts. Knowledge of Japanese language is not required.

**Prerequisites**  
None

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>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 (G11)</td>
</tr>
</tbody>
</table>

Is this course part of the University Honors Program?  
No

Are you proposing this course for KU Core?  
No

Typically Offered  
Spring Semester, Even Year

Repeatable for credit?  
No

**Principal Course Designator**

<table>
<thead>
<tr>
<th>Course Designator</th>
</tr>
</thead>
<tbody>
<tr>
<td>S - Social Sciences</td>
</tr>
<tr>
<td>W - World Culture</td>
</tr>
</tbody>
</table>

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**

Students will gain better understanding of cultural perspectives as they are reflected in the practices and products of the Japanese language. Students will recognize the importance of viewing target culture as a dynamic system while objectively evaluating themes, ideas, and perspectives. This approach is directly in line with the KU’s mission of educating students as global citizens.

**Supporting Documents**

Rationale for proposing this course.docx

https://next.catalog.ku.edu/courseleaf/approve/
Rachel Schwien (rschwien) (09/19/17 2:45 pm): Rollback: Subcommittee requested catalog description be cleaned up. Specific requests have been sent to submitter in separate email.
Title: The Jewish Experience in America
Transcript Title: Jewish Experience America
Effective Term: Spring 2018

Catalog Description: This course surveys the history of American Jewry from the 17th to the 20th centuries through overlapping perspectives of economics, politics, ethnicity, culture, and gender. The first part of the course examines the three waves of Jewish immigration – Sephardic (“Spanish-Portuguese”), West-Ashkenazic (“German”), and East Ashkenazic (“Russian”) – that took place between the 1600s and World War I: their specific European roots and American circumstances; the different ways in which each group adapted to, interacted with, shaped and was shaped by American life, constructed ideas of community and identity, and influenced those who came later. The second part of the course explores the genesis of an integrated and distinctive modern American “Jewishness” that emerged after World War I and reached its zenith in the 1960s. Informed by interwar and postwar social, economic and demographic transformation and critical domestic and international political developments, this process involved the reconstruction of Jewish identity and community based on the conscious blending of Jewish values, traditions, rituals, and institutions with American notions of personal happiness and success, family, domesticity and upward mobility and the conscious broadening of Jewish concepts of philanthropy and activism based on expanded notions of American Jewry’s social and political mission in the United States and the world.

Prerequisites: None

Does a student need to be admitted to the school/college in order to enroll in this course? No

Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+/-)FI (G11)

Typically Offered: Every Two Years

Approval Path:
1. CLAS Undergraduate Program and Course Coordinator
2. CUSA Subcommittee
3. CUSA Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft
<table>
<thead>
<tr>
<th><strong>Repeatable for credit?</strong></th>
<th>No</th>
</tr>
</thead>
</table>

**Does this course fulfill RSRS (Research Skills Responsible Scholarship)?**

- No

**Principal Course Designator**

**Course Designator**

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

- No

**Rationale for Course Proposal**

The Jewish Studies Program is finalizing an undergraduate sequence in Jewish history as well as planning an undergraduate certificate (not yet proposed) that can stand alone or complement any major or minor (especially those offered at the Edwards campus). This course would fit well in these programs.

**Course Reviewer Comments**

**John Younger (jyounger) (09/20/17 2:17 am):** Locations: Lawrence (correction)
Program Change Request

Date Submitted: 09/11/17 2:08 pm


Last edit: 10/03/17 2:44 pm

Changes proposed by: sgrachek

Catalog Pages
Using this Program

Bachelor of Arts and Bachelor of General Studies in Communication Studies

Program Description

Requirements for the B.A. or B.G.S. Communicating Professionally

- COMS 310 Introduction to Organizational Communication
- COMS 410 Micro-Level Organizational Communication
- COMS 411 Macro-Level Organizational Communication
- COMS 412 Communication in Distributed Organizations
- COMS 440 Communication and Gender
- COMS 485 Communication and Organizational Change
- COMS 537 Communication in Conflict Resolution
- COMS 538 Persuasion Theory
- COMS 590 Nonverbal Communication
- Rhetoric Concentration: Understanding Messages
- COMS 335 Rhetoric, Politics & Mass Media

Degree Requirements

- Bachelor of Arts - BA
- Bachelor of General Studies - BGS

Effective Catalog: 2018 - 2019
COMS 551 The Rhetoric of Black Americans
COMS 535 American Public Address I
COMS 536 American Public Address II
COMS 539 Argumentation
COMS 554 The Rhetoric of Popular Culture
COMS 560 Rhetoric of War
COMS 603 Topics in Presidential Rhetoric
COMS 605 Speech Writing
Interpersonal/Intercultural Concentration: Relating to Others
COMS 440 Communication and Gender
COMS 447 African-American Communication
COMS 544 Advanced Interpersonal Communication
COMS 546 Communication Across the Lifespan
COMS 547 Communication and Culture
COMS 555 Family Communication
COMS 557 East-Asian Communication
COMS 590 Nonverbal Communication
COMS 654 Social Science Approaches to the Media
Political Communication/Social Influence Concentration: Influencing Others
COMS 310 Introduction to Organizational Communication
COMS 335 Rhetoric, Politics & Mass Media
COMS 425 Communication and the American Presidency
COMS 450 Ethics and Political Communication
COMS 453 Political Campaigns
COMS 437 Ethics and Political Communication
COMS 537 Communication in Conflict Resolution
COMS 538 Persuasion Theory and Research
COMS 539 Argumentation
COMS 607 Political Communication
COMS 639 Legal Communication
COMS 654 Social Science Approaches to Media
COMS 560 Communication, Media and Terrorism
Organizational Communication Concentration: Major

Prerequisite Knowledge (3)
Majors must complete a public speaking requirement as specified below. Note: COMS 130 and COMS 131 do not contribute to the minimum number of hours required for the major.

Speaker-Audience Communication. Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS 130</td>
<td>Speaker-Audience Communication</td>
</tr>
<tr>
<td>COMS 131</td>
<td>Speaker-Audience Communication, Honors</td>
</tr>
<tr>
<td></td>
<td>Exemption</td>
</tr>
</tbody>
</table>

Communication Studies Core Knowledge and Skills (0)

Communication Core Knowledge in Theory and Methods (15)
COMS must complete 9 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS 230</td>
<td>Fundamentals of Debate</td>
</tr>
<tr>
<td>COMS 231</td>
<td>Persuasive Speaking</td>
</tr>
<tr>
<td>COMS 207</td>
<td>Introduction to Political Communication</td>
</tr>
<tr>
<td>COMS 232</td>
<td>The Rhetorical Tradition</td>
</tr>
<tr>
<td>COMS 238</td>
<td>Cases in Persuasion ((for the Political Communication/Social Influence concentration))</td>
</tr>
</tbody>
</table>

Majors must complete one course of the following three

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS 246</td>
<td>Introduction to Intercultural Communication</td>
</tr>
<tr>
<td>COMS 330</td>
<td>Effective Business Communication</td>
</tr>
<tr>
<td>COMS 342</td>
<td>Problem-Solving in Teams and Groups</td>
</tr>
<tr>
<td>COMS 210</td>
<td>Communication in Organizational and Professional Contexts</td>
</tr>
<tr>
<td>COMS 244</td>
<td>Introduction to Interpersonal Communication Theory</td>
</tr>
<tr>
<td>COMS 246</td>
<td>Introduction to Intercultural Communication</td>
</tr>
</tbody>
</table>

Skills classes (6 hours). Students choose two skills courses from their primary concentration. (0)

Majors must complete a third course in Basic Communication Theory from the courses above

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>COMS 307</td>
<td>Introduction to Political Communication</td>
</tr>
<tr>
<td>COMS 330</td>
<td>Effective Business Communication</td>
</tr>
<tr>
<td>COMS 331</td>
<td>Persuasive Speaking</td>
</tr>
</tbody>
</table>
Complete Two Courses in Research Methodology (6)
- COMS 340: Effective Business Communication
- COMS 331: Persuasive Speaking
- COMS 342: Problem Solving in Teams and Groups

Methods classes (0)
- COMS 235: Introduction to Rhetoric and Social Influence
- COMS 356: Introduction to Behavioral Research Methods in Communication

Diversity, Equity, Inclusion, and Ethical Communication Behaviors (3)
Majors must complete 3 hours. Choose one of the following
- COMS 410: Micro-Level Organizational Communication
- COMS 440: Communication and Gender
- COMS 450: Ethical Issues in Political Communication
- COMS 447: Intercultural Communication: The Afro-American
- COMS 547: Communication and Culture
- COMS 552: The Rhetoric of Women’s Rights
- COMS 557: East Asian Communication

Capstone Experience in Communication Studies (3)
Majors must complete 3 hours. Choose one of the following
- COMS 496: Capstone in: ______

Communication Studies Required Electives (12)
All majors must take 12 elective hours in Communication Studies
- COMS 330, COMS 342

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

**Major Hours**
- Satisfied by 33 hours of major courses.

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

**Major Junior/Senior Hours**
- Satisfied by a minimum of 18 hours from junior/senior courses (300+) in the major.

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

Rationale for proposal
Changes in response to course enrollment inequity created by the current track system (many majors in two tracks and few in the other two). Faculty voted to approve the new plan on May 3, 2017.
## Course Inventory Change Request

**ANTH 352: Controversies on the Living and the Dead**

**Date Submitted:** 08/31/17 12:37 am

**Last edit:** 10/03/17 1:07 pm

**Changes proposed by:** bmetz

### Programs referencing this course

| ANTH-BA/BGS: Anthropology, B.A./B.G.S. |

### Academic Career

- Undergraduate, Lawrence

### Subject Code

- ANTH

### Academic Unit

- Department: Anthropology
- School/College: College of Lib Arts & Sciences

### Title

- Controversies on the Living and the Dead

### Transcript Title

- Controversies on Living & Dead

### Effective Term

- Spring 2018

### Catalog Description

A critical analysis of conflicting perspectives theories on scientific and anthropological research, the past and present, present evolution are examined. Topics considered include the nature of science, colonialism in anthropology and biology, origin stories of human evolution, and human evolution, the ethics of research in ancient and contemporary populations, eugenics, biological race, and the relationship between humans and our extinct hominin relatives, are among the considered topics.

### Prerequisites

An introductory course in biological anthropology, biology, or permission of instructor.

### Credits

- 3

### Course Type

- Lecture (Regularly scheduled academic course) (LEC)

### Grading Basis

- A-D(+/-)FI (G11)

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

- No

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

- Yes

### Typically Offered

- No

### Repeatable for credit?

- No

### Principal Course Designator

- N - Natural Sciences

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

- No

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

- No

### Rationale for Course Proposal

The original course description was outdated and vague.

### Approval Path

1. 09/01/17 3:17 pm
   - Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator

2. 10/03/17 12:53 pm
   - Rachel Schwien (rschwien): Approved for CUSA Subcommittee
KU Core Information

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

Yes  No

Name of person giving departmental approval

Brent Metz, Curriculum Coordinator & Assoc Chair

Date of Departmental Approval

August 30, 2017

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 explores ethical concepts within contemporary and historical contexts through the use of case studies. The centerpiece of the class is the examination of scientific research pertaining to living and deceased individuals and various ethical issues that are corollaries to it. Multi-week modules will cover a variety of themes and case studies, shifting according to instructor and semester. Students will learn key ethical concepts, codes and theories—in particular, the Belmont Report-- and apply them to social conflicts in science and social science through essay examinations, class discussions, and debates which will require the elaboration of ethical principles and the construction of compelling ethical arguments. This single course will substantially address ethical-decision making, ethical concepts, codes and theories and the application of ethical principles to historical and contemporary case studies, meeting all four criteria of goal 5.1.

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.)

The first module of this course will cover the nature of science and anthropology and will explore the history and concepts of the Belmont Report, as applied to historical and contemporary research on humans. An in-class discussion/debate and essay assignment will require students to take one or more of these ideas and apply them to the case of HeLa cells and ask them to delineate the decision-making process in one or more of those cases. The second unit will follow much the same format in addressing the issue of whether race is a biological/taxonomic category or socially constructed, and how contemporary genomics and ancestry testing might be reinforcing old concepts of essentialism and implications for indigenous sovereignty and self-determination. The third unit will cover different topics (which may change year to year) in human evolution, contemporary biological research, and prehistory.

Indicate and elaborate on how your course or educational experience will present and apply ethical decision-making processes. (Please limit responses to 1000 characters.)

One proposed essay assignment is the following: Discuss three ethical choices that anthropological geneticists have to make in designing a project to study the genomes of an ancient population of North Americans, and evaluate at least one of these using the framework of the Belmont Report. What universal ethical principles underlay these choices? To what extent do researchers need to consult with contemporary Native Americans in the same region, particularly if their ancestor-descendent relationship is unknown? How has this historically been addressed? What are the implications for different approaches? This topic will require students to apply ethical decision-making processes to contemporary and historical scientific research. Other essay assignments and debates will follow similar formats.

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

Case studies in ethics—and their violation—in the context of scientific and anthropological research will utilized to identify and articulate different codes. These will be approached through readings, lectures, discussions and the writing of essays (see attached syllabus). The last module will require students to apply such codes in areas where they may conflict in a debate format (for example, the concept of open-access in scientific research vs. indigenous sovereignty and individual privacy).
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.)

The course modules are built around historical and contemporary case studies (see syllabus attached) and students will respond to these through a number of essay assignments, and discussions. In the final unit of the course, students will pair with each other and apply their knowledge to debating a topic of their choosing in contemporary scientific research (see topic suggestions in syllabus).

Rachel Schwien (rschwien) (09/19/17 2:40 pm): course change approved; KU Core tabled. Sending back to department for further clarification on how this will meet all proposed goals

Rachel Schwien (rschwien) (09/20/17 3:17 pm): Per ANTH (J. Nagel) this course should move forward with only the 5.1 Goal proposal. Dept will consider re-proposing this course for Goal 3 in the future.
Objectives:
(1) examine controversial issues in biological anthropology
(2) students will be paired up and debate the controversies
(3) read both sides of each controversial issue and on the basis of evidence
decide which is more likely. Readings will be assigned.
(4) prepare a term paper summarizing both sides of the arguments and
conclude on the basis of evidence

This course satisfies KU Core Goal 5.1: Practice social responsibility and demonstrate
ethical behavior. After taking this course, students will have attained a combination of
knowledge and skills to demonstrate an understanding of social responsibility and ethical
behavior. Students can expect this course to:

1. Present and apply distinct and competing ethics theories, each of which articulates at least one
   principle for ethical decision-making. The combination of theories and principles should address
   the concept of social responsibility, including responsibility to the physical environment.

2. Include the presentation and application of ethical decision-making processes.

3. Include presentation and application, as appropriate, of particular ethics codes.

4. Include the application of principles, decision-making processes, and, as appropriate, ethics
codes to specific ethical dilemmas (such as case studies) in which important values conflict.

Requirements: Attendance..........................100 points
Participation..............................200 points
Debate..........................100 points
Paper.............................100 points
Total...........................500 points

Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic of Lecture/Discussion</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 22</td>
<td>Introduction and Assignments</td>
<td>Belmont Report</td>
</tr>
<tr>
<td>January 29</td>
<td>The nature of science</td>
<td>Wade, 2010</td>
</tr>
<tr>
<td></td>
<td>Is Anthropology a science?</td>
<td>Science Daily, 2010</td>
</tr>
</tbody>
</table>
February 5  Controversies on human experimentation  Hausman, 2008  
AAA Statement, 2004  
Fluehr-Loban, 1994

February 12  Discussion: Henrietta Lacks and HeLA cells

February 19  Race: A cultural construct or a biological taxon?  
Livingstone, 1964  
Marks, 1994  
Obasogie et al, 2015  
Gill, 2000  
Excerpts from Wade 2014  
Marks, Raff, and Fuentes’ responses to Wade

February 26  Kennewick Man, ancient DNA  
Rasmussen et al, 2015  
Raff & Bolnick, 2015  
Oppenheimer et al, 2014

March 4  Genetic ancestry testing and Indigenous sovereignty  
Excerpts from Tallbear Bolnick 2014  
Excerpts from Rutherford 2017

March 11  Discussion

March 18  Spring Break

March 25  Neolithic expansion: technology Transfer vs. human migration  
Haak et al, 2015  
Bocquet-Appel, 2011  
Omrak et al, 2016

April 1  Eugenics in the past and present  
Readings TBD

April 8  Why do humans migrate? Biological basis or cultural necessity?  
Campbell & Barone, 2012  
Jokela, 2009

April 15  National Meetings
List of Possible Debate Topics.
You can either select from one of the following topics or suggest an alternative

1. Personality—nature or nurture? Genetics and/or tabula rasa?

2. Were Paleo-Aleuts replaced by NeoAleuts or are morphological differences observed by Hrdlicka a result of micro-differentiation en situ?

3. Are the so-called “Negritos,” distributed in the Andaman Islands, Philippine Islands, a result of a single migration out of Africa? Is this an example of convergent evolution?

4. Is there a relationship between race and intelligence? Is the basis for intelligence genetic or is it entirely experiential (i.e. tabula rassa) or is it an interaction? What do IQ exams measure?

5. Did some prehistoric Native American groups practice cannibalism?

6. Did migrants from Siberia pause for thousands of years on the Bering land bridge before moving into the Americas? Did the Bering standstill occur?

7. Syphilis---New World or Old World Origins?

8. Peopling of the Americas: Early or Late?
   One migration or more?

9. Should ancestry testing companies be allowed to also offer medical genetics testing?

Readings:


Coon, CS 1962 The Origins of Races. Knopf, NY


Fluehr-Lobban, C 1994 Informed consent in anthropological research: We are not exempt. Human Organization 53(1) 1-10.


Haak, W et al 2015 Massive migration from the steppe was a source for Indo-European languages in Europe Nature March issue.


Jokela, M 2009 Personality predicts migration within and between US states. J. of Research in Personality 43: 79-83


Marks, J 1994 Black, white other. Natural History December issue, 32-35.


Oppenheimer et al 2014 Solutrean hypothesis: Genetics, the mammoth in the room. World Archaeology 46(5); 752-774.


Science Daily: Anthropology is the study of humanity.


**Course Inventory Change Request**

**Viewing:** SOC 427 : School and Society

**Last edit:** 09/05/17 4:08 pm

Changes proposed by: tlapie

### Catalog Description

This course examines education as a social institution and the reciprocal relationship between schools and society. It focuses particularly on the relationship between education and inequality and on education in the U.S., but also includes international comparisons.

### Prerequisites

Junior/Senior standing or permission of the instructor. None

### Credits

3

### Course Type

Lecture (Regularly scheduled academic course) (LEC)

### Grading Basis

A-D(+-)FI (G11)

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

No

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

Yes 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

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

Yes No

**Name of person giving departmental approval**: Tracey LaPierre

**Date of Departmental Approval**: 05/03/17

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

School and Society provides students with an understanding of key principles, theories, and analytic methods in sociology. All students have experience with the education system. This course provides a sociological perspective on students’ experiences and on schools in general.

Selected Learning Outcome(s):

Goal 3 - Social Sciences
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.)

This course uses guided discussions, writing, independent research, lectures, a field trip, and in-class activities to move students from their current knowledge to a deeper understanding of sociological theories, research methods, and concepts. For example, we read selections from Murray Milner’s Freaks, Geeks, and Cool Kids, which applies social status relations theory to help understand the behaviors and social status systems of high school students. In class, students map the social groups in the lunch room of their high school, discuss their high school experiences in light of Milner’s research, and critically examine the applicability of the theory of status relations to their own experiences. Students then write a short paper (Assignment #2) using status relations theory to analyze teen culture in their high school. In a second example, the course uses scaffolded assignments to help students pose and investigate a social scientific research question related to education.

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

Through scaffolded assignments, this course helps students pose and investigate a social scientific research question related to education. Building their knowledge of sociological principles, theories, and analytical methods over the course of the semester, the students write a final research paper that synthesizes these skills. Assignment #1 helps students develop and pose a social scientific research question. Assignment #2 allows students to practice analyzing and interpreting their own experiences as data. Assignment #3 helps students identify and present research findings. Assignment #4 helps students structure a social scientific research paper by developing an outline. Assignment #5 helps students improve their final research paper, allowing them to revise their final paper based on peer feedback before submission. Each student receives detailed feedback throughout the semester.

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.)

In-class discussions and activities use sociological principles, theories, and analytical methods to examine contemporary issues in education. For example, we discuss how to critically assess the quality of social scientific research. Using this knowledge, students critically examine recent research on the relationship between charter schools and student achievement. This activity allows them to think critically about the contemporary issue of charter school expansion. In other examples, we use sociological theories to examine other contemporary issues, including school funding debates and rising student debt burdens. In addition, the questions students pose for their research are inevitably related to a contemporary issue in education.

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.)

Each of the five assignments (discussed above and described in detail on the syllabus) and the two course exams assess students’ ability to think about contemporary issues using sociological principles, theories, and analytical methods. Short essay questions on the exams ask students to examine contemporary issues in education using sociological principles, theories, and methodological concepts. See the Exam 1 study guide for examples. An in-class activity allows students to practice deciding which sociological theory they feel best applies to various hypothetical scenarios.
| Course Reviewer Comments | Rachel Schwien (rschwien) (09/19/17 2:37 pm): course change approved; KU Core nomination tabled due to time |
SOC 427: School and Society

Spring 2017, Class #66295
T/Th 12:30 – 1:45 pm FR 106
Professor: Emily Rauscher, PhD
Office Hours: Wednesday 10:00 am – 12:00 pm Fraser Hall Room 735
emily.rauscher@ku.edu

Purpose and Focus of the Course
Education is an important institution in modern societies. Schools influence all of our lives from an early age. Schools are the largest employer in many communities and are widely considered the major force for social equality. What does this mean for society? What do schools do? Why do some students learn more than others? How do schools reduce or reproduce social inequality? How do schools influence society and how does society shape schools? How do other societies structure education differently than the United States? We will consider these and other questions in this course.

Although each of you has substantial experience with the educational system, this course will provide a sociological perspective on your own experience and schools in general. Students will pose and conduct their own education-related research question and write a paper conveying their findings. In the process, students will gain a deeper, more complex understanding of the educational system and of sociological research more broadly.

Course Goals and Objectives
After successfully completing this course, students should be able to: 1) interpret their own educational experiences through a sociological lens, drawing on multiple concepts from sociology of education; 2) explain sociology of education theories and concepts to those unfamiliar with the topic; 3) pose and investigate a social scientific research question related to education; 4) find and interpret data about schools and school districts; and 5) write a research paper to convey findings.

Required Reading
- All other readings will be available on the course Blackboard site.

Course Procedure
This course will use guided discussions, writing, independent research, lectures, a field trip, and in-class activities as learning techniques. Because the class will not be strictly didactic, your active involvement is critical. Students need to attend each class prepared to ask questions and discuss the readings assigned for that day. Students will treat each other with respect. Class participation and attendance will be counted in the final grade. The course should help us all learn. Let’s make it an interesting and enjoyable class by actively participating in class discussion and coming to class prepared to contribute.
Assessment of Learning and Competence

- Each student will take two examinations during the semester.
- Each student will take several Blackboard quizzes on the reading during the semester.
- Each student will submit timely assignments on Blackboard. Assignments will lose points for each hour they are late. The end of the syllabus has details about assignments.
- Each student will submit a research paper by the deadline and a final version of the research paper revised based on peer feedback by the deadline. Late papers will lose points for each hour they are late.
- No Incomplete grades will be given for the course. Students will receive the final grade they earned based on the grading scheme below.
- Relative values of various assessments are as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Examination 1</td>
<td>90</td>
</tr>
<tr>
<td>Examination 2</td>
<td>90</td>
</tr>
<tr>
<td>Blackboard Quizzes</td>
<td>30</td>
</tr>
<tr>
<td>Assignments 1-5</td>
<td>100</td>
</tr>
<tr>
<td>Final Paper</td>
<td>120</td>
</tr>
<tr>
<td>Class attendance and participation</td>
<td>70</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
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</table>

Appointments

Students will be penalized 10 points if they schedule an appointment with the instructor outside of office hours and fail to attend.

Policy on Cheating and Plagiarism

It goes without saying, but zero tolerance is in effect. Any evidence of cheating or plagiarism (copying the work of others or having someone else complete one’s assignments) may result in failure of the entire course for any students involved. Scholarly work depends on honesty and integrity and students are expected to uphold academic standards. Refer to the Academic Misconduct section of the student handbook or the following link for more information.

http://policy.ku.edu/governance/USRR#art2sect6

KU Services and Accommodations

The KU office of Disability Resources and Accessibility (22 Strong Hall; disability.ku.edu) can help accommodate anyone with a disability or illness that may affect their work in this course. Please contact them as soon as possible (864-2620) to request any accommodations and then schedule a meeting with me.

I encourage you to use the services provided by the KU Writing Center. You can meet with a writing consultant to improve your assignments (http://writing.ku.edu/ku-undergraduate-students or 785-864-2399) or receive online feedback (http://writing.ku.edu/e-mail-feedback).
Course Outline and Assignments
Please complete the readings by Tuesday and come to class prepared to discuss them.

January 17 & 19
Introduction
- Overview and expectations of the course
- What is sociology of education?
- What do schools do?
Reading: Introduction and Chapter 1 in *Schools and Society* (S&S) pp. 1-56

January 24 & 26
Schooling in Social Context: Educational Environments
- How do social and environmental context influence education?
- What aspects of social context are important for schools?
- How is the relationship between social context and education different in the US from that in other countries?
Reading: Chapter 3 in S&S pp. 93-120
Environment as an Integrating Context for Learning – overview and Green Woods example

January 31 & February 2   Go over Assignment #1 and Introduce GRC 2/2
Studying Schools: Research Methods in Education
- How should we study education?
- How do we know what to believe?
- How should we assess the quality of educational research?
Reading: Chapter 2 in S&S pp. 59-90

February 7 & 9   **FIELD TRIP TO SPENCER RESEARCH LIBRARY 2/7**
Meet at Spencer Research Library on Feb 7th
**SESSION AT WATSON LIBRARY 2/9**
Meet at Watson in Clark Instruction Room 3rd Floor on Feb 9th
Session on Searching for Data and Academic Sources
Schools as Organizations: Formal and Informal Education
- What is the difference between formal and informal education?
- How are schools organized and what are some consequences of that organization?
Reading: Chapter 4 in S&S pp. 123-157
February 14 & 16  ASSIGNMENT # 1 DUE 2/14 – START OF CLASS – paper and Blackboard
Go over Assignment #2 2/14
Teen Culture in Schools
• What is high school culture like?
• How does school culture influence educational experiences and outcomes?
• What factors shape teen culture?
Reading: On Blackboard: Selections from Milner. 2006. *Freaks, Geeks, and Cool Kids*
Selections from Simmons 2012. *Odd Girl Out*

February 21 & 23  ASSIGNMENT # 2 DUE 2/23 – START OF CLASS – Blackboard
Go over Assignment #3 2/23
What We Teach in Schools
• How are knowledge and curricula constructed?
• How does the politics of knowledge influence learning?
• How might teacher prestige and school belonging influence learning?
Reading: pp. 170-182, 193-199, and Chapter 6 in S&S pp. 217-238
On Blackboard: Selections from Loewen. 2007. *Lies My Teacher Told Me*

February 28  Exam Review and Preparation

March 2  EXAMINATION 1

March 7 & 9
Who Gets Ahead? Race, Class, and Gender in Education
• How do schools stratify or perpetuate inequality by race, class, and gender?
• What are implications of this inequality?
Reading: Chapter 7 in S&S pp. 241-303
March 14 & 16  ASSIGNMENT # 3 DUE 3/14 – START OF CLASS – Blackboard
Education and Opportunity: Attempts at Equality and Equity in Education
  • How might we increase educational equality?
  • Why is it so difficult to increase educational equality?
Reading: Chapter 8 in S&S pp. 305-358
  Posted on Blackboard: NPR April 25, 2016. “Can More Money fix America’s Schools?”
  NPR April 18, 2016. “Why America’s Schools Have a Money Problem”

March 21 & 23  SPRING BREAK – NO CLASSES

March 28 & 30  Go over Assignment #4 3/28
Opportunity and Access
  • What factors influence educational access?
  • How has access changed over time?
  • Does access increase opportunity?
Reading: On Blackboard: selections from Karabel – *The Chosen*
  Stevens – *Creating a Class*

April 4 & 6  ASSIGNMENT #4 DUE 4/6 – START OF CLASS – paper and Blackboard
Globalization in Education
  • How do educational systems differ throughout the world?
  • What factors shape a country’s educational system?
  • What factors stand in the way of universal education?
  • Is sustainable development possible?
Reading: Chapter 10 in S&S pp. 407-441

April 11 & 13  Go over Assignment #5 4/11
Higher Education
  • What are some challenges facing higher education?
  • What factors contribute to inequality in higher education?
  • How have higher education institutions changed over time?
Reading: Chapter 9 in S&S pp. 361-405
April 18
Educational Reform and Change
- How does school reform occur?
- What have recent reforms accomplished?
- What reforms might generate positive change and sustainability?
Reading: Chapter 11 in S&S pp. 443-477

April 20  Exam Review and Preparation

April 25  EXAMINATION 2

April 27  Population Association of America Conference – No Class
Use this time to work on your final paper.

May 2  FINAL PAPER DUE 5/2 – START OF CLASS – paper and Blackboard
       Peer Writing Workshop

May 4  FINAL DRAFT OF PAPER DUE 5/4 – START OF CLASS – paper and Blackboard
       Final Discussion and Wrap-Up
**RESEARCH PAPER**

This course provides you with experience conducting your own research. Each student will choose a specific question to investigate in greater detail. The question should be related to education and be posed in such a way that you can address it in an 8-page paper with publicly available data or data that you can collect quickly and easily.

We will discuss the final papers in class throughout the semester, go over potential data sources, illustrate the use of Excel to make tables and graphs, and provide each student the chance to ask questions and receive feedback. Class meetings are the best time to raise questions so the whole class can discuss and learn from them. Otherwise, my office hours are Wednesdays 10am-12pm.

Potential data sources include the Census Bureau, Integrated Public Use Microdata Series, the General Social Survey, state censuses, or the National Center for Education Statistics (see page 10 of the syllabus for more sources). If you are interested in a specific topic but cannot find data sources, please contact me or a librarian early in the semester. To help you develop your paper, there are four assignments that build up to the final research paper.

Assignment #1 helps you develop and pose a social scientific research question. Many of you will have multiple interests related to education, but you will need to limit your focus to a relatively narrow question that can be addressed within one semester.

Assignment #2 allows you to practice analyzing and interpreting data and writing a short paper using your own experiences as data.

Assignment #3 helps you to identify and present your research findings.

Assignment #4 helps you structure your research by developing an outline of a social science research paper.

Assignment #5 helps you improve your final research paper. You will receive feedback from your peers in class and you will be able to revise your final research paper based on that feedback before submitting it for your final grade.

Additional information about each assignment is provided below.

Assignments 1, 4, and 5 should be submitted electronically on Blackboard and in class as a paper document. Assignments 2 and 3 should be submitted on Blackboard only. Please submit a word, pdf, or google docs version of your assignments on Blackboard.
ASSIGNMENT #1 Research Topic and Question
Due February 14th at the beginning of class – on Blackboard and on paper

Posing a research question is a challenge. You will likely revise your question several times before the final draft of your paper. Do not get frustrated. Often you will only need to revise your question slightly. To help you develop your research question, follow the instructions below.

1. Read the description of Assignments 3 through 5 below.
2. Think of a few topics related to education that interest you. Jot them down.
3. Consider each topic in light of the requirements for the final paper. Is it feasible to complete by May 4th? What specific question will you address? What data will you use? The question you pose will determine the most appropriate research method. Most of you will pose questions that rely on quantitative data.
4. Do some preliminary research to be sure you will have the data you need.
5. Choose the topic that best fits your interests and the time available.
6. In no more than one page, describe the topic of your final paper.
   a. Identify the specific research question you will ask. The basic format of your research question should be something like:
      1) How do Y and Z differ with respect to X? Is this difference associated with other factors (including A, B, and C)? OR
      2) How did the difference between Y and Z change from year S to year T? Did other factors/differences (including A, B, and C) change as well?
      Example 1: Did the black-white test score gaps in KS and MO change with the Great Recession? Did changes vary by state funding for public education, unemployment rates, or racial make-up of the states?
      Example 2: How did the employment rate of college-educated Kansas residents change between 2007/2008 and 2009/2010 with the Great Recession? Did obesity, suicide, or crime rates change between those years as well?
      In Example 2, you might imagine a student asking whether rising unemployment among those with a college education caused, impacted, increased, influenced, or drove crime rates. This is not a good question to pose given your methodological tools. To address that type of causal question, you would need to use highly sophisticated statistical techniques and take advantage of a natural experiment to isolate the effect of changes in unemployment. You CANNOT ask causal questions because you do not have the appropriate methods or tools to answer them. Therefore, do not ask questions such as: Does X drive Y? What causes changes in X? Did X cause a change in Y? or any more subtle way of asking whether a causal relationship exists between two measures.
   b. Explain why this is an important question.
   c. Identify the geographic region/area you will study, the specific group(s) of people you will study and explain why.
   d. Identify the years or time periods you will examine and explain why.
   e. Identify the data you will use in order to address this question, concepts and issues from the course that you will apply to this topic, and any other important
information that shows you have thought about your topic and are prepared to investigate and write about it.

f. State your hypothesis and the reasoning behind it. What do you expect to find and why? It is best if this hypothesis is related to a sociological theory or hypothesis.

7. After completing step #6, re-read your page, asking yourself whether you are studying the best group or time period given your question. What age group, gender, race, ethnicity, or nativity status will you be examining and in which region? If the data are available, more specific questions sometimes yield better quality research papers and allow you to write more interesting discussion and conclusion sections in your paper. However, be sure the data are available before narrowing your question.

Evaluation Form for Assignment #1

<table>
<thead>
<tr>
<th>To what extent does this assignment meet the following requirements:</th>
<th>Fully Meets Req</th>
<th>Somewhat Meets Req</th>
<th>Fails to Meet Req</th>
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</thead>
<tbody>
<tr>
<td>1) Clearly identifies a specific research question related to education.</td>
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<tr>
<td>2) States a research question involving a comparison.</td>
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<tr>
<td>3) States an appropriately phrased research question, such as those provided as examples.</td>
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<tr>
<td>4) Does not phrase the question as identifying a causal relationship.</td>
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<tr>
<td>5) Identifies the data source(s) the author will use.</td>
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<tr>
<td>6) Explains why this question is important.</td>
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<tr>
<td>7) Identifies the geographic region/area the author will examine and why.</td>
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<tr>
<td>8) Identifies the years or time period the author will examine and why.</td>
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<tr>
<td>9) Identifies a theory or concept from the course that motivates the question.</td>
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<tr>
<td>10) States a hypothesis and the reasoning (theory) behind that hypothesis.</td>
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<tr>
<td>11) Is no longer than 1 page, not including references.</td>
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</table>
Potential data sources for quantitative data include:

- Department of Education ([http://www2.ed.gov/rschstat/landing.jhtml?src=ft](http://www2.ed.gov/rschstat/landing.jhtml?src=ft))
- State departments of education (e.g., CA [http://www.cde.ca.gov/](http://www.cde.ca.gov/))
- FBI ([https://www.fbi.gov/stats-services/crimestats](https://www.fbi.gov/stats-services/crimestats))

If you are interested in a specific topic but cannot find data sources, please contact me or a librarian early in the semester.
ASSIGNMENT #2  High School Reflection Paper
Due February 23rd at the beginning of class – on Blackboard

Do the teen status system and cultural climate described in Milner’s *Freaks, Geeks, and Cool Kids* and in Simmons’ *Odd Girl Out* accurately reflect your own high school experiences?

Using your own experiences as data, write a short paper (3-5 typed, double-spaced pages) comparing the teen status system of your own high school to that described by Milner. You may also compare your own experiences to those described by Simmons, but all students should relate their high school experiences to those described in Milner.

Reflect on the cultural norms and the teen status system in your own high school. How were your experiences similar and different from the teen status systems described by Milner, and possibly Simmons? What do you think might explain the similarities and differences? Papers should be well-organized and clearly written, using accurate syntax, punctuation, and grammar.

Criteria for evaluation:

- Sophistication of reflection on the student status system and culture of one’s high school.
- Ability to relate experiences to concepts and theories from the course, especially Milner’s (and Simmons’) book.
- Ability to select and discuss experiences that are appropriate for sociological analysis and relevant to the topics discussed.
- Ability to interpret each experience with the most appropriate sociological concept(s).
- Composition and mechanics.

Evaluation Form for Assignment 2

<table>
<thead>
<tr>
<th>To what extent does this assignment meet the following requirements:</th>
<th>Fully Meets Req</th>
<th>Somewhat Meets Req</th>
<th>Fails to Meet Req</th>
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</thead>
<tbody>
<tr>
<td>1) Discusses or identifies the teen status system and cultural norms of the author’s high school.</td>
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<td>2) Identifies differences in the experiences (e.g., location in the social hierarchy) of different groups of students.</td>
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<td>3) Discusses how teen culture in the author’s school was similar to Milner’s description.</td>
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<td>4) Discusses how teen culture in the author’s school differed from Milner’s description.</td>
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<td>5) Explicitly relates high school experiences and culture to multiple concepts from the readings.</td>
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<td>6) Is clearly written.</td>
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<td>7) Is well-organized, including an introduction, thesis statement, body providing detailed analyses, and conclusion.</td>
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<td>8) Uses accurate syntax, spelling, punctuation, and grammar.</td>
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<td>9) Is no longer than 5 double-spaced pages.</td>
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ASSIGNMENT #3 Research Findings

Due March 14th at the beginning of class – on Blackboard and on paper

To complete this assignment, you must gather all of your data, examine and interpret it, and identify your main findings. Do not contact me the night before the due date saying you need help finding data. I will not help you that late in the process. If you need help, meet with me or the Graduate Research Consultant well before the deadline.

1) State your research question – revised based on feedback from Assignment 1.
2) Organize your data into a table. Microsoft Excel is helpful for creating tables. With rare exceptions, you should fit your data into only ONE table.
3) List your references or data sources under the table in American Sociological Association (ASA) format. You can find details about ASA format here: https://owl.english.purdue.edu/owl/resource/583/01/.
4) Interpret your data and identify three to five main findings that respond to or complicate your research question.
   - Make a list of findings and then narrow it down to the 3-5 that are most relevant for your research question.
   - A finding is something you notice in your data – generally a comparison between two time points or groups. For example: What do the data say in response to your question? What strikes you? Was anything surprising to you? Is there a difference that is larger/smaller than expected? Did other things change over time along with the change in your main measure of interest?
   - ALL of your findings should relate directly to your research question.
   - Do not use the word significant unless you do statistical significance tests.
5) Create a graph based on some or all of your data to illustrate some of your findings. List your sources underneath your graph (as well as your table).
6) Add a references section at the end of the document with full citation information for your sources in ASA format.

Evaluation Form for Assignment #3

<table>
<thead>
<tr>
<th>To what extent does this assignment meet the following requirements:</th>
<th>Fully Meets Req</th>
<th>Somewhat Meets Req</th>
<th>Fails to Meet Req</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Clearly states the research question.</td>
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<tr>
<td>2) Includes a table – preferably one – to present data.</td>
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<td>3) Includes a graph to illustrate the data.</td>
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<tr>
<td>4) Lists references or data sources under the table and graph (in ASA in-text format).</td>
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<td>5) Clearly identifies 3-5 main findings that relate to your research question.</td>
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<tr>
<td>6) Explicitly relates findings to the research question.</td>
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<tr>
<td>7) Does not use causal language.</td>
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<tr>
<td>8) Provides full reference information for citations in ASA format in a separate section at the end of the document.</td>
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</table>
ASSIGNMENT #4 Outline of your final paper

Due April 6th at the beginning of class – on Blackboard and on paper

Assignment 4 requires you to have identified your data sources, examined the data, identified the key findings that address your research question, organized the findings into categories, and thought about those findings in relation to your question, at least one piece of academic literature, the course, and society more broadly.

Using feedback received from Assignments 1 and 3 (which may require you to revise your topic or question), and the analysis of your data, build an outline of your final paper following the format below and the rubric for Assignment 5. Your outline should briefly address each point. Rough notes are generally enough. Convey the main idea of what you plan to include for each bullet point.

Introduction
- Research question
  - Why is this question important and relevant to sociology of education? To the real world?
    - Draw on course theories and readings to motivate your question.
    - Relate to at least one piece of academic literature. For example, Lutz and colleagues (2008) find that the level of education in a country is associated with economic growth. This association may not hold, however, when comparing states within a developed country. I address this concern by asking the following research questions: Do the residents of Kansas and Missouri differ in terms of educational attainment? Is this difference associated with the economic growth, unemployment, or crime rates in those states?
  - Thesis – the main point you will make after presenting your data. This is not a hypothesis.

Methods
- What data do you use and why? (The term “data” is plural.)
- What do you do with these data?

Evidence
- What do you find? What do the data show?
- Your findings should be well organized. Dividing your findings into separate sections can help. For example, if you are studying variation in education levels among Lawrence, KS residents, you might have sections on race, class, and gender. Alternatively, you could have sections based on time periods, depending on your research question and what the data show.
- All of your findings should relate directly to your question. Discard irrelevant points.
- All of your findings should back up your thesis statement from the introduction.

Discussion
- How do your findings relate to the rationale discussed in the introduction?
- How do the data answer your question? [This should be the same as your thesis.]
- What are the limitations of your study and data?

Conclusion
- Summary
- Implications – what do these conclusions mean/suggest about the world?
- Further questions – what further sociological questions need to be researched?

References
- Complete, correctly cited, using American Sociological Association guidelines
ASSIGNMENT #5 – FINAL PAPER  Due May 2nd at the beginning of class – on Blackboard and on paper

Your final paper will help you learn how to apply the knowledge and skills you have gained, provide greater familiarity with education data, and further develop your writing skills. The final paper should be no longer than 8 double-spaced pages, not including tables, graphs, and references. Given the amount of information you must convey, this page limit will require you to be concise.

Outline and grading scheme for final paper:

<table>
<thead>
<tr>
<th>Target Length:</th>
<th>Points:</th>
<th>Section of the Paper:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 page</td>
<td>15</td>
<td>Introduction - statement of the question you are addressing.</td>
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<td></td>
<td></td>
<td>Rationale - why it is an important question. Relate to relevant course theories/topics and cite at least one piece of academic literature.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thesis - the main point you will make after presenting your data.</td>
</tr>
<tr>
<td>&lt;1 page</td>
<td>10</td>
<td>Procedures you followed - provide enough detail so that someone could replicate what you did. For example, include what databases you searched, what data you used (e.g., the US Census Bureau), and what you did with those data. Include full ASA citations.</td>
</tr>
<tr>
<td>3 page</td>
<td>30</td>
<td>Main body - clearly present the data you found that help to answer your question. Provide evidence for your thesis. For the sake of clarity, you should break up your findings into several sections.</td>
</tr>
<tr>
<td>1-2 pages</td>
<td>20</td>
<td>Discussion - relate your data to the relevant theories discussed previously in the rationale for the question (and others if appropriate). How do the data answer your question? [This should be the same as your thesis.] Limitations - what are the limitations (potential problems or concerns) of your study and the data you used?</td>
</tr>
<tr>
<td>1 page</td>
<td>20</td>
<td>Conclusions - summarize what you have learned in relation to the readings and the rationale for the question. Implications - what do these conclusions mean/suggest about the world? What is their significance? Further questions - what further sociological questions need to be researched? What else needs to be known about this issue that your research cannot address?</td>
</tr>
<tr>
<td>&lt;1 page</td>
<td>5</td>
<td>References - complete, correctly cited, using ASA format.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Language and mechanics - structure, syntax, typos, spelling, grammar, flow; avoids causal language.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>FOR FINAL VERSION ONLY Revisions - revise based on feedback from classmates. Make appropriate changes to improve writing, clarity, and substance.</td>
</tr>
</tbody>
</table>

Total: 7-8 pages 120 [A=108-120; B=96-107; C=84-106; D=78-83; F=0-77] Tables, graphs, and references are not included in the 8-page limit.
Evaluation Form for Assignments #4 and #5 and for the Final Paper

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Fully Meets Req</th>
<th>Somewhat Meets Req</th>
<th>Fails to Meet Req</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Includes clearly labeled sections: introduction, methods, evidence, conclusion, and references.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2) Introduction clearly states the research question.</td>
<td></td>
<td></td>
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<tr>
<td>3) Introduction explains why this question is important.</td>
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<tr>
<td>4) Introduction relates to an academic source.</td>
<td></td>
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<tr>
<td>5) Introduction includes a clear thesis statement.</td>
<td></td>
<td></td>
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<tr>
<td>6) Methods section clearly describes the procedures and data used.</td>
<td></td>
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<td></td>
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<tr>
<td>7) Methods section explains why the author includes each measure.</td>
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</tr>
<tr>
<td>8) Either the methods or introduction section explains why the author examines the years included in the study.</td>
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<td></td>
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</tr>
<tr>
<td>9) Either the methods or introduction section explains why the author examines the locations or cases included in the study (e.g., why KS and MO?).</td>
<td></td>
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<tr>
<td>10) Evidence section organizes findings into separate paragraphs or sections.</td>
<td></td>
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<tr>
<td>11) All findings relate directly to the research question and back up the thesis statement.</td>
<td></td>
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</tr>
<tr>
<td>12) Findings are clearly described. Generally, this means that each paragraph begins with a sentence that outlines the finding, followed by more details that explicitly relate the finding to the research question.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13) Data are well organized in one table. In very few exceptions there can be more than one table.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14) Sources are listed below every table and figure, using ASA in-text formatting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15) The table is labeled “Table 1” and has a title.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16) Graphs have a title and are labeled and numbered according to the order they appear, beginning with “Figure 1.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17) Graphs are clear and easy to understand, with appropriate labels and colors (grayscale if black and white printing).</td>
<td></td>
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<tr>
<td>18) Discussion section relates the findings to the rationale from the introduction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19) Discussion section relates the findings to the academic source cited in the introduction.</td>
<td></td>
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</tr>
</tbody>
</table>
20) Discussion responds to the research question (echoing the thesis statement from the introduction).

21) Discussion identifies limitations of the study and the data.

22) Conclusion summarizes the study.

23) Conclusion discusses potential implications of the findings or the study.

24) Conclusion raises further questions (related to education) based on the results found.

25) References section is complete and correctly uses ASA format.

26) The author avoids causal language throughout the paper.

27) For Assignment #5 and Final Paper: Writing is clear, grammatically correct, and flows well between sections with few typos or misspelled words.

28) For Final Paper: Addresses each of the points or suggestions listed on the Peer Review Forms.

**FINAL REVISED VERSION OF RESEARCH PAPER**
Due May 4th at the beginning of class – on Blackboard and on paper

Revise Assignment 5 based on feedback from classmates.

Your grade will be based on the rubric above, including 10 points for revisions based on feedback from your peers. Do not go over the maximum of 8 pages (not including data tables, graphs, or references).
Course Inventory Change Request

Date Submitted: 09/04/17 8:27 pm

**Viewing: SOC 563 : Sociology of Surveillance**

Last approved: 03/29/16 4:31 am
Last edit: 09/04/17 8:27 pm
Changes proposed by: tlapi
e

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>SOC</td>
</tr>
<tr>
<td>Course Number</td>
<td>563</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

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

- Yes  

Please Explain

This is an online course.

<table>
<thead>
<tr>
<th>Title</th>
<th>Sociology of Surveillance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>Sociology of Surveillance</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Fall 2016</td>
</tr>
</tbody>
</table>

Catalog Description

An overview of social science theory and research on the practices for keeping close watch on people. Surveillance strategies are adopted in the interests of security, governance, and commerce, but also for personal care, empowerment, resistance, and even play. We consider a host of social, political, ethical, and legal questions related to longstanding notions of privacy, civil liberties, and personal autonomy.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>A sociology course at the 100 or 200-level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Listed Courses:</td>
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<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/-)FI (G11)</td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
</tr>
</tbody>
</table>
| Are you proposing this course for KU Core? | Yes  

Typically Offered

- Twice a Year

Repeatable for credit?

- No

Principal Course Designator

S - Social Sciences

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

- No

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

- No

Rationale for Course Proposal

Course is being nominated for the core.

Supporting Documents

- SOC600 Sur&Soc Control-STAPLES.pdf

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  
8. UCCC CIM Support  
9. UCCC Preliminary Vote  
10. UCCC Voting Outcome  
11. SIS KU Core Contact  
12. Registrar  
13. PeopleSoft

Approval Path

1. 09/05/17 10:46 am  
   Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator  
2. 10/03/17 12:53 pm  
   Rachel Schwien (rschwien): Approved for CUSA Subcommittee

History

1. Mar 29, 2016 by bdonovan
**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>Bill Staples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Departmental Approval</td>
<td>4/28/2017</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.

SOC563 requires students to (1) identify major historical precedents of surveillance; (2) define key sociological theories and concepts about surveillance; (3) make connections between theories and concepts and contemporary surveillance practices; (4) analyze and synthesize surveillance scholarship to logically defend an informed, ethical position regarding the use of surveillance; and (5) evaluation current surveillance practices through the application of sociological principles, theories, and methods. These objectives are all in direct alignment with Core Goal 3’s learning outcome criteria. Moreover, these objectives are achieved through assignments that provide direct, measurable feedback on students’ understanding of key concepts, their understanding of the development of pertinent principles, theories, and analytical methods over time, and their capacity to analyze contemporary issues of surveillance through sociological principles, theories, and analytical methods.

Selected Learning Outcome(s):

**Goal 3 - Social Sciences**

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.)

Within each of the 8 lessons of this online course, students engage in a developmental cycle of learning activities designed to expose them to the entire spectrum of Benjamin Bloom’s taxonomy of thinking skills. A multiple-choice quiz at the beginning of each module tests their general knowledge of ideas and concepts presented in the required readings and selected videos. Postings to a discussion board site require them to make more explicit inferences/connections between key concepts and their lived experiences with surveillance. Assignments at the end of each lesson require higher order thinking skills, including analyzing and evaluating. With each lesson, the expectation is for students to demonstrate increasingly sophisticated engagement with fundamental principles, theories, and methods that sociologists use in the study of societal phenomena such as surveillance.

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

Each online module is composed of a written “lecture” that highlights the key concepts students are expected to learn. Those concepts are further contextualized through a set of carefully selected readings, usually three or four, and videos (with captions or transcripts for accessibility). The goal is that, through exposure to a combination of theory and mediated examples, the depth of students’ understanding is increased. The online discussion serves as a sounding board for students to develop their thinking in conversation with their classmates. The writing assignments vary from lesson to lesson to expose students a range of analytical methods for further synthesizing the principles and theories they have been learning about.

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.)

Surveillance, an important area within sociological scholarship, is an appropriate topic for introducing students to the discipline of sociology. Students learn ways of theorizing surveillance through an examination of its historical roots in the industrial era and its evolution through modernity and postmodernity. The primary source of information is Professor Staples’s book, Everyday Surveillance: Vigilance and Visibility in Postmodern Life, which uses historical methods of analysis and grounds contemporary surveillance practices in Michel Foucault’s “panopticism” theory that views surveillance as an act of discipline and power. Other readings and videos complement or provide alternative perspectives to the historical methods and postmodern theory used in Staples’s book. Online discussions and written assignments, then, allow students to analyze and synthesize surveillance scholarship to logically defend their
own informed, ethical position regarding surveillance.

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.)

Eight quizzes throughout the course serve to gauge students' basic understanding of the readings and mediated materials. The online discussions and written assignments provide the major source of data regarding students' attainment of the course goals and their overall depth of knowledge. Rubrics have been customized for each assignment with specific criteria for completing the designated tasks at Unacceptable, Basic, Meets Expectations, and Exceeds Expectations levels of performance. The effectiveness of the course in meeting the Core’s Goal Three will be determined by compiling data on student ratings over time, with the goal being that at least 80% of students will achieve, on average across all assignments, at the Meets Expectations or Exceeds Expectations levels of performance.
SOC563: Sociology of Surveillance
University of Kansas

Instructor Information:
Prof. William Staples
Office: 747 Fraser Hall
Office Hours: 1.30-3.00 TU-TH and by appointment
Phone: 864-9414
Email: soc563online@ku.edu (class email address; best and quickest way to reach me)
Class Web page: http://courseware.ku.edu

Technical Assistance with Blackboard:
Contact the KU IT Educational Technologists
Available: Monday through Friday (8 am to 5 pm)
Phone: 785-864-2600
Email: blackboardsupport@ku.edu

Need Help After Hours? Contact the KU IT Customer Service Center:
Phone: 785-864-8080
Email: itcsc@ku.edu

Objectives and Student Learning Outcomes:
Do you own the information and pictures you post on Facebook? Did you know that Northern Arizona University is scanning Radio Frequency ID chips embedded in student IDs to automatically take attendance in large lecture classes? Do you use Foursquare to broadcast that you are studying at a particular coffee shop? In this class we will explore the changing ways in which the personal details of our lives are collected, stored, and used to influence and manage us.

Broadly conceived, surveillance practices raise a host of social, political, and economic questions that can be addressed from a number of vantage points. We will trace the historical development of contemporary practices of surveillance and we will discuss some of the key conceptual and political issues framing surveillance debates. Of special concern will be current techniques and technologies, such as closed circuit video cameras, surveillance online, cellular networks, and genetic and biometric identifiers, as well as the development of an ethical and political response to surveillance practices. We will explore these developments as a product of both our modern historical past and our postmodern cultural present.

Following Bloom’s famous taxonomy of critical thinking and learning goals, after this class a successful student should be able to:

1) Identify major historical precedents of surveillance.
2) Define key sociological theories and concepts about surveillance.
3) Make meaningful connections between theories and concepts and contemporary surveillance practices.
4) Analyze and synthesize surveillance scholarship to logically defend an informed, ethical position regarding their use.
5) Evaluate current surveillance practices through the application of sociological principles, theories, and methods.
Organization: This is an online, 8-week class with one lesson per week. It is in fact a 16-week course compressed into 8 weeks. This means a student enrolled in this class must work diligently to keep up with the readings and required assignments.

Evaluation: Evaluation of your performance will be based on a) Weekly Writing Assignments (50%); b) Weekly quizzes (30%); and Weekly Discussion board posts and participation (20%). Weekly Writing Assignments and Weekly quizzes are due on Fridays and you will post your Weekly discussion initial comment Wednesday of each week and post your response to others’ comments by on the Friday of each week. All assignments are due by 11:59 PM on the designated date. Between 1 minute late and 12hrs late I deduct 5 pts from the assignment. Within 24hrs, I deduct 10pts and after 24hrs I will not accept the work.

Readings: Staples, William G. Everyday Surveillance: Vigilance and Visibility in Postmodern Life. Second Edition. (Lanham, MD: Rowman & Littlefield, 2014) plus a set of articles and book chapters readings posted on Blackboard for each week. All the readings for the class other than the book are provided there.

Accessibility: The staff of Accessibility Resources (Strong Hall Room 22 (785) 864 2620 v/TTY) coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes but you must contact them immediately. Please also see me privately so we can discuss accommodations necessary to ensure full participation in the course.

Mandatory Reporting:

All KU employees, including your Professor, are required to report incidents of Sexual Harassment, including Sexual Violence, to the Executive Director of IOA, KU’s Title IX Coordinator, at 785-864-6414 or sexualharassment@ku.edu. This means that if you share information with me regarding an incident of sexual harassment including sexual violence I cannot ensure you confidentiality and I must report this information to KU’s Title IX Coordinator.

Plagiarism: The use of another person's ideas, writings, or inventions as one's own without permission or citation. This involves direct quotes as well as paraphrasing, summarizing, or reconstructing. The best way to avoid plagiarizing is to properly cite all work of others. Proper citation involves the use of quotations marks for quoted material and the inclusion of complete references for all materials used. References should include: Author, title, issue (for periodicals), publisher, year/date of publication, and page numbers of material used.

Cheating: This involves plagiarizing published material, the use of unauthorized materials (e.g., notes) during examinations, copying from another's work during examinations or on assignments and plagiarizing or copying another student's exam or project assignments.

Violation of Human Subjects Regulations: This involves forms of deception, misuse of information, violating informed consent agreements, breaking promises of confidentiality and the like. The penalty for student ethical misconduct is a failing grade for the assignment in question or a failing grade for the entire course, depending on my determination of the severity of the misconduct. I will also file an official academic misconduct charge regarding any ethical misconduct with the Dean of the College.
Grading System and Learning Activities

SOC 563 Grading System

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Points</th>
<th>Weighted Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Assignments</td>
<td>100pts each</td>
<td>50%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100pts each (20 questions, 5pts each)</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion board Posts</td>
<td>10pts each</td>
<td>20%</td>
</tr>
</tbody>
</table>

This is not a “total point” system but a weighted one. With weighted categories, it doesn’t matter if quizzes =500 points or 10, the weighted categories determine the impact on the final grade, not the points. The BB Grade Book uses the weighted categories to determine the final grade, not the points. See link below.

https://digitalhumanitiesyes.wordpress.com/2012/03/29/total-points-vs-weighted-grades/

**Weekly discussion board postings:** Discussion board participation will focus on the assigned videos for the week and comprise 20 percent of your final grade for this course. Each week you will be responsible to:

- Post your response to my prompt about that week’s video by the **Wednesday** of each week **by11:59pm**.
- Read the posts of others in your study group.
- Respond **at least once** to each of the other members’ posts by the **Friday** of each week **by11:59pm**.

The length and quantity of your responses to others is less important than the quality; see grading rubric for evaluation criteria. **LATE POSTS WILL NOT BE ACCEPTED.**

**Weekly quizzes:** Quizzes comprise 30 percent of your final grade for this course. There will be a 20 question, multiple-choice quiz every week. Quizzes will cover course readings AND videos. Quizzes are open book and you may review any assigned material to answer the questions. You must complete each quiz **by Friday 11:59 of each week.** Once you answer a question you cannot go back and change it. However, the quizzes are NOT timed and you can start and stop them any time during the week. There are no "make-ups" for quizzes as the correct answers will be revealed after the deadline on Friday.

**Weekly Writing Assignments:** There will be a writing assignment each week of the class. This work will comprise 50% of your final grade for this course. These vary in task and length are designed to stimulate your thinking and get you to make connections between ideas from the readings and your own experiences, current events, and the like. There are grading rubrics for all assignments so you know what the expectations are.

All writing assignments should be submitted using Microsoft Word. Students at KU can get a FREE copy of MS Office [here](#) and the link provided on the BB site.
# Course Schedule at a Glance

## Week 1
- **Wed 8/24**: Post comments on “Why Privacy Matters” (Aquisti) on Discussion Board
- **Fri 8/26**: Post responses to study group members’ comments on Discussion Board
- **Fri 8/26**: Complete weekly quiz
- **Fri 8/26**: Submit Writing Assignment#1—Concept Chart and Mapping

## Week 2
- **Wed 8/31**: Post comments on video “Surveillance as Social Sorting” on Discussion Board
- **Fri 9/02**: Post responses to study group members’ comments on Discussion Board
- **Fri 9/02**: Complete weekly quiz
- **Fri 9/02**: Submit Writing Assignment#2—Understand Deviance by Doing Nothing

## Week 3
- **Wed 9/07**: Post comments on “U. States of Secrets” and “Hubertus Knabe” on Discussion Board
- **Fri 9/09**: Post responses to study group members’ comments on Discussion Board
- **Fri 9/09**: Complete weekly quiz
- **Fri 9/09**: Submit Writing Assignment#3—Current Event Analysis

## Week 4
- **Wed 9/14**: Post comments on two videos on “Human Face of Big Data” on Discussion Board
- **Fri 9/16**: Post responses to study group members’ comments on Discussion Board
- **Fri 9/16**: Complete weekly quiz
- **Fri 9/16**: Submit Writing Assignment#4—Concept Chart and Mapping

## Week 5
- **Wed 9/21**: Post comments on video “Tracking the Trackers” on Discussion Board
- **Fri 9/23**: Post responses to study group members’ comments on Discussion Board
- **Fri 9/23**: Complete weekly quiz
- **Fri 9/23**: Submit Writing Assignment#5—Current Event Analysis

## Week 6
- **Wed 9/28**: Post comments on “Prof Henning Lecture” and “Systemic Racism” on Discussion Board
- **Fri 9/30**: Post responses to study group members’ comments on Discussion Board
- **Fri 9/30**: Complete weekly quiz
- **Fri 9/30**: Submit Writing Assignment#6—What if I were Born...

## Week 7
- **Wed 10/05**: Post comments on video “New police surveillance...” on Discussion Board
- **Fri 10/07**: Post responses to study group members’ comments on Discussion Board
- **Fri 10/07**: Complete weekly quiz
- **Fri 10/07**: Submit Writing Assignment#7—Current Event Analyses

## Week 8
- **Wed 10/12**: Post comments on video “Why Privacy Matters” (Greenwald) on Discussion Board
- **Fri 10/14**: Post responses to study group members’ comments on Discussion Board
- **Fri 10/14**: Complete weekly quiz
- **Fri 10/14**: Submit Writing Assignment#8—Surveillance Footprint
Lesson One: The purpose of this lesson is to introduce you to our class topic and some key themes and concepts in the sociology of surveillance.

Learning Objectives for this Week:
By the end of this lesson you should be able to:

- Identify some of the main themes and issues that inform what we call "surveillance studies."
- Explain the role of the military, industrial capitalism, and the nation-state in the history of surveillance.
- Recall and specify the central thesis of the book, Everyday Surveillance, as explained in Chapter One.

Tasks for this week:
1. Watch the "Introduction to the Course" video
2. Review the "Backward Design" Power Point presentation
3. Readings
   c. Staples: Preface and Chapter 1, Everyday Surveillance, pp. xi-16
   d. For those looking to brush up on notions of deviance and social control in sociology, you should read: Giddens, Chapter 7, Conformity, Deviance and Crime
4. Video: Alessandro Acquisti: Why Privacy Matters  (Duration: 15:01)
5. Readings and Video Quiz: This test consists of 20 multiple choice questions, each worth 1 point. You can only take this test once and feedback will be provided after the due date.
6. Discussion Board Posts (See grading rubric on page 6 for evaluation criteria)
   a. Watch the video “Why Privacy Matters” by Acquisti and take notes while doing so.
   b. Identify one key statement or point made in the video and then, in a few sentences, offer an explanation as to why you chose that particular statement. Your comments should explain why the statement or point “resonates” with you in such a way as it connects to you own experience, challenges your current thinking, or is something that you strongly agree with, or fundamentally disagree with (and why!), or connects with readings you have done in or outside of this class, etc.
   c. Generate at least one “critical” question that relates to your chosen statement from the video. That is, after considering this statement, what puzzles are you left with? You are not expected to provide answers; instead, you do not necessarily need to know the answers yourself.
   d. Post this assignment on the class Blackboard page in the “Discussion Board” section by Wednesday of the week. To access group discussion board, please click Discussion Group under My Groups located in the course navigation area on the left of your computer screen. Then click Group Discussion Board. Open the entry and cut and paste your text into the box rather than uploading a file.
   e. By Friday, respond at least once to each of the other members’ posts; length and quantity of your responses to others is less important than the quality.
7. Writing Assignment #1: Concept Chart and Concept Mapping

Purpose: to help you understand key concepts introduced this week in the readings and other sources. What are concepts? They are abstract ideas; a way of summarizing complex notions in one word. Sociologists use concepts such as “social class,” “stigma,” “role,” “gender” to mean certain things.

Complete a “Concept Development Chart” by filling in the boxes (it’s in Word so you can expand the chart if you need). The concepts listed come from or are mentioned in the readings for the week. You need to write about them as they are presented in the readings; don’t just Google the term and use some random definition from online. You are trying to demonstrate to me that you have read closely and understand the concepts from the readings.

- Meaning = briefly define the concept.
- Significance = why is it important to our study of surveillance.
- Your perspective/experience = provide a concrete example from your own life when you have encountered or experienced this kind of phenomenon. This one is telling: if you truly understand the concept, you should be able to relate to it in an on-point way.

Pick ONE concept from the chart and map it. Either scan your concept map or take a picture of it with your phone and submit it with your chart (if you have no way of doing either, email me). Make sure the image is readable before you send it.

Writing Assignment #1 Grading Rubric

<table>
<thead>
<tr>
<th>Task</th>
<th>Unacceptable</th>
<th>Basic</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept Chart</td>
<td>Points: 0 – 24 Does not complete OR does not accurately define key concepts; personal experiences are off-point</td>
<td>Points: 25 – 34 Chart demonstrates a basic understanding of key concepts; definitions are mostly accurate and personal experiences are connected to concepts</td>
<td>Points: 35 – 44 Chart accurately defines key concepts and makes strong and clear connections between real-life experiences and key concepts related to surveillance</td>
<td>Points: 45 – 50 Chart demonstrates breadth of knowledge by making accurate and meaningful connections between key concepts actual experiences with surveillance practices</td>
</tr>
<tr>
<td>Concept Map</td>
<td>Points: 0 – 24 Does not complete OR does not accurately map concepts to their definitions/applications</td>
<td>Points: 25 – 34 Map demonstrates weak to basic ability to make connections between concepts and applications; difficult to interpret</td>
<td>Points: 35 – 44 Map is clear and readable; makes strong connections between concepts and applications</td>
<td>Points: 45 – 50 Map is comprehensive and demonstrates extensive ability to make meaningful connections between concepts and applications</td>
</tr>
</tbody>
</table>
Lesson Two: The purpose of this lesson is to explore changes in discipline and punishment from the modern to post-modern eras, to theorize the nature of contemporary surveillance and, in doing so, introduce the two important concepts: the surveillance assemblage and social sorting.

Learning Objectives for this Week:
By the end of this lesson you should be able to:

- Distinguish between modern and post-modern periods of history as explained in *Everyday Surveillance*.
- Recall and specify the central idea of "disciplinary power" in the work of Michel Foucault.
- Diagram an example of a "surveillant assemblage."
- Define the idea of "social sorting" and produce specific examples of how sorting effects life chances.

Tasks for this week:

1. Readings
   a. Staples: Chapter Two, pp 17-44
   d. How Big Data Harms Poor Communities, *The Atlantic Monthly*

2. Video: Surveillance as Social Sorting (Duration: 5:21)

3. Readings and Video Quiz: This test consists of 20 multiple choice questions, each worth 1 point. You can only take this test once and feedback will be provided after the due date.

4. Discussion Board Posts (See grading rubric on page 6 for evaluation criteria)
   a. Watch the video “Surveillance as Social Sorting” and take notes while doing so.
   b. Identify one key statement or point made in the video and then, in a few sentences, offer an explanation as to why you chose that particular statement. Your comments should explain why the statement or point “resonates” with you in such a way as it connects to you own experience, challenges your current thinking, or is something that you strongly agree with, or fundamentally disagree with (and why!), or connects with readings you have done in or outside of this class, etc.
   c. Generate at least one “critical” question that relates to your chosen statement from the video. That is, after considering this statement, what puzzles you are left with? You are not expected to provide answers; indeed, you do not necessarily need to know the answers yourself.
   d. Post this assignment on the class Blackboard page in the “Discussion Board” section by Wednesday of the week. To access group discussion board, please click Discussion Group under My Groups located in the course navigation area on the left of your computer screen. Then click Group Discussion Board. Open the entry and cut and paste your text into the box rather than uploading a file.
   e. By Friday, respond at least once to each of the other members’ posts; length and quantity of your responses to others is less important than the quality.

5. Writing Assignment #2: Doing Nothing: Learning about Norms, Deviance, and the Social Construction of Reality

Purpose: to teach you about what it is like to be a stigmatized person and to feel first-hand the anxiety of norm violations. By “taking the role of the other” we can see what it is like to be labelled by others as “crazy,” “creepy,” or even “scary.” We can also see the process how behavior that is not illegal can come to the attention of authorities and warrant “keeping an eye on” for further deviance and scrutiny.
For this exercise, I want you to "do nothing" for 15 minutes in a public place. This can be a busy sidewalk, college campus, shopping mall, sporting event, etc., any place where people are coming and going. You will stand with your hands at your sides and not move, fidget, lean against anything, or express any thought or emotion. You will face forward, stand still, and stare blankly ahead. You may not make use of any equipment (e.g., leaning against walls, sitting on benches or chairs) that justify "doing nothing."

During the exercise, if a passerby asks you what you are doing, say simply and only: "I am doing nothing," and continue as you were. Make sure that the specific standing location you select for “doing nothing” does not obstruct passage of others and is clearly an open public space. Also, make sure that you select a time and a place that will provide a sufficient number of people for whom you can gauge societal reaction. You may bring a cell phone if you choose, but put it in your pocket. If you feel threatened or significantly uncomfortable during this, simply walk away and end the exercise. Contact authorities if you are harassed or pursued. Do not wear sunglasses or anything that obscures your face during the exercise. Dress in your normal attire.

Directly after completing the exercise, go and write down your experiences from the exercise, detailing both "subjective experience" and "societal reaction." That is, provide a “thick description,” rich with details, of how you felt (physically and emotionally) and what you were thinking during the exercise; also, provide a detailed account of how people reacted to you. Reflect on what you learned from the assignment about the ideas of stigma, labeling behavior, and how people respond to being “deviant” and how others may see the “deviant” (do you know what these terms mean in a sociological way? Look them up and use this language in your analysis).

Your report should specify the exact time and location of the exercise and should provide a narrative of the exercise from beginning to end.

1,000 words; double-spaced: Upload to Blackboard in designated section under Lesson #2

Caution: If you suffer from considerable social anxiety or any other condition that would make you extremely uncomfortable doing this assignment, please let me know and I will offer you an alternative.

Assignment #2 Grading Rubric

<table>
<thead>
<tr>
<th>Description</th>
<th>Unacceptable</th>
<th>Basic</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of contextual knowledge through appropriate identification, definition, or description</td>
<td>Points: 0 - 14</td>
<td>Points: 5 - 15</td>
<td>Points: 16 - 24</td>
<td>Points: 25 - 35</td>
</tr>
<tr>
<td>Assignment does not accurately define key concepts or describe basic theories / methods related to surveillance</td>
<td>Assignment demonstrates a basic understanding of key concepts, theories, or methods related to surveillance</td>
<td>Assignment accurately defines key concepts and/or accurately describes theories, or methods related to surveillance</td>
<td>Assignment demonstrates breadth of knowledge by making meaningful connections between key concepts, theories, and methods related to surveillance</td>
<td></td>
</tr>
<tr>
<td>Ability to cite appropriate evidence to persuasively and/or logically defend a line of thought</td>
<td>Points: 0 - 14</td>
<td>Points: 5 - 15</td>
<td>Points: 16 - 24</td>
<td>Points: 25 - 35</td>
</tr>
<tr>
<td>Assignment does not defend a line of thought on appropriate evidence/sources related to surveillance</td>
<td>Assignment demonstrates a basic ability to formulate an argument using appropriate evidence/sources</td>
<td>Assignment synthesizes appropriate evidence/sources to defend a line of thinking</td>
<td>Assignment demonstrates ability to meaningfully appropriate evidence for a persuasive and logical line of thinking</td>
<td></td>
</tr>
<tr>
<td>Ability to apply principles, theory, and/or methods.</td>
<td>Points: 0 - 8</td>
<td>Points: 5 - 9</td>
<td>Points: 10 - 14</td>
<td>Points: 15 - 20</td>
</tr>
<tr>
<td>Does not apply principles, theories, and/or methods from the course readings to the experience.</td>
<td>Applies principles, theories, and/or methods; synthesis may be weak but intended purpose is achieved at the basic level</td>
<td>Applies principles, theories, and/or methods accurately to the project. Intended purpose is achieved</td>
<td>Applies principles, theories, and/or methods accurately and appropriately to the project; project meets standards of excellence</td>
<td></td>
</tr>
</tbody>
</table>
Learning Objectives for this Week:
By the end of this lesson you should be able to:

- Identify multiple examples of postmodern meticulous rituals and surveillance ceremonies.
- Explain the blurring between practices in the justice system and everyday life.
- Recall and specify the most recent story of the NSA spying scandal and the "Snowden Affair."
- Compare and contrast the practices of the Stasi secret police in communist East German and the activities of the US NSA.

Tasks for this week:
1. Three Readings:
   b. Darnton: "The Stasi Files", in CTRL [SPACE], pp 170-177
   c. (Also watch "companion" video on the Stasi in this week's videos, the TED Talk, Hubertus Knabe: The Dark Secrets of a Surveillance State)
   d. "New study: Snowden’s disclosures about NSA spying had a scary effect on free speech," The Washington Post

2. Watch Videos:
   a. United States of Secrets-Part One (Duration: 1:54)
   b. United States of Secrets-Part Two (Duration: 53:41)
   c. Hubertus Knabe: The dark secrets of a surveillance state (Duration: 19:39)

3. Readings and Video Quiz: This test consists of 20 multiple choice questions, each worth 1 point. You can only take this test once and feedback will be provided after the due date.

4. Discussion Board Posts (See grading rubric on page 6 for evaluation criteria)
   a. Watch the videos “United States of Secrets” (Part 1-2) and Hubertus Knabe, “The Dark Secrets of a Surveillance State” and take notes while doing so.
   b. Identify one key statement or point made in the video and then, in a few sentences, offer an explanation as to why you chose that particular statement. Your comments should explain why the statement or point “resonates” with you in such a way as it connects to you own experience, challenges your current thinking, or is something that you strongly agree with, or fundamentally disagree with (and why!), or connects with readings you have done in or outside of this class, etc.
c. Generate at least **one** “critical” question that relates to your chosen statement from the video. That is, after considering this statement, what puzzles are you left with? You are not expected to provide answers; indeed, you do not necessarily need to know the answers yourself.

d. Post this assignment on the class Blackboard page in the “Discussion Board” section by Wednesday of the week. To access group discussion board, please click Discussion Group under My Groups located in the course navigation area on the left of your computer screen. Then click Group Discussion Board. Open the entry and cut and paste your text into the box rather than uploading a file.

e. By Friday, respond at least once to each of the other members’ posts; length and quantity of your responses to others is less important than the quality.

5. Writing Assignment #3: Current Event Analysis

For this assignment, find a media story published within the last month that connects in some clear way to readings for the week. Stick with credible journalistic sources such as *The New York Times, Washington Post, Wall Street Journal, Time, Newsweek, Wired*, etc. If you find a reference to it on a blog, on social media, or secondary site, track down and use the full, original story. Provide the hyperlink to it at the end of your paper.

Your “analysis” of the article should be a 750-word essay that:

- Identifies and briefly recounts the content of the story;
- Identifies the key surveillance-related issues raised in the story;
- Explains how it illustrates, complicates, or extends some of the ideas covered in the reading for the week and, whenever relevant, issues covered in the class so far.

For example, if the story depicts the interconnectedness of several surveillance systems, you could identify it as a “Surveillant Assemblage.” Or, if the story refers to a new technology and it operates like a “Tiny Brother,” link the key aspects of this idea to the functioning of the device. On the other hand, a profile article on the head of the NSA that does not cover specific surveillance issues, techniques, or controversies will not do.

The goal is for you to show how the readings in the course can help you to better understand current events, so thoroughly explain yourself and provide sufficient detail to demonstrate the connections you are trying to make.

750 words minimum; double-spaced: upload to Blackboard in designated section under Lesson #3

**Assignment #3 Grading Rubric**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Unacceptable</th>
<th>Basic</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstration of contextual knowledge through appropriate identification, definition, or description</strong></td>
<td>Points: 0 – 9 Does not accurately define key concepts or describe basic theories / methods related to surveillance</td>
<td>Points: 10 – 19 Demonstrates a basic understanding of key concepts, theories, or methods related to surveillance</td>
<td>Points: 20 – 29 Accurately defines key concepts and/or accurately describes theories, or methods related to surveillance</td>
<td>Points: 30 – 40 Demonstrates breadth of knowledge by making meaningful connections between key concepts, theories, and methods related to surveillance</td>
</tr>
<tr>
<td><strong>Ability to cite appropriate evidence to persuasively and/or logically extend or defend a line of thought</strong></td>
<td>Points: 0 – 9 Does not base arguments or line of thought on appropriate evidence/sources</td>
<td>Points: 10 – 19 Posts Demonstrates a basic ability to formulate an argument using appropriate evidence/sources</td>
<td>Points: 20 – 29 Effectively synthesizes appropriate evidence/sources to defend a line of thinking</td>
<td>Points: 30 – 40 Demonstrates ability to meaningfully appropriate evidence for a persuasive and logical line of thinking</td>
</tr>
<tr>
<td>Points: 0 – 4</td>
<td>Points: 5 – 9</td>
<td>Points: 10 – 14</td>
<td>Points: 15 – 20</td>
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<td></td>
</tr>
<tr>
<td>Article and/or summary has little to no relation to the class themes.</td>
<td>Article chosen is minimally related to class themes; basic summary of the article (who, what, when where, how) is provided.</td>
<td>Article chosen is related to class themes; article and the issues raised are effectively summarized (who, what, when where, how)</td>
<td>Article is directly related to class themes and is thoughtfully and thoroughly summarized.</td>
<td></td>
</tr>
<tr>
<td>Careful proofreading not evident; frequent errors of punctuation, spelling etc. interfere with meaning</td>
<td>Basic style of writing lacking variety in sentence structure and transitions. Errors of punctuation, spelling etc. interfere with meaning in places</td>
<td>Effective and varied sentences; some errors in sentence construction; only occasional punctuation, spelling and/or capitalization errors.</td>
<td>Writing style strong, with varied sentence structure and transitions. Careful proofreading is highly evident</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Four:** The purpose of this lesson is to consider the role of the body in contemporary surveillance and social control practices.

**Learning Objectives for this Week:**

By the end of this lesson you should be able to:

- Explain the changing relationship between power, knowledge, and the body.
- Identify the primary methods of drug and alcohol testing.
- Evaluate arguments for and against genetic testing.

**Tasks for this week:**

1. Readings
   b. Andrews and Nelkin: "Surveillance Creep in the Genetic Age," pp. 94-110 in *Surveillance as Social Sorting*


3. Readings and Video Quiz: This test consists of 20 multiple choice questions, each worth 1 point. You can only take this test once and feedback will be provided after the due date.

4. Discussion Board Posts (See grading rubric on page 6 for evaluation criteria)
   a. Watch the video, The Human Face of Big Data and take notes while doing so.
   b. Identify what you think are the two most important ideas introduced in the video and explain each of them.
   c. In your own words, write a short paragraph that explains the very central point of the video and relate it to the readings for the week, i.e., what are the surveillance implications of “Big Data”?
   d. Post this assignment on the class Blackboard page in the “Discussion Board” section by Wednesday of the week.
   e. By Friday, respond at least once to each of the other members’; length and quantity of your responses to others is less important than the quality. See grading rubric for evaluation criteria.
8. Writing Assignment #4: Concept Chart and Concept Mapping.

Purpose: to help you understand key concepts introduced this week in the readings and other sources. What are concepts? They are abstract ideas; a way of summarizing complex notions in one word. Sociologists use concepts such as “social class,” “stigma,” “role,” “gender” to mean certain things.

Complete a “Concept Development Chart” by filling in the boxes (it’s in Word so you can expand the chart if you need). The concepts listed come from or are mentioned in the readings for the week. You need to write about them as they are presented in the readings; don’t just Google the term and use some random definition from online. You are trying to demonstrate to me that you have read closely and understand the concepts from the readings.

- Meaning = briefly define the concept.
- Significance = why is it important to our study of surveillance.
- Your perspective/experience = provide a concrete example from your own life when you have encountered or experienced this kind of phenomenon. This one is telling: if you truly understand the concept, you should be able to relate to it in an on-point way.

Pick ONE concept from the chart and map it. Either scan your concept map or take a picture of it with your phone and submit it with your chart (if you have no way of doing either, email me). Make sure the image is readable before you send it.

**Writing Assignment #4 Grading Rubric**

| Goal: Demonstration of contextual knowledge through appropriate identification, definition, or description |
|---|---|---|---|---|
| Task | Unacceptable | Basic | Meets Expectations | Exceeds Expectations |
| Concept Chart | Points: 0 – 24 Does not complete OR does not accurately define key concepts; personal experiences are off-point | Points: 25 – 34 Chart demonstrates a basic understanding of key concepts; definitions are mostly accurate and personal experiences are connected to concepts | Points: 35 – 44 Chart accurately defines key concepts and makes strong and clear connections between real-life experiences and key concepts related to surveillance | Points: 45 – 50 Chart demonstrates breadth of knowledge by making accurate and meaningful connections between key concepts actual experiences with surveillance practices |
| Concept Map | Points: 0 – 24 Does not complete OR does not accurately map concepts to their definitions/applications | Points: 25 – 34 Map demonstrates weak ability to make connections between concepts and applications; difficult to interpret | Points: 35 – 44 Map is clear and readable; makes strong connections between concepts and applications | Points: 45 – 50 Map is comprehensive and demonstrates extensive ability to make meaningful connections between concepts and applications |

**Lesson Five:** The purpose of this lesson is to consider the postmodern qualities of the internet and examine a number of surveillance and social control practices that have been developed for and facilitated by the Web.

**Learning Objectives for this Week:**

By the end of this lesson you should be able to:

- Recall the role of the government and private sector in the creation and development of the Internet.
- Explain the how web-based criminal justice projects such as sex offender registries and online criminal background checks reflect a number of postmodern surveillance themes.
- Distinguish between the concepts "dataveillance," "social sorting," and "social surveillance."
- Explain how the “eroticization” of surveillance on the Web serves to contribute to blurring of the lines between the private and the public.
Tasks for this week:

1. Readings
   d. Will New York City’s Free Wi-Fi Help Police Watch You?, The Atlantic Monthly

2. One video; Optional Video Clip and Review One Webpage
   a. Gary Kovacs: Tracking the Trackers. (Duration: 6:41)
   b. For fun and not required: "Stinky Cheese"
   c. Review: “Do Not Track,” a personalized documentary series about privacy and the web economy

3. Readings and Video Quiz: This test consists of 20 multiple choice questions, each worth 1 point. You can only take this test once and feedback will be provided after the due date.

4. Discussion Board Posts (See grading rubric on page 6 for evaluation criteria)
   a. Watch the video on “Tracking the Trackers” and take notes while doing so.
   b. Identify what you think are the two most important ideas introduced in the video and explain each of them.
   c. In your own words, write a short paragraph that explains the very central point of the video and relate it to the readings for the week, i.e., what are the surveillance implications of “Big Data”?
   d. Post this assignment on the class Blackboard page in the “Discussion Board” section by Wednesday of the week.
   e. By Friday, respond at least once to each of the other members’ length and quantity of your responses to others is less important than the quality. See grading rubric for evaluation criteria

5. Writing Assignment #5: Current Event Analysis
   For this assignment, find a media story published within the last month that connects in some clear way to readings for the week. Stick with credible journalistic sources such as The New York Times, Washington Post, Wall Street Journal, Time, Newsweek, Wired, etc. If you find a reference to it on a blog, on social media, or secondary site, track down and use the full, original story. Provide the hyperlink to it at the end of your paper.
   Your “analysis” of the article should be a 750-word essay that:
   • Identifies and briefly recounts the content of the story;
   • Identifies the key surveillance-related issues raised in the story;
   • Explains how it illustrates, complicates, or extends some of the ideas covered in the reading for the week and, whenever relevant, issues covered in the class so far.

For example, if the story depicts the interconnectedness of several surveillance systems, you could identify it as a “Surveillant Assemblage.” Or, if the story refers to a new technology and it operates like a “Tiny Brother,” link the key aspects of this idea to the functioning of the device. On the other hand, a profile article on the head of the NSA that does not cover specific surveillance issues, techniques, or controversies will not do.
The goal is for you to show how the readings in the course can help you to better understand current events, so thoroughly explain yourself and provide sufficient detail to demonstrate the connections you are trying to make.

750 words minimum; double-spaced: upload to Blackboard in designated section under Lesson #3

**Assignment #5 Grading Rubric**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Unacceptable</th>
<th>Basic</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of contextual knowledge through appropriate identification, definition, or description</td>
<td>Points: 0 – 9</td>
<td>Points: 10 – 19</td>
<td>Points: 20 – 29</td>
<td>Points: 30 – 40</td>
</tr>
<tr>
<td></td>
<td>Does not accurately define key concepts or describe basic theories / methods related to surveillance</td>
<td>Demonstrates a basic understanding of key concepts, theories, or methods related to surveillance</td>
<td>Accurately defines key concepts and /or accurately describes theories, or methods related to surveillance</td>
<td>Demonstrates breadth of knowledge by making meaningful connections between key concepts, theories, and methods related to surveillance</td>
</tr>
<tr>
<td>Ability to cite appropriate evidence to persuasively and/or logically extend or defend a line of thought</td>
<td>Points: 0 – 9</td>
<td>Points: 10 – 19</td>
<td>Points: 20 – 29</td>
<td>Points: 30 – 40</td>
</tr>
<tr>
<td></td>
<td>Does not base arguments or line of thought on appropriate evidence/sources</td>
<td>Demonstrates a basic ability to formulate an argument using appropriate evidence/sources</td>
<td>Effectively synthesizes appropriate evidence / sources to defend a line of thinking</td>
<td>Demonstrates ability to meaningfully appropriate evidence for a persuasive and logical line of thinking</td>
</tr>
<tr>
<td>Style, Mechanics, &amp; Attention to Assignment Guidelines</td>
<td>Points: 0 – 4</td>
<td>Points: 5 – 9</td>
<td>Points: 10 – 14</td>
<td>Points: 15 – 20</td>
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<tr>
<td></td>
<td>Article and/or summary has little to no relation to the class themes. Careful proofreading not evident; frequent errors of punctuation, spelling etc. interfere with meaning</td>
<td>Article chosen is minimally related to class themes; basic summary of the article (who, what, when where, how) is provided. Basic style of writing lacking variety in sentence structure and transitions. Errors of punctuation, spelling etc. interfere with meaning in places</td>
<td>Article chosen is related to class themes; article and the issues raised are effectively summarized (who, what, when where, how). Effective and varied sentences; some errors in sentence construction; only occasional punctuation, spelling and/or capitalization errors</td>
<td>Article is directly related to class themes and is thoughtfully and thoroughly summarized. Writing style strong, with varied sentence structure and transitions. Careful proofreading is highly evident</td>
</tr>
</tbody>
</table>

**Lesson Six:** The purpose of this lesson is to explore the differential effects of surveillance in terms of race/ethnicity, class and gender.

**Learning Objectives for this Week:**

By the end of this lesson you should be able to:

- Recall that surveillance studies as a field started in the Global North and by mostly male scholars.
- Explain how racializing surveillance is a technique of social control and that upholds "Othering" practices.
- Explain how the operation of surveillance is dominated by male assumptions and gender dynamics and that surveillance is a subjective experience.
- Distinguish between the forms of surveillance practiced in "privatized" residential communities and in public housing projects.

**Tasks for this week:**

1. **Readings**
   b. “The secret surveillance of ‘suspicious’ blacks in one of the nation’s poshest neighborhoods,” *The Washington Post*
c. "How License-Plate Readers Have Helped Police and Lenders Target the Poor," *The Atlantic Monthly*


2. Videos

a. Professor Kris Henning Lecture: Everyday Surveillance at the Color of Surveillance Conference


3. Readings and Video Quiz: This test consists of 20 multiple choice questions, each worth 1 point. You can only take this test once and feedback will be provided after the due date.

4. Discussion Board Posts (See grading rubric on page 6 for evaluation criteria)

a. Watch the videos Professor Kris Henning talk on “Everyday Surveillance” and “What Is Systemic Racism? - Government Surveillance” and take notes while doing so.

b. Identify what you think are the two most important ideas introduced in the video and explain each of them.

c. In your own words, write a short paragraph that explains the very central point of the video and relate it to the readings for the week, i.e., what are the surveillance implications of “Big Data”?

d. Post this assignment on the class Blackboard page in the “Discussion Board” section by Wednesday of the week.

e. By Friday, respond at least once to each of the other members'; length and quantity of your responses to others is less important than the quality. See grading rubric for evaluation criteria

5. Writing Assignment #6: A Lesson in Empathy: What if I were born…?

“Empathy: the ability to understand and share the feelings of another.” Empathy is a powerful tool that can help us think critically about social life by asking ourselves to “suspend” our own world view that is based on our own experiences, values, judgments and consider things from another’s viewpoint. (For a great TED talk on this, https://www.ted.com/talks/sam_richards_a_radical_experiment_in_empathy.

So, thinking empathetically, answer these questions: How would my life have been different if I had been born “different” than who I am … say, Latino/a instead of European-American, male instead of female, homosexual instead of heterosexual, do not feel comfortable in your “assigned” sex, or from a different social class background from what you think your family is (upper/middle/lower). If you feel you can write enough about one difference, let’s say you are male and want to write about having been born female, that’s fine. If you would like to write about more than one difference, that’s fine, too. Make the most of this exercise by pushing yourself out of your “comfort zone” and consider what life would be like from a radically different prospective. In doing so, think about: How might have my activities growing up been different? How might have my role in my family of origin been different? How might I have decided to declare a different major than I am pursuing now? Importantly for our class, how might my experience with the police, store security, and surveillance systems been different? Add as many of these kinds experiences as you like.

750 words minimum; double-spaced: upload to Blackboard in designated section under Lesson #6
### Assignment #6 Grading Rubric

<table>
<thead>
<tr>
<th>Goal</th>
<th>Unacceptable</th>
<th>Basic</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of contextual knowledge through appropriate identification, definition, or description</td>
<td>Points: 0 – 9</td>
<td>Demonstrates a basic understanding of key concepts, theories, or methods related to surveillance</td>
<td>Points: 10 – 19</td>
<td>Points: 20 – 29</td>
</tr>
<tr>
<td>Ability to cite appropriate evidence persuasively and/or logically extend or defend a line of thought</td>
<td>Points: 0 – 9</td>
<td>Effectively synthesizes appropriate evidence / sources to defend a line of thinking</td>
<td>Points: 20 – 29</td>
<td>Points: 30 – 40</td>
</tr>
<tr>
<td>Style, Mechanics, &amp; Attention to Assignment Guidelines</td>
<td>Points: 0 – 4</td>
<td>Adequately consider life from a radically different perspective</td>
<td>Points: 5 – 9</td>
<td>Points: 10 – 14</td>
</tr>
<tr>
<td></td>
<td>Points: 0 – 19 Posts</td>
<td>Demonstrates a basic ability to formulate an argument using appropriate evidence/sources</td>
<td>Points: 10 – 19 Posts</td>
<td>Effectively synthesizes appropriate evidence / sources to defend a line of thinking</td>
</tr>
</tbody>
</table>

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**Lesson Seven:** The purpose of this lesson is to consider the effects of the gaze of televisual surveillance and the proliferation of the gaze of the camera in the securitization of everyday life and in popular culture.

**Learning Objectives for this Week:**

By the end of this lesson you should be able to:

- Identify the factors that some scholars argue has undermined the effectiveness of CCTV systems
- Recall and specify the key challenges confronted by CCTV cameras operators in doing their jobs.
- Explain how reality TV may be seen as a way of making surveillance more acceptable and even entertaining.

**Tasks for this week:**

1. **Readings**
   
   
   
   
   d. Should Everyone Get to See Police Body-Camera Video? *The Atlantic Monthly*
2. Videos
   a. New police surveillance techniques raise privacy concerns (Duration: 7:45)
   b. UK Addiction To SURVEILLANCE: The BIG BROTHER Society. CCTV, Freedoms & Privacy? 
      Duration: (2:59)

3. Readings and Video Quiz: This test consists of 20 multiple choice questions, each worth 1 point. You can only 
take this test once and feedback will be provided after the due date.

4. Discussion Board Posts (See grading rubric on page 6 for evaluation criteria)
   a. Watch the video on “New police surveillance techniques raise privacy concerns” and take notes while 
doing so.
   b. Identify what you think are the two most important ideas introduced in the videos and explain each of 
      them.
   c. In your own words, write a short paragraph that explains the very central point of the video and relate it to 
      the readings for the week.
   d. Post this assignment on the class Blackboard page in the “Discussion Board” section by Wednesday of the 
      week.
   e. Finally, by Friday, respond at least once to each of the other members’; length and quantity of your 
      responses to others is less important than the quality. See grading rubric for evaluation criteria.

5. Writing Assignment #7: Current Event Analysis
   For this assignment, find a media story published within the last month that connects in some clear way to 
readings for the week. Stick with credible journalistic sources such as The New York Times, Washington Post, 
Wall Street Journal, Time, Newsweek, Wired, etc. If you find a reference to it on a blog, on social media, or 
secondary site, track down and use the full, original story. Provide the hyperlink to it at the end of your paper.

   Your “analysis” of the article should be a 750-word essay that:
   - Identifies and briefly recounts the content of the story;
   - Identifies the key surveillance-related issues raised in the story;
   - Explains how it illustrates, complicates, or extends some of the ideas covered in the reading for the week and, 
     whenever relevant, issues covered in the class so far.

   For example, if the story depicts the interconnectedness of several surveillance systems, you could identify it 
as a “Surveillant Assemblage.” Or, if the story refers to a new technology and it operates like a “Tiny 
Brother,” link the key aspects of this idea to the functioning of the device. On the other hand, a profile article 
on the head of the NSA that does not cover specific surveillance issues, techniques, or controversies will not 
do.

   The goal is for you to show how the readings in the course can help you to better understand current events, 
so thoroughly explain yourself and provide sufficient detail to demonstrate the connections you are trying to 
make.

   750 words minimum; double-spaced: upload to Blackboard in designated section under Lesson #3
Assignment #7 Grading Rubric

<table>
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<tr>
<th>Goal</th>
<th>Unacceptable</th>
<th>Basic</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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<tbody>
<tr>
<td>Demonstration of contextual knowledge through appropriate identification, definition, or description</td>
<td>Points: 0 – 9</td>
<td>Points: 10 – 19</td>
<td>Points: 20 – 29</td>
<td>Points: 30 – 40</td>
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<tr>
<td>Ability to cite appropriate evidence to persuasively and/or logically extend or defend a line of thought</td>
<td>Points: 0 – 9</td>
<td>Points: 10 – 19</td>
<td>Points: 20 – 29</td>
<td>Points: 30 – 40</td>
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<td>Goals</td>
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<tr>
<td>Style, Mechanics, &amp; Attention to Assignment Guidelines</td>
<td>Points: 0 – 4</td>
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<td>Points: 10 – 14</td>
<td>Points: 15 – 20</td>
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<td>Exceeds Expectations</td>
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<td>Article and/or summary has little to no relation to the class themes.</td>
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<td>Careful proofreading not evident; frequent errors of punctuation, spelling etc. interfere with meaning</td>
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<tr>
<td>Article chosen is minimally related to class themes; basic summary of the article (who, what, when where, how) is provided. Basic style of writing lacking variety in sentence structure and transitions. Errors of punctuation, spelling etc. interfere with meaning in places</td>
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<tr>
<td>Article chosen is related to class themes; article and the issues raised are effectively summarized (who, what, when where, how)</td>
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<td>Effective and varied sentences; some errors in sentence construction; only occasional punctuation, spelling and/or capitalization errors</td>
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<tr>
<td>Article is directly related to class themes and is thoughtfully and thoroughly summarized. Writing style strong, with varied sentence structure and transitions. Careful proofreading is highly evident</td>
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Lesson Eight: The purpose of this final lesson is to take stock of the course and consider the ethical question of surveillance.

Learning Objectives for this Week:
By the end of this lesson you should be able to:
- Identify ethical frameworks to determine if surveillance is the right thing to do
- Recall and specify aspects of the “Just War” philosophical tradition
- Explain how we can develop collective strategies to resist surveillance that challenges our human dignity, personal integrity, and autonomy

Tasks for this week:
1. Readings
   c. Lyon: "Framing Futures," in Surveillance After Snowden, pp. 115-140
2. Videos
   a. Glenn Greenwald: Why Privacy Matters (Duration: 20:42)
   b. Christopher Soghoian: How to Avoid Surveillance...With Your Phone (Duration: 6:17)
3. Readings and Video Quiz: This test consists of 20 multiple choice questions, each worth 1 point. You can only take this test once and feedback will be provided after the due date.

4. Discussion Board Posts (See grading rubric on page 6 for evaluation criteria)
   a. Watch the Greenwald’s view of “Why Privacy Matters” and take notes while doing so.
   b. Identify what you think are the two most important ideas introduced in the video and explain each of them.
   c. In your own words, write a short paragraph that explains the very central point of the video and relate it to the readings for the week.
   d. Post this assignment on the class Blackboard page in the “Discussion Board” section by Wednesday of the week.
   e. Finally, by Friday, respond at least once to each of the other members’; length and quantity of your responses to others is less important than the quality. See grading rubric for evaluation criteria.

5. Writing Assignment #8: Your Surveillance Footprint

Now that you have read my book and a number of other sources, for this assignment I want you to describe and analyze your own surveillance “footprint.”

- Document the various surveillance systems and “data sponges” of which you are a part of and the types of data trails your activities produce and leave behind. Think of your roles (consumer, worker, students, etc.) and your activities to help identify them. Some with be significant; others may be minor.
- Next, you should explore the likely range of uses to which your data are put, how they are shared, who would be interested in those data (individuals as well as organizations and intuitions), and what your composite picture (or “data double”) might look like.
- Finally, given this analysis, how might you avoid some of the surveillance systems in your life or change the ways you interact with them? What critiques do you have?

For this assignment, you will be required to use and adapt at least 3 key concepts covered in the course and apply them to your analysis of these systems. Additional research may be required to make your argument, but try to keep the focus on you and your interaction with the surveillance systems in question.

1,750 words minimum; double-spaced: upload to Blackboard in designated section under Lesson #8

Assignment #8 Grading Rubric

<table>
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<tr>
<th>Description</th>
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<th>Exceeds Expectations</th>
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<tr>
<td>Demonstration of contextual knowledge through appropriate identification, definition, or description</td>
<td>Points: 0 - 14</td>
<td>Assignment demonstrates a basic understanding of key concepts, theories, or methods related to surveillance</td>
<td>Assignment accurately defines key concepts and/or accurately describes theories, or methods related to surveillance</td>
<td>Assignment demonstrates breadth of knowledge by making meaningful connections between key concepts, theories, and methods related to surveillance</td>
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<tr>
<td>Ability to cite appropriate evidence to persuasively and/or logically defend a line of thought</td>
<td>Points: 0 - 14</td>
<td>Assignment demonstrates a basic ability to formulate an argument using appropriate evidence/sources</td>
<td>Assignment effectively synthesizes appropriate evidence/sources to defend a line of thinking</td>
<td>Assignment demonstrates ability to meaningfully appropriate evidence for a persuasive and logical line of thinking</td>
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<td>Ability to apply principles, theory, and/or methods.</td>
<td><strong>Points: 0 - 8</strong></td>
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<td><strong>Points: 10 - 14</strong></td>
<td><strong>Points: 15 - 20</strong></td>
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<td>Does not apply principles, theories, and/or methods from the course readings to the experience.</td>
<td>Does not apply principles, theories, and/or methods; synthesis may be weak but intended purpose is achieved at the basic level</td>
<td>Applies principles, theories, and/or methods accurately to the project. Intended purpose is achieved</td>
<td>Applies principles, theories, and/or methods accurately and appropriately to the project; project meets standards of excellence</td>
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</table>

<table>
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<tr>
<th>Style, Mechanics, &amp; Attention to Assignment Guidelines</th>
<th><strong>Points: 0 – 1</strong></th>
<th><strong>Points: 2 - 4</strong></th>
<th><strong>Points: 5 - 7</strong></th>
<th><strong>Points: 8 - 10</strong></th>
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<tr>
<td>Does not provide sufficient detail as to demonstrate thoughtful attention to the assignment. Careful proofreading not evident; frequent errors of punctuation, spelling etc. interfere with meaning</td>
<td>Key details are missing, as are basic elements of the assignment. Basic style of writing lacking variety in sentence structure and transitions. Errors of punctuation, spelling etc. interfere with meaning in places</td>
<td>Demonstrates attention to detail and assignment guidelines. Effective and varied sentences; some errors in sentence construction; only occasional punctuation, spelling and/or capitalization errors</td>
<td>Thoughtfully detailed with high level of reflection and attention to assignment guidelines. Writing style strong, with varied sentence structure and transitions. Careful proofreading is highly evident</td>
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# FMS 323: War & Memory in Asian Film

**Date Submitted:** 09/11/17 11:27 am  
**Last edit:** 09/20/17 9:25 am  
**Changes proposed by:** kmconrad

### Programs referencing this course

- FMS-CRTU: Media Cultures

### Academic Career

- Undergraduate, Lawrence

### Subject Code

- FMS

### Academic Unit

- Department: Film and Media Studies  
- School/College: School of the Arts, CLAS

### Locations

- Lawrence

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

- Yes

### Please Explain

This course will be part of an online BGS certificate. This course will be taught entirely online.

### Title

- War & Memory in Asian Film

### Transcript Title

- War & Memory in Asian Film

### Effective Term

- Spring 2018

### Catalog Description

This course explores how the film industries of key East Asian nations have constructed, reimagined, debated, and commemorated their experiences of the major wars fought during the 20th century (i.e. The Greater East Asian War, the Chinese Civil War, the Korean War, and the Vietnam War). We will examine the intersection of various historical, political, cultural, and economic factors with the production of mainstream commercial film to consider how individual and collective memories of wars in Asia have transformed over time in different contexts. Films are particularly useful for examining how the cultural memory of wars survives and is conveyed from one era to another with each new generation reinventing and superimposing new layers of memory on the original phenomenon from a range of multiple perspectives. A central goal of this course is to provide students with various historical perspectives, cultural contexts, and analytical methods to develop your ability to apply visual literacy and critical thinking skills to contemporary Asian films about the major wars of the last century.

### Prerequisites

- None

### Cross Listed Courses:

- None

### Credits

- 3

### Course Type

- Lecture (Regularly scheduled academic course) (LEC)

### Grading Basis

- A-D(+/-)FI (G11)

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

- No

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

- Yes

### Typically Offered

- Every Three Semesters

### 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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<tbody>
<tr>
<td>(FMS-CRTU) Media Cultures</td>
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</table>

Describe how:

This course will be required as part of an online BGS certificate.

Rationale for Course Proposal

This is a new FMS course which focuses on culture and diversity designed to fulfill Core Goal 4. This course is being proposed as part of an online BGS certificate in Film and Media Studies. This course is open to majors and non-majors.

Supporting Documents

- FMS 323 Syllabus.docx
- Department wide Undergraduate Learner Outcomes Evaluating Written Communication.pdf

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>Michael Baskett</td>
<td>9-11-17</td>
</tr>
</tbody>
</table>

Selected Goal(s)

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

Yes

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

Yes

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

This course analyzes cultural diversity in the film industries and national cultures of East Asia. Students will evaluate primary sources, secondary scholarship, fictional and non-fiction films, television, and online media in order to examine the complex sociohistorical and cultural issues surrounding the commemoration of war, history, and memory in 20th century Asia.

Selected Learning Outcome(s):

**Goal 4, Learning Outcome 2**

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

Every assignment, reading, film screening, class discussion, and lecture in this course is drawn entirely from non-Western cultural texts and designed specifically to raise student awareness of and engagement with core issues surrounding war and memory in Asian film.

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.)

Each unit is centered around a specific national film industry and set of screenings and readings that bring out a unique debate over how war has been commemorated through film in different cultural contexts over time. Scaffolded assignments and strategic discussion question prompts enhance the students' ability to recognize, analyze, and engage with these key questions. In addition, students will have a rubric to help them tailor their efforts in the most effective way possible. Instructor feedback will be provided at each step along the way to help students assess and apply what they have learned.

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-
Because each unit focuses on various cultural beliefs, behaviors, and practices, students in this course will be consistently exposed to engaging with primary and secondary historical and academic scholarship. Weekly exercises and discussions provide students with graded feedback enabling them to assess their progress in the course. Writing assignments are scaffolded so as to integrate concepts introduced earlier in the course so that they may be applied in a paper of original scholarship written by each student.

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.)

One hundred percent of this course’s readings will introduce students to identify core questions of cultural diversity within the context of discourse on wars fought in Asia during the 20th century. Visual literacy exercises will direct students to aesthetically assess how creative artists in Asia struggle with competing discourses of war and art. Quizzes will gauge students’ ability to identify and adapt key critical concepts around war and memory in film. Short writing assignments will develop students’ ability to critically think through these key concepts while enhancing their critical writing skills.
FMS 323: War & Memory in Asian Film

FMS 323: War & Memory in Asian Film (online)
Instructor: Michael Baskett (230 Summerfield, 4-1384, eiga@ku.edu)

Course Description
This course explores how the film industries of key East Asian nations have constructed, reimagined, debated, and commemoralized their experiences of the major wars fought during the 20th century (i.e. The Greater East Asian War, the Chinese Civil War, the Korean War, and the Vietnam War). We will examine the intersection of various historical, political, cultural, and economic factors with the production of mainstream commercial film to consider how individual and collective memories of wars in Asia have transformed over time in different contexts. Films are particularly useful for examining how the cultural memory of wars survives and is conveyed from one era to another with each new generation reinventing and superimposing new layers of memory on the original phenomenon from a range of multiple perspectives. A central goal of this course is to provide students with various historical perspectives, cultural contexts, and analytical methods to develop your ability to apply visual literacy and critical thinking skills to contemporary Asian films about the major wars of the last century.

Course Objectives
Students in this may expect to learn:

- The various modes and styles of Asian war films.
- The historical, social, political and aesthetic contexts that have given rise to particular styles, approaches, and subjects.
- The representative works of significant national film industries.
- The uses of historical evidence and argument.
- The key debates and controversies related to representation and historical subjects.
- The changing social, political, and cultural uses of Asian war films.

Course Policies

Academic Integrity
By enrolling in this course you agree to abide by the university’s regulations on Academic Integrity which includes, but is not limited to, rules regarding plagiarism. The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. All written papers submitted in this course may be checked for plagiarism. Even unintentional plagiarism, (i.e. incorporating sources without citations) will not be tolerated.

Students with Disabilities
If you should require accommodations please contact the KU office of Services for Students with Disabilities (22 Strong Hall, tel. 864-2620) to make arrangements and please contact me with regard to any needs you may have in this course. Services for Students with Disabilities: http://www.ku.edu/~ssdis
FMS 323: War & Memory in Asian Film

Required Readings
This course requires no textbook. All required readings are posted as .pdf files or links to website on the course schedule. Readings may either be downloaded or printed out but I expect all students to have read them by the date they are assigned and refer to them throughout the course.

Communication Expectations
Mode of communication: Email is best at eiga@ku.edu. Phone number is 785-864-1384. Response time: 24 hours during the work week. I do not check email over the weekends, I recommend looking ahead and asking questions early rather than waiting until the Sunday deadline.
Days and times you can expect a response: M-F (9 am - 5 pm)
Grading response time frame: Traditionally, you will receive grading feedback in a timely manner before a secondary/similar assignment is due.

Technology Requirements
A stable internet connection.
A compatible browser and operating system (https://en-us.help.blackboard.com/Learn/Student/Getting_Started/Browser_Support)
Microsoft Office (http://technology.ku.edu/office)
Access to your @ku.edu email address that is checked regularly

Grading Scale:
A+ 98 – 100%  B 83 – 86.9%  C- 70 – 72.9%  F 0 – 59.9%
A 93 – 97.9%  B- 80 – 82.9%  D+ 67 – 69.9%
A- 90 – 92.9%  C+ 77 – 79.9%  D 64 – 66.9%
B+ 87 – 89.9%  C 73 – 76.9%  D- 60 – 63.9%

Course Requirements
Discussion Board 320 pts. (30 for post/10 for 2 replies=320)
Quizzes (8) 160 pts. (8x20 = 160)
Writing Assignments (2) 200 pts. (100x2 = 200)
Library Assignments (2) 60 pts. (30x2 = 60)
Summary/Argument Assignments (2) 80 pts. (40x2 = 80)
Visual Literacy Activities (4) 160 pts. (4x40 =160)

1000 total points possible

Discussion Board Participation
Each unit, you will be responsible for creating a post that demonstrates that you have read, prepared and are trying to apply ideas from that week’s readings and lecture. The first part of the discussion board is designed to encourage active viewing rather than reading. You will make an original post that answers specific prompt questions.
you enter the discussion board, you will not see any responses until you post. This original post is worth 30 points. The second part of the discussion board is designed to encourage peer to peer interaction and learning. You should reply to at least two students. A reply to another student should ask a question or continue the conversation about particular concepts or topics. I will not accept "good answer" as a reply. The replies are worth 10 points total.

Quizzes
There will be weekly quizzes testing your general comprehension of salient points taken from that unit’s readings. The quizzes will consist of multiple choice questions, true/false questions, and fill in the blank questions for a total of 20 points.

Writing Assignments
You will write two 1000-word Writing Assignments which you will choose and refine from a list of assigned topics. Each assignment is scaffolded in such a way that you will complete parts of it throughout successive units over the entire course. Papers must have a clear research question and thesis statement; at least three academic sources and not rehash approaches and information already covered in existing scholarship. You want to develop concepts and methods that we’ve covered up to this point in the class and demonstrate that you can apply them within the context of your paper topic.

For Writing Assignment 1, you will choose from one of the following topics:
- War responsibility and/or guilt in Japanese war films
- Korean resistance and/or victimhood in films set in the colonial era (1911-1945)
- Cultural identity in Chinese films set during the War of Resistance (1937-1945)
- Memories of Japanese colonization in Taiwan

Writing Assignment 2 has a different focus and different topics:
- Memorialization of war-related spaces and/or events in or pertaining to Asia
- Government participation in war film production
- Representations of war-related trauma
- Narratives of Asian minority/marginalized groups during war
- Aesthetic idealizations of the Self or demonization of enemies

Format: double spaced, 1-inch margins, 12-point font, numbered pages and footnotes (or endnotes) in Chicago Style. Papers must include a separate title page and bibliography which are not counted within the word limit. More detailed information can be found in the individual units.

Library Assignments
The objective of this assignment is to locate essays and scholarly articles relevant to contemporary Asian war films for use in your first Writing Assignment. To be successful, you will want to conduct searches using the databases below for find suitable sources for your paper topic. Since the topics for the first Writing Assignment are broad, you will want to focus the results you get by looking for specific directors, films, or a particular aspect of war, memory. Please answer the basic questions provided on the worksheet and fill
FMS 323: War & Memory in Asian Film

out the database form with the bibliographic information on the articles, chapters, and/or books that you located and will use in your paper. You will do this for each Writing Assignment. More detailed information is posted in each relevant unit.

Summary/Argument Assignments
After you should have selected several sources on your selected topic. This assignment will help enable you to identify the key points of debate in your sources. You will write a response that summarizes the major arguments and positions found in your sources and then provide an overview of that argument. Use your own words to summarize the major argument and cite any evidence that is used in your sources to support that argument. It is suggested that you reference (but not copy & paste) specific passages from the sources and cite each source you use. Under the title of each source, please include one to two paragraphs explaining how you hope to use that source in your paper. Ideally, this will document provide a sense of what you want to say and why it is relevant. This will be done for each Writing Assignment. More detailed information is provided in specific units.

Visual Literacy Activities
These are unit-specific activities meant to sensitize students to specific uses of aesthetic and narrative patterns. Each activity will help you think about how films are creating a specific point of view and influencing debates on larger sociohistorical topics about war in various contexts over time. Specific requirements with detailed information are posted in individual units.

Course Schedule  (Subject to change and modification as needed)

Week 1 – War, Memory and Representation

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<th>Mon 8/21</th>
<th>Tue 8/22</th>
<th>Wed 8/23</th>
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<td>Watch Calling Australia and Nippon Presents</td>
<td>Watch Prisoners of Propaganda</td>
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<tr>
<td>Read Misztal</td>
<td>Read Dirlik</td>
<td>Read “Film Viewing Guide”</td>
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<tr>
<td>Quiz 1: Due 8/23</td>
<td>Visual Literacy Activity: Due 8/26</td>
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<tr>
<td>Begin working on Initial Post: Due 8/24</td>
<td>Begin responding to discussion board: Due 8/26</td>
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Week 2 – Japan and the Greater East Asian War

<table>
<thead>
<tr>
<th>Mon 8/28</th>
<th>Tue 8/29</th>
<th>Wed 8/30</th>
<th>Thu 8/31</th>
<th>Fri 9/1</th>
<th>Sat 9/2</th>
<th>Sun 9/3</th>
<th>Mon 9/4</th>
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</thead>
<tbody>
<tr>
<td>Watch For Those We Love</td>
<td>Watch Lorelei: Witch of the Pacific</td>
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<td>Read Seraphim</td>
<td>Read Gerow</td>
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<td>Quiz 2: Due 8/30</td>
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<tr>
<td>Post + Discussion Board Responses: Due 8/31</td>
<td></td>
<td>Submit Library Assignment for WA 1: Due 9/4</td>
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</table>
### Week 3 – Korea and the Greater East Asian War

<table>
<thead>
<tr>
<th>Mon 9/4</th>
<th>Tue 9/5</th>
<th>Wed 9/6</th>
<th>Thu 9/7</th>
<th>Fri 9/8</th>
<th>Sat 9/9</th>
<th>Sun 9/10</th>
<th>Mon 9/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch <em>2009 Lost Memories</em></td>
<td>Watch YMCA Baseball Team</td>
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<td>Read Morris-Suzuki</td>
<td>Read Morris</td>
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<tr>
<td>Quiz 3: Due 9/6</td>
<td>Visual Literacy Activity: Due 9/9</td>
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<tr>
<td>Post + Discussion Board Responses: Due 9/7</td>
<td>Submit Topic for WA 1: Due 9/11</td>
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</table>

### Week 4 – China and the Greater East Asian War

<table>
<thead>
<tr>
<th>Mon 9/11</th>
<th>Tue 9/12</th>
<th>Wed 9/13</th>
<th>Thu 9/14</th>
<th>Fri 9/15</th>
<th>Sat 9/16</th>
<th>Sun 9/17</th>
<th>Mon 9/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch <em>Devils on the Doorstep</em></td>
<td>Watch City of Life and Death</td>
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<td>Read Mitter</td>
<td>Read Tsu</td>
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<tr>
<td>Quiz 4: Due 9/13</td>
<td>Visual Literacy Activity: Due 9/16</td>
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<tr>
<td>Post + Discussion Board Responses: Due 9/14</td>
<td>Submit Summary/Argument for WA 1: Due 9/18</td>
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</table>

### Week 5 – Taiwan and the Greater East Asian War

<table>
<thead>
<tr>
<th>Mon 9/18</th>
<th>Tue 9/19</th>
<th>Wed 9/20</th>
<th>Thu 9/21</th>
<th>Fri 9/22</th>
<th>Sat 9/23</th>
<th>Sun 9/24</th>
<th>Mon 9/25</th>
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<tbody>
<tr>
<td>Watch <em>Strawman</em></td>
<td>Watch <em>Cape No. 7</em></td>
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<td>Read Kushner</td>
<td>Read Lu</td>
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<tr>
<td>Quiz 5: Due 9/20</td>
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<tr>
<td>Post + Discussion Board Responses: Due 9/21</td>
<td>Submit Writing Assignment 1: Due 9/25</td>
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</table>

### Week 6 – Commemorating the Chinese Civil War

<table>
<thead>
<tr>
<th>Mon 9/25</th>
<th>Tue 9/26</th>
<th>Wed 9/27</th>
<th>Thu 9/28</th>
<th>Fri 9/29</th>
<th>Sat 9/30</th>
<th>Sun 10/1</th>
<th>Mon 10/2</th>
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<tbody>
<tr>
<td>Watch <em>Founding of the Republic</em></td>
<td>Watch Assembly</td>
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<tr>
<td>Read Xu</td>
<td>Read Veg</td>
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<tr>
<td>Quiz 6: Due 9/27</td>
<td>Visual Literacy Activity: Due 9/30</td>
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<tr>
<td>Post + Discussion Board Responses: Due 9/28</td>
<td>Submit Library Assignment &amp; Topic for WA2: Due 10/2</td>
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</table>
### Week 7 – Memorializing the Korean War

<table>
<thead>
<tr>
<th>Mon 10/2</th>
<th>Tue 10/3</th>
<th>Wed 10/4</th>
<th>Thu 10/5</th>
<th>Fri 10/6</th>
<th>Sat 10/7</th>
<th>Sun 10/8</th>
<th>Mon 10/9</th>
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</thead>
<tbody>
<tr>
<td>Watch <em>Spring in My Hometown</em></td>
<td>Watch <em>Taegukgi-Brotherhood of War</em></td>
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<tr>
<td>Read Cumings</td>
<td>Read Martin</td>
<td></td>
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<tr>
<td>Quiz 7: Due 10/4</td>
<td>Post + Discussion Board Responses: Due 10/5</td>
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<td></td>
<td>Submit Summary/Argument for WA2: Due 10/9</td>
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</tbody>
</table>

### Week 8 – Transcultural Memories of the Vietnam War

<table>
<thead>
<tr>
<th>Mon 10/9</th>
<th>Tue 10/10</th>
<th>Wed 10/11</th>
<th>Thu 10/12</th>
<th>Fri 10/13</th>
<th>Sat 10/14</th>
<th>Sun 10/15</th>
<th>Mon 10/16</th>
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</thead>
<tbody>
<tr>
<td>Watch <em>Summer Soldier; Diary of Yunbogi</em></td>
<td>Watch <em>R-Point</em></td>
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<tr>
<td>Read Armstrong</td>
<td>Read Lichten</td>
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<tr>
<td>Quiz 8: Due 10/11</td>
<td>Post + Discussion Board Responses: Due 10/12</td>
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<td></td>
<td>Submit WA2: Due 10/16</td>
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<tr>
<td>Components</td>
<td>Capstone – 4</td>
<td>Outcome Quality Levels</td>
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<tr>
<td><strong>Statement of the Problem and Organization</strong></td>
<td>Original &amp; Innovative thesis exceeds requirements of assignment, is clearly stated in introduction, developed logically throughout, summarized in light of evidence, includes suggestions for further research.</td>
<td>Original thesis responds to assignment, is clearly stated in introduction, developed logically throughout &amp; is summarized in light of evidence. Includes a conclusion.</td>
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<tr>
<td><strong>Film/Media Literacy: Analysis of media text/process/history</strong></td>
<td>Identifies evidence from the text (film, television program, website, mobile application, and/or social and culture context, etc.); integrates analysis of film and/or media techniques, technologies, form &amp; style with insightful critique of how these elements are used to produce meaning. Considers and incorporates broader media environment into analysis and evaluation of the text. Presents an original argument.</td>
<td>Identifies evidence from the text but does not integrate evidence into an argument; does not integrate analysis of textual elements with critique of meaning production throughout chosen text. Critique is primarily a description. Light understanding of what constitutes textual evidence; no integration of analysis and production of meaning; little demonstration of how meaning is produced. Unclear or non-existent analysis or argument about the text.</td>
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<tr>
<td><strong>Use of Source Material</strong></td>
<td>Sophisticated use of range of sources (popular and industry press, scholarly literature, other films and/or media, including course readings); includes primary &amp; secondary sources; interrogates/justifies source material in terms of its benefit to the argument or thesis.</td>
<td>Use of range of sources; includes primary and secondary sources; interrogates/justifies use of some sources; not all sources used to advance argument.</td>
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<tr>
<td><strong>Writing Mechanics and Citations</strong></td>
<td>Exhibits well-developed writing skills; consistently accurate spelling and grammar; full, correct and consistent citation style is used.</td>
<td>Solid writing skills; accurate spelling and minor errors in grammar; citations generally complete, correct and consistent.</td>
<td>Writing skills need work; mostly minor spelling and grammar errors; partial citations provided and inconsistent style.</td>
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<tr>
<td><strong>School:</strong></td>
<td><strong>Department:</strong></td>
<td><strong>School:</strong> School of the Arts <strong>Department:</strong> Film and Media Studies</td>
<td><strong>School:</strong> School of the Arts <strong>Department:</strong> Film and Media Studies</td>
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</table>
Worldwide, water security is necessary for life, and food, industry, and energy production, and is increasingly the source of conflict. This course explores water in the environment and the fundamental interactions between humans and water. Key topics and issues addressed include fundamentals of water and the water cycle; water in geologic processes; water availability, development and sustainability; climate effects including flooding and drought; economics; pollution, disease, sanitation, and health; culture, policy and law, and other challenging issues. Case studies explore examples from Kansas and around the world.

KU Core Information

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

| Name of person giving departmental approval | Jennifer Roberts | Date of Departmental Approval | 01/17/17 |

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.

GEOL 108, Introduction to Water Resources, in a lower division course that can be taken by non-geology majors. To make the subject meaningful to the students for the long term and not a course in (short-term) memorization, the instructors require students to use critical thinking and analytical reasoning in making observations, linking ideas, and formulating data-based conclusions. Nearly 70% of the graded material in the course will require advanced thinking and analysis to develop an understanding of the complex roles science, economics, political, and social pressures play towards sustainable water development. Students will learn to read critically to gather evidence which will then be synthesized and interpreted to support arguments developed. We will also focus on understanding how and when to question scientific “facts”, analyzing and evaluating information sources, assumptions, claims, evidence, bias, arguments, forms of expression, ambiguity, and ethical concerns.

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.)

An important theme addressed throughout the class is how science works; fundamental to this concept is guiding students through the critical thinking process from observations to interpretation. Content in the course centers on case studies of existing water resource issues. Students will be required to develop and test hypotheses, and read, compare, and evaluate claims made in popular and scientific literature. Readings, video clips, and interactive media form the basis for exercises, with a focus on challenging students to question assumptions and statements by collecting and summarizing data, interpretations, arguments, and conclusions.

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.)

Most exercises, quizzes, and the group project are all designed to require students to critically assess assumptions or claims or develop hypotheses which are then tested through collect data and/or information which is then analyzed and interpreted. Very few of the i-clicker/quiz questions are designed to be recall/memorization type of work.

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.

Course grades in GEOL108 will be calculated as follows: 10% i-clicker questions, 20% points checkpoints/reading quizzes, 20% in class assignments, 20% pre-post assessments, and 30% team project. The “Checkpoints and reading quizzes” and “i-clicker question” categories are the only categories which will contain any material which might not require critical thinking. Thus, at least 70% of the course grade will mandate that students use or apply critical thinking skills.

Goal 3 - Natural Sciences
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.)
GEOL 108 captures the spectrum of water resources disciplines, from hydrology, geology/hydrogeology, biology, to climate and weather. Through readings and in-class discussions, students will develop an understanding of concepts of conservation of mass, the water cycle, the effects of a changing climate on water resources, and how climate has changed through time. All of these concepts will feature prominently as water resources are discussed through the lens of social, political and economic issues. In the process, the language and process of science and hydrologic investigations are taught to the students.

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

The coursework is based on a series of readings and case studies of water resource issues around the world. The course will start by examining the scientific method, the concepts of conservation of mass and the water cycle, exploring the driving force of the water climate and then exploring how climate affects the distribution of water resources and how that has changed through time. These concepts will be applied to a series of case studies exploring modern water resource issues around the world. The activities illustrate how science concepts are applied to real world problems, and interface with social, economic, and political concerns. All of this will be integrated in a final team project, which will address a specific water resource issue.

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.)

Water resource quality and availability is a critical component to all life, yet requires an interdisciplinary approach, combining science, economics, and social and political concerns. Specific activities will require students to gather data on various modern (e.g., surface water and groundwater decline due to over-pumping of the Ogallala-High Plains aquifer) and prehistoric (e.g., decline of the ancestral Navaho-Anasazi due to climate change) water resource issues around the world. Students will learn how to gather the scientific data to understand the water resource issue, then explore the social, political, and economic effects of various outcomes. These activities introduce students to the methods used to integrate data critically using the principles, theories, and analytical methods common to water resource professionals.

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.)

Coursework will include 10% i-clicker questions, 20% reading quizzes and checkpoints, 20% in-class assignments, 20% pre- and post- assessments, and 30% team project. The coursework is structured such that students will have reading assignments to prepare them for class. Quizzes will ensure reading is completed. More complex concepts will be developed through in-class exercises and case studies, with progress understanding these concepts judged with the pre- and post- assessments. A final group project will require students to analyze a particular water resource issue of their choosing (with the guidance of the instructional team), using the tools developed through the class. Thus, the entire course grade will be based upon evaluating the functional understanding of concepts, with over half of the grade requiring students to demonstrate their ability to analyze contemporary issues through principles, theories, and analytical methods.
Course Title: Troubled Waters: Water Resource Issues and Principles

Transcript Title (30 characters): Water Resources GEOL108

Catalog Description (1500 characters):

Worldwide, water security is necessary for life, and food, industry, and energy production, and is increasingly the source of conflict. This course explores water in the environment and the fundamental interactions between humans and water. Key topics and issues addressed include fundamentals of water and the water cycle; water in geologic processes; water availability, development and sustainability; climate effects including flooding and drought; economics; pollution, disease, sanitation, and health; culture, policy and law, and other challenging issues. Case studies explore examples from Kansas and around the world.

Credits (3+1 – Lecture & Lab):

Rationale for course proposal (400 characters):
GEOL 108: Water Resource Issues and Principles

Course Description

Worldwide, water security is necessary for energy production, food production, and life and is increasingly the source of conflict. This course explores water in the environment and the fundamental interactions between humans and water. Key topics and issues addressed include fundamentals of water and the water cycle; water in geologic processes; water availability, development and sustainability; climate effects including flooding and drought; economics; pollution, disease, sanitation, and health; culture, policy and law, and other challenging issues. Case studies explore examples from Kansas and around the world.

Class Meetings: TBA

Course Instruction Team

Instructor: Dr. Randy Stotler (rstotler@ku.edu), 864-6048, Lindley Hall Rm. 107
Office Hours: Office hours for all instructors are posted on the Blackboard site under the “Instructor Information” link in the left hand menu. If you are unable to attend regularly scheduled office hours, email me and I will be happy to meet with you outside of the designated times.

Course Website:

Blackboard (http://courseware.ku.edu) will host the syllabus, instructor office hours, assignments, grades and other resources for success in the course. Blackboard is also used to send email announcements. Since Blackboard connects to your KU email address, you MUST check your KU email daily during the course.

Course Goals (KU Core Goals 1.1-Critical Thinking and 3N-Natural Sciences):

1) Earth Science Concepts and Processes
   • Explain basic hydrologic terminology
   • Understand the water cycle and the conservation of mass
   • Explore the role of changing climate over time and the effect on water resources
   • Describe the connection between some geological processes and water

2) Water Resource Concepts, Connections Between Science and Other Disciplines
   • Understand where water resources are found and how they are used
   • Examine water resources from scientific, economic, health, social, and political perspectives to develop an understanding of the complexities of sustainability

3) Science Literacy, Reasoning, and Communication
   • Read critically, and gather, synthesize, and interpret evidence
   • Understand how scientific knowledge develops through the scientific method
   • Understand when and how to question scientific “fact”
     i. Analyze and evaluate information sources, assumptions, claims, evidence, bias, arguments, forms of expression, ambiguity, and ethical concerns
     ii. Evaluate conclusions based upon evidence
   • Develop and articulate critical analysis and ideas using evidence-based arguments to support conclusions through writing, media, and/or oral communication
**Required Materials**

3. **Readings packet,** available at KU Bookstore
4. Additional readings will be assigned via the course *Blackboard site.*

**Course Format and Expectations**

The format of this course may be different from those you have encountered in other large classes, as your role will be an active one, not a passive one as in lecture-based courses. This format is consistent with best practices for enhanced student learning and recent polls of employers’ expectation across all fields. Students new to this active learning approach sometimes find it uncomfortable, especially after many years of taking lecture-based courses. However, this active format results in nearly an entire letter grade increase in average student grades. These benefits are a result of the many opportunities for you to practice solving problems on a regular basis with the help of the instructor, TA, and your team, instead of alone the night before the exam.

**In-class time** will involve:
- abundant work in assigned groups
- activities that will ask you to think deeply and collect evidence to support a conclusion
- whole class discussions of complex ideas, and
- i>clicker questions that will ask you to weigh in on difficult problems and commit to an answer before seeking additional information

**Out-of-class time:** In order to get the most from in-class time, it is essential that you come to class prepared to think and interact. To prepare for these meetings, out-of-class you will need to set time aside to:
- Research and read
- Work alone and/or collaborate with peers on projects, essays, and or assignments
- Watch videos and/or interact with online programs

While it might take you a few weeks or longer to get comfortable with the active format of this course, we expect that all student will bring a positive attitude to the classroom every day. Any student who is disruptive to their team or the class as a whole will be removed from the course at the instructor’s discretion.

The instructional team is working hard to generate an environment that helps you learn and provide opportunities for you to practice skills that will help you throughout your life. Remember that even though there is no lecture, we are in the classroom to guide you when you get stuck on a problem, help you negotiate and understand new ideas, and work with you to discover outside resources, time management strategies, or ways of improving relationships with your team members.

**Teamwork and Group Etiquette**

This course will include abundant work in assigned groups. Over the course of the semester, you are likely to act as both a teacher and a student in your peer-groups; you will benefit from both roles. Research in university-level education demonstrates that groups that strive to work together will learn and accomplish far more than those that do not.
We are aware that many students have had frustrating or negative learning experiences related to group or team learning in the past. We invite you to use this course as an opportunity to hone your leadership and team facilitation skills, since teamwork is a necessary aspect of nearly every modern workplace. Employers actively seek out job candidates who are able to demonstrate experience navigating and facilitating a positive teamwork experience!

The following guidelines will help your group achieve a smooth working relationship:

- Always be respectful and open to working with everyone in your group. Everyone brings a different background, level of interest, and set of skills to the group and task at hand. For everyone to feel comfortable contributing, all group members must be encouraging and helpful.
- Be willing to contribute even (or especially) if you are not sure of the value of your contribution. Often one person has a question that is shared by others, but no one wants to be the one to ask.
- Complete readings and assignments on time, and come prepared with questions and ready to explain what you have done and read to your group.
- Pay attention to the activity.
- Do not be late to class or plan to leave early. If this is unavoidable, let your classmates know if/when to expect you. Your full contribution and attention to the class activities is valuable to your own learning and your group’s experience!
- Set up a plan for contacting your group members and/or collaborating on outside work.

*Exchange contact information with your group and use face-to-face meetings.*

**Getting and Giving Help**

Proactive help-seeking behavior is a strong determinant of success in college and life. Effective help-seekers ask specific questions, persist in seeking help until they understand the idea, and practice applying the help they receive. The course is structured to allow many different avenues for you to seek help:

1. Your peers in the classroom or on your team are probably the best possible source of help, because they may have recently shared some of the same difficulties and can explain how they worked through them. In fact, asking your peers benefits your peers learning as much as your own (so be ready to try to help others whenever you get the opportunity!).
   - Be an effective peer help-giver: provide detailed explanations of the ideas, allow your peer the opportunity to apply the information, and monitor your peers’ understanding, providing feedback and additional help as necessary.
2. Check out the KU Libraries Guide for Geology at [http://guides.lib.ku.edu/geology/articles](http://guides.lib.ku.edu/geology/articles). This site includes guidance on how to find reliable sources of information about geology beyond our class book. Seek out websites or materials created by other universities, researchers, the United States Geological Survey, or other professional organizations, but be wary of uniformed or purposefully misleading sites on the web. In general, steer clear of personal websites or blogs created by people with unclear credentials and fact-check news articles against more reliable scientific sources.
3. Talk with the TAs, either in the classroom or during office hours. They are working with us because they are passionate about geology and about helping you learn about our class materials! Whether you have concerns about your study habits, team conflicts, or class concepts, they are available to help.
4. Finally, sometimes it is best to discuss concepts and class material, concerns about your class performance (and ways to improve it), ideas to improve the class, water resources, or a really cool YouTube video or factoid about geology/water you found. Please come to my office hours or make an appointment with me.

Other Suggestions for Success

1. Attend all class meetings. In-class exercises and i>clicker questions are worth a significant number of points in your final grade. Exams will include questions that require skills that are developed and concepts that are explored in class exercises, but may not be discussed in the textbook or readings.

2. Plan to complete all required work. It is possible to lose one or more letter grade by skipping surveys and other assignments at low point values. While we will drop your lowest quiz score, assignment grade, and 10% of clicker scores, emergencies and technical glitches happen and we will not drop additional scores because of them.

3. Read and study all assigned chapters and readings. Information presented in the text, but not discussed in class, is fair game for exams.

4. Attend office hours if you want clarification or help on a textbook section, help on an in-class or out-of-class assignment, assistance preparing for an exam, or if you just want to discuss Water Resources or Geology! Don’t let yourself get frustrated with this class – let us point you in the right direction.

5. Use the additional resources on Blackboard to study and reinforce your learning of basic concepts.

6. Plan to spend at least 6 hours of time working on assignments and studying for this class each week in addition to normal class meetings, though it may take far more time to complete the necessary work for some.

7. Develop a strong, professional working relationship with your group, and remember that you are all responsible to one another. To be successful with the assigned work, you will all need to be prepared to collaborate, discuss, and actively contribute.
   - Study by explaining concepts to other students, having them ask you questions about your explanation (and then doing the same for them).

8. Ask for help from TAs or instructors early and often.

Graded Work

Coursework is based upon a 1000-point scale for the whole course as follows:

<table>
<thead>
<tr>
<th>Event</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>i&gt;clicker questions</td>
<td>100</td>
</tr>
<tr>
<td>Checkpoints/Reading Quizzes</td>
<td>200</td>
</tr>
<tr>
<td>In Class Assignments</td>
<td>200</td>
</tr>
<tr>
<td>Pre/Post Assessments</td>
<td>200</td>
</tr>
<tr>
<td>Team Project</td>
<td>300</td>
</tr>
</tbody>
</table>
**Academic Integrity**

A key value in higher education, academic integrity rests on two principles: (1) that work is represented truthfully to its source and accuracy, and (2) that academic results are obtained by fair and authorized means. “Academic misconduct” occurs when either of these principles is knowingly violated, and includes, but is not 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, falsification of results, plagiarizing of another’s works, or otherwise acting dishonestly in” the academic setting. Unprosecuted academic misconduct devalues the degree every student receives, and devalues the institution in the eyes of potential employers and donors. By submitting any paper or electronic assignments you automatically confirm they are your own work (or the work of your group where appropriate). For more information visit https://college.ku.edu/sites/clas.ku.edu/files/docs/Policies/Faculty/clas-student-academic-misconduct-2009-04.pdf, https://studentaffairs.ku.edu/academic-integrity and http://provost.ku.edu/memos/200900814.

If you commit academic misconduct on any assigned work (i.e., assignment, quiz, mini-project, project, or exam):

1. For the first offense, you will be given zero credit and the instructor will email you to schedule an in-person meeting. No further work of yours will be graded until you attend this meeting
2. A second offense, after meeting the instructor, will result in zero credit for the assigned work, your final grade for the class will be dropped by one letter grade, and a charge of academic misconduct will be filed with the university. Any other sanctions recommended with depend on the severity of the offense.

Clicking in to answer an i>clicker question using a remote that is registered to another student will result in an automatic zero for the entire category of i>clicker questions (100 points) for all participating students. Students for whom this is the second offense of academic misconduct will also have their final grade for the class will be dropped by one letter grade, and a charge of academic misconduct will be filed with the university.

Charges and/or sanctions may be appealed by the student. See this document for more details (https://college.ku.edu/sites/clas.ku.edu/files/docs/Policies/Faculty/clas-student-academic-misconduct-2009-04.pdf).

Plagiarism is when your writing very closely resembles someone else’s in wording, sentence or paragraph construction or overall structure. Plagiarism is also using ideas (even if they have been reworded) that are not your own without giving credit by using an in-text and full citation of online or other published materials.

The following are a few examples of academic misconduct as it applies to this class:

1. Sharing completed answers or materials, completing them for another student, or plagiarizing existing materials from the internet or other sources will result in an automatic zero for all participating students on that product (see below).
• All written answers are submitted to the plagiarism-checking site SafeAssign, which compares them to all available published materials as well as all papers that have been submitted in GEOL 104 during this semester and in past semesters. Long passages (e.g., a sentence or more) with a high degree of similarity (≥70% match in SafeAssign) are considered plagiarism, except in obvious circumstances (like a question copied from the assignment or the text of a bibliographic citation used by multiple students). Check your submitted work well before the deadline, but view your SafeAssign report. If you have any doubts about what is considered plagiarism, email the course instructor.

• If two or more student submissions contain passages with too high a degree of similarity (≥70% match in SafeAssign, excepting obvious circumstances as above) all students involved will be subject to the consequences outlined above – regardless of who is plagiarizing whom. Keep this from happening to you, do not share your completed assignments with your classmates.

• You are encouraged to discuss in- and out-of-class assignments with your group members when indicated in the assignment instructions, but you are always expected to submit your own answers in your own unique words, organization, and construction to demonstrate your understanding of those ideas.

2. **Including an absent or non-participating group member’s name on a submission** will result in an automatic zero on that assignment for all group members. A second infraction will result in a zero on the entire category of assignments (up to 300 points) for all group members, and charges of academic misconduct will be made at the university level.

3. Additional academic integrity infractions on assignments, quizzes, mini-projects, projects, or exams will be determined according to the definitions and guidelines set forth above.

**Other Notes:**

- **Email** is the best way to contact us with questions about course content, details of an assignment, or to set up a time to get help outside of office hours. Under normal circumstances, we will strive to respond within one business day.

- The relationship between the instructional team and the student is professional. **Write emails to the instructional team to practice electronic communication appropriate for use in a job setting.** Clearly communicate your ideas without undue abbreviation or a lack of appreciation for grammar and punctuation. **We will not respond to email that are not professional or respectful in tone.**

- **I will not respond to questions about grades or grading via email.** To discuss grades, you must attend in-person office hours (scheduled or arranged).

- **Special Accommodation:** The staff of the Academic Achievement & Access Center (AAAC), 22 Strong, (785) 864-4064 (v/tty), coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do as soon as possible. Information about their services can be found at [http://disability.ku.edu](http://disability.ku.edu). Please contact the course instructor privately in regard to your needs in this course.

- **Inclusivity Policy:** Civility and respect for opinions of others are very important in an academic environment. It is likely you may not agree with everything said or discussed in the classroom.
Courteous behavior and responses are expected at all times. When you disagree with someone, make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a person’s race, ethnicity, nationality, gender, gender identity/expression, sexual identity, religion, culture, age, disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated.

- For assistance with scientific writing, contact the KU writing center, [www.writing.ku.edu](http://www.writing.ku.edu)
- Please check if a scheduled exam conflicts with a mandated religious observance for you. If so, identify yourselves privately to the course instructor so a make-up examination may be scheduled at a mutually acceptable time.
- **Professional note takers**: Pursuant to the University of Kansas’ [Policy on Commercial Note-Taking Ventures](http://policy.ku.edu/provost/commercial-note-taking), commercial note-taking is not permitted in *Water Resources Issues and Principles (GEOL104)*. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. **Please note**: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is **not the same** as commercial note-taking and is **not** covered under this policy.

**Topics:**

Topic 1: Course Intro, What is Science, What is Geology
Topic 2: Fundamentals of Water, Water Cycle,
Topic 3: Climate, Weather, Precipitation and Drought (changes through time & rise and fall of civilizations)
Topic 4: Surface water and aquatic ecosystems
Topic 5: Groundwater
Topic 6: Water and geology
Topic 7: History of water use, social aspects of water
Topic 8: Water and human/economic development
Topic 9: Water and health; sanitation and contamination, drinking water and wastewater treatment
Topic 10: Municipal and irrigation water development
Topic 11: Economics of water
Topic 12: Water law, governance, and policy: use and quality
Topic 13: Water use conflicts
Topic 14: Ethics of water development
Topic 15: Emerging water issues
Topic 16: Communicating science
In this course students will study a variety of sources to present a well-defined and supported arguments about the relationship among technological change and the individual experience. Upon completion of this course, students will be able to draw upon theoretical concepts to describe social, cultural, and economic forces that give rise to new technologies.
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>Margot Veersteg</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9/8/2017</td>
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</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.

In this course students will analyze, evaluate, and synthesize scholarly sources, primary documents and in-class content to present well-defined and supported arguments about the relationship among technological change, increased social complexity, and the individual experience. Upon completion of this course, students will be able to draw upon various theoretical concepts concerning the relationship between technology and society to 1) describe the forces that give rise to new technologies, 2) explain how technologies embody existing power relationships and give rise to new ones, and 3) critically evaluate assumptions about technological change in the Western tradition. Students will be assessed on their ability to articulate key concepts, gauge the validity of arguments, and use evidence to develop and support their own positions.

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).

Students will engage in weekly reading and written analysis of the following topics and texts which will be covered in class lectures and discussions. Mumford, Myth and the Machine, Diamond, Guns, Germs and Steel, Paine, Common Sense, Mill, On Liberty, Kasson, Civilizing the Machine, Adas, Machines as the Measure of Man. (SEE COURSE SYLLABUS FOR A FULL LISTING)

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.)

Students are required to submit discussion posts (online reading analysis) on Blackboard prior to each class period. Posts will summarize readings, connect readings to larger course ideas and provide questions for in-class analysis and discussion. There will be a total of three exams over course material. Each exam will include essay questions that require students to demonstrate close reading of texts, provide critical analysis of texts and ideas, and synthesize ideas on a cumulative basis throughout the semester. SEE ATTACHED SAMPLE ASSIGNMENT

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.

75% of the course grade is devoted to oral and written analysis of course texts and topics with a view to developing students’ abilities to synthesize content and develop an overview of the subject, as well as read, think, speak and write critically about that content and subject matter. Discussion posts (online reading analysis): 15% of course grade, Three Exams: 60% of course grade

KU Core Documents

HUM 133 Syllabus.docx
HUM 133 Assignment.docx

Course Reviewer Comments
Course Objectives

This course focuses on the multifaceted relationship between technological change and increasing social complexity from the Paleolithic Era to the Information Age, with a special focus on how this changing relationship has shaped notions of individualism and the individual experience within the Western tradition. Upon completion of this course students will be able to draw upon various theoretical concepts concerning the relationship between technology and society (technological determinism, cultural determinism, technological systems, etc.) and historical case studies to (1) describe the social, cultural, and economic forces that give rise to new technologies, (2) recognize and explain how technologies both embody existing power relationships and give rise to new ones, and (3) critically evaluate assumptions about technological change in the Western tradition.

HUM 133 fulfills Goal 1.1: Critical Thinking within the KU Core. More information on the Core Curriculum’s Learning Outcomes can be found at http://catalog.ku.edu/core/.

Required Readings

*Students will need to purchase the following two books:*
   ISBN-10: 1433107759
   ISBN-10: 0399501487

*Brief PDF excerpts from the following texts can be found on the course Blackboard site:*
3. McClellan and Dorn, *Science and Technology in World History*
8. John Kasson, *Civilizing the Machine*
14. Sherry Turkle, *Alone Together*

**Blackboard**
This course utilizes the Blackboard learning management system. https://courseware.ku.edu/. Here one finds the syllabus, required readings, announcements, discussion boards, and grades. Students are responsible for checking Blackboard regularly.

**Email**
The most effective means to communicate with me outside of class is via email at the address listed above. As I receive a multitude of emails every day I tend to mass delete them. To ensure that your email does not end up in the deleted folder use the following heading every time you email me: HUM 133: Name: Subject Matter. Any emails that do not carry this format in the subject heading will be deleted unread. Issues concerning grades must be discussed in person. Students are responsible for checking their email regularly.

**Academic Integrity Quiz**
This assignment, **due no later than ******, consists of five questions on the University’s Academic Integrity policies found in the two links provided in the assignment prompt. You can take it as many times as needed to receive a 100%, but **you must make a perfect score to access the course assignments in Blackboard**. You can find this required quiz under the “Syllabus” tab in Blackboard.

**Assignments and Grading**
1. **Engagement**
   Beginning ****, students can receive up to 30 engagement points each day of class. Points from twenty-two of the twenty-five total class days this semester days will count towards your final grade. **The three lowest engagement grades will be dropped from your final grade and added as bonus points at the end of the semester.** In order to participate/engage fully, students must read all of the assigned readings, take active notes, bring printouts of the readings to class, and fully engage in that day’s discussion.

2. **Online Reading Analysis Posts**
   Beginning ****, students will submit a post on Blackboard no later than 12:00 pm before each discussion day. Posts should summarize the assigned readings, connect them to the larger ideas of the course, and provide an open-ended question for in-class discussion. Thirteen Online Reading Analysis Posts are due over the course of the semester, and are worth 30 points each. Twelve Online Reading Analysis Posts will count towards your final grade. **The lowest Online Reading Analysis grades will be dropped from your final grade and added as bonus points at the end of the semester.**

3. **Online Quizzes**
   There will be four non-cumulative online quizzes over the course of the semester due at 2:00 p.m. on the due date below. They will consist of three short answer questions over material from class and the assigned readings. Each short answer should consist of 1-2 five sentence paragraphs. Three of these quizzes will count towards your final grade. **The lowest Online Quiz grade will be dropped from your final grade and added as bonus points at the end of the semester.**
4. Exams
There will be a total of three exams over the course of the semester. The first two, administered over the course of the semester, will consist of eight short answer/identifications and one essay question. For the short answer identifications, students should address the “when, where, why, who, how, and historical significance” for the provided term in no less than one paragraph (defined as a minimum of five sentences). Essay answers should consist of a minimum of three paragraphs. The final exam will consist of two essay questions and be offered online through Blackboard. All answers will be checked with SafeAssign, Blackboard’s anti-plagiarism software. A study guide with a bank of short answer identifications and potential essay questions will be provided no less than one week before each scheduled exam date.

**Final Grade Tabulation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>5%</td>
</tr>
<tr>
<td>Online Reading Analyses</td>
<td>15%</td>
</tr>
<tr>
<td>Online Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale (based on %)**
- 100-90=A 89-80=B 79-70=C
- 69-60=D 59-0=F

*(.5-.9 rounded up and .1-.4 down)*

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

**Academic Honesty**
It is my personal opinion that higher education exists to expand ones knowledge and understanding of the world around them so they can fully develop their potential. Unfortunately, this system utilizes grades to denote success and students may become so focused on the letter that they take actions they otherwise would not. I will do everything in my power to help you to achieve your potential in this course. I will also pursue any incident of academic dishonesty to the fullest extent possible. The University’s Academic Misconduct policy (2.6.1-2.6.7) can be found at [http://policy.ku.edu/governance/USRR#art2sect6](http://policy.ku.edu/governance/USRR#art2sect6).

Pursuant to the University of Kansas’ [Policy on Commercial Note-Taking Ventures](http://policy.ku.edu/governance/USRR#art2sect6), commercial note-taking is not permitted in this course. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the
commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. **Please note:** note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.)

**Diversity, Inclusion, and Civility**

The instructor considers this classroom to be a place where you will be treated with respect as a human being—regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, gender identity, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the instructor’s expectation that ALL students experience this classroom as a safe environment.

The University of Kansas supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person’s or group’s race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of the University. We expect that KU students, faculty, and staff will promote an atmosphere of respect for all members of our KU community.

Civility and respect for the opinions of others are very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. Courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. **Expressions or actions that disparage a person’s or race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated.**

**Electronics Policy**

Recent research concerning laptops in the classroom shows that students conceptualize data better when taking notes by hand with minimal distractions (see [http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract](http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract) and [http://www.sciencedirect.com/science/article/pii/S0360131512002254](http://www.sciencedirect.com/science/article/pii/S0360131512002254)). Based on these findings, **laptops are neither necessary nor welcome in this class.** To facilitate discussion, students should either take handwritten notes on the assigned readings or print their typed notes and bring them to class. **All cell phones should be off or on silent and put away during class.** Students may be asked to leave class if cell phone use becomes an issue, negatively affecting their participation grade.

**Concealed Carry**

Individuals who choose to carry concealed handguns are solely responsible to do so in a safe and secure manner in strict conformity with state and federal laws and [KU weapons policy](http://www.warrenlawson.com/). Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
• Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier’s custody and control.
• Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
• Must have the safety on, and have no round in the chamber.

Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>What’s Due</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Introductions, Course Overview</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Slack and Wise, <em>Culture and Technology: A Primer</em>, 13-17, 23-31, 49-57</strong></td>
</tr>
<tr>
<td></td>
<td>Online Reading Analysis #1 due, 12:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Academic Integrity Quiz due, 2:00 p.m.</td>
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<tr>
<td></td>
<td>Mumford, <em>Myth and the Machine</em> excerpt #1 (Blackboard)</td>
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<tr>
<td></td>
<td>Diamond, <em>Guns, Germs, and Steel</em> excerpt #1 (Blackboard)</td>
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<td>(Blackboard)</td>
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<td>Online Reading Analysis #2 due, 12:00 p.m.</td>
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<td>Online Quiz #1 due, 2:00 p.m.</td>
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<tr>
<td></td>
<td>Mumford, <em>Myth and the Machine</em> excerpt 2 (Blackboard)</td>
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<td>Diamond, <em>Guns, Germs, and Steel</em> excerpt 2 (Blackboard)</td>
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<td>Online Reading Analysis #3 due, 12:00 p.m.</td>
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<tr>
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<td>Online Quiz #2 due, 2:00 p.m.</td>
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<tr>
<td></td>
<td>McClellan and Dorn, <em>Science and Technology in World History</em> excerpt</td>
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<tr>
<td></td>
<td>(Blackboard)</td>
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<tr>
<td></td>
<td>Hammer – “How Can It Be That a Crow's Tail Can Hold Water?”</td>
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<td>(Blackboard)</td>
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<td>Online Reading Analysis #4 due, 12:00 p.m.</td>
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<td></td>
<td>Online Quiz #3 due, 2:00 p.m.</td>
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<td>Siedentop, <em>Inventing the Individual</em> excerpt (Blackboard)</td>
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<tr>
<td></td>
<td>Noble, <em>The Religion of Technology</em> excerpt (Blackboard)</td>
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<tr>
<td></td>
<td>Online Reading Analysis #5 due, 12:00 p.m.</td>
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<tr>
<td></td>
<td>Golding, <em>Lord of the Flies</em></td>
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<tr>
<td></td>
<td>Online Reading Analysis #6 due, 12:00 p.m.</td>
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<tr>
<td></td>
<td><strong>Exam 1</strong></td>
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<td></td>
<td>Mumford, <em>The Pentagon of Power</em> excerpt (Blackboard)</td>
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<tr>
<td></td>
<td>Elias, <em>The History of Manners</em> excerpt (Blackboard)</td>
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<tr>
<td></td>
<td>Online Reading Analysis #7 due, 12:00 p.m.</td>
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<tr>
<td></td>
<td>Mill, “On Liberty” excerpt (Blackboard)</td>
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<tr>
<td></td>
<td>Kasson, <em>Civilizing the Machine</em> excerpt (Blackboard)</td>
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<tr>
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<td>Online Reading Analysis #8 due, 12:00 p.m.</td>
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<tr>
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<td>Online Quiz #3 due, 2:00 p.m.</td>
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<tr>
<td></td>
<td><strong>Slack &amp; Wise, <em>Culture and Technology: A Primer</em>, 77-84</strong></td>
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<tr>
<td></td>
<td>Cowan, “The Industrial Revolution in the Home” excerpt (Blackboard)</td>
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<tr>
<td></td>
<td>Online Reading Analysis #9 due, 12:00 p.m.</td>
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<tr>
<td>Assignment</td>
<td>Due Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Slack and Wise, <em>Culture and Technology: A Primer</em>, 59-73</td>
<td>Online Quiz #4 due, 2:00 p.m.</td>
</tr>
<tr>
<td>Adas, <em>Machines as the Measure of Men</em> excerpt (Blackboard)</td>
<td>Online Reading Analysis #10 due, 12:00 p.m.</td>
</tr>
<tr>
<td>Online Quiz #4 due, 2:00 p.m.</td>
<td>Smith, “Recourse of Empire: Landscapes of Progress in technological America” (Blackboard)</td>
</tr>
<tr>
<td>Herbert Hoover, <em>American Individualism</em> excerpt (Blackboard)</td>
<td>Online Reading Analysis #11 due, 12:00 p.m.</td>
</tr>
<tr>
<td>Online Reading Analysis #11 due, 12:00 p.m.</td>
<td><strong>Exam 2</strong></td>
</tr>
<tr>
<td>Slack and Wise, <em>Culture and Technology: A Primer</em>, 97-104</td>
<td>Ellul, <em>The Technological Society</em> excerpt (Blackboard)</td>
</tr>
<tr>
<td>Online Reading Analysis #12 due, 12:00 p.m.</td>
<td>Online Reading Analysis #12 due, 12:00 p.m.</td>
</tr>
<tr>
<td>Turkle, <em>Alone Together</em> excerpt (Blackboard)</td>
<td><strong>Online Final Exam available from 1:30-4:00 p.m.</strong></td>
</tr>
<tr>
<td>Online Reading Analysis #13 due, 12:00 p.m.</td>
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</tbody>
</table>

*all elements of this syllabus subject to change*

**Important Academic Calendar Dates**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of class</td>
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</tbody>
</table>


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.
3. recognize and effectively address the counterargument.

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. Upload papers to Blackboard in Word or PDF format only.
Course Inventory Change Request

New Course Proposal

Date Submitted: 08/18/17 4:07 pm

Viewing: **LDST 520 : Leadership Ethics**

Last edit: 08/18/17 4:07 pm

Changes proposed by: rschwien

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

Yes

**Please Explain**

This course will be offered entirely online as one component of the College Online's Online Leadership Strategies and Applications Certificate.

**Title**

Leadership Ethics

**Transcript Title**

Leadership Ethics

**Effective Term**

Spring 2018

**Catalog Description**

Through collaboration, discussion, case study, and course readings, Leadership Ethics familiarizes students with various theoretical perspectives of ethical decision making and the ethics-guided behavior essential for competent leadership. Upon completion, students will understand a variety of ethical perspectives for the prescription of action in a leadership context, apply a variety of ethical perspectives to the choice and evaluation of action in leadership work, and recognize the significance of considering multiple ethical perspectives in both leadership and broader contexts.

**Prerequisites**

LDST 202

**Cross Listed Courses:**

LDST 202

**Credits**

3

**Course Type**

Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**

A-D(+/-)Fi (G11)

Is this course part of the University Honors Program?

No

Are you proposing this course for KU Core?

Yes

Typically Offered

As necessary

Repeatable for credit?

No

**Principal Course Designator**

HR - Philosophy & Religion

**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?

Yes

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
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</table>
This course provides students with an opportunity to gain a deeper understanding of ethical perspectives which govern leadership decision making and behaviors, complementing the theoretical perspectives of leadership processes and communication provided in the Online Leadership Strategies and Applications Certificate coursework.

In a diverse, dynamic, and interconnected society where information is immediately available and split-second decisions are often necessary, those in positions of leadership are called upon to act in ways that have lasting impact on people, organizations, communities, and the bottom line. When values, interests, and traditions are at stake, ethical decision making and behavior are paramount.

Students completing the course will examine no less than six theoretical perspectives of ethical actions and decision making through selected readings, case studies, discussion/debate and analytical writing with an emphasis on guided reflection stressing "the why" behind their choices.

Students will examine theories of ethical decision making through a series of readings and course lectures as well as online debate and discussion with both instructor and classmates.

Each reading and lecture will focus on ethical theories and processes for decision making and action with a strong focus on self reflection before, during, and after application. Assignments will focus both on understanding the history and philosophy of ethical perspectives as well as their potential application to leadership work across a variety of contexts, including interpersonal, organizational, and systemic/community.
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.)

Students will complete multiple case studies featuring a variety of leadership contexts after which they will devote time to reflection on and analysis of their choices and the potential outcomes of those choices. Students will also be tasked with collaborating with their peers through online debate and discussion, where they are expected to challenge and defend their own and others' choices and arguments for ethical decision making and action.
LDST Proposal: Leadership Ethics

Course Outcomes
Upon completion of this course, students will
1. Understand a variety of ethical perspectives for the prescription of action in a leadership context
2. Apply a variety of ethical perspectives to the evaluation and choice of action in context
3. Recognize the significance of considered ethical perspectives both in leadership and broader contexts

How will we get from where we are hoping to go?
We will set the theoretical groundwork of the course with readings and discussions that will familiarize you with five perspectives on ethical decision making and behavior as well as the essential competencies of leadership. For each of those perspectives, you will complete a reflection on the material. For a subset of the perspectives, you will also complete a collaborative case study. Once we have worked through each of the perspectives, you will work with a small group to prepare for ethics debates over a collection of drawn-from-reality and hypothetical cases. Finally, you will write a single-authored analysis of a leadership case you select.

This course will require collaboration and discussion. Failing to participate means you will not be able to get the maximum benefit from the course, nor will you be able to help your classmates get maximum benefit from the course.

Texts
Johnson, Craig E., Meeting the Ethical Challenges of Leadership: Casting Light or Shadow (6e), 2017.
Other readings will be assigned and posted by the instructor

Assessments/Assignments
Theoretical reflections: 6 @ 20 points each
Discussion board participation: 40 points
Case studies: 2 @ 40 point each
Ethics debates
   Preparation portfolio: 40 points
   Debate participation: 2 @ 40 points each
   Judge participation: 20 points
Final paper: 80 points
Total points available: 460
Course Inventory Change Request

New Course Proposal

Date Submitted: 04/03/17 12:01 pm

Viewing: SLAV 320: Graphic Novels as Memory: Representations of the Holocaust and Communism

Last edit: 08/18/17 11:38 am

Changes proposed by: smd

Academic Career: Undergraduate, Lawrence
Subject Code: SLAV
Course Number: 320
Academic Unit: Slavic Languages & Literatures
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Please Explain:
We are proposing this Slavic culture course to expand our online offerings and reach students we do not ordinarily reach, and Dr. Vassileva-Karagyozova has been working with CODL on it.

Title: Graphic Novels as Memory: Representations of the Holocaust and Communism
Transcript Title: Graphic Novels
Effective Term: Spring 2018

Catalog Description:
This course examines the connection between graphic novels and memory as an approach to critical reading and writing about literary works. This is a writing instructive and writing intensive course designed to expand student knowledge about the relationship between genres, audiences and contexts.

Prerequisites: None
Cross Listed Courses:

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+/-)FI (G11)

Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
Yes
Typically Offered:
Every Three Semesters
Repeatable for credit?
No

Principal Course Designator
Course Designator: H - Humanities

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

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

Which Program(s)?

Program Code - Name
Describe how:
The course will count as an elective for the Slavic-Jewish and Slavic-Polish minors and
Polish BA

Rationale for Course Proposal
The Slavic Department does not have a Goal 2, Outcome 1 course. There are also few of these courses available.
It will also contribute to the Slavic offerings for the Slavic-Jewish minor.

Supporting Documents
SLAV 320 Graphic Novels syllabus.docx

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

Name of person giving departmental approval  Stephen M. Dickey  Date of Departmental Approval  04/03/2017

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.

In this course we will examine the interaction between literature and memory, in particular how authors have responded to major historical events and have contributed to the shaping of the collective memory of those events. Using the genre of the graphic novel and academic article as prompts, students are required to engage in writing for a variety of academic and non-academic audiences. Throughout the course of the semester, students will produce approximately 4500 words in several writing genres: journal entry, summary, synthetic essay, analytical essay, and reflection essay/ creative writing. Each of these assignments will be graded and receive detailed feedback from the instructor. Students will be required to produce a second draft of the two major assignments, the synthetic and analytical essays, in which they will incorporate the instructor's feedback. The writing assignments in this course account for 100% of the 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.

Writing instruction is provided to students through lectures, assigned readings, and instructor feedback. Each writing assignment is preceded by a video lecture, in which the structure, rhetorical devices, and the writing mechanics of the particular genre are explained. The lecture is accompanied by additional readings meant to provide a step-by-step approach to the target genre. The writing assignments in this course represent a variety of academic and non-academic genres and ask students to demonstrate flexibility in their rhetorical choices and tailor their writing to the respective audience. The journal assignment is iterative and requires students to write multiple journal entries. The synthetic and analytical essay assignments require students to write two drafts, incorporating the instructor feedback in the second draft.

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.)

The majority of the writing assignments in this course are widely used in academia, but the skills they involve are highly transferable to many other spheres of life.
1) Journal entry (1250 words) asks students to practice their free-writing skills to generate ideas for productive scholarly inquiries.
2) Article summary (750 words) requires students to write succinct summaries of three scholarly articles.
3) Synthetic essay (1000 words) asks students to synthesize the main arguments and supportive evidence of three academic articles.
and present them from their point of view. 4) analytical essay (1000 words) based on several graphic novels recollecting childhood experiences under communism, students are asked to craft an argument and support it with evidence from the texts. 5) creative assignment/reflective essay (500 words) the first assignment ask students to engage creatively with the literary material and the second one requires them to reflect on the connection between the graphic

State how your course will deliver structured feedback to students that leads to revision and sequential improvement of their texts (for example, through the revision of successive drafts). (Please limit responses to 1000 characters.) The iterative nature of the journal assignment ensures that students receive instructor feedback between the individual entries of the same type. This allows them to incorporate the editorial suggestions in the subsequent iterations and improve their writing/interpretative skills. For the longer assignments, the synthetic and the analytical essays, students are required to produce two drafts and incorporate the instructor feedback in the final version of their essays. In fact, for the synthetic essay students receive additional portion of feedback in the pre-writing assignment, the article summaries.

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.) Written work accounts for 100% of the grade in this course. The two major assignments in the course, the synthetic and the analytical essay, will be used for assessing the attainment of Goal 2.1 learning outcomes. Please refer to the appended assessment rubrics.
Svetlana Vassileva-Karagyozova  
Associate Professor  
Slavic Department  
University of Kansas

**SLAV 320: Graphic Novels as Memory: Representations of the Holocaust and Communism**  
(tentative syllabus)

**Course description:**

In this course we will examine the interaction between literature and memory, in particular how authors have responded to major historical events and have contributed to the shaping of the collective memory of those events. Using the genre of the graphic novel and academic article as prompts, students are required to engage in writing for a variety of academic and non-academic audiences. Throughout the course of the semester students will produce approximately 4500 words in the following writing genres: journal entry, summary, synthetic essay, analytical essay, and reflection essay/creative writing. Each of these assignments will be graded and receive detailed feedback from the instructor. Students will be required to produce a second draft of the two major assignments, the synthetic and analytical essays, in which they will incorporate the instructor’s feedback. The writing assignments in this course account for 100% of the grade.

**Course objectives:**

By the end of this course students will be able to:

1. Read literary texts critically with appreciation for their historical and cultural contexts as well as their ambiguity and complexity.
2. Recognize how the formal elements of language and genre shape meaning; develop the ability to write in appropriate genres and for a variety of purposes and audiences.
3. Reflect on literary texts and generate topics for critical analysis through free-writing techniques.
4. Summarize academic articles.
5. Synthesize ideas from several secondary sources and present them from your own perspective.
6. Identify topics and formulate questions for productive inquiry; propose a thesis statement and defend it with evidence from the literary work(s).
7. Use instructor feedback appropriately to improve writing through revision. Students should demonstrate an ability to revise for content and to edit for stylistic clarity and grammatical accuracy.

**Graphic novels:**

**Holocaust Novels**


**Novels about Communism**


Simon Schwartz. *The Other Side of the Wall*, Graphic Universe, 2015, 112 pp. (Germany)

**Grading:**

**Journal entries – 15%**

You will be required to keep a journal in which you will record your insights and reactions to selected graphic novels (3 “Holocaust” and 2 “Communist” novels). This low-stake assignment will give you an opportunity to articulate and develop your reactions to the texts and help you identify topics on which you would like to write your analytical paper. On the practical side, keeping a journal will provide an additional incentive for you to stay caught up with the required reading material and to read critically; it will keep me informed about your views on the works. Each journal entry should contain 250 words and two distinct paragraphs. In the first longer paragraph you might want to trace briefly a theme or a pattern of imagery or examine the motivation of a particular character. You might want to discuss the impact of the work’s structure and style or focus on a scene or a speech that intrigues you and discuss what makes it confusing or compelling. In the second shorter paragraph you should record your personal impressions of the text. If you found a novel so engaging you could hardly put it down; why was that? If you felt no emotional connection to a certain work; what made it hard to connect? Since the journal entries aren’t very long, you have to keep a fairly narrow focus. Remember that this is a place for exploration and trying out ideas not for carefully structured arguments. Journal entries must be posted on the due date; late entries will receive no credit. The journal entries will be graded on the scale of 1-5.
Article summaries – (3 articles X 5%=15%)

This assignment is a pre-writing activity, preparing you for one of the major assignments in this course—the literature review (synthetic) paper. You will be asked to read and summarize the three academic articles suggested as secondary readings in the Holocaust module: M. Hirsch’s “Post-memory Generation,” Stanislav Kolar’s “Intergenerational Transmission of Trauma in Spiegelman’s Maus,” and Eszter Szep, “Graphic Narratives of Women in War: Identity Construction in the Works of Zeina Abirached, Miriam Katin, and Marjane Satrapi.” An article summary is a short and focused paper informed by your critical reading of an academic article. The summary identifies and analyzes the author’s main thesis, supporting arguments, and use of evidence. The article summary presents your understanding of the article described in your own words. As far as length is concerned, keep your summaries short and aim at 250-300 words. A more detailed description of the article summary assignment is available in Course documents.

Literature review (synthetic ) essay -30%

This assignment provides you with a different kind of writing experience – that of synthesizing rather than of interpreting facts and ideas. The synthetic paper will be devoted to the main topic of the Holocaust module of the course, namely the Holocaust generations and their memory of the genocide. Students will summarize and synthesize the three academic articles from the summary assignment. You can find more detailed guidelines on the format of the synthetic paper in Course documents. As one of the main objectives of this course is to improve your writing skills, you will be asked to produce two drafts of the synthetic paper (see the class schedule for due dates). I will read your first draft and make detailed suggestions for improvement, which you will have to incorporate in the final draft. Your synthetic paper should be 4 pages long or 1000 words.

Analytical essay -30%

In this assignment you are to present an argument about a novel (or perhaps several novels from the Communist module of the course) that develops out of your close reading of the text(s). In this paper you have to demonstrate your interpretative skills and ability to think conceptually. You are encouraged, but not required to consult sources that provide historical, geographical, and biographical context and engage some secondary sources about the literary works and their authors. Any use of secondary sources should be acknowledged in the footnotes and the bibliography. The analytical paper should be 4 pages long or 1000 words. You will be expected to produce two drafts.

Creative writing assignment/Reflection essay -10%

The final assignment gives you a choice between a creative writing experience and a reflection paper. If you choose the creative option you could, for instance, rewrite a scene from a different viewpoint or write an alternative ending to a novel (those of you who have an artistic talent could accompany their new script with comic panels). Other creative ideas are welcomed, but need to be approved by the instructor. If you choose to write a reflection paper you will be asked to consider the relation between the genre of the graphic novel and history. Do you think that the genre of the graphic novel is an
effective medium for engaging readers with history? Did the combination of text and picture help you visualize better the historical actors and their interactions during the historical events? How did the first person narration enhance your understanding of the impact of historical cataclysms on the lives of ordinary people? What did the multiple narratives about the same historical event teach you? Did you feel frustrated by the ambiguity in their historical interpretations or did they make you develop tolerance toward conflicting viewpoints? Did the first-person narratives of the underrepresented make you a more critical reader of academic textbooks?

You should aim at producing about 2 pages or 500 words for your final assignment.

**Tentative schedule:**

**1st unit: Introduction to the main concepts and themes of the 1st module:** Ppt Graphic novel, Holocaust; Ppt Holocaust generations: 1.5 generation and Post-memory generation, secondary witnesses to the Holocaust

**Novel:** Art Spiegelman, Maus I


**Tasks:** article summary due

**2nd unit:** Post-memory generation (born after the war) Art Spiegelman, Maus II.


**Tasks:** journal entry 1 due; article summary due

**3rd unit: 1.5 Holocaust generation**

**Novel:** Miriam Katin. *We Are On Our Own*;


**Tasks:** journal entry 2 due; article summary due

**4th unit: Literature review (synthetic) essay (lecture)**

http://writingcenter.unc.edu/handouts/literature-reviews/
Quoting, Paraphrasing and Summarizing, https://owl.english.purdue.edu/owl/resource/563/01/

**Tasks:** Literature review (synthetic paper) first draft due

**5th unit:** Secondary witnesses to the Holocaust

**Novels:** Joe Klobert. *Yossel. April 19, 1943*; Pascal Croci. *Auschwitz*

**Secondary readings:** Is the graphic novel an appropriate medium for representing the gravity of the Holocaust?


**Tasks:** journal entry 3 (either on Yossel or Auschwitz) due; second draft of synthetic paper due

**6th unit:** Communism through the Eyes of a Child

**Novel:** Marzena Sowa, *Marzi: A Memoir*


**Tasks:** journal entry 4 due

**7th unit:** Communism through the Eyes of a Child

**Novels:** Peter Sis, *The Wall*; Simon Schwartz, *The Other Side of the Wall*

**Analytical essay (lecture)**

Literature paper, [https://owl.english.purdue.edu/owl/resource/618/01/](https://owl.english.purdue.edu/owl/resource/618/01/)

Close reading of literary texts, [https://owl.english.purdue.edu/owl/resource/616/01/](https://owl.english.purdue.edu/owl/resource/616/01/)

Developing a thesis, [https://owl.english.purdue.edu/owl/resource/616/02/](https://owl.english.purdue.edu/owl/resource/616/02/)

Pre-writing, [https://owl.english.purdue.edu/owl/resource/616/03/](https://owl.english.purdue.edu/owl/resource/616/03/)

**Tasks:** analytical essay first draft due

**8th unit:** Wrapping-up

**Tasks:** analytical essay final draft due; creative/reflection paper due
### SLAV 320: Graphic Novels as Memory: Representations of the Holocaust and Communism

**Assessment rubric for the Synthetic and Analytical essays**

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<tr>
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<th>A (5)</th>
<th>B (4)</th>
<th>C (3)</th>
<th>D (2)</th>
<th>F (1)</th>
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<tbody>
<tr>
<td><strong>Thesis /argument</strong></td>
<td>The essay contains a clearly identifiable and persuasive thesis/argument; the thesis presents an original opinion.</td>
<td>The essay has a clear and valid thesis.</td>
<td>The essay thesis is somewhat vague and basic.</td>
<td>The essay thesis is unclear and/or irrelevant.</td>
<td>The essay lacks a thesis.</td>
</tr>
<tr>
<td><strong>Sources/Evidence</strong></td>
<td>The source summary/evidence interpretation is expertly done and effectively supports the main thesis.</td>
<td>The source summary/evidence interpretation is well-done and supports the main thesis.</td>
<td>The source summary/evidence interpretation is superficial and partially supports the thesis.</td>
<td>The source summary/evidence interpretation is poorly done and doesn’t support the main argument.</td>
<td>There is little or no source summary/evidence interpretation.</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>The essay structure has an easily identifiable introduction, body and conclusion</td>
<td>The essay has a clear structure, but the transitions are occasionally rough.</td>
<td>The essay structure is mostly clear, but there are some hard to follow parts.</td>
<td>The structure of the essay is somewhat clear, but there are no transitions</td>
<td>The essay lacks structure.</td>
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<tr>
<td><strong>Style and communicative situation 10%</strong></td>
<td><strong>Grammar and writing mechanics 10%</strong></td>
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<tr>
<td>The style of the essay expertly conforms to the conventions of the genre and consistently targets its respective audience.</td>
<td>The essay is written in sophisticated standard English, contains sentences with varied syntactic structures and is free of grammar and typographical errors.</td>
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<tr>
<td>The style of the essay mostly conforms to the genre conventions and targets its respective audience.</td>
<td>The essay shows some lack of control in grammar, mechanics and usage; lack of sentence variety; contains numerous errors.</td>
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<tr>
<td>The style of the essay somewhat conforms to the genre conventions; it doesn’t consistently target its audience.</td>
<td>The language of the essay isn’t consistently clear; the narrative contains numerous repeated grammar and mechanical errors.</td>
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<tr>
<td>The essay doesn’t conform to the genre conventions and doesn’t target its audience.</td>
<td>The language of the essay is unintelligible; frequent errors interfere with meaning.</td>
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Course Inventory Change Request

Date Submitted: 09/06/17 9:10 am

Viewing: **ANTH 449 : Laboratory/Field Work in Human Biology**
Also listed as: BIOL 449, PSYC 449, SPLH 449

Last edit: 09/06/17 9:10 am
Changes proposed by: siccmade

**Catalog Pages referencing this course**
- Biology Undergraduate Program
- College of Liberal Arts & Sciences
- Department of Ecology and Evolutionary Biology
- Department of Molecular Biosciences
- Department of Psychology

**Academic Career**
- Undergraduate, Lawrence

**Subject Code**
- ANTH

**Course Number**
- 449

**Academic Unit**
- Department: Anthropology
- School/College: College of Lib Arts & Sciences

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

**Title**
- Laboratory/Field Work in Human Biology

**Transcript Title**
- Lab/Field Work in Human Biology

**Effective Term**
- Spring 2018

**Catalog Description**
- Faculty supervised laboratory or field research for Human Biology majors. Students design and complete a research project in collaboration with a Human Biology faculty member.

**Prerequisites**
- Consent of instructor and Human Biology major.

**Cross Listed Courses:**

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>BIOL 449</td>
<td>Laboratory/Field Work in Human Biology</td>
</tr>
<tr>
<td>PSYC 449</td>
<td>Laboratory/Field Work in Human Biology</td>
</tr>
<tr>
<td>SPLH 449</td>
<td>Laboratory/Field Work in Human Biology</td>
</tr>
</tbody>
</table>

**Credits**
- 1-3

**Course Type**
- Laboratory Main (Laboratory that is a main component) Field Studies (Example: Geog 714 Field Experience)

**Grading Basis**
- A-D(+/-)FI (G11)

**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**
- N - Natural Sciences

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

**Justification for counting this course towards the CLAS BA**

This proposed class would provide students with a biological anthropology laboratory experience. This course would build upon concepts introduced in ANTH 104 and 304 to give students practical, hands-on experience in the methods and
theory of the subdivisions of biological anthropology. This course will cover the following topics: genetics, osteology, forensic anthropology, modern human biological variation, primatology, paleoanthropology and human evolution. Students will integrate their knowledge of human variation, critical approaches to the concept of social and biological race, and genetics through a final project interrogating their own ancestry through the analysis of genetic markers via a commercial ancestry test.

How does this course meet the CLAS BA requirements?

Lab and Field Experiences (LFE)

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

No

Rationale for Course Proposal

Currently there are no adequate opportunities for basic training and research in biological anthropology methods.

Supporting Documents

Anth 449 syllabus spring 2018.docx

KU Core Information

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

Yes

Name of person giving departmental approval

Date of Departmental Approval

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.

ANTH 449 provides practical, hands-on training in research methodologies across the subdisciplines of biological anthropology/human biology, from genetics through primatology, osteology, and human evolution. Lectures and readings provide a fundamental framework of concepts and data. These tools are supplemented by assignments and exams which focus on facilitating students using this framework, collecting their own data, interpreting the results and applying their findings. In the process students gain a fundamental understanding of human biology, and our relationship to the natural world.

Selected Learning Outcome(s):

Goal 3 - Natural Sciences

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.)

ANTH 449 provides practical, hands-on training in research methodologies across the subdisciplines of biological anthropology/human biology, from genetics through primatology, osteology, and human evolution. Lectures and readings provide a fundamental framework of concepts and data. These tools are supplemented by assignments and exams which focus on facilitating students using this framework, collecting their own data, interpreting the results and applying their findings. In the process students gain a fundamental understanding of human biology, and our relationship to the natural world.

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

Students synthesize information from readings and in-class lectures to develop a generalized understanding of each topic highlighted in the course (scientific literacy, the relationship of humans to the rest of the animal kingdom, the origin, maintenance, patterning, and significance of human biological variation, the nature of heredity, primatology, and human evolution). A deeper understanding of specific concepts is developed through the exposure to, discussion of, and analysis of specific examples of each topic in laboratory exercises.
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.)

A deeper functional understanding is provided through regular writing assignments in which students analyze videos on primate behavior, utilize genetic data in exercises, and critically analyze claims about science. Laboratory exercises allow students to apply their theoretical knowledge to specific case studies. These different learning activities give students a strong functional understanding of the principles, theories, and analytical methods in biological anthropology.

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.)

Course grades in ANTH 449 include: Exams (33%) – synthesis, evaluation, and analysis; logical and evidence-based reasoning; summarizing arguments. Laboratory assignments and essays (33%) – testing hypotheses, data collection and analysis, critical evaluation of current issues. Independent research project and final paper (16%) – original thinking, developing testable hypotheses, integrating knowledge, analytical skills. The remainder of the grade is for attendance and participation, in which students will apply the knowledge they gain from readings, and lectures to addressing current issues in contemporary culture to in-class discussions of topics such as the (un)reality of biological race, as well as critical analyses of media (podcasts, videos) from popular culture.

Goal 6
Is this course or course sequence at the required junior or senior level?
Yes

Explain how students will analyze and combine information from different areas and approach and explain existing questions and problems from new perspectives, pose new questions or generate new ideas. (Please limit responses to 1000 characters.)

Already in the core.

If your course or course sequence expects students to develop a creative product, please detail the nature of this product and how it will require students to think, react, and work in imaginative ways that produce innovative expressions and original perspectives. (Please limit responses to 1000 characters.)

Already in the core.

Indicate the weight of the evidence in the overall grade of your course or educational experience that will evaluate students for integrative or creative thinking and how you will ensure that your syllabus reflects these assignment expectations. (Please limit responses to 1000 characters with countdown.)

Already in the core.
ANTH 449: Laboratory/Fieldwork in Human Biology
Spring 2018
10:00-10:50 MWF
Instructor: Professor Jennifer Raff
Office: 614 Fraser Hall
Email: jennifer.raff@ku.edu
Office hours: TR 12:30-2:00 and by appointment

Note: The schedule included in this syllabus is likely to change throughout the semester. I will announce scheduling changes in class and on Blackboard.

Course overview
Biological anthropology is an exciting discipline concerned with humans as biological beings living in cultural and natural settings. We are interested in questions pertinent and important to the scientific, social, and political agendas of the world. Material covered in this class will provide a practical, hands-on introduction to research methods in biological anthropology and human biology, including genetics and evolutionary theory, osteology, forensic anthropology, primatology, paleoanthropology. Students will integrate their knowledge of human variation, critical approaches to the concept of social and biological race, and genetics through a final project interrogating their own ancestry through the analysis of genetic markers via a commercial ancestry test.

This course is crosslisted with BIOL 449, SPLH 449, and PSYC 449

Prerequisite: Anth 104, Anth 304 or consent of instructor

This course satisfies the following KU Core Goals:

Core Goal 3N: Develop a background of knowledge across fundamental areas of study. After taking this course, students will be able to demonstrate basic competence in the principles, theories, and analytic methods used in natural sciences.

Core Goal 6.1: Upon reaching this goal, students will be able to analyze and combine information from different areas within or across disciplines to approach and explain existing questions and problems from new perspectives, to pose new questions, and to generate new ideas.

Course textbook
Additional readings will be assigned in class.
Accommodation for students

The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at http://www.access.ku.edu. Please contact me privately in regard to your needs in this course.

Grading

Your final grade is based on 600 points and will use the following scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;59.9%</td>
<td>F</td>
</tr>
<tr>
<td>60-62.9%</td>
<td>D-</td>
</tr>
<tr>
<td>63-66.9%</td>
<td>D</td>
</tr>
<tr>
<td>67-69.9</td>
<td>D+</td>
</tr>
<tr>
<td>70-72.9%</td>
<td>C-</td>
</tr>
<tr>
<td>73-76.9%</td>
<td>C</td>
</tr>
<tr>
<td>77-79.9%</td>
<td>C+</td>
</tr>
<tr>
<td>80-82.9%</td>
<td>B-</td>
</tr>
<tr>
<td>83-86.9%</td>
<td>B</td>
</tr>
<tr>
<td>87-89.9%</td>
<td>B+</td>
</tr>
<tr>
<td>90-92.9%</td>
<td>A-</td>
</tr>
<tr>
<td>93-100%</td>
<td>A</td>
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</tbody>
</table>

Grades will be posted on Blackboard. If you have any questions about a missing or incorrect grade, you must contact me within one week of the grade being posted. As per KU policy, grades cannot be discussed by telephone or by email in order to protect students’ privacy.

Grades will be determined based on exams, discussions and labs, papers, as detailed below.

Exams: 200 points
One midterm and one final exam will be given during class during the semester (dates in the schedule below, but may be subject to change). Exams will be a mixture of objective and short answer format. The final exam will be cumulative. Each exam is worth 100 points. There will be no curving of the exams. NO MAKE-UP EXAMS
WILL BE GIVEN under any circumstances, unless you have appropriate health-related documents explaining your absence.

Laboratory assignments and essays: 200 points

Each laboratory exercise will be accompanied by a short writing assignment, due in class a week after the laboratory exercise has been done. In addition, there will be several short essays assigned as in-class writing assignments during lecture. Essays will not be announced beforehand, and neither laboratory assignments nor essays can be turned in late (except in cases of illness).

Final project: 100 points
Students will conduct an independent research project utilizing data from their own genomes. Topics must be approved beforehand by the instructor. Students will write an original research paper based on their projects, due by the last week of class.

Attendance and participation: 100 points
Students are expected to attend all laboratory sessions, and attendance will be taken approximately 10 minutes after the start of class. Students will be given a grade for participation in discussion and laboratory activities. Attendance will not be taken during lecture sessions, but students are strongly encouraged to attend every lecture, regardless.

Final grades for this course are not curved, and I will not give any student extra points simply because he or she is “close” to the grade they wish (please do not ask).

Absences
If you miss class and we have an assignment that day, you will not be allowed to make it up except in the case of family or medical emergencies, in which case you must provide documentation within one week of an absence. If you are an athlete or a researcher going to academic conferences, please make an appointment with me to discuss your travel schedule as soon as possible. If scheduled exams, discussions, and lectures conflict with religious observations, or scheduled medical procedures, please make an appointment at least one week in advance in order to schedule an accommodation. No make up opportunities will be given if prior arrangements have not been made.

Academic misconduct
I take issues of academic misconduct and fairness very seriously. Cheating and plagiarism will not be tolerated, and will result in a failing grade in the class, as well as additional
discipline according to the University’s academic code of conduct. We will discuss what plagiarism constitutes in detail during a meeting of your discussion section, and our guidelines to not plagiarizing will be posted on Blackboard. You are responsible for reading and understanding these guidelines. All written assignments must be submitted via Blackboard.

Pursuant to the University of Kansas’ Policy on Commercial Note-Taking Ventures, commercial note-taking is not permitted in ANTH 104. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

You may not bring backpacks, purses, cell phones, headphones, hats, outerwear, calculators (unless specifically approved in advance), watches, laptops, or tablets into the exam area (we will provide a secure place for you to store them during the exam).

Social media and technology policies

I encourage social media use to discuss issues related to the course outside of the classroom, if it is done in a respectful, responsible, and thoughtful manner. You may not use cell phones in the classroom for any reason; students who do so will be asked to leave the classroom immediately. Any student-run group to discuss the course, or course material on Facebook (or other social media platforms) MUST give me and course GTAs unlimited access. You may not redistribute course materials in any form, or record lectures or discussions in audio or video form without my consent. Please use the hashtag #KUBioanth if you post on social media. I will occasionally share interesting links related to class topics on twitter using that hashtag. (You are not obligated to follow it, and nothing on there is mandatory reading for the course).

Photography and the posting of photographs on social media of all casts and non-human materials in the laboratory is allowed (and encouraged). However, human remains may not be photographed.

How to do well in this course

You are responsible for all material covered in the book, in supplemental readings, in videos screened during class, and in lectures. This material is not redundant; to do well in the course you must keep up with the reading.
You cannot do well in this course if you do not attend all classes. You are encouraged to attend office hours regularly to discuss course material, particularly if you miss a lecture due to illness or feel that you are not keeping up with the course.

**Schedule (This is subject to change!).**

The first meeting each week will be a lecture on the week’s material, often accompanied by a short discussion, exercise, or writing assignment. The second meeting each week will consist of a laboratory exercise (attendance will be taken). Laboratory exercise write-ups are due the week after they are assigned.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and anthropological basics</td>
<td>Soluri and Agarwal Chapter 1</td>
<td>Lab Exercise #1</td>
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<tr>
<td></td>
<td>Apply the scientific method</td>
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<tr>
<td>2</td>
<td>Cell biology</td>
<td>Soluri and Agarwal Chapter 2</td>
<td>Lab Exercise #2</td>
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<tr>
<td></td>
<td>Cell biology laboratory</td>
<td></td>
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<tr>
<td>3</td>
<td>Genetics</td>
<td>Soluri and Agarwal Chapter 3</td>
<td>Lab Exercise #3</td>
</tr>
<tr>
<td></td>
<td>Genetics laboratory</td>
<td></td>
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<tr>
<td>4</td>
<td>Ancestry</td>
<td>TBA</td>
<td>Topic, outline, and preliminary bibliography of independent research project</td>
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<tr>
<td></td>
<td>Ancestry laboratory: Saliva collection and discussion of independent projects</td>
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<tr>
<td>5</td>
<td>Forces of Evolution</td>
<td>Soluri and Agarwal Chapter 4</td>
<td>Lab Exercise #4</td>
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<tr>
<td></td>
<td>Evolution laboratory</td>
<td></td>
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<tr>
<td>6</td>
<td>Introduction to the skeleton</td>
<td>Soluri and Agarwal Chapters 5-6</td>
<td>Lab Exercise #5</td>
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<td></td>
<td>Osteology laboratory</td>
<td></td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Lab Exercise</td>
<td>Notes</td>
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<tr>
<td>7</td>
<td>Bioarchaeology and Forensic Anthropology</td>
<td>Lab Exercise #6</td>
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<tr>
<td></td>
<td>Forensic laboratory</td>
<td>Soluri and Agarwal Chapter 7</td>
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<tr>
<td>8</td>
<td>Modern human variation</td>
<td>Lab Exercise #8</td>
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<td></td>
<td>Human variation laboratory</td>
<td>Soluri and Agarwal Chapter 8</td>
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<tr>
<td>9</td>
<td>Midterm Exam</td>
<td>Completed bibliography for project</td>
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<td></td>
<td>Discussion of independent projects and research paper format</td>
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<tr>
<td>10</td>
<td>FALL BREAK</td>
<td></td>
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<tr>
<td>11</td>
<td>Primatology</td>
<td>Lab Exercise #9</td>
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<td></td>
<td>Primate behavior laboratory</td>
<td>Soluri and Agarwal Chapter 11</td>
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<tr>
<td>12</td>
<td>Return of genetics data and discussion of results</td>
<td>TBA</td>
<td></td>
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<td></td>
<td>Discussion of data and individual help with research projects</td>
<td></td>
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<tr>
<td>13</td>
<td>Human evolution overview</td>
<td>Lab Exercise #10</td>
<td></td>
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<tr>
<td></td>
<td>Human evolution laboratory I</td>
<td>Soluri and Agarwal Chapter 14</td>
<td></td>
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<tr>
<td>14</td>
<td>The australopithicenes and early members of the genus Homo</td>
<td>Lab Exercise #11</td>
<td></td>
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<tr>
<td></td>
<td>Human evolution laboratory II</td>
<td>Soluri and Agarwal Chapter 15</td>
<td></td>
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<tr>
<td>15</td>
<td>Later members of the genus Homo</td>
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<tr>
<td></td>
<td>Homo</td>
<td>Soluri and Agarwal Chapter 16</td>
<td></td>
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<tr>
<td>16</td>
<td>Final projects due</td>
<td></td>
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<tr>
<td>Discussion/debriefing of genetic ancestry results</td>
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<tr>
<td><strong>FINAL EXAM</strong></td>
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</tbody>
</table>
We offer this course in three formats: in-person, hybrid, and online. The content of all three shares the focus on critical thinking.

A systematic examination of the traditional cycles of Greek myth and their survival and metamorphosis in Latin literature. Some attention is given to the problems of comparative mythology and the related areas of archaeology and history. Slides and other illustrated materials. No knowledge of Latin or Greek is required.
Rationale for Course Proposal

We are proposing that this course, recently redesigned through a 3-year collaborative grant from CTE and the Teagle Foundation, now count toward KU Core Goal 1.1.

KU Core Information

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

Yes

Name of person giving departmental approval	Tara Welch, Chair

Date of Departmental Approval	2/1/17

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.

Classics 148 examines a wide variety of Greek and Roman myths. A general goal for the course is to inculcate the concept that "myths are good to think with," that is, that myths have cultural and chronological relevance and were often developed and applied to address particular cultural concerns. Students read ancient literature and examine artworks in order to identify and analyze these concerns.

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).

Students read three epic poems, a half dozen hymns, and several Greek tragedies in this course; in class, we examine these together with artworks that engage the same themes or topics. In lecture we do not cover the plots and characters of the works; we do that with daily online quizzing. Rather, in class we model critical thinking through exploratory lecture and discussion, e.g., "How does this episode portray Theseus as a hero?" --"What words or phrases in particular suggest this characterization?" --"What reactions to him do the other characters have?" --"What do you suppose Euripides is saying here about heroism?" --"Remember what Homer had said about heroism? How is this different?" etc...We practice close reading of texts and artifacts, in two directions: asking students what evidence from a given text might support a particular point, or what point a given set of evidence might support. Class-time is very conversational and aims to teach students how to "think with myth”.

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.) *

7 critical assignments (attached) help students meet this goal. Each of the seven exists in three parts - a preliminary online post on a targeted topic, an in-class conversation in small groups, and a turned-in component that is more involved (for the first students get individual feedback (via rubric and comments) before moving on; for the second, they receive general feedback in class discussion; the third component is also given individual feedback via the same rubric used for the first)...Each of these 7 assignments invites students to identify, articulate, organize, contextualize, support, and evaluate an argument, probing deeper across the three parts of each one. Students therefore gain ample practice in these critical skills. What is more, of the 7 assignments, 2 focus on literary texts (#2 and 4), two cover artworks (#3 and 6), and two cover secondary sources ((#1 and 5); the seventh combines all three types of sources.

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. *

The analytical assignments are worth 60% of the grade, as follows: Assignments 1-3, 5% each = 15%, Assignments 4-6, 10% each = 30%, Assignment 7, 15% = 15%. The remaining points are given for quizzes and tests (40 daily quizzes for a total of 12%, three exams worth 8%, 8%, and 10%).
**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.)

This course was recently recertified as a humanities course.

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

This course was recently recertified as a humanities course.

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.)

This course was recently recertified as a humanities course.

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.)

This course was recently recertified as a humanities course.
CLSX 148: Greek and Roman Myth
Fall 2016, MWF 11:00-11:50pm, Wescoe 3140

Professor Tara Welch
Department of Classics
Wescoie Hall 1030, 864-2395
tswelch@ku.edu
Office hrs: MW 12:30-2, R9-11

Graduate Instructors
Michael Fons (m386f497@ku.edu)
Kara Kopchinski (k388k146@ku.edu)
Scott McMickle (s105m134@ku.edu)

Supplemental Instructor
Chad Uhl (chaduhl@ku.edu)
Office hours: M6-7p, T2-3, W4-5 (1027 Wescoe)
SI sessions: T3-4 (Wilcox Museum), R5-6 (1023 Wescoe)

Required texts: all available at Union bookstore and on reserve:

- Hesiod, *Works and Days, Theogony*, transl. S. Lombardo (Hackett)
- Homer *Odyssey*, transl. S. Lombardo (Hackett)
- Euripides *Alcestis, Medea, Hippolytus*, transl. D. Svarlien (Hackett)
- Euripides *Bacchae*, transl. P. Woodruff (Hackett)
- Vergil *Aeneid*, transl. S. Lombardo (Hackett)
- Ovid *Metamorphoses*, transl. S. Lombardo (Hackett)

Blackboard site: https://courseware.ku.edu or follow the link from www.ku.edu

Course objectives: In this course you will learn about Greek and Roman myths – not only their plots and characters, but the far more interesting and challenging questions and answers they pose about ancient culture. As a result of this course, you should be able to do many or all of the following:

- recall and recount the plots and characters of major ancient Greek and Roman myths
- situate Greek and Roman myths in the cultural framework of the people who told them
- understand and use a technical vocabulary for ancient literature and art
- compare Greek and Roman myths to myths from other ancient cultures, and to modern myths
- recognize several genres of ancient literature (tragedy, epic, hymn) and read them with ease
- discern among and evaluate competing claims or approaches to myths or to the problems they explore
- read critical scholarly literature, identifying and assessing the shape and agenda of a scholarly argument and interrelating it to other texts/readings
- build and articulate your own scholarly argument about an ancient myth or myths
- be able to cite properly ancient texts, ancient artworks and material remains, and secondary sources
- understand myth’s context in and dependence on the culture and individual who tell it
- recognize myths at work and play in your own culture and life

Course requirements:
1) Reading the assigned materials. You are expected to complete the readings before class. To help you understand the readings, and as an incentive to read before class, *every day’s* reading assignment is accompanied by an online reading exercise on Blackboard. These are short, low-stakes assignments that must be completed online by one hour before class. They count cumulatively for 12% of your course grade.

2) Three tests, given on Friday, 9/23, Wednesday, 11/2, and Thursday, 12/15, worth 8%, 8%, and 12% respectively. No make-up tests are allowed except with a signed note from a doctor.

3) Seven short critical reading/writing assignments, each consisting of three parts: an online post to the Bb discussion board on a targeted question, participation in an in-class discussion on a related topic, and completion of something to turn in (this “something” will take various forms). The first three of the seven are worth 5% each of your grade; the second 3 are worth 10% each; and the final one is worth 15% of your grade. The assignments are all posted on Bb. No late assignments will be accepted without a signed doctor’s note.

4) Integrity, academic and otherwise. Integrity is the cornerstone of a successful class. Misconduct of any sort is unacceptable; see KU’s policy at http://www.timetable.ku.edu/~registr/future/acad_misconduct.shtml.

Grading (standard +/-, no rounding up):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading exercises</td>
<td>12%</td>
<td>40 of them, due every day before class</td>
</tr>
<tr>
<td>Analytical assignment 1</td>
<td>5%</td>
<td>Website worksheet. Final product due Wednesday, 9/7</td>
</tr>
<tr>
<td>Analytical assignment 2</td>
<td>5%</td>
<td>Text analysis. Final product due Monday, 9/19</td>
</tr>
<tr>
<td>Analytical assignment 3</td>
<td>5%</td>
<td>Art gallery notes. Final product due Monday, 10/3</td>
</tr>
<tr>
<td>Analytical assignment 4</td>
<td>10%</td>
<td>Text analysis. Website worksheet. Final product due Monday, 10/17</td>
</tr>
<tr>
<td>Analytical assignment 5</td>
<td>10%</td>
<td>Article worksheet. Final product due Monday, 10/31</td>
</tr>
<tr>
<td>Analytical assignment 6</td>
<td>10%</td>
<td>Art gallery notes. Final product due Friday, 11/18</td>
</tr>
<tr>
<td>Analytical assignment 7</td>
<td>15%</td>
<td>Short paper. Final product due Monday, 12/5</td>
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<td>Friday, 9/23 (8%), and Wednesday, 11/2 (8%), and Thursday, 12/15 in class (12%)</td>
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Suggestions for success:

- Come to class every time, alert, even if you haven’t been able to complete the reading.
- Do the readings on time. For best results, read before class, review your notes, then read again within a week. Mark your text or make note of passages we read in class.
- Take advantage of the SI sessions and our SI leader (see below). This will help a lot.
- Review the lecture slides on Blackboard, within 24 hours of class.
- Complete the optional tutorial exercises on Blackboard – these are short and help you master the facts and the concepts we cover in class.
- Participate with gusto in this class – read, think, chat, respond, think more.
- Be in communication with us, your teachers. We want to help you succeed, and we can help! If something exists or arises that affects your performance in this class (illness, other crises, learning disabilities, etc.), let us know as soon as possible. There is very little we can do to help if we find out about such things too late.
- Please do let us know if you have special learning needs; KU has good policies and guidelines for such circumstances. We’re happy to help you. See me, or the Academic Achievement Access Center, as soon as possible. (www.disability.ku.edu)
- Important dates which I hope you won’t need: Last day to drop without any effect on your transcript, **Monday, Sept 12**. Last day to drop with a W (for “withdrawal”) appearing on your transcript, **Wednesday, Nov 16**. After that, you must finish the class.

**Supplemental Instruction (SI)**

Supplemental Instruction, or SI, is available for CLSX 148. SI consists of weekly peer-facilitated study sessions for students to review course material outside of the classroom. It is a chance for students to meet others in the class, compare notes, discuss important concepts, and review material in order to enhance class performance. The SI Leader will attend each CLSX 148 class session if you have questions. More information about the SI study sessions is posted in Blackboard. For more information about SI, see si.ku.edu.

Your SI leader is Chad Uhl. The SI office hours and study sessions for this class are listed at the start of this syllabus and in the chart at the end.
Weekly schedule:

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Analytical Assignment #1: Website Review

Instructions
This assignment has three parts, in which you will:
   a) Post to Bb a response to the prompt – due by midnight on Thursday, 9/1 (10 pts)
   b) Participate in a conversation in class on Friday, 9/2 (4 pts)
   c) Complete and return the attached worksheet via SafeAssign by Wednesday, 9/7 (36 pts)

The focus of this assignment is reading and evaluating two websites that pertain to Greek and Roman mythology. By assessing online resources about myth, you will evaluate what sorts of information web authors choose to include on their websites, and the way they compose and arrange that information to promote a certain understanding (their understanding) of mythology. This exploration of modern uses and presentations of myth reinforces a central course lesson: that myths are not universal or absolute but are told, constructed, mobilized, and meaningful in specific cultural and personal contexts.

For each website, don’t restrict yourself to the given page only. If links on that page send you to related pages, please explore them as well so that you get a sense of the site. Thank you.

Goals
This worksheet addresses four of the intellectual goals listed on the syllabus:

1) discern among and evaluate competing claims or approaches to myths or to the problems they explore
2) read critical scholarly literature, identifying and assessing the shape and agenda of a scholarly argument and interrelating it to other texts/readings
3) understand myth’s context in and dependence on the cultural and individual who tell it
4) recognize myths at work and play in your own culture and life

Strategies
Please read through the questions before you complete the worksheet, even before you visit the websites. Then spend some time browsing the websites before you begin to fill out the worksheet. Browse thoroughly – go beyond the landing point, please. Please check the hyperlinks at the start, so that, if one of the links does not work (which occasionally happens, though we checked them recently), you can contact us for alternatives.

Website pair
   a) http://www.theoi.com/
   b) http://onespiritx.tripod.com/gods10.htm

Part 1: Online post
By midnight on Thursday, Sept 1, please post a response to the following prompt on Bb in your discussion group.
Visit http://onespiritx.tripod.com/gods00.htm and click down until you find Demeter. The first two lines of her entry offer epithets (nicknames) for her. Choose one epithet that fits the goddess we meet in the *Homeric Hymn to Demeter*; and describe how it fits. Then choose one that does not seem particularly relevant to the Demeter in the Homeric Hymn, and say why not. This part of your response should be 3-5 sentences.

Now go to http://www.theoi.com/ and click down to Demeter (via “Olympian gods”). Scan her landing page, then scroll down to the hyperlink on the left of the page to “Part 6: Titles and Epithets.” Compare the list of epithets here to the one on onespirit; how do the websites differ in their presentation of the epithets? Which seems more credible? This part of your response should be 3-4 sentences.

**Part 2: In-class**

In your small group on **Friday, Sept 2**, discuss your answers to the online post and your impressions of the website. Explore also how the websites’ domain names (“onespirit” and “theoi”; the latter means “gods” in ancient Greek) reveal the creators’ motives in writing about Demeter. Time permitting, begin discussing the organization of the webpages and how this relates/furthers/supports the motives.

**Part 3: Turn in**

Sometime on **Wednesday, Sept 7**, turn in (via SafeAssign) the worksheet that begins on the next page. Download it, delete these initial pages, fill it in, and upload it.
Website a


2. Describe: What mythic material does the website (not just the landing page) cover? You need not be specific – an overview will suffice (gods, gods and heroes, texts, women, many cultures, only Greek and Roman, etc.). Please elaborate. (2 pts)

3. Describe: How is the content of the website (not just the landing page) organized? (e.g. by culture, historical period, character, text, etc.). Is it primarily hierarchical, or are there lateral (side-to-side) connections or some other organizational scheme? (3 pts)

4. Analyze: What does this organization suggest about the author’s perspective on ancient mythology? How does this organization direct their audience through the material? How effective is that guidance? (3 pts)
5. Describe: What sort of evidence do the authors use to make their points? (ancient texts and/or artworks, dictionaries of mythology, no evidence given, etc.)? (3 pts)

6. Analyze: Who is the target audience for this website? How can you tell? (3 pts)

7. Analyze: What overall argument are the authors making about myth? Put another way, what is the agenda or bias of the website’s creators? (3 pts)
Website b

1. Describe: What is the title of this website? Please list it as you would for a bibliography. The Chicago Manual of Style suggests that, when you cite a website, it should follow this format:
   Author. “Title.” Last modified date OR date accessed. URL. (1 pts)

2. Describe: What mythic material does the website (not just the landing page) cover? You need not be specific – an overview will suffice (gods, gods and heroes, texts, women, many cultures, only Greek and Roman, etc.). Please elaborate. (2 pts)

3. Describe: How is the content of the website (not just the landing page) organized? (e.g. by culture, historical period, character, text, etc.). Is it primarily hierarchical, or are there lateral (side-to-side) connections or some other organizational scheme? (3 pts)

4. Analyze: What does this organization suggest about the author’s perspective on ancient mythology? How does this organization direct their audience through the material? How effective is that guidance? (3 pts)
5. Describe: What sort of evidence do the authors use to make their points? (ancient texts and/or artworks, dictionaries of mythology, no evidence given, etc.)? (3 pts)

6. Analyze: Who is the target audience for this website? How can you tell? (3 pts)

7. Analyze: What overall argument are the authors making about myth? Put another way, what is the agenda or bias of the website’s creators? (3 pts)
Analytical Assignment #2 (Textual Interpretation)

Instructions
This assignment has three parts, in which you will:
   a) Post to Bb a response to the prompt – due by midnight on Thursday, 9/15 (10 pts)
   b) Participate in a conversation in class on Friday, 9/16 (5 pts)
   c) Turn in a short paper via SafeAssign by Monday, 9/19 (35 pts)

The focus of this assignment is deeper understanding of Odysseus’ narration to the Phaiacians of his own adventures. By looking closely at the inset tale as well as to the frame narrative (the bits on either side), you will better understand the character of Odysseus and the functions of this narrative in the larger Odyssey, including its narratological complexity and its status as a poem both orally composed and solidified (at some point) in writing.

Goals
This assignment addresses five of the intellectual goals listed on the syllabus:

1) situate Greek and Roman myths in the cultural framework of the people who told them  
2) understand and use a technical vocabulary for ancient literature  
3) discern among and evaluate competing claims or approaches to myths or to the problems they explore  
4) understand myth’s context in and dependence on the culture and individual who tell it  
5) recognize myths at work and play in your own culture and life

Strategies
Please read through the whole assignment before you do the first part. Then spend some time with Odysseus on his adventures, paying special attention to how Odysseus presents himself in the story.

Part 1: Online post
By midnight on Thursday, Sept 15, please post a response to the following prompt on Bb in your discussion group.

- When Odysseus narrates his adventures to the Phaiacians, to what extent is he telling the truth? If he is not telling the truth, why?

Your response should be in two parts. The first part should be 3-4 sentences responding directly to these questions. The second part should give an example FROM THE TEXT that either supports your position, or is impacted by your position. Good places to look for such textual material is any passage that talks about Odysseus’ song (what the Phaiacians say about it when they request it, how they respond to it, what Odysseus says when he starts it, his emotions in telling it, etc.). This second part should include the text with proper citation, and a sentence or two about how you are interpreting it.

Proper citation looks like this made-up example:

- “When Odysseus says, ‘Make no mistake, I fought at Troy’ (Odyssey 12.494), he seems to be reassuring the Phaiacians that he is not lying…”
• or “‘Make no mistake, I fought at Troy,’ says Odysseus at *Odyssey* 12.494. He seems to be reassuring the Phaiacians…”
• or “Odysseus reassures the Phaiacians when he says in book 12, ‘Make no mistake, I fought at Troy’” (*Odyssey* 12.494).

**Part 2: In class**
In your small group on **Friday, September 16**, share your different opinions on the prompt and the bits of text you chose as relevant to the prompt. Next discuss what “truth” means to you. Finally, talk about Jonathan Shay’s interpretation of the meaning of Odysseus’ story as the effects of PTSD (Shay’s thesis will be on the overhead).

**Part 3: Turn in**
Sometime on **Monday, September 19**, turn in (via SafeAssign) a short paper on this topic:

> Storytelling in the *Odyssey* accomplishes many purposes: it generates pleasure, it forges bonds among people (as part of the guest-host relationship, or by way of introduction, or among audience members), it creates or solidifies memory, and it garners fame for the singer and the subject. Choose one of these and explore how Odysseus’ tale of his own adventures fulfills that purpose.

Your paper should be 400-500 words (a little less than 1 single spaced typed page), likely broken into paragraphs as your argument requires. Your paper must have a thesis statement and must cite at least two passages from the *Odyssey*. 
Analytical Assignment #3 (Art Gallery)

Instructions
This assignment has three parts, in which you will:
   a) Post to Bb a response to the prompt – due by midnight on Thursday, 9/29 (10 pts)
   b) Participate in a conversation in class on Friday, 9/30 (5 pts)
   c) Turn in your writing assignment (a blog entry) via SafeAssign by Monday, 10/3 (35 pts)

The focus of this assignment is comparison among visual representations of some aspect of mythology (in this case, the murder of Agamemnon). We have read (at least) two versions of Agamemnon’s death upon his return from Troy, in Homer’s Odyssey and Aeschylus’ Agamemnon. Vases, paintings, sculpture, and other arts are similarly diverse in the way they structure the story and which details they find relevant. This assignment moves toward understanding that every representation, in any medium, of a myth is an interpretation of the myth.

Goals
This worksheet addresses four of the intellectual goals listed on the syllabus:

1) situate Greek and Roman myths in the cultural framework of the people who told them
2) understand and use a technical vocabulary for ancient literature and art
3) discern among and evaluate competing claims or approaches to myths or to the problems they explore
4) understand myth’s context in and dependence on the culture and individual who tell it
5) be able to cite properly ancient texts, ancient artworks and material remains, and secondary sources

Strategies
Please read through the whole assignment before you begin the first part. When it comes to looking at the art, spend some time just looking at it – focusing on different details, the overall composition, what is emphasized, what emotions are depicted and through what means, etc.

Part 1: Online
By midnight on Thursday, Sept 29, post on BB in your small group a response to the following prompt:

   Odyssey and Agamemnon portray Clytemnestra’s involvement in the death of Agamemnon differently. Please choose one passage from each text from the possibilities listed below, and write 3-4 sentences on how that passage functions in the text. Whose point of view is it? How does this point of view affect the way the story is told there?

   Next, look at a vase painted by the Dokimasia Painter that shows Agamemnon’s death (linked below). In 3-4 sentences, explore what interpretation of Agamemnon’s death is offered there (and Clytemnestra’s role in it), and what the details convey toward that interpretation.

Agamemnon passages: Lines 1227-1263, or 1372-1392

Part 2: In class
In class on **Friday, Sept 30**, in your small group, discuss your responses to the online prompt. The Dokimasia Painter’s image will be on screen, as will two other images pertaining to Clytemnestra. Discuss these two images as interpretations as well.


Part 3: Turn in
Sometime on **Monday, Oct 3**, turn in via SafeAssign a blog entry (in MS Word form) on these three visual images of Clytemnestra, a sort of “virtual exhibit” that includes the images with captions (see below) and text that teaches the visitor how to “read” those images as complex interpretations of or responses to this mythic queen (sort of like “wall text” in a museum). Your blog should assume an audience who is intelligent but not necessarily familiar with all the details and sources for this character. Your blog should be 600-700 words plus captions (and images).

The captions for your artwork should include the name of the work, or its subject if not named; the artist if known; the medium (oil painting, bronze sculpture, pencil drawing, etc.), the current location of the artwork, and a proper citation for it (Museums always have a reference number for each work).

Here is an example of a good blog “virtual gallery.” [https://blogs.lt.vt.edu/classicaltradition/](https://blogs.lt.vt.edu/classicaltradition/). Note that each blog entry in this example is around 400-500 words, plus images. Note also that we wish you to provide fuller citations and captions than this blog example.
Analytical Assignment #4a (Textual Interpretation) - Gender

Instructions
This assignment has three parts, in which you will:
   a) Post to Bb a response to the prompt – due by midnight on Tuesday, 10/11 (20 pts)
   b) Participate in a conversation in class on Wednesday, 10/12 (10 pts)
   c) Complete and return the required essay via SafeAssign by Monday, 10/17 (70 pts)

The focus of this assignment is deeper understanding of the portrayal of Medea in Euripides’ play. The primacy of a female character as star of the play, plus the importance of the nurse and the female chorus, suggest that this play has something to say about the role of women in society.

Please read through this whole assignment before beginning part 1. The final product is due via SafeAssign sometime on Monday, October 17. Thank you.

Goals
This assignment addresses four of the intellectual goals listed on the syllabus:

1) situate Greek and Roman myths in the cultural framework of the people who told them
2) understand and use a technical vocabulary for ancient literature
3) discern among and evaluate competing claims or approaches to myths or to the problems they explore
4) understand myth’s context in and dependence on the culture and individual who tell it
5) recognize myths at work and play in your own culture and life
6) be able to cite properly ancient texts, ancient artworks and material remains, and secondary sources

Strategies
Please read through the questions before you begin the first part. Then spend some time with the Medea, particularly the passages noted in parts 1-3 below.

Part 1: Online
Before midnight on Tuesday, Oct 11, post a response on Bb in your small group to this prompt.

Some people call Euripides’ Medea a feminist play, while others call it a misogynist play. What does the word “feminist” mean when we use it to interpret an ancient text? What does “misogynist” mean as a literary-critical term? (this part should be 2-3 sentences; please don’t use a dictionary entry for the word “feminism”).

Next, in 4-6 sentences, explain whether you think Medea is a feminist play or a misogynist play and why you think so. Then list 2 pieces of evidence from the play you would use from the text to support your point. Please include citations (line numbers). The 2 quotations cannot come from the same speech or scene. Keep in mind that some passages could potentially be used to argue either side depending upon interpretation; you need to be specific in showing why you think their chosen passages support one reading or another given the context. Be prepared to discuss your chosen passages in class the next day (therefore, remember which passages you chose and bring your text).
Part 2: In class
In your small group on Friday, Oct 14, discuss your understanding of the words “feminist” and “misogynist” when applied to a work of literature. The move onto your interpretations of the play. Start with “Medea is a feminist play” and share your reasons and textual support for this position. Next, move to “Medea is a misogynist play” and share your reasons and textual support. (15 minutes) For the second half of class, I will put on the screen for plenary discussion one scholar’s reading of the play’s commentary on women.

Part 3: Turn in
Sometime on Monday, Oct 17, please turn in a short essay agreeing or disagreeing with this statement by the scholar Douglas Cairns:1

“Euripides’ Medea does not subvert Athenian male stereotypes. It revels in them.”

Your essay should assume a reader who has read the play, and so should not re-tell plot, except when a plot detail serves your argument. Your essay should include at least 3 distinct quotations from the play; no two may come from the same speech, but you can use two from a scene should this be the best support for your case.

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Analytical Assignment #4b (Textual Interpretation) – Race and Prejudice

Instructions
This assignment has three parts, in which you will:
  a) Post to Bb a response to the prompt – due by midnight on Tuesday, 10/11 (20 pts)
  b) Participate in a conversation in class on Wednesday, 10/12 (10 pts)
  c) Complete and return the required essay via SafeAssign by Monday, 10/17 (70 pts)

The focus of this assignment is deeper understanding of the portrayal of Medea in Euripides’ play. Medea is multiply marginalized; not only is she a woman in a man’s society, but she is a foreigner as well who feels the effects of prejudice. Medea is often portrayed in modern theater by a woman of color; in ancient art she was differentiated by her exotic clothing. The context of the play’s production is an Athens struggling to define citizenship and its own place in the world. Medea contributes to this self-scrutiny.

Please read through this whole assignment before beginning part 1. The final product is due via SafeAssign sometime on Monday, October 17. Thank you.

Goals
This assignment addresses four of the intellectual goals listed on the syllabus:

1) situate Greek and Roman myths in the cultural framework of the people who told them
2) understand and use a technical vocabulary for ancient literature
3) discern among and evaluate competing claims or approaches to myths or to the problems they explore
4) understand myth’s context in and dependence on the culture and individual who tell it
5) recognize myths at work and play in your own culture and life
6) be able to cite properly ancient texts, ancient artworks and material remains, and secondary sources

Strategies
Please read through the questions before you begin the first part. Then spend some time with the Medea, particularly the passages noted in parts 1-3 below.

Part 1: Online
Before midnight on Tuesday, Oct 11, post a response on Bb in your small group to this prompt.

Find and discuss instances in the play that draw attention to Medea as an outsider and raise questions that stem from her status as such. This can take many forms:
  o Passages in which other characters assert that she is different (from Greeks, from locals); what are the perceptions of her?
  o Passages where she speaks about being from somewhere else, and the way it feels to be a member of a minority group (a very small group in this case)
  o Passages that draw attention to the practical effects of her outsider status – how it affects her legal status or rights, her social standing, her movement around the city and beyond, her body
Your post should include three quotations from separate passages, and 3-4 sentences on each passage revealing how it speaks to the idea of Medea as an outsider. Then please add another 1-2 sentences giving us the overall picture, if you think there is one, or explaining why there is not an overall picture.

Part 2: In class
In your small group on Friday, Oct 14, discuss the passages you chose and the message you think the play sends about bigotry. Then discuss the prompt that we put on the screen from Ta-Nehisi Coates’ book, Between the World and Me. Here’s the gist of the prompt: “Coates explores these facets of the black experience in America: 1) that the American Dream relies on the early and continued subjugation of black people; 2) the fear and reality of bodily harm; 3) the black position at the crux (or clash of) the social norms of the streets, the authorities, the home, and the professional world; 4) the way the narrative of the Dream obscures other stories, in a sort of willful ignorance; and 5) the difficulty in being optimistic about solving the problem of racism. Choose one or two of these facets and apply it to the Medea.

Part 3: Turn in
Sometime on Monday, Oct 17, turn in a short essay that reads Euripides’ Medea through the lens of one of the following quotations from Ta-Nehisi Coates’ Between the World and Me.

“Hate gives identity. The nigger, the fag, the bitch illuminate the border, illuminate what we ostensibly are not, illuminate the Dream of being white, of being a Man. We name the hated strangers and are thus confirmed in the tribe.”

“(Then the mother of the murdered boy rose, turned to you, and said,) “You exist. You matter. You have value. You have every right to wear your hoodie, to play your music as loud as you want. You have every right to be you. And no one should deter you from being you. You have to be you. And you can never be afraid to be you.”

Your essay should assume a reader who has read the play, and so should not re-tell plot, except when a plot detail serves your argument. Your paper should be 400-500 words (a little less than 1 single spaced typed page), likely broken into paragraphs as your argument requires. Your essay should include at least 3 distinct quotations from the play; no two may come from the same speech, but you can use two from a scene should this be the best support for your case.
Analytical Assignment #5 (Article review)

Instructions
This assignment has three parts, in which you will:

a) Post to Bb a response to the prompt – due by midnight on Tuesday, 10/25 (20 pts)
b) Participate in a conversation in class on Wednesday, 10/26 and Friday, 10/28 (10 pts)
c) Complete and return the attached worksheet via SafeAssign by midnight on Monday, 10/31 (70 pts)

In this assignment you are asked to read a scholarly article on a topic of myth of ancient literature relevant to our class, and to summarize and analyze it. The article is not particularly long, but it is rich with information and critical content. You will have to stretch – the article might include untranslated Greek or Latin, refer to texts we have not read, or use line numbers not analogous to our translations. You can do it!

Read the article a week or so before the final due date. Do steps 1 and 2, and then download and complete this worksheet to submit via SafeAssign by midnight on 10/31. The article is available online at JSTOR (www.jstor.org), freely accessible from any campus computer or through the KU Library’s website.

Goals
The goals of this assignment are many, complex, and interrelated. The assignment focuses on reading and responding to the work of others, i.e., joining an intellectual conversation and formulating and supporting an argument and putting the work of others to new uses determined by the interests of the writer. By closely reading an article and analyzing its content and organization, we hope you will gain competence at the following:

- interrelating ideas
- identifying the limits of the readings
- naming, defining, and organizing phenomena (critical terms, parts of an argument, etc.)
- recognizing an author’s agenda
- appreciating the purposeful use of quotations and effective framing of the quoted materials
- understanding effective use of footnotes
- acknowledging the contingency of myth (i.e., that meaning depends on the author and audience).

This assignment relates to the following course goals as stated on the syllabus:

1) situate Greek and Roman myths in the cultural framework of the people who told them
2) compare these myths to myths from other ancient cultures, and to modern myths
3) recognize several genres of ancient literature (tragedy, epic, hymn) and read them with ease
4) discern among and evaluate competing claims or approaches to myths or to the problems they explore
5) read critical scholarly literature, identifying and assessing the shape and agenda of a scholarly argument and interrelating it to other texts/readings
6) build and articulate your own scholarly argument about an ancient myth or myths
7) understand myth’s context in and dependence on the cultural and individual who tell it

Strategies
You might wish to read through the worksheet questions first, then read the article AT LEAST TWICE before you turn in your final product – once before the original online post, and again before the second in-class discussion. Sketch out an outline for the article – it will help.

Do steps 1 and 2, and then download and complete this worksheet to submit via SafeAssign by midnight on 10/31. The article is available online at JSTOR (www.jstor.org), freely accessible from any campus computer or through the KU Library’s website.


Part 1: Online
Before midnight on Tuesday, Oct 25, please read closely (again) the scene of Pentheus’ actual death from the Bacchae (the messenger’s speech that begins at line 1043; the description of the death begins at line 1114) and post on Bb in your small group a response to this prompt:

Please describe the precise physical setting of Pentheus’ death. “In the woods” will not suffice. Where exactly is he? Imagine the scene as if you were viewing it through a camera lens. Next, describe – in detail – how the two protagonists look (their dress, expressions, etc.) at the moment the attack begins. This descriptive part should be 4-6 sentences.

Next, consider the fact that Pentheus’ death is narrated by a messenger, rather than presented onstage. Of course, there are practical reasons for this (the limitations of ancient stagecraft and special effects), but this choice by Euripides also adds thematic effect. How does the second-hand narration add meaning to the play? Consider not only the internal audience for the narration (the chorus of Bacchants) but also the external audience (the guests in the theater). This part of your answer should be 4-5 sentences.

Part 2: In class
In class on Wednesday, Oct 26, we will discuss Pentheus’ death in the play and in various artworks (which will be shown on slides) with your small group. Consider these things in your small group: How do the artworks differ from the play? What details does each painting emphasize? And what details are missing? How might those artworks function in context (why is the scene on that sort of vase, or that wall, etc.)?

We will have a second in-class discussion on Friday, Oct 28. In preparation for this discussion, you need to read the article that is associated with this assignment (given above in the general information on the assignment). In class should discuss the article’s thesis (question 3b), how authoritative this analysis is or claims to be (question 5b), and how much the interpretation depends on the ancient context of the material (question 6). Re will be leading questions on the overhead to guide your discussion. This discussion is directly relevant to the worksheet that you will turn in for part 3.

Part 3: Turn in
Sometime on **Monday, Oct 31**, please turn in the worksheet below via SafeAssign on Blackboard. You may omit these first two pages and turn in only the worksheet proper, if you like.

**Worksheet:**

1. Describe: Please list the full bibliographic record for the article/chapter (how would you cite this article in a bibliography). Any standard format will do, but Chicago Manual of Style’s Name-Date method is easy (Author. Date. “Article title.” *Journal title*: issue number: page numbers.) (5 pts)

2. Describe: What portions or passages of the subject text does it cover? Please be descriptive rather than numerical. (e.g., not “Agamemnon lines 442-3” but rather “the choral ode on Helen”). (5 pts)

3a. Describe: What question or gap in our understanding is the author trying to answer or address? Sometimes this is explicit; sometimes it is not. (5 pts)

3b. Describe: What is the author’s response to this question or gap? Put otherwise, what is the article’s thesis? Please give the sentence and page number, if possible. Sometimes, again, the thesis is explicit and sometimes it is not. (5 pts)
4. Describe: How is the article organized? Or, what are the major components of the argument? What we’d like is for you to reconstruct the major outline of the article. The sub-questions will help you discover the organization. (10 pts)

- Are there section headings? If not, you might wish to look at every paragraph to see its main point, and then list the out to reconstruct an outline.
- Does the 1st paragraph or page give a “road map” of the blocks of the argument?
- Does the argument follow in order the ancient text under scrutiny? Or theme-by-theme? Or compare-contrast?
- Do all sections of the argument seem to be of equal weight, or are some more important? If the latter, where do the more important parts appear – beginning, middle, or end?
- Does the article lead up to the big ideas, or start big then taper off with proof?

5. Describe: How does the author position the argument within the world of ideas?
5a. Describe: What are the footnotes like – are they mini-essays, or just citations, or both? Please give an example. (5 pts)

5b. Does the author offer solutions, or questions? Put differently, does the author present the thesis as the, or the only, or the right idea? Or is it presented as a possible solution among many?
Find some phrases that support your observation, and give page numbers. (Some indicators of the latter approach are words such as “tension” and “ambiguity”). (5 pts)

5c. Is the author respectful toward other ideas or dismissive of them? Find an example. (5 pts)

6. Analyze: How does the author see this ancient material (text, artworks) operating in the world? Can it be best understood in the context of Greek civilization, or does its meaning transcend that context? Explain. (10 pts)

7. Describe: What conclusions does the author draw? Where does the author suggest we go next with this question? Where do you think this approach/argument might take us? (10 pts)
8. Analyze: How “portable” is the argument or method to other aspects of your study of Greek and Roman mythology? What questions or thoughts does this article raise for you about other texts or myths? (5 pts)
Analytical Assignment #6 (Art Gallery)

Instructions
This assignment has three parts, in which you will:
  a) Post to Bb a response to the prompt – due by midnight on Sunday, 11/14 (20 pts)
  b) Participate in a conversation in class on Monday, 11/15 (10 pts)
  c) Post your writing assignment (a blog entry) via SafeAssign by Friday, 11/18 (70 pts)

The focus of this assignment is comparison among visual representations of a story from myth (in this case, Aeneas’ departure from Troy). By looking closely at the images, you can see interpretation at work, through the details the artist includes, the compositional design, and the setting/medium for the depiction. Aeneas always leaves Troy, but not always with the same meaning or impact. This assignment moves toward understanding that every representation, in any medium, of a myth is an interpretation of the myth.

Goals
This worksheet addresses four of the intellectual goals listed on the syllabus:

1) situate Greek and Roman myths in the cultural framework of the people who told them
2) understand and use a technical vocabulary for ancient literature and art
3) discern among and evaluate competing claims or approaches to myths or to the problems they explore
4) understand myth’s context in and dependence on the culture and individual who tell it
5) be able to cite properly ancient texts, ancient artworks and material remains, and secondary sources

Strategies
The first part of this involves some web searching on complicated research sites, so please give yourself time to figure out the websites. We give you lots of guidance below. You’ll visit those same sites again for Part 3.

Part 1: Online
Sometime before midnight on Sunday, Nov 14, visit two websites (linked below). The first (Beazley) is an archive of Classical art. It is not comprehensive – it doesn’t have every ancient artwork – but does have a searchable database. The second (numismatics) is an archive of ancient coins in the American Numismatic Society’s huge collection. Here’s the prompt:

In each database, you’re to search for and choose three images of Aeneas escaping Troy carrying Anchises on his back. Save the images (so you don’t have to go back and get them later) and post them to Bb in your small group (if you can’t save them, you can copy and paste them into a thread). With each image, please put citation and caption information; details for this are below the links.

http://www.beazley.ox.ac.uk/index.htm
  Click on “pottery database” then “full database” then “search without logging in”
Under “decoration description”, enter “Anchises” (too many results w/“Aineios”) Then click on “browse” at the bottom of the page. Next page, “images” tab. A set of images will pop up. Click an image for details, zoom, other angles.

http://numismatics.org/

Click on “research” then “online resources” then “mantis”

“How to cite” information available on the “online resources” page

- Citation: To cite a coin, give the ANS number (usually in a format such as “ANS 1967.172.35”). To cite a vase painting, it’s standard to use the Beazley number. This can be found in each artifact’s record; it’s the first “Publication Record” and the number at the end is the citation, e.g., “Beazley 658.124.”
- Caption: Give subject (e.g., Aeneas carrying Anchises), artifact type (Roman silver denarius/Athenian black-figure vase), date, where it is now.

Part 2: In class
In class on Monday, Nov 15, discuss the three slides that will be on the screens. One will be a Greek vase; one a Roman coin; and the third, a representation from another medium (sculpture, gemstone, wall painting, etc.). In the second half of class, I’ll replace the first two images (the Greek vase and Roman coin) with two further images for you to discuss. The questions you should consider are the ones below, but don’t limit yourself to the ones below. Time permitting, we will share some of our ideas on the final question.

- What details are emphasized in the image, and what is suppressed?
- Describe the composition (the arrangement of the image), as if to someone who’s not looking at it.
- Describe the medium – vase, coin, sculpture – how would it be used? When might it be seen, and by what sorts of people?
- Consider what message or meaning the images might convey to the viewer.

Part 3: Turn in
On Friday, Nov 18, post to SafeAssign a blog entry (in MS Word format) on three visual images of Aeneas fleeing Rome, a sort of “virtual exhibit” that includes the images with captions and citations (see below) and text that teaches the visitor how to “read” those images as complex interpretations of or responses to this mythic event (imagine it as “wall text” in a museum). One of your images must be a vase, another a coin, and the third can be from any medium and need not be a work of ancient art. Your blog should assume an audience who is intelligent but not necessarily familiar with all the details and sources for this myth. Your blog should be 600-700 words plus captions/citations (and images).

Here is an example of a good blog “virtual gallery.” https://blogs.lt.vt.edu/classicaltradition/. Note that each blog entry in this example is around 400-500 words, plus images. Note also that we wish you to provide fuller citations and captions than this blog example.
Analytical Assignment #7 (Synthesis) - Pygmalion

Instructions
This assignment has three parts, in which you will:
   a) Post to Bb a response to the prompt – due by midnight on Thursday, 12/01 (30 pts)
   b) Participate in a conversation in class on Friday, 12/02 (15 pts)
   c) Complete and return the required essay via SafeAssign by Tuesday, 12/06 (105 pts)

The focus of this assignment is deeper understanding of the portrayal of Pygmalion in Ovid’s Metamorphoses. The Pygmalion story brings together many of Ovid’s core preoccupations in his work: the role of the artist, mirroring, present absence, patriarchy, and identity.

Please read through this whole assignment before beginning part 1. The final product is due via SafeAssign sometime on Tuesday, December 6. Thank you.

Goals
This assignment addresses four of the intellectual goals listed on the syllabus:

1) situate Greek and Roman myths in the cultural framework of the people who told them
2) understand and use a technical vocabulary for ancient literature
3) compare Greek and Roman myths to myths from other ancient cultures, and to modern myths
4) situate Greek and Roman myths in the cultural framework of the people who told them
5) discern among and evaluate competing claims or approaches to myths or to the problems they explore
6) understand myth’s context in and dependence on the culture and individual who tell it
7) recognize myths at work and play in your own culture and life
8) be able to cite properly ancient texts, ancient artworks and material remains, and secondary sources

Strategies
Please read through the questions before you begin the first part. Then spend some time with Ovid’s Pygmalion story and the other sources. It’s short but dense.

Part 1: Online
Before Thursday, 12/01, post a response on Bb in your small group to this prompt:

How does Ovid’s Pygmalion story in Book 10 explore two of the following ideas: the gaze, mirroring, the role of art or the artist, present absence, authority, or identity? Your answer should consist of two parts (one for each idea). Each part has two parts – one or two quotations from the text, followed by the analysis. The total (for both ideas) should be around 500 words of analysis (the 500 words DOES NOT INCLUDE the quotations).

Part 2: In class
In your small group on Friday, Dec 02, discuss your answer to Part 1 and continue on to the following: Pygmalion wanted his girl to respond, but allowing her to do so risks her turning into
something he doesn’t want her to be. What do you think happens at the end of the story? (an aside: does Pygmalion’s ivory girl become like the woman Hippolytus or Jason wanted, or like a Phaedra or Medea?) Next: Consider a modern representation of the Pygmalion story – some suggestions will be on the screen. Are the essential questions the same, or is there something different, or culturally specific, about the questions raised by the “art come to life” theme?

Part 3: Turn in
Sometime on **Tuesday, Dec 06**, please turn in a short essay responding to this prompt:

Consider Ovid’s Pygmalion story and ONE of the following artistic representations of Pygmalion’s situation. The artworks are all by Jean-Léon Gérôme, a French artist from the late 1800s. The first link is his most famous version (a painting); the second is another painting, same scene but from a different angle and with a less polished look; the third is a sculpture that was the basis for the paintings.

Find a thematic point of intersection between the text and the artistic image, and explore it (note: this is NOT a plot intersection. We know they tell the same plot. We’re looking for a meaning or interpretation that is explored in both media).

Write an essay of c. 900-1000 words exploring this theme as it appears in both the literary and the visual work. Your essay should assume a reader who has read Ovid’s text, and so should not re-tell plot, except when a plot detail serves your argument. Your essay should include at least 2 distinct quotations from the text. You should also assume an audience that has seen the image (or, include one), so there’s no need to describe it, though you will no doubt draw our attention to details of its composition, subject, color, etc. Be sure to cite the image and the text properly (for an artwork, remember: museum and catalog number).

Finally, please dig deep on this one! We’ve been pushing you to do so for 6 assignments so far – show us what you can do! 😊

http://www.metmuseum.org/art/collection/search/436483

(click on collections, use the search box, search for Pygmalion, choose the Gerome painting)

http://www.museumcollections.parks.ca.gov/code/emuseum.asp?collection=5958&collectionname=Works%20of%20Jean-L%C3%A9on%20G%C3%A9r%C3%B4me%20at%20Hearst%20Castle&style=Browse&currentrecord=1&page=collection&profile=objects&searchdesc=Works%20of%20Jean-L%C3%A9on%20G%C3%A9r%C3%B4me%20at%20Hearst%20Castle&sessionid=2E25159D-312B-4CC0-AD13-249954027A19&action=collection&style=single&currentrecord=4
**Course Inventory Change Request**

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
HA

**Course Number**
311

**Academic Unit**
Department: History of Art
School/College: College of Lib Arts & Sciences

**Title**
The Art and Architecture of the British Isles

**Transcript Title**
Art & Architecture British Isles

**Effective Term**
Summer 2018

**Catalog Description**
Taught in the British Summer Institute in the Humanities Study Abroad program, this course offers an introductory survey of British art and architecture. Through classroom lectures, readings, and visits to museums, churches, and other historic sites, selected works of art and architecture are analyzed in terms of their formal qualities, iconography, and cultural context.

**Prerequisites**
Approval for enrollment in the British Summer Institute in the Humanities Study Abroad program through the KU Office of Study Abroad.

**Cross Listed Courses:**

- **Credits**
  3

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

- **Grading Basis**
  A-D(+/-)FI (G11)

- **Is this course part of the University Honors Program?**
  No

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

- **Typically Offered**
  Only Summer Semester

- **Repeatable for credit?**
  No

**Principal Course Designator**
H - Humanities

**Rationale for Course Proposal**
I write to nominate this existing course for inclusion in the KU Core, to be designated as a Goal 3, Arts & Humanities course, because this course provides students with opportunities to understand and apply the principles, theories, and analytic methods used in art history, a humanistic discipline.

**Supporting Documents**
HA 311 Syllabus 2017.docx

**KU Core Information**

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

Name of person giving departmental approval  David Cateforis  Date of Departmental Approval  March 30, 2017

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.

As stated in the syllabus, this course provides a broad overview of the history of British painting, sculpture, and architecture from the ancient world to the present day. Students develop an understanding of the visual arts as they exist in a historical context and as they relate to the contemporary world and artistic issues. Students also hone their visual literacy skills and learn the terms and methods of formal and contextual analysis, museum criticism, and critical analysis of scholarly articles. Students also engage in debates about current issues in the field of art history, such as cultural patrimony and exhibition practices.

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.)

The course offers a general survey of the history of British art. Through classroom lectures, readings, and visits to museums, churches, and other historic sites, the students develop an understanding of British culture from the Neolithic period to present. Through readings students engage with primary sources or critically analyze scholarly articles relevant to the day's theme and/or the planned museum or site visit. Written assignments give students the opportunity to practice their formal analysis skills and to deeply consider how the museum space mediates the art viewing experience. The assignments allow the students to demonstrate their abilities to apply historical knowledge, observation, and critical thinking skills. Additionally, the students maintain a written journal in which they respond to prompts eliciting short meditations on artworks viewed and historic places experienced during the travel period.

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

Thematic lectures emphasize canonical artworks, many of which the students will see first hand in their museum visits, to demonstrate formal and contextual changes in British art over time and placing older works in comparison with more modern examples. Teaching within the museum spaces allows the instructor the opportunity to emphasize key concepts originally developed during in-class lectures. In two longer writing assignments, a formal analysis and a museum analysis, students demonstrate their ability to apply historical knowledge, observation, and critical thinking skills in well-written responses. In the formal analysis, students sharpen their capability to observe a work of art and to clearly and concisely convey their observations. In the museum analysis, students reflect upon the ways in which art museums construct a viewer's experience and engagement with works of art, and apply the skills of observation that they practice throughout the course.

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.)

Through readings, class discussions, and written responses to artworks, contemporary issues are integrated into the course lectures and on-site visits. The student's notions of nation, gender, religion, self, and the role and status of women are contrasted to historical examples, complicating the student's thinking on these topics and broadening their understanding of historical and cultural differences. For example, readings such as D. King's "Debate over the Elgin Marbles" and R. Mark's "Deface and Destroy: The End of Images" encourage deep thinking about issues of artistic patrimony and the destruction of art for propaganda purposes. Other examples include an introduction to fancy work and the arts made by women in 17th and 18th c. homes, challenging students to question how we determine what counts as art; discussion of modern works engaging LGBTQ British identities; and the commodification of national identities through the production of souvenirs and marketing of local crafts.

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.)

For HA 311, students write two papers, ten journal essays, and a final exam. The papers consist of a formal analysis and museum analysis. The journal essays are generated by a broad list of prompts calling for short meditations on artworks, places, and experiences. The final exam consists of essay comparisons identifying and discussing artworks from the course. The progression through these assignments allows students to demonstrate growing ability to apply fundamental concepts and analyze contemporary issues using the principles, theories, and analytic methods of art history.
Instructor: Heather Tennison

E-mail: heather.tennison@ku.edu

Course description: This course will examine the art of the British Isles from prehistory to the present. We will look particularly at the ways in which painting, sculpture, and architecture engage with their historical moment, politics, gender issues, ethnicity, and class. In addition to examining specific artworks, movements, and artists, students will consider how museums and historical sites participate in the construction of narratives of art history. The objective of this course is to develop each student’s understanding of the visual arts, as they exist in an historical context, as well as his/her visual literacy and ability to employ the terms and methods of formal and cultural analysis.

Required Readings: All readings are posted on Blackboard (BB) under the “HA 311 Readings” tab. Please read the assigned reading(s) before class on the day that it is assigned. All readings are available as on BB: http://courseware.ku.edu/

Course Assignments: For HA 311, students will write two (2) papers, based on instructions provided on Blackboard, and ten (10) journal essays to be selected from a broad list of prompts consisting of short meditations on artworks, places, and experiences. The final exam will consist of essay comparisons identifying and discussing artworks from the course.

Late paper policy: You are expected to hand in your work at the start of class on the day the assignment is due. For every day that a paper is late, one letter grade will be deducted from the overall paper grade. For example, a paper that would have received an A- will receive a B-, etc.

Approximate Grading Values:
Paper 1: 20%
Paper 2: 25%
Journals: 25%
Final: 30%
Course Schedule:

Pre-Course  Introduction to the Art Historical Tool Box

Video: Watch lecture posted to Blackboard

Suggested Readings: Dana Arnold “What is Art History,” “Presenting Art History,” and “Reading Art,” in Art History: A Very Brief Introduction

Review “Introduction” and “Formal Analysis” (under “Visual Description”) sections at www.writingaboutart.org, a website created by Professor Marjorie Munsterberg.

______________________________

5 June  What is British Art?

Reading: King, Dorothy. “The Debate over the Elgin Marbles.”

______________________________

7 June  Race, Sex, and Gender in British Art


______________________________

8 June  English Portraiture


______________________________

12 June  Landscape Painting in England


______________________________

14 June  The Material Culture of the Book in Britain

15 June  
Lady Arts and Fancy Work


**Paper 1 Due on Blackboard**

**First five (5) Journal entries due to Heather**

17 June  
York: Intersections of Sacred and Secular in the Late Medieval City

**Reading:** Browne, Sarah. “Imagery, Patronage, and Politics in the Minster, 1400-1500,” *Our Magnificent Fabrik*

20 June  
Reverberations of the Reformation in British Art and Architecture


21 June  
Scottish Art and Architecture


22 June  
Material Culture of the Scottish Highlands


26 June  
Arts & Crafts Movement


28 June  Reinterpreting the Past: Modern Medievalism in British Art


_____________________________________________________________________________

29 June  Public Art and Installation Art in the UK


_____________________________________________________________________________

30 June  Review for Final Exam

Paper 2 Due

Final five (5) journal entries due to Heather

_____________________________________________________________________________

1 July  Final Exam

Students with Disabilities:

The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620, coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do so as soon as possible. Please also see me privately in regard to this course.

Academic Misconduct:

University Senate Rules and Regulations, Article II, Section 2.6.1:A:

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. Some of the above categories of academic misconduct may overlap violations characterized as non-academic misconduct in Article 22 of the Code of Student Rights and Responsibilities. Any student guilty of academic misconduct in this class will receive an “F” for the entire course (rather than only on that assignment), with other judicatory action possible.
The scope and content of the material included in this course are defined by the instructor in consultation with the responsible academic unit. While the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories is viewed as a normal part of the educational environment, the instructor has the right to limit the scope and duration of these interactions. Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom or laboratory, may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Code of Student Rights and Responsibilities (CSRR), Article 22, Section C, and the University Senate Rules and Regulations, Section 2.4.6 Article 22 of CSRR also defines potential sanctions for these types of infractions.

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. No university authorization exists for an enrolled student to take notes for the purpose of selling them for profit. Permission is withheld for commercial note takers based on two existing university regulations: Article V, section 5, paragraph 2 of the Faculty Senate Rules and Regulations and Article 22, section B, paragraph 2 of the Code of Student Rights, Responsibilities and Conduct.
Course Inventory Change Request

Date Submitted: 09/06/17 9:10 am

Viewing: ANTH 449: Laboratory/Field Work in Human Biology

Also listed as: BIOL 449, PSYC 449, SPLH 449

Last edit: 09/06/17 9:10 am

Changes proposed by: siccmade

Catalog Pages referencing this course:
- Biology Undergraduate Program
- College of Liberal Arts & Sciences
- Department of Ecology and Evolutionary Biology
- Department of Molecular Biosciences
- Department of Psychology

Academic Career: Undergraduate, Lawrence

Subject Code: ANTH

Course Number: 449

Department: Anthropology

School/College: College of Lib Arts & Sciences

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

- No

Title: Laboratory/Field Work in Human Biology

Transcript Title: Lab/Field Work in Human Biology

Effective Term: Spring 2018

Catalog Description:
Faculty supervised laboratory or field research for Human Biology majors. Students design and complete a research project in collaboration with a Human Biology faculty member.

Prerequisites:
Consent of instructor and Human Biology major.

Cross Listed Courses:
- BIOL 449, Laboratory/Field Work in Human Biology
- PSYC 449, Laboratory/Field Work in Human Biology
- SPLH 449, Laboratory/Field Work in Human Biology

Credits: 1-3

Course Type: Laboratory Main (Laboratory that is a main component) Field Studies (Example: Geog 714 Field Experience)

Grading Basis: A-D(+/-)FI (G11)

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: N - Natural Sciences

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

- Yes

Justification for counting this course towards the CLAS BA:
This proposed class would provide students with a biological anthropology laboratory experience. This course would build upon concepts introduced in ANTH 104 and 304 to give students practical, hands-on experience in the methods and...
theory of the subdivisions of biological anthropology. This course will cover the following topics: genetics, osteology, forensic anthropology, modern human biological variation, primatology, paleoanthropology and human evolution. Students will integrate their knowledge of human variation, critical approaches to the concept of social and biological race, and genetics through a final project interrogating their own ancestry through the analysis of genetic markers via a commercial ancestry test.

**How does this course meet the CLAS BA requirements?**

**Lab and Field Experiences (LFE)**

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

No

**Rationale for Course Proposal**

Currently there are no adequate opportunities for basic training and research in biological anthropology methods.

**Supporting Documents**

Anth 449 syllabus spring 2018.docx

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**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>
</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.

ANTH 449 provides practical, hands-on training in research methodologies across the subdisciplines of biological anthropology/human biology, from genetics through primatology, osteology, and human evolution. Lectures and readings provide a fundamental framework of concepts and data. These tools are supplemented by assignments and exams which focus on facilitating students using this framework, collecting their own data, interpreting the results and applying their findings. In the process students gain a fundamental understanding of human biology, and our relationship to the natural world.

**Selected Learning Outcome(s):**

**Goal 3 - Natural Sciences**

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.)

ANTH 449 provides practical, hands-on training in research methodologies across the subdisciplines of biological anthropology/human biology, from genetics through primatology, osteology, and human evolution. Lectures and readings provide a fundamental framework of concepts and data. These tools are supplemented by assignments and exams which focus on facilitating students using this framework, collecting their own data, interpreting the results and applying their findings. In the process students gain a fundamental understanding of human biology, and our relationship to the natural world.

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

Students synthesize information from readings and in-class lectures to develop a generalized understanding of each topic highlighted in the course (scientific literacy, the relationship of humans to the rest of the animal kingdom, the origin, maintenance, patterning, and significance of human biological variation, the nature of heredity, primatology, and human evolution). A deeper understanding of specific concepts is developed through the exposure to, discussion of, and analysis of specific examples of each topic in laboratory exercises.
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.)

A deeper functional understanding is provided through regular writing assignments in which students analyze videos on primate behavior, utilize genetic data in exercises, and critically analyze claims about science. Laboratory exercises allow students to apply their theoretical knowledge to specific case studies. These different learning activities give students a strong functional understanding of the principles, theories, and analytical methods in biological anthropology.

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.)

Course grades in ANTH 449 include: Exams (33%)– synthesis, evaluation, and analysis; logical and evidence-based reasoning; summarizing arguments. Laboratory assignments and essays (33%) – testing hypotheses, data collection and analysis, critical evaluation of current issues. Independent research project and final paper (16%) – original thinking, developing testable hypotheses, integrating knowledge, analytical skills. The remainder of the grade is for attendance and participation, in which students will apply the knowledge they gain from readings, and lectures to addressing current issues in contemporary culture to in-class discussions of topics such as the (un)reality of biological race, as well as critical analyses of media (podcasts, videos) from popular culture.

Goal 6

Is this course or course sequence at the required junior or senior level?

Yes

Explain how students will analyze and combine information from different areas and approach and explain existing questions and problems from new perspectives, pose new questions or generate new ideas. (Please limit responses to 1000 characters.)

Already in the core.

If your course or course sequence expects students to develop a creative product, please detail the nature of this product and how it will require students to think, react, and work in imaginative ways that produce innovative expressions and original perspectives. (Please limit responses to 1000 characters.)

Already in the core.

Indicate the weight of the evidence in the overall grade of your course or educational experience that will evaluate students for integrative or creative thinking and how you will ensure that your syllabus reflects these assignment expectations. (Please limit responses to 1000 characters with countdown.)

Already in the core.
Department of Chemistry

Proposed Changes to Departmental Honors Program

Purpose: To clarify the expectations and timing of application and update course requirements.

I’ve included below the current plan with the highlighted text as the proposed changes and the red strike through on current text we are looking to replace.

The Honors Program in Chemistry

The Honors Program in Chemistry (departmental honors) provides the opportunity for outstanding undergraduate (B.A. or B.S.) students to pursue a program of research under faculty guidance during the junior and senior years. Students who complete the requirements, including the written thesis, will, upon recommendation of the department, graduate with "Honors in Chemistry." (This program is independent of the University Honors program.)

Admission to the Honors Program and Selection of a Research Problem

Admission to the honors program in chemistry is available to highly motivated and superior students. Admission will not occur before students have reached the 3rd year in the academic plan and have completed at least one semester of research. Normally, such admission will not occur before not the junior year

Students interested in entering the program should visit with several faculty members (as described in Research) who have diverse research interests in analytical, inorganic, organic, physical and computational/theoretical chemistry. After selecting a faculty research advisor, a completed application form (available in the main Chemistry office, 2010 Malott) should be submitted to the Undergraduate Associate Chair of the Department prior to or during the week of enrollment in the fall or spring semester. The student should also submit letters of recommendation from the research advisor and one other faculty member in the department.

Decisions on admission to the program will be made early in the semester. Each student selected for the program shall enroll in at least two semesters of CHEM 699, Undergraduate Honors Research (total accumulation of 4-8 hours) and should attempt to arrange their weekly schedule so that substantial blocks of time are available to carry out their research activities.

Requirements for Graduation with Honors in Chemistry

Courses: A minimum of 41 credit hours of course work in Chemistry is required for graduation with Honors in Chemistry. The specific requirements are the following:

- 10 hours of General Chemistry (CHEM 170 and 175, or 190 and 195)
- 10 hours of Organic Chemistry (CHEM 330 or 380 and 331, and CHEM 335 or 385 and 336)
- 5 hours of Analytical Chemistry (CHEM 620 and 621)
- 9 hours of Physical Chemistry (CHEM 530, 535 and 536)
- 4-8 hours of Undergraduate Honors Research (CHEM 699) and
- 3 hours of a 700-level Chemistry course or CHEM 660 or CHEM 661.

**Grade-Point Average (GPA):** Academic excellence and superior performance will be expected in the various areas of basic chemistry. To complete a departmental honors program, the Chemistry Department requires that students have achieved a GPA of at least 3.25 overall and 3.5 in the major at the time of application and maintained throughout their final semester, by the end of their final semester. Both GPAs include grades received at other institutions as well as at KU.

**Research and Thesis:** Each student shall enroll in at least two semesters of CHEM 699, Undergraduate Honors Research (total accumulation of 4-8 hours) under the supervision of a faculty member (or members) of the Department of Chemistry. At the completion of the research, the student shall submit a written thesis for evaluation and approval by his or her advisory committee, which will consist of the student's research supervisor and at least two other faculty members in the Department. The results of the research will then be presented orally at a special seminar.

**Format and Timing of the Thesis**

Students should plan to finish all the required research by the middle of the spring semester of their senior year to allow adequate time for the preparation of the thesis. The format of the thesis shall be similar to that used for a graduate thesis in the Department; that is, it should include a title page, table of contents, historical background, experimental procedures, experimental results, discussion and appropriate references. The student should present a final typed copy of the thesis to his or her advisory committee for evaluation at least three weeks prior to the week in which final examinations begin in the spring semester of the senior year. The special seminar (mentioned above) will be scheduled prior to the beginning of final examinations.

**Grading Policy for Honors Courses in the Department of Chemistry**

The Chemistry Department's grading policy for honors courses conforms to the University guidelines on assigning letter grades (see University Senate Rules, Article II, Section 2.2 The Grading System, which can be found in the KU Policy Library. Although we expect that honors students, who have superior preparation and are highly motivated, will achieve a higher proportion of excellent grades, and that the class average will be higher than in the corresponding non-honors classes, there is no guaranteed minimum grade in honors courses.