African Design

This course examines the conceptualization of the “decorative” arts in Africa, including textiles, metals, ceramics, wall decoration, and jewelry, and investigates the relation of this art historical category to modernism. How did such a wide range of artistic practices come to be grouped together? Are terms such as “decorative art” and “craft” still operative, and how do they reflect ideas about race and gender? How have African artists approached “traditional” design? What social factors influenced artistic processes and what is the historical symbolism of medium? To address these questions, we will consider artists’ writings, art schools and apprenticeships, gender dynamics, transnational artistic exchanges, the concept of the artist-artisan, and the meaning of material and process. Our discussions will span historical and contemporary contexts, and also will examine colonial systems of classification, gender norms and laws, practices of appropriation, and tourism. AAAS 377/HA 377 is not open to students with credit in AAAS 677/HA 677 or AAAS 376 or HA 376, or AAAS 578 or HA 578, or an Art History course 100 level or above, or consent of instructor.
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>Permanent companion undergraduate companion to graduate classes in both HA and AAAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Documents</td>
<td>AAAS-677-approval.pdf</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Reviewer Comments</th>
<th>Rachel Schwien (rschwien) (10/10/17 9:20 am): holding for program change and possible cross list</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rachel Schwien (rschwien) (10/10/17 10:01 am): Rollback: per request</td>
</tr>
</tbody>
</table>
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/16/17 10:39 pm

Viewing: ABSC 302: Behavioral Assessment

Last edit: 10/16/17 10:39 pm

Changes proposed by: jomellaw

Programs referencing this course


Academic Career

Undergraduate, Lawrence

Subject Code

ABSC

Course Number

302

Academic Unit

Department

Applied Behavioral Science

School/College

College of Lib Arts & Sciences

Locations

Lawrence

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

Yes

Please Explain

The course could potentially be offered in a hybrid format.

Title

Behavioral Assessment

Transcript Title

Behavioral Assessment

Effective Term

Fall 2018

Catalog Description

The strategies, methods, and ethics of conducting behavioral assessment are presented to support the identification and selection of socially significant behavior change goals. The types of behavioral assessment including indirect, descriptive, and functional assessment approaches are reviewed to determine the appropriate conditions and context for assessment-based interventions. The selection and use of other assessment methods common in Applied Behavior Analysis including preference assessments is introduced. The collection, review and interpretation of assessment data are discussed within the context of identifying behavior change goals and behavior-analytic services.

Prerequisites

ABSC 100 or ABSC 101 with a grade of C or better.

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?

No

Typically Offered

Twice a Year, Spring & Summer

Repeatable for credit?

No

Principal Course Designator

Course Designator

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

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

Yes

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
</table>

Describe how:

Course will serve as a one of four core courses required for all ABSC majors.

Rationale for Course Proposal

The course is needed to support the requirements for the course sequence that is necessary for students to complete the updated major requirements.
ANTH 150: Becoming Human

This course examines the biological evolution and archaeological record of humanity from the earliest human origins to the origins of civilization, and asks: Where did we come from? What makes us human? Where are we going? By unraveling the fundamental connections between biological evolution and culture, our goal is to help students appreciate how knowledge of the human past is relevant to our modern lives, whether as a KU student today, or as a future parent, medical patient, consumer, or citizen.
Describe how:

This is one of two introductory survey courses and covers two subdisciplines of Anthropology. All Anthropology undergraduate majors must take this course.

Rationale for Course Proposal

We are redesigning the anthropology undergraduate program to include two large introductory-level courses. We will retain ANTH 160 - Varieties of Human Experience (An Introduction to Sociocultural Anthropology), and we wish to add ANTH 150 - Becoming Human (An Introduction to Evolutionary, Biological, and Archaeological Anthropology).

Course Reviewer

Comments

Key: 12348
**Course Inventory Change Request**

**New Course Proposal**

Date Submitted: 06/01/17 2:47 pm  
Viewing: **BIOL 501 : Physiological Adaptations of Plants to Extreme Environments**  
Last edit: 06/01/17 2:47 pm  
Changes proposed by: gburg

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>BIOL</td>
</tr>
<tr>
<td>Course Number</td>
<td>501</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department Biology</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

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

**Title**  
Physiological Adaptations of Plants to Extreme Environments

**Transcript Title**  
Phys Adapt Plants Extr Eviron

**Effective Term**  
Spring 2018

**Catalog Description**  
Exploration of physiological adaptations of plants to bright sunlight & deep shade, drought & flooding, excess heat & subfreezing, excess elements and too few elements. Examples of adaptations include: red leaves, blue leaves, succulence, root "knees", moving leaves, frozen leaves, heavy metal plants, carnivorous plants, parasitic plants, epiphytes.

**Prerequisites**  
Biol 150 or Biol 152 or consent of instructor

**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?  
No

Typically Offered  
Only Spring Semester

Repeatable for credit?  
No

**Principal Course Designator**  
N - Natural Sciences

**Program Code - Name**

- (BIOL-BA) Biology, B.A.
- (BIOL-BS) Biology, B.S.

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

- (BIOL-BA) Biology, B.A.
- (BIOL-BS) Biology, B.S.
This course would be included on a list of six pick two for BA Biology and will be one of two "pick one" courses for BS Biology/Ecol, Evol, Organismal Biology.

<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>This is a new course that will be used to replace the plant half of BIOL 408 Physiology of Organisms.</th>
</tr>
</thead>
</table>

| Course Reviewer Comments | Rachel Schwien (rschwien) (08/25/17 2:57 pm): BIOL 408 will be deactivated. Dept will submit change to BA and BS to show where new course will fit.  
Rachel Schwien (rschwien) (10/17/17 1:37 pm): followed up with dept 10/17 |
## Course Inventory Change Request

### New Course Proposal

<table>
<thead>
<tr>
<th>Date Submitted:</th>
<th>10/09/17 2:38 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing:</td>
<td>COMS 454: Rhetoric of Popular Culture</td>
</tr>
<tr>
<td>Last edit:</td>
<td>10/09/17 2:37 pm</td>
</tr>
<tr>
<td>Changes proposed by:</td>
<td>rschwien</td>
</tr>
</tbody>
</table>

### Academic Career and Subject Code
- Undergraduate, Lawrence
- COMS

### Academic Unit
- Department: Communication Studies
- School/College: College of Lib Arts & Sciences
- Location: Lawrence

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

#### Please Explain
There is a separate online section offered once per year

### Title
- Rhetoric of Popular Culture

### Transcript Title
- Rhetoric of Popular Culture

### Effective Term
- Spring 2018

### Catalog Description
A study of the social and cultural importance of popular culture. Emphasis is on using rhetorical analysis and a number of important theoretical perspectives to help examine popular culture’s often unnoticed influence.

### Prerequisites
- COMS 130, COMS 150, or COMS 230.

### Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Type</th>
<th>Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</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
- As necessary

### Repeatable for credit?
- No

### Principal Course Designator
- H - Humanities

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

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

#### Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(COMS-BA/BGS) Communication Studies, B.A./B.G.S.</td>
</tr>
</tbody>
</table>

#### Describe how:
Serves as an elective
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make the course number reflect the actual content of the course and prohibit Master's students from enrolling in the class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS 454  Rhetoric of Popular Culture.pdf</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Reviewer Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Schwien (rschwien) (10/09/17 2:38 pm): Renumbering of COMS 554 to COMS 454</td>
</tr>
</tbody>
</table>
**Course Inventory Change Request**

**Course Proposal**

Date Submitted: 10/16/17 11:42 am

**Viewing: EVRN 445 : Introduction to Environmental Health**

Last edit: 10/16/17 11:42 am

Changes proposed by: koerner

<table>
<thead>
<tr>
<th>Academic Career</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>EVRN</td>
</tr>
<tr>
<td>Course Number</td>
<td>445</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td>School/College</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>Locations</td>
<td>Edwards</td>
</tr>
<tr>
<td>Lawrence</td>
<td></td>
</tr>
</tbody>
</table>

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

Title: Introduction to Environmental Health

Transcript Title: Intro to Environmental Health

Effective Term: Spring 2018

Catalog Description: This course is designed to provide a foundation for understanding how the natural and built environment affect human health in industrialized and developing countries by examining the impact of physical, chemical, and biological factors external to humans. Students will gain an understanding of the interaction of individuals and communities with the environment, the potential impact on health of environmental agents, and specific applications of concepts of environmental health.

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? No

Typically Offered: Typically Once a Year

Repeatable for credit? No

Principal Course Designator

Course Designator

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

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

Rationale for Course Proposal: Required course for undergraduate minor in public health in development.

Course Reviewer

Comments
# New Course Proposal

**GEOL 533: Shales and Other Mudstones**  
*Effective Term: Spring 2018*

**Catalog Description:** This course defines mudstones and shales. Deposition and constituents of fine-grained sediment; geochemistry, diagenesis and lithification such deposits. Organic constituents of mudstone and their function as sources of crude oil and natural gas. Petrophysics and mechanical properties of mudstones and their potential as reservoirs of hydrocarbons. Not open to students with credit in GEOL 733.

**Prerequisites:** GEOL 331

**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>
<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**  
Course Designator: N - Natural Sciences

**Rationale for Course Proposal:** The material in this course is currently lacking in our curriculum and is becoming important for undergraduate and graduate students interested in working in industry.

**Approval Path:**
1. 10/24/17 10:03 am  
   Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 11/07/17 1:11 pm  
   Rachel Schwien (rschwien): Approved for CUSA Subcommittee
# Course Inventory Change Request

## New Course Proposal

**Viewing: GEOL 555 : Climate Science**

**Last edit: 10/24/17 10:02 am**

Changes proposed by: stearns

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>GEOL</td>
</tr>
<tr>
<td>Course Number</td>
<td>555</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department Geology</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
<tr>
<td>Do you intend to offer any portion of this course online?</td>
<td>No</td>
</tr>
<tr>
<td>Title</td>
<td>Climate Science</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Climate Science</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2018</td>
</tr>
</tbody>
</table>

**Catalog Description**

This course explores the science of climate change. Students will learn how the climate system works; what factors cause climate to change across different time scales and how those factors interact; how scientists use models, observations and theory to make predictions about future climate; and the possible consequences of climate change for our planet. Students will learn how climate change today is different from past climate cycles and how satellites and other technologies are revealing the global signals of a changing climate. Finally, the course looks at the connection between human activity and the current warming trend and considers some of the potential social, economic and environmental consequences of climate change.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>GEOL 101 or GEOL 121</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Lecture (Regularly scheduled academic course) (LEC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associated Components (Optional)</td>
<td>Discussion – Mandatory discussion associated with a main component</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>Only Spring Semester</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
</tbody>
</table>

**Principal Course Designator**

N - Natural Sciences

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

No

**Rationale for Course Proposal**

We revised our curriculum two years ago to include electives on a variety of topics - climate science was emphasized as a crucial one to add. This will first be taught in Fall 2018 (as a 591 if not approved as 555 in time). We are finalizing the syllabus but it will be available...
shortly.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/11/17 9:09 am

Viewing: GEOL 579: Hydrogeophysics

Last edit: 11/08/17 9:19 am

Changes proposed by: stearns

Academic Career: Undergraduate, Lawrence
Subject Code: GEOL
Course Number: 579
Academic Unit: Department Geology, School/College College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Hydrogeophysics
Transcript Title: Hydrogeophysics
Effective Term: Fall 2018

Catalog Description: This course is designed to introduce students to current hydrogeophysics research. Students will learn about determining, predicting, and studying the physical properties and hydrologic processes associated with groundwater flow, contaminant transport, and microbemineral interactions using geophysical measurements at different scales. This course combines lectures, literature review and discussion, and student presentations. Not open to students with credit in GEOL 779.

Prerequisites: GEOL 101 or GEOL 121

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? No

Typically Offered: Once a Year, Usually Fall
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: This course fills a void in our curriculum and bridges a gap between hydrogeology students and geophysicists.

Supporting Documents: Fall 2017 syllabus.pdf

Course Reviewer Comments

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
Manga (Japanese comics) have long been an extremely popular and influential medium in Japan and internationally. Manga offer engaging narratives and visual imagery revealing central concerns not only of Japanese culture, history, society and politics, but also of the global cultural industry. The medium has been studied through various disciplinary lenses ranging from art history to visual culture and media studies, literature, sociology, and anthropology. Through the examination of several manga artists and works from the late 19th century to the present as well as reading a broad range of scholarship, this course explores the major issues addressed and theoretical approaches used in the interdisciplinary study of manga. The course is taught at the 300 and 500-levels with additional work required at the 500-level. Not open to students with credit in HA 544.
# Course Inventory Change Request

## New Course Proposal

**Viewing:** HA 385: The Art of Buddhism

**Last edit:** 09/28/17 9:32 am

Changes proposed by: sfowler

### Catalog Description

A survey of Buddhist visual arts (architecture, sculpture, and painting) of India, China, Japan, and Korea. Through an examination of the history of Buddhist art interpreted from visual, historical, social, and political perspectives, the course enables students to analyze a wide range of Buddhist art forms within their regional contexts. Students will also consider how Buddhist-related material functions within museums and engage with local collections. The course is taught at the 300 and 500-levels with additional work required at the 500-level. Not open to students with credit in HA 585.

### 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?

No

### Typically Offered

Once a Year, Usually Fall

### Repeatable for credit?

No

### Principal Course Designator

H - Humanities

W - World Culture

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

No

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

No

### Rationale for Course Proposal

This course would be taught simultaneously with the existing course HA 585 that has additional requirements and is open to graduate students.

This course may be used to fulfill the "Asian Art before 1900" History of Art undergraduate distribution requirement.
Rachel Schwien (rschwien) (10/04/17 2:28 pm): Holding for program change
**Course Inventory Change Request**

**New Course Proposal**

Date Submitted: 10/13/17 3:26 pm

**Viewing: HA 544 : Manga: Histories and Theories**

Last edit: 10/17/17 11:40 am

Changes proposed by: lcloar

<table>
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<tbody>
<tr>
<td>Subject Code</td>
<td>HA</td>
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<tr>
<td>Course Number</td>
<td>544</td>
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<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>History of Art</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

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

No

**Title**

Manga: Histories and Theories

**Transcript Title**

Manga: Histories and Theories

**Effective Term**

Fall 2018

**Catalog Description**

Manga (Japanese comics) have long been an extremely popular and influential medium in Japan and internationally. Manga offer engaging narratives and visual imagery revealing central concerns not only of Japanese culture, history, society and politics, but also of the global cultural industry. The medium has been studied through various disciplinary lenses ranging from art history to visual culture and media studies, literature, sociology, and anthropology. Through the examination of several manga artists and works from the late 19th century to the present as well as reading a broad range of scholarship, this course explores the major issues addressed and theoretical approaches used in the interdisciplinary study of manga. The course is taught at the 300 and 500-levels with additional work required at the 500-level. Not open to students with credit in HA 344.

**Prerequisites**

A college level introduction to Asian art history or Asian studies, or consent of instructor.

**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

On a Rotating Basis

Repeatable for credit?

No

**Principal Course Designator**

H - Humanities

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

No

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

No

**Rationale for Course Proposal**

This course has been taught twice as a special topic in Fall 2014 and Spring 2017. It attracted students in various majors and consistently gained positive feedback from them.
In this course, we examine the development of artistic modernisms in Africa in historical context. We also study the content, production, patronage, and display of modern and contemporary African art. In doing so, we consider African artists’ engagement with modernity, globalization, and contemporary issues, as well as interrogate influential myths and assumptions regarding African artists and the work they produce. Course themes include the workshop as a critical site, independence movements and the creation of national art forms, art as global commodity, and art in resistance, remembrance, and revolution. Not open to students with credit in AAAS 353/HA 353.

Prerequisites
Junior/Senior standing and at least one course at the 100-level or above in AAAS or HA.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAAS 569</td>
<td>Modern and Contemporary African Art</td>
</tr>
</tbody>
</table>

Rationale for Course Proposal
Create permanent graduate companion course to 353
<table>
<thead>
<tr>
<th>Course Reviewer</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roxanna Lytle (roxie)</td>
<td>Forgot the documentation - it's in the same email as I attached to AAAS 677</td>
</tr>
<tr>
<td>Rachel Schwien (rschwien)</td>
<td>Holding for HA 353</td>
</tr>
</tbody>
</table>
# Course Inventory Change Request

## New Course Proposal

**Viewing:** HUM 545: Methodologies in Digital Humanities, Honors

Also listed as: ENGL 545

**Last edit:** 10/12/17 9:20 am

Changes proposed by: arcs

<table>
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<tr>
<th>Academic Career</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>HUM</td>
</tr>
<tr>
<td>Course Number</td>
<td>545</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department: Humanities</td>
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<td></td>
<td>School/College: College of Lib Arts &amp; Sciences</td>
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<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

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

No

**Title**

Methodologies in Digital Humanities, Honors

**Transcript Title**

Methods in Digital Humanities

**Effective Term**

Fall 2018

**Catalog Description**

This course addresses research possibilities and ongoing debates in the field of Digital Humanities. Students will examine how digital technologies and methodologies can enhance or suggest new modes of Humanities research. The course focuses on core topics in the field, including text analysis, data visualization, digital mapping, archiving and (digital) cultural studies. We will take a hands-on and critical approach to investigating the benefits and limitation of different digital methods. Course assignments will consist of blog posts and mini projects conducted throughout the semester. At the end of the semester, students will develop a proposal for a project that brings digital methodologies to bear on a research inquiry related to the student's discipline. No prior experience in digital work or technical skills required.

**Prerequisites**

Instructor permission

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 545</td>
<td>Methodologies in Digital Humanities, Honors</td>
</tr>
</tbody>
</table>

**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?**

Yes

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

No

**Typically Offered**

As necessary

**Repeatable for credit?**

No

**Principal Course Designator**

H - Humanities

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

No

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

No
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide upper-division undergraduate and graduate students an opportunity to learn about digital technology and methods in the field of Humanities research. Course topics and assignments will provide information and experience in the use of digital techniques.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Reviewer Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Schwien (rschwien) (10/02/17 2:43 pm): English (J. Lamb) agrees to this new course</td>
</tr>
<tr>
<td>Rachel Schwien (rschwien) (10/02/17 2:43 pm): holding for HNRS course number</td>
</tr>
<tr>
<td>Rachel Schwien (rschwien) (10/12/17 9:21 am): Honors has decided not to assign a number to this course right now.</td>
</tr>
</tbody>
</table>
**Course Inventory Change Request**

**New Course Proposal**

**Date Submitted:** 10/17/17 1:06 pm

**Viewing:** LING 380: Study Abroad Topics in Linguistics:_______

**Last edit:** 10/17/17 1:06 pm

Changes proposed by: cljohns

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>LING</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department, Linguistics</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

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

No

**Title**

Study Abroad Topics in Linguistics:_______

**Transcript Title**

Study Abroad Topics LING_______

**Effective Term**

Spring 2018

**Catalog Description**

This course is designed for the study of special topics in Linguistics at the junior/senior level. Coursework must be arranged through the Office of KU Study Abroad.

**Prerequisites**

None

**Cross Listed Courses:**

None

**Credits**

1-6

**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?**

No

**Typically Offered**

As necessary

**Repeatable for credit?**

Yes

**For how many maximum credits**

6

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

Yes

**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

**Which Program(s)?**

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(LING-BA/BGS) Linguistics, B.A./B.G.S.</td>
</tr>
</tbody>
</table>
LING 380 is not specifically a BA/BGS or Minor degree requirement. However, it can fulfill an elective requirement.

No change/impact to BA/BGS or Minor degree requirements.

Rationale for Course Proposal
This course is to approve a range of advanced courses in Linguistics equivalent to our Jr./Sr. 300+ level courses, which students take on Study Abroad program.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/10/17 3:28 pm

Viewing: POLS 499 : Capstone Research/Field Work Experience

Last edit: 10/11/17 8:52 am

Changes proposed by: lipicke

Academic Career: Undergraduate, Lawrence
Subject Code: POLS
Academic Unit: Department Political Science
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Capstone Research/Field Work Experience
Transcript Title: Capstone Research/Field Work
Effective Term: Spring 2018

Catalog Description: Capstone research and/or field work experience project for political science majors. Project specified under the direction of a faculty mentor and approved by the undergraduate director.

Prerequisites: Senior standing and 12 hours of upper division credit in POLS

Cross Listed Courses:

Credits: 3
Course Type: Individual Research (RSH)
Grading Basis: A-D(±)/FI (G11)
Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
No
Typically Offered: Typically Every Semester
Repeatable for credit?
Yes

How many times may this course be taken 2 - AND/OR - For how many maximum credits 6

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

Principal Course Designator
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)?
(POLS-BA/BGS) Political Science, B.A./B.G.S.
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>The only current capstone course available to a student in the major is the Honor's thesis, which also has a GPA requirement that many students cannot meet that standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Reviewer Comments</td>
<td>Rachel Schwien (rschwien) (10/09/17 9:46 am): Rollback: for additional edits. Please see separate email</td>
</tr>
</tbody>
</table>
Course Inventory Change Request

New Course Proposal

Viewing: PSYC 320: Personality

Last edit: 10/17/17 1:27 pm
Changes proposed by: s364h085

Academic Career: Undergraduate, Lawrence
Subject Code: PSYC
Course Number: 320
Academic Unit: Department Psychology
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Personality
Transcript Title: Personality
Effective Term: Fall 2018

Catalog Description: A survey of personality theories, development, assessment and current research.

Prerequisites: PSYC 104

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? No
Typically Offered: Typically Every Semester
Repeatable for credit? No

Principal Course Designator:
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: We are proposing to move our PSYC 120 Personality course to PSYC 320. The topic is not an introduction to the field so it is more appropriate to have it at the 300-level. Furthermore a quick survey of other peer psychology programs shows that we are the only one teaching this course with an entry level number. Moving the course number from 120 to 320 allows this topic to be more appropriately posi

Course Reviewer Comments

Approval Path
1. 10/18/17 1:46 pm Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 11/07/17 1:13 pm Rachel Schwien (rschwien): Approved for CUSA Subcommittee
Course Inventory Change Request

New Course Proposal

Viewing: PSYC 321 : Personality, Honors

Last edit: 10/18/17 1:45 pm
Changes proposed by: s364h085

Date Submitted: 10/17/17 1:25 pm

Academic Career: Undergraduate, Lawrence
Subject Code: PSYC
Course Number: 321
Academic Unit: Department Psychology
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Personality, Honors
Transcript Title: Personality, Honors
Effective Term: Fall 2018

Catalog Description:
Open to students in College or Departmental Honors programs or by permission of instructor.

Prerequisites:
PSYC 104

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?
Yes
Are you proposing this course for KU Core?
No
Typically Offered:
Once a Year, Usually Spring
Repeatable for credit?
No

Principal Course Designator:
S - Social Sciences

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

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

Rationale for Course Proposal:
We are proposing to move our PSYC 121 Personality course to PSYC 321. The topic is not an introduction to the field so it is more appropriate to have it at the 300-level. Also, a quick survey of other peer psychology programs shows that we are the only one teaching this course with an entry level number. Moving the course number from 120 to 321 allows this topic to be more appropriately positioned.

Course Reviewer Comments

Key: 12334
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 encourage you to pursue questions regarding biological mechanisms and principles of humans to the rest of the animal kingdom, the origin, maintenance, patterning, and significance of Darwinian evolution with special emphasis on human biological variation, the nature of heredity, and human evolution, and primate data. In order to introduce these areas, we will discuss Lecture topics include genetics, variation, primate ethology, and the fossil evidence for human and primate fossil records, human variation, race, and genetics. You can expect a strong emphasis on scientific literacy; that is, how the process of scientific inquiry works. When you finish this course, you will have the tools to distinguish between reliable and unreliable sources of scientific information as well as a solid grounding in the fundamentals of biological anthropology. Not open to students with credit in ANTH 304. Discussion sessions include topics in Mendelian and population genetics, blood group systems, quantitative morphological variation, and fossil human and primate skeletal material.

Prerequisites
None

Cross Listed Courses:

Credits
3-4

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

Associated Components (Optional)
Discussion – Mandatory discussion associated with a main component

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
Typically Every Semester

Repeatable for credit?
No

Principal Course Designator
NB - Biological Sciences
We are changing the title because "Physical Anthropology" has largely been replaced in popular usage by "Biological Anthropology." We are also applying for the course to meet KU Core Goal 1.1 for the reasons spelled out below. We have also updated the course description to bring it into the 21st century.

**KU Core Information**

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

Yes

Name of person giving departmental approval

Brent Metz, Curriculum Coordinator & Associate Chair

Date of Departmental Approval

August 24, 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.

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 synthesize information from textbooks and lectures to develop a generalized understanding of each course topic (scientific literacy; the relationship of humans to other animals; the origin, maintenance, patterning, and significance of human biological variation; the nature of heredity; 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. For example, with regard to human evolution, students learn the basics of the fossil record but also watch a documentary about the recent discovery of the hominin H. naledi, discuss the significance of different fossils through comparative anatomical exercises, and read breaking news reports about genetic findings on the relationships of different archaic hominins. These enable a deeper understanding not only of the relationships between hominins, but also how evolution works as a process, specifically applied to our own origins.

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.) *

A deeper functional understanding is provided through weekly laboratory exercises and discussions in which students analyze videos on primate behavior, utilize genetic data in exercises, and work directly with both human remains and fossil casts. These different learning activities give students a strong functional understanding of the principles, theories, and analytical methods in biological anthropology.
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.

Students apply the knowledge they gain from readings, lectures, and laboratory exercises 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. These critical analyses take the forms of in-class discussions, writing assignments, exam questions, and written laboratory assignments. All of these (100%) contribute to the goal of Critical Thinking.

**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.)

3N was approved for this course in the initial expedited submission process several years ago, and now we're in the process of rectifying that Core Goal.

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.)

3N was approved for this course in the initial expedited submission process several years ago, and now we're in the process of rectifying that Core Goal.

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.)

3N was approved for this course in the initial expedited submission process several years ago, and now we're in the process of rectifying that Core Goal.

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.)

3N was approved for this course in the initial expedited submission process several years ago, and now we're in the process of rectifying that Core Goal.
ANTH 104: Fundamentals of Physical Anthropology  
Fall 2016  
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

Teaching Assistant  
Anna Wieser  
Office: 612 Fraser Hall  
Email: afwieser@ku.edu

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  
Physical (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 encourage you to pursue questions regarding 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, and human evolution. In order to introduce these areas, we will discuss the human and primate fossil records, human variation, race, and genetics. You can expect a strong emphasis on scientific literacy; that is, how the process of scientific inquiry works. When you finish this course, you will have the tools to distinguish between reliable and unreliable sources of scientific information as well as a solid grounding in the fundamentals of biological anthropology.

College requirements  
This course satisfies Goal 3 Natural Sciences (GE3N); N Natural Science (N); and NB Biological Sciences PC (NB).

Course textbooks  

You can buy this book in any format you wish (used, new, bound in book form or looseleaf in the three ring binder). But please purchase the 3rd edition. Smartwork access can be useful as a study tool, but it is not required for this course.
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>
</tr>
</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, and attendance, as detailed below.

**Exams: 300 points**
Three midterm exams will be given during class time on Mondays during the semester (dates in the schedule below, but may be subject to change), and a comprehensive final will be given on **Tuesday May 9 from 7:30 am to 10:00 am**. 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, but the lowest score of the three midterm exams will be dropped prior to computing final grades. However, the score earned on the cumulative exam cannot be dropped. Your course grade will be based on the average of the two highest midterm exams and the comprehensive final. **NO MAKE-UP EXAMS WILL BE GIVEN** under any circumstances, unless you have appropriate health-related documents explaining your absence.

**Discussion and Labs: 200 points**
Attendance and participation in your discussion section each week is mandatory and will count for 100 points. If you miss a discussion section meeting, you may attend another one that week if you make arrangements with the GTA.

There will be labs given throughout the semester during your discussion section. Each lab will be associated with a written assignment. Lab written assignments are due the next time your discussion section meets; **no late assignments will be accepted**. Together, laboratory written assignments will be worth 100 points.

**Writing assignments: 100 points**
I will be giving short writing exercises throughout the semester. These assignments will either be done in class or (in a few cases) assigned as homework. It is your responsibility to attend class, and if you miss class that day, you will not be given the opportunity to make up the assignment (except for circumstances outlined below).

**Extra credit**
On a few occasions, I may give the opportunity to get a few extra credit points by attending a departmental lecture or other event. The number of extra credit points will be up to my discretion, and these will not be announced beforehand.

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). Thus, I strongly encourage you to attend lectures to take advantage of all extra credit opportunities throughout the semester.
Absences
I do not take attendance in lecture, but it is very important that you attend all of them. 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).

We will be working with both human remains and fossil casts throughout the semester in discussions and labs. You are welcome (and encouraged!) to photograph casts or reproductions of fossils for your own study and for social media, but you may not photograph any of the human remains in our bone lab. Please be respectful of the deceased people from whom we are learning so much; handle the remains with care and as instructed by your GTA.

**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, in discussions/labs, 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 lectures. You are encouraged to attend office hours regularly to discuss course material with the GTAs or myself, 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!).**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and anthropological basics (1.18.17)</td>
<td>Larsen Chapter 1</td>
</tr>
<tr>
<td></td>
<td>What is science literacy? (1.20.17)</td>
<td>Raff Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Fundamentals of critical thinking (1.23.17)</td>
<td>Raff Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Pre-Darwinian ideas (1.25.17)</td>
<td>Larsen Chapter 2 pp 23-36</td>
</tr>
<tr>
<td></td>
<td>Darwin and the theory of evolution (1.27.17)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title</td>
<td>Chapter Referenced</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>How Science Works (1.30.17)</td>
<td>Raff Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Mendel’s theory of inheritance (2.1.17)</td>
<td>Larsen Chapter 2 pp 37-45</td>
</tr>
<tr>
<td></td>
<td>Causes of evolution (2.3.17)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Cells and DNA (2.6.17)</td>
<td>Larsen Chapter 2 pp 45-49,</td>
</tr>
<tr>
<td></td>
<td>Replication/mitosis/meiosis (2.8.17)</td>
<td>Larsen Chapter 3 pp 53-74</td>
</tr>
<tr>
<td></td>
<td>Protein synthesis (2.10.17)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Polymorphisms and ABO blood groups (2.13.17)</td>
<td>Larsen Chapter 3 pp 75-83,</td>
</tr>
<tr>
<td></td>
<td>Hardy Weinberg (2.15.17)</td>
<td>Larsen Chapter 4 pp 90-92</td>
</tr>
<tr>
<td></td>
<td>Forces of evolution (2.17.17)</td>
<td>Larsen Chapter 4 pp 93-115</td>
</tr>
<tr>
<td>6</td>
<td><strong>Exam I (2.20.17)</strong></td>
<td>Larsen Chapter 5 pp 119-122</td>
</tr>
<tr>
<td></td>
<td>History of the race concept (2.22.17)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern human biological diversity part I (2.24.17)</td>
<td></td>
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<tr>
<td>7</td>
<td>Modern human biological diversity part II (2.27.17)</td>
<td>Raff Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Science and Pseudoscience I (3.1.17)</td>
<td>Raff Chapter 5</td>
</tr>
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<td>Science and Pseudoscience II (3.3.17)</td>
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<td>8</td>
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<td>Larsen Chapter 7</td>
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<td>Week</td>
<td>Topic</td>
<td>Readings</td>
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<td>11</td>
<td><strong>Exam II (3.27.17)</strong></td>
<td>Larsen Chapter 10 pp 301-310</td>
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<td>Human evolution: Pre-Australopithicenes (3.29.17)</td>
<td>Larsen Chapter 10 pp 310-325</td>
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<td>Larsen Chapter 11 pp 329-342</td>
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<td>13</td>
<td>Human evolution: <em>Homo erectus</em> (4.10.17)</td>
<td>Larsen Chapter 11 pp 343-359</td>
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<td></td>
<td>Human evolution: Denisovan and hobbits (4.12.17)</td>
<td>Larsen Chapter 11 pp 363-388</td>
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<td>14</td>
<td>Topic TBA (4.16.17, 4.18.17, 4.20.17)</td>
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# Course Inventory Change Request

**Viewing:** ANTH 105 : Fundamentals of Biological Physical Anthropology, Honors

**Last edit:** 10/18/17 10:19 am

Changes proposed by: bmetz

| Catalog Pages referencing this course | BGS in Anthropology  
|--------------------------------------|------------------|
|                                      | College of Liberal Arts & Sciences  
|                                      | Department of Anthropology  
| Programs                              | ANTH-BA/BGS: Anthropology, B.A./B.G.S.  
|                                      | ANTH-MIN: Anthropology Minor  

| Academic Career | Undergraduate, Lawrence  
|-----------------|-------------------------|
| Subject Code    | ANTH                  
| Course Number   | 105                    
| Academic Unit   | Department Anthropology  
| School/College  | College of Lib Arts & Sciences  

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

No

**Title**

Fundamentals of Biological Physical Anthropology, Honors

**Transcript Title**

Fundamentals Bio Anthro, Hon  
Fundamentals Physical Anth, Honrs

**Effective Term**

Fall 2017

**Catalog Description**

An honors section of ANTH 104 for students with superior academic records. Not open to students with credit in ANTH 304.

**Prerequisites**

None

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>3-4</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? | Yes |
| Are you proposing this course for KU Core? | Yes |

**Typically Offered**

Typically Every Semester

**Repeatable for credit?**

No

| Principal Course Designator | NB - Biological Sciences  
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Course Designator</td>
<td>N - Natural Sciences</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**

Changes in title and addition of Core Goal 1.1 mirror those proposed for ANTH 104.
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>Brent Metz, Assoc Chair</td>
<td>Sept 5, 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.

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 synthesize information from textbooks and lectures to develop a generalized understanding of each course topic (scientific literacy; the relationship of humans to other animals; the origin, maintenance, patterning, and significance of human biological variation; the nature of heredity; 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. For example, with regard to human evolution, students learn the basics of the fossil record but also watch a documentary about the recent discovery of the hominin H. naledi, discuss the significance of different fossils through comparative anatomical exercises, and read breaking news reports about genetic findings on the relationships of different archaic hominins. These enable a deeper understanding not only of the relationships between hominins, but also how evolution works as a process, specifically applied to our own origins.

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.)

A deeper functional understanding is provided through weekly laboratory exercises and discussions in which students analyze videos on primate behavior, utilize genetic data in exercises, and work directly with both human remains and fossil casts. These different learning activities give students a strong functional understanding of the principles, theories, and analytical methods in biological anthropology.

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.

Students apply the knowledge they gain from readings, lectures, and laboratory exercises to addressing current issues in contemporary culture in 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. These critical analyses take the forms of in-class discussions, writing assignments, exam questions, and written laboratory assignments. All of these (100%) contribute to the goal of Critical Thinking.

**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.)

3N was approved for this course in the initial expedited submission process several years ago, and now we’re in the process of rectifying that Core Goal.

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.)
3N was approved for this course in the initial expedited submission process several years ago, and now we're in the process of rectifying that Core Goal.

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.)

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.)
Physical (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 encourage you to pursue questions regarding 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, and human evolution. In order to introduce these areas, we will discuss the human and primate fossil records, human variation, race, and genetics. You can expect a strong emphasis on scientific literacy; that is, how the process of scientific inquiry works. When you finish this course, you will have the tools to distinguish between reliable and unreliable sources of scientific information as well as a solid grounding in the fundamentals of biological anthropology.

Course overview

Physical (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 encourage you to pursue questions regarding 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, and human evolution. In order to introduce these areas, we will discuss the human and primate fossil records, human variation, race, and genetics. You can expect a strong emphasis on scientific literacy; that is, how the process of scientific inquiry works. When you finish this course, you will have the tools to distinguish between reliable and unreliable sources of scientific information as well as a solid grounding in the fundamentals of biological anthropology.

College requirements

This course satisfies Goal 3 Natural Sciences (GE3N); N Natural Science (N); and NB Biological Sciences PC (NB).

Course textbooks


You can buy this book in any format you wish (used, new, bound in book form or looseleaf in the three ring binder). But please purchase the 3rd edition. Smartwork access can be useful as a study tool, but it is not required for this course.
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>
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<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>
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<tr>
<td>67-69.9%</td>
<td>D+</td>
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<tr>
<td>70-72.9%</td>
<td>C-</td>
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<tr>
<td>73-76.9%</td>
<td>C</td>
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<tr>
<td>77-79.9%</td>
<td>C+</td>
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<tr>
<td>80-82.9%</td>
<td>B-</td>
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<tr>
<td>83-86.9%</td>
<td>B</td>
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<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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</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, and attendance, as detailed below.

**Exams: 300 points**

Three midterm exams will be given during class time on Mondays during the semester (dates in the schedule below, but may be subject to change), and a comprehensive final will be given on **Tuesday May 9 from 7:30 am to 10:00 am**. 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, but the lowest score of the three midterm exams will be dropped prior to computing final grades. However, the score earned on the cumulative exam cannot be dropped. Your course grade will be based on the average of the two highest midterm exams and the comprehensive final. **NO MAKE-UP EXAMS WILL BE GIVEN** under any circumstances, unless you have appropriate health-related documents explaining your absence.

**Discussion and Labs: 200 points**

Attendance and participation in your discussion section each week is mandatory and will count for 100 points. If you miss a discussion section meeting, you may attend another one that week if you make arrangements with the GTA.

There will be labs given throughout the semester during your discussion section. Each lab will be associated with a written assignment. Lab written assignments are due the next time your discussion section meets; **no late assignments will be accepted**. Together, laboratory written assignments will be worth 100 points.

**Writing assignments: 100 points**

I will be giving short writing exercises throughout the semester. These assignments will either be done in class or (in a few cases) assigned as homework. It is your responsibility to attend class, and if you miss class that day, you will not be given the opportunity to make up the assignment (except for circumstances outlined below).

**Extra credit**

On a few occasions, I may give the opportunity to get a few extra credit points by attending a departmental lecture or other event. The number of extra credit points will be up to my discretion, and these will not be announced beforehand.

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). Thus, I strongly encourage you to attend lectures to take advantage of all extra credit opportunities throughout the semester.
Absences

I do not take attendance in lecture, but it is very important that you attend all of them. 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).

We will be working with both human remains and fossil casts throughout the semester in discussions and labs. You are welcome (and encouraged!) to photograph casts or reproductions of fossils for your own study and for social media, but you may not photograph any of the human remains in our bone lab. Please be respectful of the deceased people from whom we are learning so much; handle the remains with care and as instructed by your GTA.

**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, in discussions/labs, 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 lectures.** You are encouraged to attend office hours regularly to discuss course material with the GTAs or myself, 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!**)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction and anthropological basics (1.18.17)</td>
<td>Larsen Chapter 1</td>
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<td>Raff Chapter 1</td>
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<td>What is science literacy? (1.20.17)</td>
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<td>2</td>
<td>Fundamentals of critical thinking (1.23.17)</td>
<td>Raff Chapter 2</td>
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<tr>
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<td>Pre-Darwinian ideas (1.25.17)</td>
<td>Larsen Chapter 2 pp 23-36</td>
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<td>Darwin and the theory of evolution (1.27.17)</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading Material</td>
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</table>
| 3    | How Science Works (1.30.17)  
Mendel’s theory of inheritance (2.1.17)  
Causes of evolution (2.3.17) | Raff Chapter 3  
Larsen Chapter 2 pp 37-45 |
| 4    | Cells and DNA (2.6.17)  
Replication/mitosis/meiosis (2.8.17)  
Protein synthesis (2.10.17) | Larsen Chapter 2 45-49,  
Larsen Chapter 3 pp 53-74 |
| 5    | Polymorphisms and ABO blood groups (2.13.17)  
Hardy Weinberg (2.15.17)  
Forces of evolution (2.17.17) | Larsen Chapter 3 pp 75-83  
Larsen Chapter 4 pp 90-92  
Larsen Chapter 4 pp 93-115 |
| 6    | **Exam I (2.20.17)** | Larsen Chapter 5 pp 119-122 |
| 7    | Modern human biological diversity part I (2.24.17)  
Modern human biological diversity part II (2.27.17)  
Science and Pseudoscience I (3.1.17)  
Science and Pseudoscience II (3.3.17) | Raff Chapter 4  
Raff Chapter 5 |
| 8    | What is a primate? Primate adaptations. (3.6.17) | Larsen Chapter 6  
Larsen Chapter 7 |
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<th>Primate behavior and reproductive strategies (3.10.17)</th>
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Course Inventory Change Request

Date Submitted: 10/18/17 10:10 am

Viewing: ANTH 304: Fundamentals of Biological Anthropology

Last edit: 10/18/17 10:10 am
Changes proposed by: rschwien

Catalog Pages referencing this course:
- BA in Anthropology
- BGS in Anthropology
- College of Liberal Arts & Sciences
- Department of Anthropology
- ANTH-BA/BGS: Anthropology; B.A./B.S.

Academic Career: Undergraduate, Lawrence
Subject Code: ANTH
Course Number: 304
Academic Unit: Department: Anthropology
School/College: College of Lib Arts & Sciences

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

Title:
- Fundamentals of Biological Anthropology

Transcript Title:
- Fundamentals of Biological Anthropology
- Fundamentals of Physical Anthropology

Effective Term: Spring 2018

Catalog Description:
A more intensive treatment of the content of ANTH 104. Not open to students who have had ANTH 104 or ANTH 105.

Prerequisites:
- None

Cross Listed Courses:

Credits:
- 3-4

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

Associated Components (Optional):
- Discussion – Mandatory discussion associated with a main component

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:
- Typically Every Semester

Repeatable for credit?
- No

Principal Course Designator:
- NB - Biological Sciences

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?
- Yes

Approval Path

1. 10/18/17 10:19 am
Rachel Schwien (rschwien):
Approved for CLAS Undergraduate Program and Course Coordinator
2. 11/07/17 1:16 pm
Rachel Schwien (rschwien):
Approved for CUSA Subcommittee
Rationale for Course Proposal
We are changing the title because "Physical Anthropology" has largely been replaced in popular use by "Biological Anthropology." We are also applying for the course to meet KU Core Goal 1.1 for the reasons spelled out below. We have also updated the course description to bring it into the 21st century.

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>Brent Metz, Curriculum Coordinator &amp; Associate Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Departmental Approval</td>
<td>August 24, 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.

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 synthesize information from textbooks and lectures to develop a generalized understanding of each course topic (scientific literacy; the relationship of humans to other animals; the origin, maintenance, patterning, and significance of human biological variation; the nature of heredity; 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. For example, with regard to human evolution, students learn the basics of the fossil record but also watch a documentary about the recent discovery of the hominin H. naledi, discuss the significance of different fossils through comparative anatomical exercises, and read breaking news reports about genetic findings on the relationships of different archaic hominins. These enable a deeper understanding not only of the relationships between hominins, but also how evolution works as a process, specifically applied to our own origins.

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.) *

A deeper functional understanding is provided through weekly laboratory exercises and discussions in which students analyze videos on primate behavior, utilize genetic data in exercises, and work directly with both human remains and fossil casts. These different learning activities give students a strong functional understanding of the principles, theories, and analytical methods in biological anthropology.

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. *

Students apply the knowledge they gain from readings, lectures, and laboratory exercises 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. These critical analyses take the forms of in-class discussions, writing assignments, exam questions, and written laboratory assignments. All of these (100%) contribute to the goal of Critical Thinking.
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.)
Already approved for Goal 3N

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.)
Already approved for Goal 3N

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)
Already approved for Goal 3N

State what course assignments, projects, quizzes, examinations, etc. will be used to evaluate whether students have a functional understanding of the development of these concepts, and can demonstrate their capability to analyze contemporary issues using the principles, theories, and analytical methods in the academic area. (Please limit responses to 1000 characters.)
Already approved for Goal 3N
ANTH 104: Fundamentals of Physical Anthropology  
Fall 2016  
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

Teaching Assistant  
Anna Wieser  
Office: 612 Fraser Hall  
Email: afwieser@ku.edu

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  
Physical (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 encourage you to pursue questions regarding 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, and human evolution. In order to introduce these areas, we will discuss the human and primate fossil records, human variation, race, and genetics. You can expect a strong emphasis on scientific literacy; that is, how the process of scientific inquiry works. When you finish this course, you will have the tools to distinguish between reliable and unreliable sources of scientific information as well as a solid grounding in the fundamentals of biological anthropology.

College requirements  
This course satisfies Goal 3 Natural Sciences (GE3N); N Natural Science (N); and NB Biological Sciences PC (NB).

Course textbooks  

You can buy this book in any format you wish (used, new, bound in book form or looseleaf in the three ring binder). But please purchase the 3rd edition. Smartwork access can be useful as a study tool, but it is not required for this course.
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>
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<tr>
<td>80-82.9%</td>
<td>B-</td>
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<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>
</tr>
</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, and attendance, as detailed below.

**Exams: 300 points**
Three midterm exams will be given during class time on Mondays during the semester (dates in the schedule below, but may be subject to change), and a comprehensive final will be given on **Tuesday May 9 from 7:30 am to 10:00 am**. 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, but the lowest score of the three midterm exams will be dropped prior to computing final grades. However, the score earned on the cumulative exam cannot be dropped. Your course grade will be based on the average of the two highest midterm exams and the comprehensive final. **NO MAKE-UP EXAMS WILL BE GIVEN** under any circumstances, unless you have appropriate health-related documents explaining your absence.

**Discussion and Labs: 200 points**
Attendance and participation in your discussion section each week is mandatory and will count for 100 points. If you miss a discussion section meeting, you may attend another one that week if you make arrangements with the GTA.

There will be labs given throughout the semester during your discussion section. Each lab will be associated with a written assignment. Lab written assignments are due the next time your discussion section meets; **no late assignments will be accepted**. Together, laboratory written assignments will be worth 100 points.

**Writing assignments: 100 points**
I will be giving short writing exercises throughout the semester. These assignments will either be done in class or (in a few cases) assigned as homework. It is your responsibility to attend class, and if you miss class that day, you will not be given the opportunity to make up the assignment (except for circumstances outlined below).

**Extra credit**
On a few occasions, I may give the opportunity to get a few extra credit points by attending a departmental lecture or other event. The number of extra credit points will be up to my discretion, and these will not be announced beforehand.

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). Thus, I strongly encourage you to attend lectures to take advantage of all extra credit opportunities throughout the semester.
Absences

I do not take attendance in lecture, but it is very important that you attend all of them. 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).

We will be working with both human remains and fossil casts throughout the semester in discussions and labs. You are welcome (and encouraged!) to photograph casts or reproductions of fossils for your own study and for social media, but you may not photograph any of the human remains in our bone lab. Please be respectful of the deceased people from whom we are learning so much; handle the remains with care and as instructed by your GTA.

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, in discussions/labs, 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 lectures. You are encouraged to attend office hours regularly to discuss course material with the GTAs or myself, 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!).

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1    | Introduction and anthropological basics (1.18.17) | Larsen Chapter 1  
|      | What is science literacy? (1.20.17) | Raff Chapter 1 |
|      | Fundamentals of critical thinking (1.23.17) | Raff Chapter 2  
|      | Pre-Darwinian ideas (1.25.17) | Larsen Chapter 2 pp 23-36  
|      | Darwin and the theory of evolution (1.27.17) |          |
| 3 | How Science Works (1.30.17)  
Mendel’s theory of inheritance (2.1.17)  
Causes of evolution (2.3.17) | Raff Chapter 3  
Larsen Chapter 2 pp 37-45 |
| 4 | Cells and DNA (2.6.17)  
Replication/mitosis/meiosis (2.8.17)  
Protein synthesis (2.10.17) | Larsen Chapter 2 45-49,  
Larsen Chapter 3 pp 53-74 |
| 5 | Polymorphisms and ABO blood groups (2.13.17)  
Hardy Weinberg (2.15.17)  
Forces of evolution (2.17.17) | Larsen Chapter 3 pp 75-83  
Larsen Chapter 4 pp 90-92  
Larsen Chapter 4 pp 93-115 |
| 6 | **Exam I (2.20.17)**  
History of the race concept (2.22.17)  
Modern human biological diversity part I (2.24.17) | Larsen Chapter 5 pp 119-122 |
| 7 | Modern human biological diversity part II (2.27.17)  
Science and Pseudoscience I (3.1.17)  
Science and Pseudoscience II (3.3.17) | Raff Chapter 4  
Raff Chapter 5 |
| 8 | What is a primate? Primate adaptations. (3.6.17) | Larsen Chapter 6  
Larsen Chapter 7 |
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topic</th>
<th>Dates</th>
<th>Reading Materials</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>Fossils and stratigraphy (3.13.17)</td>
<td>Larsen Chapter 8</td>
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<tr>
<td></td>
<td>Pseudoscience and evolution (3.15.17)</td>
<td>Larsen Chapter 10 pp 287-296, also study figure 1.4 pp 12-13</td>
<td></td>
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<td></td>
<td>Human evolution overview (3.17.17)</td>
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<td>10.</td>
<td>SPRING BREAK (3.20.17-3.24.17)</td>
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<tr>
<td>11</td>
<td>Exam II (3.27.17)</td>
<td>Larsen Chapter 10 pp 301-310</td>
<td></td>
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<td>Human evolution: Pre-Australopithicenes (3.29.17)</td>
<td>Larsen Chapter 10 pp 310-325</td>
<td></td>
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<tr>
<td></td>
<td>Human evolution: Australopithicenes (I) (3.31.17)</td>
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<tr>
<td>12</td>
<td>Human evolution: Australopithicenes (II) (4.3.17)</td>
<td>Larsen Chapter 11 pp 329-342</td>
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<td></td>
<td>Human evolution: <em>Homo naledi</em> (4.5.17)</td>
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<td></td>
<td>Human evolution: <em>Homo habilis</em> (4.7.17)</td>
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<tr>
<td>13</td>
<td>Human evolution: <em>Homo erectus</em> (4.10.17)</td>
<td>Larsen Chapter 11 pp 343-359</td>
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<tr>
<td></td>
<td>Human evolution: Denisovan and hobbits (4.12.17)</td>
<td>Larsen Chapter 11 pp 363-388</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Topic TBA (4.16.17, 4.18.17, 4.20.17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Lecture Topics</td>
<td></td>
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</tr>
</tbody>
</table>
| 15  | Human evolution: The agricultural revolution (4.24.17)  
      | Human evolution and pseudoscience (4.26.17)  
      | Human evolution: dogs and other domesticates (4.28.17)  
      | Larsen Chapter 13 |
| 16  | Review and wrap up (5.1.17)  
      | Exam III (5.3.17) |
|     | **FINAL EXAM (Cumulative)**  
      | Tuesday May 9 at 7:30 am |
|     | Final grades posted on or before:  
      | Thursday May 11 |
Course Inventory Change Request

Date Submitted: 10/16/17 11:40 am

Viewing: EVRN 148 : Scientific Principles of Environmental Studies
Also listed as: GEOG 148
Last edit: 10/18/17 12:28 pm
Changes proposed by: koerner

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

Please Explain
The course has been offered online as well as face-to-face for many semesters. Both formats have been well-received by students.

Title
Scientific Principles of Environmental Studies

Transcript Title
Scientific Principles of Environmental Studies

Effective Term
Spring 2018

Catalog Description
This course presents an overview of our understanding of environmental processes and issues. Topics include scientific principles, resource issues, pollution and global change, among others. This course provides the scientific knowledge necessary to understand the changing relationships and their environment and provides students with an emphasis on the assessment of environmental problems and critical evaluation of potential solutions. Major topics include fundamental scientific concepts and principles, interactions among the biological and physical components of the environment, implications of a growing human population, water resources, the atmosphere, climate, and energy sources.

Prerequisites
None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 148</td>
<td>Scientific Principles of Environmental Studies</td>
</tr>
</tbody>
</table>

Credits
3

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

Associated Components (Optional)
Discussion – Mandatory discussion associated with a main component
Discussion optional – Voluntary discussion associated with a main component

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
Typically Every Semester

Repeatable for credit?
No

Principal Course Designator
NB - Biological Sciences
**Course Designator**

<table>
<thead>
<tr>
<th>Course Designator</th>
<th>N - Natural Sciences</th>
</tr>
</thead>
</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**

The change will better reflect what is currently being taught in the course.

**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.

Critical thinking is involved in every aspect of this course. Chapter assignments and exams require students to synthesize information in order to apply their knowledge to novel scenarios. During in-class assignments and projects, students are repeatedly asked to examine the evidence behind claims, evaluate competing arguments and predict the outcomes that follow from different approaches. Brief lectures demonstrate how an expert evaluates evidence and draws conclusions from it.

**Selected Learning Outcome(s):**

**Goal 1, Learning Outcome 1**

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

Lectures model how to analyze evidence and evaluate arguments, while class discussions give students practice with these skills. Guided data explorations require students to draw conclusions based on their evaluation of numerical and graphical evidence. During these assignments, students are given a series of increasingly difficult tasks, with targeted feedback on their performance. Finally, a major term project provides opportunities for students to assess assumptions and synthesize evidence in order to construct proposals for solving a current environmental problem. Students receive individualized feedback at each stage of this heavily scaffolded project.

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.) *

Chapter assignments, in-class activities, and exams require students to synthesize and analyze information in order to predict possible outcomes of hypothetical situations. The semester-long term project requires students to identify an issue of concern, analyze and compare possible solutions, and discuss their own solution to the problem. Students have to choose how to address potential stakeholder concerns, construct a cost-benefit analysis to support their plan, devise a complete implementation plan, and fully explain the reasons for choosing their approach over alternative ones. Completion of this project requires students to synthesize information from many different portions of the course.

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. *

88%
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.)

Course already approved for KU Core Goal 3N

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.)

Course already approved for KU Core Goal 3N

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.)

Course already approved for KU Core Goal 3N

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 already approved for KU Core Goal 3N
Course Overview

Environmental Science is a fast-paced, interdisciplinary field, where environmental problems can change almost as rapidly as do the technologies and approaches for dealing with them. If you spent an entire semester memorizing facts and figures about the current environmental conditions and technologies, much of that information would become obsolete by next year! Yet there is a set of fundamental knowledge, principles, and skills that underlie the field and allow scientists to grapple with the ever-shifting landscape of environmental science. The goal of this course, therefore, is to provide you with the foundational knowledge and skills to assess environmental issues, critically evaluate potential solutions, and predict the outcomes of adopting various approaches.

Course Structure:

This course is designed to help you to succeed in mastering both the fundamental concepts and the higher-order skills that allow you to apply the textbook material to new information and situations. Both the required textbook and the overall course design make use of the latest research on learning and memory to maximize the effectiveness of your in-class and your out-of-class study time. Out of class, you will be reading multiple short online modules, followed by brief quizzes to help you check your basic understanding of course materials. At the end of the chapter is quiz with slightly more difficult questions, which will give you additional examples of the types of application questions that may come up on exams. In class, rather than regurgitating the textbook information to you in lecture form, we will split our time between clarifying important concepts, and giving you time to think about and discuss examples and applications for your knowledge.

Students who are not used to courses with this “flipped” class design sometimes feel that class attendance is unnecessary, or that too much time class time is spent “talking to and teaching one another.” However, research has consistently demonstrated that talking over the materials with your peers, arguing concepts, and wrestling with applications are the most effective ways to understand and retain new material. Initially the format can feel a little uncomfortable, but most students find that it turns out to be an effective (and much more interesting) use of class time.

Course Objectives:

By the end of this course, students should:

1. Recognize and interpret scientific concepts and methods that underlie environmental studies.
2. Demonstrate scientific literacy by interpreting and analyzing information contained in graphs and charts.
3. Discuss the ways that human choices and natural processes have combined to create current environmental conditions.
4. Critically evaluate and synthesize new information and relate that information to course concepts and to novel environmental situations.
5. Identify and investigate important environmental issues, weigh competing goals, and propose possible solutions for complex problems.
6. Work effectively in interdisciplinary teams.
Required Textbook: *A Changing Planet*, (2015) 1st edition, by Jason Neff. Published by Benjamin-Cummings. (ISBN 978-0-13-408117-5). This book was specially designed for the online environment and only available in that form. To access the book and its required assignments, follow these instructions:

1. Visit this link: https://console.pearson.com/enrollment/6vlz8m
2. Sign in with your Pearson Account. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product. Please choose a user name and password that you will be able to remember when you need to sign into the REVEL course later. Also, be sure to list your first and last names in the order prompted, so they don’t appear out of order, and avoid creating more than one account, which causes gradebook confusion.
3. Choose your course under 'My Courses' and choose an access option: redeem an access code that you got from your school’s bookstore or purchase access online. There is also a limited free trial if you are waiting for financial aid.

What you should know about using REVEL:
- Bookmark https://console.pearson.com to easily access your materials.
- Pearson recommends using the latest version of Chrome, Firefox, or Safari with its digital products.
- Once you gain access to REVEL for *A Changing Planet*, please view the welcome video at the beginning of the course, which will introduce you to the course text and the REVEL platform.

Contact Information:
Course email: evrneog148@ku.edu. For course-related issues, please use the course email to make sure your concerns are seen and attended to promptly (our regular KU email addresses receive a high volume of messages, and we don’t want your emails to get buried!). The course email is monitored both by myself and the course teaching assistant, Missy Irwin; in most cases, one of us will respond to you within 24 hours. However, because we both have a large load of teaching responsibilities, it may take up to 48 hours to receive your reply. Please note that email is monitored less frequently after 5:00 pm and on the weekends. If I haven’t answered your email before the next class period, please feel free to remind me again during class – I want to be sure your concerns are taken care of!

Dr. Nuckolls: 258A Snow Hall; I am happy to meet with you at a time that fits into your schedule. Please email me to set up a time if you’d like to see me outside of class.
Course TA: Missy Irwin, M.S.E., M.A.

Course Activities

Environmental science is an interdisciplinary field, where the most effective problem solving is often accomplished in groups. The structure of this course, will reflect this team-based approach to problem solving. We will be moving much of the foundational learning outside of class, and spend class time on a mix of individual and group projects that will allow you ample opportunities to demonstrate your knowledge and to apply it to important environmental scenarios.

Class Attendance (125 points, Objective 6)
If may seem counter-intuitive, but studies have consistently demonstrated that people learn information more readily and retain it longer if they work through problems within a community of learners, rather than passively receiving long lectures. For this reason, class work will generally be a mix of individual work, group discussions, and brief lecture segments. During the second week of class, you’ll be assigned to groups of five
that you’ll maintain throughout the semester. This format is most successful if every group member makes a concerted effort to attend all class sessions. Since you should be doing this anyway (if definitely will improve your performance on exams), I’ll be giving you points for your attendance. However, I do realize that emergencies sometimes arise, so I will automatically excuse up to two absences. In the rare event that you need to miss an additional class or two, please provide documentation of the reason for your absence (documentation for one or two absences is not required; I’ll assume you have a good reason).

In addition, unless you has communicated (via email or in person and with appropriate documentation) exceptional circumstances, I reserve the right to drop any student who, after enrolling in this class, misses three consecutive class meetings during the first two weeks of a semester or misses six consecutive unexcused class meetings during the remainder of the semester. However, if you want to drop the class, please do so yourself to ensure that you’re dis-enrolled and that it happens in a timely fashion.

**Class Participation (125 points, Objectives 2, 3, 4, and 6)**

In addition to your attendance points, you will also receive credit for coming to class prepared and actively participating. There will be many opportunities to demonstrate the knowledge you’ve gained from the pre-class readings and to contribute to both small group and whole-class discussions. In addition, there will be a number of in-class assignments that will count towards your participation grade.

**Chapter Assignments in REVEL (200 points, Objectives 1 and 2):**

Before we begin discussing a chapter in class, you will be responsible for completing associated chapter activities located on the REVEL website. In most cases, these activities will include a short introduction, short video, and several chapter modules. The readings highlight important terms with a different color font, and include pop-up definitions to help with your studying. Many of the illustrations are also interactive, with more than one portion of the illustration to help you understand key concepts (click on the different sections of the illustration’s header to view each portion of the illustration). At the end of each chapter module, you will take a brief quiz over the material you’ve just read. This quiz will help you make certain you have understood and retained the material, and help you to prepare for class. Each module question is worth three points and you will have three attempts to get each question correct. However, there will be a point deduction for each wrong attempt. You can use the arrow symbols on each page to move back and forth in the chapter; it will save any answers that you’ve already given, so please feel free to go back and check the text if you’re unsure of an answer.

Each chapter in REVEL also ends with a chapter quiz that will ask you more difficult questions over the material and help you to prepare for the more difficult types of questions that will be included on the course exams. These questions will be five points each, but will have the same general scoring criteria (three attempts, with a point deduction for each wrong attempt). Although we will usually spend more than one class period on a given chapter, we will sometimes discuss it in a different order and may use concepts from several portions of the chapter. For this reason, all chapter modules and the end-of-chapter quiz will be due by the time we begin class (12:30) on the first day that we are scheduled to cover the chapter (see the course schedule for exact assignment dates – you will only be responsible for completing one chapter a week for the vast majority of the semester). **NO LATE WORK IS ACCEPTED.**

**A note on scoring in REVEL:** the online platform will inform you that each module question is worth 3 points and each chapter quiz question is worth 5 points. However, before these grades are imported into blackboard, these REVEL scores will be divided by 10. This apparent scoring discrepancy is due to a quirk in the REVEL scoring system, and is necessary so that the deductions for wrong answers will not be unnecessarily
punitive. Also be aware that the REVEL scores do not automatically transfer to Blackboard, so there will be some delay in seeing your scores in the gradebook.

**Group Projects (250 points, Objectives 2, 4, 5, and 6)**

In addition to the short group discussions, a major group activity will be the production of a collaborative semester project. These projects will be based on your group’s proposed solution to real-life environmental issues that you identify on the KU campus or in the city as a whole. This research project will be broken into multiple short assignments throughout the semester to avoid overwhelming you at the end of the semester. Final project reports will not be accepted unless each of these short assignments has been completed.

Group work can be a wonderful or a frustrating experience, depending on the activity of group members. For this reason you will each be asked to evaluate the participation of yourself and your team-members in the final project. Your project assignments leading up to the final report will also be submitted to a group wiki, which will track your relative contributions to the written work. Along with instructor evaluations, these evaluations will help determine your final score for the research project.

Additional information about the individual components of the group project will be available in the “Group Projects” content area.

**Exams (300 points, Objectives 1-4)**

There will be three exams, each of which will cover five chapters and be worth 100 points. These exams will cover your recall and understanding of course concepts, but will also include some more difficult application or synthesis questions. The exams will mostly consist of multiple choice questions, but may also include a few “select all,” true/false, matching and/or short answer questions.

**Extra Credit Option – Current Event Paper (45 points, Objectives 1-4)**

You have the option of turning in a short (two pages, double-spaced) paper over an environmental news story. You can find articles on a variety of environmental topics covered on Science Daily’s webpage (http://www.sciencedaily.com). More information about the paper format can be found in the “Current Event Paper content area on Blackboard.

---

**Course Point Distribution and Grading Scale:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Items</th>
<th>Points (each)</th>
<th>Points (total)</th>
<th>Approximate Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance</td>
<td>25</td>
<td>5</td>
<td>125</td>
<td>12.5%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>25</td>
<td>5</td>
<td>125</td>
<td>12.5%</td>
</tr>
<tr>
<td>Chapter Assignments</td>
<td>13</td>
<td>Varies</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Group Project</td>
<td>14</td>
<td>Varies</td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td>Exams</td>
<td>3</td>
<td>100</td>
<td>300</td>
<td>30%</td>
</tr>
</tbody>
</table>

Total: 1000 100%

*An extra 45 points can be earned by completing an optional current event paper.*
Grades are given according to the following scale based on the percentage of points received out of the total possible points. The grading scale is given below – **there is no rounding.** If you feel you will be close to one of the cut off points, you need to bring your grade **up before** the final exam. **No changes will be possible after the final exam.**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>89.5 - 100</td>
<td>A</td>
</tr>
<tr>
<td>79.5 - 89.4</td>
<td>B</td>
</tr>
<tr>
<td>69.5 - 79.4</td>
<td>C</td>
</tr>
<tr>
<td>59.5 - 69.4</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59.4</td>
<td>F</td>
</tr>
</tbody>
</table>

**Additional Course Policies**

**Academic Misconduct:**

You are expected to do your own work in this course, the same as any other KU course. Giving or receiving help on exams, or quizzes, copying other student's discussion board responses, or otherwise misrepresenting your work can result in Academic Misconduct Charges. Similarly, you are expected to be truthful about your course efforts. Technical glitches do occasionally occur and if you have, in fact, completed assignments, then a solution can usually be found. However, if you state that Blackboard "lost" an assignments that you never actually attempted in the first place, you are misrepresenting your work and are liable for academic sanctions. The consequences for academic misconduct may include receiving a zero for the assignment(s), or failing the course.

**Commercial Note-taking Services:**

Pursuant to the University of Kansas' [Policy on Commercial Note-Taking Ventures](https://www.ku.edu/policies/academic/Policy-Commercial-Note-Taking-Ventures), commercial note-taking is not permitted in EVRN 148 or GEOG 148. 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.

**Weapons Policy:**

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.** 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 constant control of the carrier.
- 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

This course takes place in spaces that will sometimes require students to leave belongings such as backpacks and purses away and unattended for the duration of class time. Students who choose to carry a concealed handgun in a purse, backpack, or bag must review and plan each day accordingly, and are responsible for making alternate arrangements as necessary. The university does not provide appropriate secured storage for concealed handguns.
Individuals who violate the KU weapons policy may be asked to leave campus with the weapon and may face disciplinary action under the appropriate university code of conduct.

**Students with disabilities:**

Any student who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

The Office of Disability Resources (DR), 22 Strong Hall, 785-864-2620, coordinates accommodations and services for KU students with disabilities. If you have a disability for which you may request accommodation in KU classes and have not contacted DR, please do so as soon as possible.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Chapter Assignments in REVEL</th>
<th>Group and Project-Related Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Due by prior to class on the due date.</td>
<td>To be completed by 11:59 pm on the due date.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project Assignment</td>
<td>Location for Deliverable</td>
</tr>
<tr>
<td>1</td>
<td>Jan. 17 (Tues)</td>
<td>Register for REVEL</td>
<td>Individual</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 19 (Thu)</td>
<td>The Science of Sustainability</td>
<td>CATME Team-Maker</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 24 (Tues)</td>
<td>Science Fundamentals</td>
<td>CATME Team Charter</td>
</tr>
<tr>
<td>4</td>
<td>Jan. 26 (Thu)</td>
<td>List of Sustainability Issues</td>
<td>Wiki</td>
</tr>
<tr>
<td>5</td>
<td>Jan. 31 (Tue)</td>
<td>Biodiversity and Evolution</td>
<td>Problem Statement</td>
</tr>
<tr>
<td>6</td>
<td>Feb. 2 (Thu)</td>
<td>Populations and Communities</td>
<td>Summary of Possible Sources</td>
</tr>
<tr>
<td>7</td>
<td>Feb. 7 (Tue)</td>
<td>Ecosystems and Biomes</td>
<td>Exam 1 (Science of Sustainability, Science Fundamentals, Biodiversity and Evolution, Populations and Communities, Ecosystems and Biomes)</td>
</tr>
<tr>
<td>8</td>
<td>Feb. 9 (Thu)</td>
<td>Human Populations</td>
<td>Wiki</td>
</tr>
<tr>
<td>9</td>
<td>Feb. 14 (Tues)</td>
<td>List of Existing Initiatives.</td>
<td>Wiki</td>
</tr>
<tr>
<td>10</td>
<td>Feb. 16 (Thu)</td>
<td>Biogeochemical Cycles</td>
<td>Evaluation of Approaches</td>
</tr>
<tr>
<td>11</td>
<td>Feb. 21 (Tue)</td>
<td>Freshwater</td>
<td>Stakeholder Analysis</td>
</tr>
<tr>
<td>12</td>
<td>Feb. 23 (Thu)</td>
<td>Exam 2 (Human Populations, Biogeochemical Cycles, Freshwater, Oceans)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Feb. 28 (Tue)</td>
<td>Oceans</td>
<td>1st Peer evaluations</td>
</tr>
<tr>
<td>14</td>
<td>Mar. 2 (Thu)</td>
<td>The Atmosphere and Air Pollution</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Mar. 7 (Tue)</td>
<td>Cost/Benefit Analysis</td>
<td>Wiki</td>
</tr>
<tr>
<td>16</td>
<td>Mar. 9 (Thu)</td>
<td>Climate</td>
<td>Implementation Plan</td>
</tr>
<tr>
<td>17</td>
<td>Mar. 14 (Tue)</td>
<td>Nonrenewable Energy</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Mar. 16 (Thu)</td>
<td>Evaluation of Approaches</td>
<td>Wiki</td>
</tr>
<tr>
<td>19</td>
<td>Mar. 21 -23</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Mar. 28 (Tues)</td>
<td>Final Project Report</td>
<td>Wiki</td>
</tr>
<tr>
<td>21</td>
<td>Apr. 4 (Tues)</td>
<td>Renewable Energy</td>
<td>2nd Peer evaluations (Survey)</td>
</tr>
<tr>
<td>22</td>
<td>Apr. 6 (Thu)</td>
<td>Optional (extra credit) current event paper.</td>
<td>Extra Credit area in Bb.</td>
</tr>
</tbody>
</table>
# Project Tasks

<table>
<thead>
<tr>
<th>Item</th>
<th>Brief Description</th>
<th>Group or Individual</th>
<th>Location of Submission</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATME Team-Maker</td>
<td>Survey to help assign interdisciplinary teams. This Form is mandatory to receive credit for later project work</td>
<td>Individual</td>
<td>Online, following emailed link</td>
<td>10</td>
</tr>
<tr>
<td>CATME Team Charter</td>
<td>Exchange information about preferred method of contact, availability, as well as agreed-upon plan for completing project. This Form is mandatory to receive credit for later project work</td>
<td>Group</td>
<td>Assignment link in “Projects” content area</td>
<td>10</td>
</tr>
<tr>
<td>List of Environmental Issues at KU or in the City</td>
<td>Brainstormed list of potential problems that your team could address in KU or the city</td>
<td>Individual</td>
<td>Group Wiki</td>
<td>10</td>
</tr>
<tr>
<td>Problem Statement</td>
<td>Statement of the issue your group has chosen to address as well as its significance.</td>
<td>Group</td>
<td>Group Wiki</td>
<td>10</td>
</tr>
<tr>
<td>List of possible sources</td>
<td>Summary of at least two sources by each team member, with special emphasis on any possible approaches to solving the group's environmental problem.</td>
<td>Individual</td>
<td>Group Wiki</td>
<td>15</td>
</tr>
<tr>
<td>List of Existing Initiatives</td>
<td>Explanation of any solutions that the university or city have initiated.</td>
<td>Individual</td>
<td>Group Wiki</td>
<td>15</td>
</tr>
<tr>
<td>Group Evaluation of Differing Approaches</td>
<td>Group write-up of at least three approaches to solving the problem, pros and cons of each; plus paragraph or two describing the group’s preferred choice(es) and explanation.</td>
<td>Group</td>
<td>Group Wiki</td>
<td>25</td>
</tr>
<tr>
<td>Stakeholder Analysis</td>
<td>List of concerned parties, and their expected reactions (positive or negative)</td>
<td>Individual</td>
<td>Group Wiki</td>
<td>15</td>
</tr>
<tr>
<td>Cost/Benefit Analysis</td>
<td>Analysis of the plan’s monetary feasibility.</td>
<td>Group</td>
<td>Group Wiki</td>
<td>25</td>
</tr>
<tr>
<td>Implementation Plan</td>
<td>Plan addressing the phases of implementation and ways to address stakeholder concerns.</td>
<td>Group</td>
<td>Group Wiki</td>
<td>25</td>
</tr>
<tr>
<td>Final Project Report</td>
<td>Paper combining group assignments contributed earlier, added transitions, and any necessary corrections or updates.</td>
<td>Group</td>
<td>Group Wiki</td>
<td>50</td>
</tr>
<tr>
<td>Self and Peer Evaluations (2)</td>
<td>Survey on the contributions made by each member of your team. These survey are mandatory and failure to complete them will lower your own evaluation score.</td>
<td>Individual</td>
<td>Online, following emailed link</td>
<td>20</td>
</tr>
<tr>
<td>Management of group Dynamics</td>
<td>Documentation of how well you worked as a team, any difficulties you encountered and how you dealt with them.</td>
<td>Individual</td>
<td>Journal</td>
<td>20</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>
FMS 425: Ethics in Storytelling

Title: Ethics in Storytelling
Transcript Title: Ethics in Storytelling
Effective Term: Spring 2018

Catalog Description:
This course considers the ethics of telling stories with film and media. Using a framework of rhetorical criticism and postmodern ethics, the students will evaluate the ethical and social responsibility challenges of fiction and non-fiction writing, films, television and online projects from a variety of fields: anthropology, sociology, journalism, political rhetoric and documentary filmmaking. Through readings, case studies and application, students will explore the fundamentals of rhetorical ethics, and the questions raised by new and emerging forms of storytelling.

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:
H - Humanities

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

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(FMS-CRTU) Media Cultures</td>
</tr>
</tbody>
</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 ethics, designed to fulfill Core Goal 5: Social Responsibility and Ethics. 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
[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.

Ethics in Storytelling is designed to help students recognize and engage with the ethical questions raised in storytelling. For the course, we are defining storytelling as a rhetorical project with a public in mind. The class will explore a focused range of ethical theories, primarily rhetorical criticism and postmodern ethics. The readings from James Phalen will be our gateway for Aristotle's Rhetoric and Ethics, and the pragmatic framework of Adam Zachary Newton will help students encounter Emmanuel Levinas' concept of alterity. In order to engage with multiple storytelling forms, the students will explore several professional Codes of Ethics, with the goal of evaluating projects from an ethical position. Their proposals for original, non-fiction media projects will be faculty and peer evaluated using concepts from the ethical theories and with the goal of recognizing ethical challenges presented by storytelling in film, media and new and emerging forms.

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.)

Students will be introduced to Rhetorical Criticism & postmodern ethics, using James Phalen to frame reading from Aristotles Rhetoric & Ethics, and exploring Wayne Booth & using Adam Zachary Newton to frame Emmanuel Levinas' concepts of alterity. Exploring professional Codes of Ethics from several fields (sociology, anthropology, documentary filmmaking, the medical profession) students will be exploring the relationship between "the storyteller, the audience, and the thing that gets told" (Phalen). Exploration of case studies of storytelling through the ethical theories and the codes will allow them to see the shifts between complex and competing forces: of knowledge, history and power, and to recognize the rhetorical elements which have an ethical impact. Their final project, **Continued in comments**

Indicate and elaborate on how your course or educational experience will present and apply ethical decision-making processes. (Please limit responses to 1000 characters.)
Ethical decision making will be presented via case studies on storytelling projects drawn from various fields: sociology, anthropology, documentary filmmaking, medical and scientific storytelling and political rhetoric. Students will be given ethical codes and professional codes to analyze these projects. Their final projects, an original non-fiction film or media proposal, will be peer reviewed to explore their ability to engage and apply ethical considerations in storytelling.

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

Two exams will measure students ability to correctly identify core questions of ethics and social responsibility, including recognizing and understanding writers in rhetorical criticism and postmodern ethics. An exploration of various professional codes of ethics, from journalism, sociology, anthropology and documentary film and media, will allow students to trace the legal and historical formation of these codes, and peer review of their classmates original proposals for non-fiction projects will allow them to demonstrate their knowledge of the ethical theories and pragmatic questions raised by storytelling in film, media and emerging forms, which include informed consent, representation, distribution. The final assignment is scaffolded to include all prior assignments.

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 final project will bring together their ability to recognize ethical and social responsibility issues within multiple storytelling modes. Through the construction of an original creative project based on non-fiction events, students will research, assess issues of informed consent, representation, distribution, and professional ethics. The final assignment is scaffolded to include all prior assignments. Case studies provide insight into existing projects, readings in professional ethics construct a framework for decision making, and peer review allows students to demonstrate their knowledge and confidence around issues of ethics and social responsibility.

Rachel Schwien (rschwien) (11/07/17 1:57 pm): Concerns regarding KU Core proposal communicated to the department. Dept representative invited to CUSA

Karla Conrad (kmconrad) (11/10/17 10:07 am): Revised course proposal and updated syllabus sent to Rachel Schwien, 11/10/17. - Karla Conrad

Rachel Schwien (rschwien) (11/10/17 10:52 am): Students will be introduced to Rhetorical Criticism and postmodern ethics, using James Phalen to frame reading from Aristotle's Rhetoric and Ethics, and exploring Wayne Booth and using Adam Zachary Newton to frame Emmanuel Lavinas concepts of alterity. Exploring professional Codes of Ethics from several fields (sociology, anthropology, documentary filmmaking, the medical profession) students will be exploring the relationship between “the storyteller, the audience, and the thing that gets told” (Phalen). Their exploration of case studies of storytelling through the ethical theories and the codes will allow them to see the shifts between complex and competing forces: of knowledge, history and power, and to recognize the rhetorical elements which have an ethical impact. Their final project, an original proposal for a non-fiction film or media project, will be scaffolded to include all prior assignments, and will be peer reviewed, allowing the students to demonstrate their knowledge and confidence in recognizing and analyzing ethical issues in storytelling in film, media and emerging forms.
FMS 425: Ethics in Storytelling

Instructor Professor Meg Jamieson
Email: mvjamieson@ku.edu
Phone: 785-864-1392
Office/ access hours:

This course considers the ethics of telling stories with film and media. Storytelling, for the purpose of this class, is defined as having a rhetorical project (a story) with a public reception. Students will evaluate fiction and non-fiction writing, films, television and online projects and consider the ethical challenges of telling stories that deal with people, history, and actual events.

Through readings, case studies, and practical application, students will explore: the fundamentals of ethics; everyday ethics of social media and the internet; ethics of documentary; and the differences between ethical and legal issues.

In this course, students will:
* Learn the difference between ethical, legal and moral issues.
* Identify a range of professional ethics, focusing on those surrounding film and media: documentary, journalism, sociology, anthropology.
* Engage with systems for recognizing and evaluating ethical issues.
* Identify ethical issues raised by film, media and online stories.
* Encounter emerging ethical questions raised by new forms of storytelling.
* Create a proposal for a film, media or online story that raises and addresses ethical concerns.

We will be:
* exploring a focused range of ethical theories: rhetorical criticism and postmodern ethics

* Using the framework of ethical theories and current professional code(s) of ethics, we will analyze storytelling projects from fields as diverse as anthropology, journalism, the medical profession, political rhetoric and documentary film and media.

* Students will propose a storytelling project within one of the professional frameworks previously explored, and will receive faculty feedback as well as peer review.

* As the course addresses the concerns of Storytellers (broadly defined as telling a story with a public in mind) the ethical theories we will focus on explore “the relationships between the storyteller, the audience, and the thing that gets told”.  
  (James Phalen)
We will be using the following writers:
* Aristotle (Ethics, Rhetoric, and, to a lesser extent, Poetics)
* James Phelan (“Rhetoric/ Ethics”, and “A Living Handbook of Narratology”)
* Wayne Booth (The Rhetoric of Fiction)
* Emmanuel Levinas (alterity)
* Adam Zachary Newton

Course requirements
This course does not require textbook(s) for purchase. All readings will be made available through Blackboard.

All readings are subject to change and all changes will be announced in class, via BB, or email. You are responsible for accessing all readings that do not appear on Blackboard or the course blog via KU Libraries databases and/or the internet. **All readings should be completed prior to the date listed on the syllabus, so that the readings can be discussed in class on the date listed.**

You may be asked to sign up for or temporarily subscribe to online services and platforms in order to view screenings, create a portfolio, interact with digital projects, complete in class and homework assignments, or collaborate with your group. Be sure to read all ToS and Privacy Policies associated with any digital service or platform before signing up. If you feel uncomfortable or prefer not to subscribe to a particular service, please let an instructor know so that we can find an alternative.

Grading (out of 500 points)
* **Unit Exams 50** 25 points each
  two units exams will be given in the eight week period

* **Short assignments 100**
  Historical context, Identification of ethics, discovery of professional ethics from primary sources, informed consent issues, discovery and articulation of stories with ethical issues.

* **case studies 50**
  deeper exploration of individual film and media stories

* **peer feedback 100**
  on classmates project proposal, evaluated on your ability to recognize ethical issues and articulate them.

* **project proposal: 200**
  a 3-4 page film or media story based on non-fictional events, which raises and addresses ethical issues.


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 mode
This is an eight week online course, and as such, has twice weekly due dates for assignments and readings. Please be active in accessing the Blackboard site, and stay on top of reading, assignments and discussions.

Extra Credit and Late Work
Extra credit opportunities will be announced in class and posted to Blackboard.

Late projects will be accepted (with point deduction) until one week after the assigned due date. Speak with the instructor to make arrangements.

Exams can only be made up in the case of advance arrangements or documented emergencies.

Course technology
This is an online course, which makes use of Blackboard to post required assignments, materials, and announcements, to record grades, and for students to complete and submit work. You are responsible for ensuring that your browser is optimized to access Blackboard, and for checking the email associated with Bb regularly for announcements and updates regarding the course. If you have issues with Blackboard, you should contact support. For login issues, contact the KU IT Customer Service Center at 785-864-8080. For other Blackboard questions or assistance, contact blackboardsupport@ku.edu or 785-864-2600. Please note that, aside from documented bugs or outages with Blackboard, technology issues do not constitute emergencies or grounds for extensions.

Accessibility Statement
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.disability.ku.edu. Please contact me privately in regard to your needs in this course.
Academic integrity
By enrolling in this course, you agree to abide by the university’s regulations on Academic Integrity (found at http://studentaffairs.ku.edu/academic-integrity), which includes rules regarding plagiarism among other issues. This course has a zero tolerance policy for all plagiarism for both written and creative works. Prohibited behavior includes, but is not limited to, submitting work that is not your own; quoting or paraphrasing external sources without appropriate citation; submitting work completed for another course; collaboration on individual assignments; and receiving unattributed external help. If you plagiarize or cheat, the minimum penalty is an F on the assignment; other penalties could include an F for the course, suspension, and/or expulsion. All instances of academic dishonesty will be reported. If you have questions or concerns, please contact your instructor or a GTA prior to submission. All work must be entirely your own, original for this class.
<table>
<thead>
<tr>
<th>Components</th>
<th>Outcome Quality Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement of the Problem and Organization</strong></td>
<td><strong>Capstone – 4</strong></td>
</tr>
<tr>
<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>Thesis clearly stated but does not address all aspects of assignment, unclear development of argument.</td>
</tr>
<tr>
<td><strong>Film/Media Literacy: Analysis of media text/process/history</strong></td>
<td><strong>Capstone – 4</strong></td>
</tr>
<tr>
<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.</td>
</tr>
<tr>
<td><strong>Use of Source Material</strong></td>
<td><strong>Capstone – 4</strong></td>
</tr>
<tr>
<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>
</tr>
<tr>
<td><strong>Writing Mechanics and Citations</strong></td>
<td><strong>Capstone – 4</strong></td>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>
# New Course Proposal

**Viewing:** FREN 150: Aliens, Monsters, and the Monstrous in the French Imagination  
**Last edit:** 10/20/17 2:20 pm  
Changes proposed by: pascott

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>FREN</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>French, Francophone, and Italian Studies</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
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<tr>
<td>Do you intend to offer any portion of this course online?</td>
<td>No</td>
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<td>Title</td>
<td>Aliens, Monsters, and the Monstrous in the French Imagination</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Aliens &amp; Monsters in French</td>
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<tr>
<td>Effective Term</td>
<td>Fall 2018</td>
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<tr>
<td>Catalog Description</td>
<td>A comprehensive, interdisciplinary survey of the treatment of the Other in French culture in different ages that may include vampires, zombies, fairy tales, villains and anti-heroes, the macabre, alien encounters, dystopias and utopias, and deviancy, with particular attention to literature, film and TV, and thought. Taught in English. Does not fulfill any requirement in the French major or minor.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None.</td>
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<tr>
<td>Cross Listed Courses:</td>
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<tr>
<td>Credits</td>
<td>3</td>
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<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
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<td>Associated Components</td>
<td>Discussion – Mandatory discussion associated with a main component</td>
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<tr>
<td>Grading Basis</td>
<td>A-D(+/-)FI (G11)</td>
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<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
</tr>
<tr>
<td>Are you proposing this course for KU Core?</td>
<td>Yes</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Once a Year, Usually Spring</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Principal Course Designator</td>
<td></td>
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<tr>
<td>Course Designator</td>
<td></td>
</tr>
<tr>
<td>Are you proposing that the course count towards the CLAS BA degree specific requirements?</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be required for a degree, major, minor, certificate, or concentration?</td>
<td>No</td>
</tr>
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</table>

**Rationale for Course Proposal**: This would expand the Department's general offerings in English and will serve as another 100-level science-fiction class, currently two gaps in our teaching portfolio.
KU Core Information

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

Yes

<table>
<thead>
<tr>
<th>Name of person giving</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>departmental approval</td>
<td>09/20/2017</td>
</tr>
<tr>
<td>Bruce Hayes</td>
<td></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.

The class meets the goal's outcome through requiring and encouraging students to focus on the most basic of all claims we have: to be human. Students will examine and reflect on humanity and what it means to be human by means of works (movies, TV shows, graphic novels, stories, and images) that present humanity with imagined non-human but rational creatures, specifically aliens, vampires, zombies, freaks, or with humans who deviate from societal values and codes in their behavior, beliefs, or appearance. Students will define and investigate the assumptions of humanity, society, difference, and normalcy through these works.

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 be supported and encouraged to analyze works through class discussion, reaction journals, a group presentation, and a scaffolded research project. The scaffolded research project consists of a 1,250-word final paper with staggered stages (draft research outline, outline, draft annotated bibliography, annotated bibliography, one-to-one meeting with the professor, draft paper, final paper) that will require and teach students how to locate and identify both primary and secondary sources, how to set out their arguments in an ordered and logical fashion, and how to present conclusions of the information they use that are clear and are supported with reference to the works they are using and to critical works.

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.)

The research paper will be on a topic agreed upon by the professor and student related to the broad themes of the class. The scaffolded stages of the paper will each work on different aspects of critical thinking. The outline will work on locating a topic that is feasible and has a main and identifiable thesis. The annotated bibliography will ensure that students are able to locate relevant and appropriate sources and can sift through information by categorizing it as useful or not to the paper topic. The one-to-one meeting will be an opportunity for students to synthesize their paper in an ordered way and to forward a main thesis using primary works and critical sources. The draft paper will work on how to complete an analytical argument on a specific topic and the final paper will highlight the entire process of thinking and arguing critically about ideas.

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 final paper is worth 25% of the course grade and the scaffolded portions all amount to 25% of the course grade as well (5% for the Research Paper Outline – First Draft; 5% for the Research Paper Outline – Final version; 5% for the Research Paper Annotated Bibliography; 10% for the Research Paper First Draft). The scaffolded project extends over the semester as is therefore an objective way to assess continuing performance. The group presentation is worth 15% of the course grade and is on one of three TV zombie shows. This task involves a PowerPoint presentation of arguments and conclusions and acts as an oral, abridged version of the skills involved in completing the research paper, thereby using transferable skills acquired during the semester.
Course Texts

* Fairy Tales. Handout provided.

Moebius, various works. Available online.

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

Movies and TV

*Beauty and the Beast* (Cocteau, 1946). EGARC.
*Fantastic Planet* (Laloux, 1973). EGARC.
*The Returned* (*Les Revenants*) season 1 (2012). EGARC.
*Glitch* season 1 (ABC, 2015).
*In the Flesh* season 1 (BBC, 2013).
*Planet of the Apes* (1968).
*Fifth Element* (1997).
Méliès, *A Trip to the Moon* (1902)

Schedule

Aug  T  22  Introduction
      R  24  Science-fiction and fantasy: what, why, how, where? An introduction to fountain pens

      T  29  Fairy Tales
      R  31  *Beauty and the Beast* I: the original French version (1757)

Sept  F  1  Reading Journal 1 Due

      T  5  Visit to the Spencer Research Library
<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>R 7</td>
<td>Beauty and the Beast II: the iconic film version (Cocteau, 1946)</td>
<td></td>
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<tr>
<td>F 8</td>
<td>Reading Journal 2 Due</td>
<td></td>
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<tr>
<td>T 12</td>
<td>Voltaire, Micromégas</td>
<td></td>
</tr>
<tr>
<td>W 13</td>
<td>1-to-1 Meeting with Prof. Scott</td>
<td></td>
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<tr>
<td>R 14</td>
<td>Library Information Session, Clark Instruction Center, Watson Library</td>
<td></td>
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<tr>
<td>F 15</td>
<td>Reading Journal 3 Due</td>
<td></td>
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<tr>
<td>T 19</td>
<td>The Navigators of Space, pp. 265-290</td>
<td></td>
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<tr>
<td>R 21</td>
<td>The Navigators of Space, pp. 291-311</td>
<td></td>
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<tr>
<td>F 22</td>
<td>Research Outline First Draft Due</td>
<td></td>
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<tr>
<td>M 25</td>
<td>Reading Journal 3 Due</td>
<td></td>
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<tr>
<td>T 26</td>
<td>The Navigators of Space, pp. 311-340</td>
<td></td>
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<tr>
<td>R 28</td>
<td>Spencer Museum visit, Study Center, SMA</td>
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<tr>
<td>Oct M 2</td>
<td>Research Outline Final Version Due</td>
<td></td>
</tr>
<tr>
<td>T 3</td>
<td>Valerian &amp; Laureline</td>
<td></td>
</tr>
<tr>
<td>R 5</td>
<td>Valerian &amp; Laureline</td>
<td></td>
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<tr>
<td>F 6</td>
<td>Reading Journal 4 Due</td>
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<tr>
<td>T 10</td>
<td>Codex Seraphinianus</td>
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<tr>
<td>W 11</td>
<td>1-to-1 Meeting with Prof. Scott</td>
<td></td>
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<tr>
<td>R 12</td>
<td>Review and Overview</td>
<td></td>
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<tr>
<td>F 13</td>
<td>Annotated Bibliography Due</td>
<td></td>
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<tr>
<td>T 17</td>
<td>Fall Break</td>
<td></td>
</tr>
<tr>
<td>R 19</td>
<td>Zombies: Les Revenants (episode 1)</td>
<td></td>
</tr>
<tr>
<td>T 24</td>
<td>Zombies: Glitch and In the Flesh (episodes 1)</td>
<td></td>
</tr>
<tr>
<td>R 26</td>
<td>Zombie In-class Work</td>
<td></td>
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<tr>
<td>F 27</td>
<td>Reading Journal 5 Due</td>
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<tr>
<td>Nov T 31</td>
<td>Boulle, Planet of the Apes, pp. 3-58</td>
<td></td>
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<tr>
<td>R 2</td>
<td>Boulle, Planet of the Apes, pp. 59-104</td>
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<tr>
<td>F 3</td>
<td>Reading Journal 6 Due</td>
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<tr>
<td>T 7</td>
<td>Boulle, Planet of the Apes, pp. 105-171</td>
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<tr>
<td>W 8</td>
<td>First Paper Draft due</td>
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<tr>
<td>R 9</td>
<td>Boulle, Planet of the Apes, pp. 172-268</td>
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<tr>
<td>T 14</td>
<td>Zombie Presentation – Group 1</td>
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<tr>
<td>R 16</td>
<td>Zombie Presentation – Group 2</td>
<td></td>
</tr>
<tr>
<td>T 21</td>
<td>Zombie Presentation – Group 3</td>
<td></td>
</tr>
<tr>
<td>R 23</td>
<td>No class – Thanksgiving</td>
<td></td>
</tr>
</tbody>
</table>
Disabilities

If you experience any difficulty with any aspect of this course, please do not hesitate to let me know and I will try to help in any way that I can (you are most welcome to contact me in person, by e-mail, or by phone). If you have a disability that might affect your work, then please let me know as soon as possible so that we can discuss possible and appropriate modifications to enable you to complete the course requirements. The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. The Department of French & Italian works closely with the Office of Student Access Services to provide accommodations to students with learning and/or physical disabilities. The SAS office coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted SAS at AAAC, please do so as soon as possible: 22 Strong Hall, 785-864-4064 or achieve@ku.edu. Information about their services can be found at http://achievement.ku.edu. Please also contact your instructor privately in regard to your needs in this course.

Religious Observances

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

Course Aims

From the dawn of civilization, humankind has been afraid of real or perceived dangers. At the same time, fear is an emotion we cultivate through scary movies, death-defying rides, and extreme sports. Why do we enjoy being scared and frightened? Why does horror and tragedy in literature and movies give us pleasure? Why do we create imaginary beings and concepts that instill fear? What is the link between cultural and societal anxieties and the creation of frightening beings? This class will look at various manifestations of monsters, both real and imagined, from the perspective of these questions themed on specific monstrous manifestations including: werewolves; vampires; ghosts; zombies; demonic activity and possession; witches; serial killers; monstrous mothers; imaginary creatures; aliens. We will
look at graphic novels, ghost tales, horror stories, scientific treatises, paintings and illustrations, movies, and TV shows, and often across these genres.

French 150 looks at some striking examples of fantasy and science-fiction most of which originated in French-speaking countries or has been adapted into English from French from the 18th century through the 21st century covering literature, film, TV shows, and comic books. All of these works deal with notions of the Other, that is to say with races, species, or individuals which deviate from traditionally held notions of humanity and what it means to be human. Particular emphasis will be paid to the deep subversive potential of fantasy to challenge the status quo and prevailing attitudes to gender, sexuality, and human beings as both social creatures and unique animals. Another important factor will be the consideration of what is humanity, what defines humanness, in the face of aliens, monsters, and animals. The symbiotic and essential relationship of the monstrous and fear-inspiring monsters with normalcy and stability will be a constant topic of exploration throughout the semester, as will their capacity to bring out enormous creativity and potential in the human imagination.

In respect to KU’s Core Goals, students will develop their critical thinking through approaching a genre known to them and learning to reassess it through the development of analytical skills evaluating subversive content, intended readership, depictions of gender and social roles, and the role of literary and cultural expressions in provoking different responses and in challenging norms (Goal 1 Learning Outcome 1).

Requirements

One semester paper of between 1,250 and 1,500 words on a topic agreed with the professor related to the class (themes or works) or based on the group presentation (due on December 17); one group presentation on one of the three zombie shows, which will cover a class period and involve around 6 students per group; one reading journal kept throughout the semester to be submitted on Fridays (as a pdf of jpeg images of the journal pages. I recommend the free Genius app for smart phones and the Blackboard app which will allow you to directly upload photos on your phone: http://mobileplaza.ku.edu/bb-student-app).

Assignments

Written work done outside of class should always be carefully thought out and proofread, typed or printed out, and be 1.5 line spaced, 12 pt, in Garamond font, justified paragraphs. No late work will be graded and you will receive a zero for anything not handed in by the due time and date (exceptions only made for medical reasons or emergencies, with evidence and prior consultation and entirely at my discretion). Drafts and final copies are to be submitted as Word documents into the specially created folder of the Blackboard course under "Assignments"; comments and grading will be made using the tracking feature of Word. Please note that I will not be responsible for any difficulties in opening files or attachments. There will be five staggered stages for the semester research paper: an outline setting out the planned project in 400 words, both a first version and a revised version; an annotated bibliography; a first draft; an individual meeting with the professor; the final version.
Throughout the semester, students will keep a reading journal which will note down brief plot details, reactions to and thoughts about the texts and movies we are studying. The journals will be handwritten using the fountain pen provided at the beginning of the semester.

**Grades**

- 15%  Reading journal (each of the 7 entries worth just over 2.1% each)
- 5%   Research Paper Outline – First Draft
- 5%   Research Paper Outline – Final version
- 5%   Research Paper Annotated Bibliography
- 10%  Research Paper First Draft
- 25%  Research Paper Final Version*  
- 15%  Group Presentation
- 20%  Preparation, Attendance, and Participation

*This final research paper will be assessed for student outcomes using the rubric for CORE Goal 1 found on our Blackboard site. Assessment will include evaluating the ability to present conclusions based on the evidence of both primary and secondary sources and to frame these judgments in a structured and analytical way.

**Group Presentation: The Zombie Project**

*Description:* The zombie aspect of the class concerns the first seasons of the French TV show *Les Revenants*, the UK show *In the Flesh*, and the Australian show *Glitch*. The research project will be an in-class research presentation on the show of a group of around 6 students working together on the show with each student having a specific aspect to deal with. Specific themes may include: Religion and the Supernatural; Love and Sexuality; the Zombie Genre(s); Sustainability; the specific show within the context of the Zombie Tradition. The presentation will account for 15% of the final grade and students will have the option of continuing with a research paper that springs from the project as the final research paper.

*Goals:* This research project will involve an introduction to, and consolidation of, locating and incorporating source material, preparing a useful bibliography, and presenting arguments and conclusions in an oral presentation using PowerPoint, which may be continued as an individual written assignment. Above all, it is seeing how a TV show raises and deals with important questions such as identity, death, alienation, and humanity. In essence, you will go beyond seeing a show merely as entertainment and evaluate the cultural importance of its writings and themes.

*Grading:* The presentation will be graded in the following way out of 50 points which will be converted into a percentile:

- Pre-presentation participation (participation in all preliminary stages and the annotated bibliography as a group): 10 pts
- Group presentation grade: 30pts
- Individually assigned grade (based on your individual participation, attendance, and performance): 10pts
Grade Points

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

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

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

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

I do not engage in the dubious practice of “rounding up”. For example, if you receive a course grade of 89.7%, that is a B+.

Attendance

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

Environmental Consciousness

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

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

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

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

Course Materials

All course materials (handouts, PowerPoint documents, review sheets, exams, etc.) are for your personal use only in this class. Pursuant to the University of Kansas’ Policy on Commercial Note-Taking Ventures, commercial note-taking is not permitted in our French courses. 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. You may not share or distribute course materials, or post them on any websites. In addition, you may not use audio or video to record any class sessions without the express permission of the instructor and the department. 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.

Please remember that all of the content in this course (lectures, handouts, etc.) is my intellectual property. You are not to record me nor are you to distribute (electronically or otherwise) material from this course.

Academic Honesty

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

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

The KU Writing Center is an excellent resource which students are encouraged to use and I copy the following information from their website: “At the KU Writing Center, you can work one-on-one with writing consultants trained to talk with you about writing. We welcome students who think they need help with writing as well as those who consider themselves good writers. You can meet face-to-face, receive feedback via e-mail, or schedule a videoconference. Consultants are coaches who work with you on any type of assignment—essays, research papers, reports, presentations—at any point of completeness or incompleteness. We find that students benefit from a visit early in the thinking and writing process. Don’t wait until you are frustrated. To learn more, browse to http://writing.ku.edu. You’ll be glad you did!”

The department strictly adheres to the following policy on plagiarism and cheating: “Plagiarism and cheating are serious academic offenses that should be brought to the attention of the Chairperson or Language Coordinator. Whenever a student is caught cheating, the instructor will inform the Chairperson of the Department, who—upon consulting with the instructor—will forward a “CHARGE OF ACADEMIC MISCONDUCT FORM” to College of Liberal Arts with a recommendation for the appropriate sanction.”

Students should be certain that all of the work submitted in this course is their own. NO outside assistance is allowed on any homework/assignments. Such outside assistance constitutes academic misconduct. Examples of this include, but are not limited to:

- Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own. It includes unacknowledged word-for-word and/or paraphrasing of another's work/ideas.
- Copying / turning in written work that is not original to you.
- Resubmitting work from another French course.
- Having someone else do the work for you.
- Using a translation program in any way to complete assignments.
- Using a tutor to help you with your assignments. Tutors may only be consulted for extra practice beyond the course requirements, for help on non-graded assignments, or
for explanations of assignments which have already been evaluated and will not be turned in again. Assignments which have been influenced by the help of a tutor prior to being graded will be treated as plagiarized work.

- **Receiving or passing exam information to other students before, during or after the exam.** Cheating in this case applies both to the receiver of the exam information and the person who provides the information.

Students may use their textbooks, dictionaries, and grammar references in preparing any assignments. They should also seek help from their instructor and/or may use feedback from in-class activities such as peer editing. Please review the notes regarding the use of online dictionaries, apps and translation programs. You might also wish to read the ‘Code of Student Rights and Responsibilities’ (www.timetable.ku.edu), as it contains a good deal of practical information.

**Tutoring**

Your instructor is always available during his/her office hours to answer questions and clarify concepts; however, if you would like more intensive help, we encourage you to consider tutoring options: 1) **Private tutors** are available for hire, and the Department of French & Italian maintains a list of possible tutors. For that information, please contact the main office at 864-4056 or frenital@ku.edu. 2) **Small group tutoring** is also available through KU’s Academic Achievement and Access Center for $75/course per semester: http://www.tutoring.ku.edu/. The AAAC can also consult with you and suggest other options/resources to maximize your learning: http://achievement.ku.edu

**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. 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.

Keep in mind that in this class, students will be asked to do activities like leaving their desk to write on the white board and changing places to do group work. Students who choose to carry a concealed handgun in a purse, backpack, or bag must review and plan each day accordingly, and are responsible for making alternate arrangements as necessary. The university does not provide appropriate secured storage for concealed handguns.

Individuals who violate the KU weapons policy may be asked to leave campus with the weapon and may face disciplinary action under the appropriate university code of conduct.
Validity of Syllabus

It may be necessary to modify the syllabus in accordance with any needs or requirements that should arise. If this is the case, an updated version will be uploaded to Blackboard to replace the previous one and will become valid from the moment of being available to class participants.

Final Remark

Many of the works that we will be studying contain material that deals with themes related to sex, race, sexuality, religion, violence, and other sensitive issues and it may be necessary to discuss such material in a frank way. I also expect everyone to be respectfully tolerant of, and receptive to, each student’s viewpoint while retaining a critical scholarly perspective. If you foresee any of this making you uncomfortable, please drop this class immediately.
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 10/13/17 2:02 pm

**Viewing:** **GEOL 301**: Introduction to Oceanography

**Last edit:** 10/13/17 2:10 pm

Changes proposed by: olcott

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<td>College of Lib Arts &amp; Sciences</td>
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<tr>
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</table>

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

Yes

**Please Explain**

This will be an online only course taught at intersessions. This course has already been developed with CODL and undergone review.

<table>
<thead>
<tr>
<th>Title</th>
<th>Introduction to Oceanography</th>
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</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>Introduction to Oceanography</td>
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<td>Effective Term</td>
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**Catalog Description**

The online course is an introduction to the earth and its oceans, including a discussion of the history of ocean exploration using the approach of the scientific method. The course will explore theories that describe the origin of the solar system, the earth, the atmosphere, and the oceans, in addition to a discussion of the origin of life on the earth. The course will cover the essential physics, chemistry, geology, biology, and the concepts of plate tectonics, as applied to understanding the oceans and seas. This course cannot be taken if a student has completed GEOL 302.

**Prerequisites**

None

**Cross Listed Courses:**

<table>
<thead>
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<th>Credits</th>
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<tbody>
<tr>
<td>Course Type</td>
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<tr>
<td>Grading Basis</td>
<td>A-D(+/-)Fi (G11)</td>
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<tr>
<td>Is this course part of the University Honors Program?</td>
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<tr>
<td>Are you proposing this course for KU Core?</td>
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<td>Repeateable for credit?</td>
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**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**

This course will be similar to our other oceanography class (302), but without the lab component. This course is designed solely as an online class to be taught in the intersession periods, thus we feel that, given the compressed time frame, it makes sense to offer this class...
GEOL 301: Introduction to Oceanography

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 | 09/01/2017 |

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.

GEOL 301 captures the spectrum of oceanographic disciplines, from geological, physical, chemical, and biological. 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 (discovery), interpreting the results and applying their findings. Similarly, discussions (on-line or in person) center on exploring the claims, assumptions, data, and arguments for topical issues in the news. Collectively, these mechanisms provide a framework that lead students to insight from abstract oceanographic concepts (increased CO2 in the atmosphere and oceans) and to direct fundamental applied concepts (impact on reefs, fisheries, sea level, and island nations). In the process they learn the language of oceanography and gain a fundamental understanding of the world’s oceans, their similarities and differences.

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.)

As an upper-level science class for non-science majors, an important theme addressed through the course is the notion of "how science works," explored in part by examining the historical development of concepts in Oceanography – how they arise, are tested, and accepted (or falsified)...or are ignored until they are ultimately accepted. Lectures and exercises focus on guiding students through the critical thinking process, and how it develops, tests, and applies oceanographic concepts. Short readings supplement short instructor-led content on several historical topics (plate tectonics theory, evolution) and form the basis for in-class (or on-line) small-group discussions. These specific case studies and several labs illustrate how science concepts have advanced, the role of individuals and the community, the importance of assumptions, the importance of testing concepts with data, and, collectively, how paradigms have evolved with changing technology and methods.

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.)

As an upper-level science class for non-science majors, an important theme addressed through the course is the notion of "how science works," explored in part by examining the historical development of concepts in Oceanography – how they arise, are tested, and accepted (or falsified)...or are ignored until they are ultimately accepted. Lectures and homework focus on guiding students through the critical thinking process, and how it develops, tests, and applies oceanographic concepts. Short readings supplement short instructor-led content on several historical topics (plate tectonics theory, evolution). These specific case studies and several labs illustrate how science concepts have advanced, the role of individuals and the community, the importance of assumptions, the importance of testing concepts with data, and, collectively, how paradigms have evolved with changing technology and methods.

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.)

Oceanography is always in the news, be it related to climate change, tsunamis, hurricanes, oil spills, tension in the South China Sea, or shark attacks. In many of these news items, there are underlying issues related to topics we cover in GEOL 301 (e.g., What drives climate change? What is the appropriate response to hurricanes that devastate low-lying areas? Why are conflicts in the South China...
Sea and Arctic Ocean, but not the Caribbean?). For many of these, there is a spectrum of possible solutions or outcomes, but the debate always has a science component. Specific exercises require analysis of oceanographic data to explore issues such as impact of waves and tides on shoreline type, impact of hurricanes coastal change, impact of overfishing, and impact of climate change on ocean chemistry and biology. These activities require students to use critically integrate data using principles, theories and analytical methods of oceanographers.

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 Geology 301 include: Exams – synthesis, evaluation, and analysis; logical and evidence-based reasoning; summarizing arguments. Assignments/Exercises - testing hypotheses, collecting data, critical evaluation, expressing the results – many on current issues-exploring alternative scenarios in the context of assumptions and data. Each of the exercises of the course requires data and critical thinking skills. The discussions require critical thinking and analysis of information. Of the exams, at least half of the questions will mandate that students use oceanographic knowledge, applying critical thinking skills to analyze issues. Hence, more than 50% of the course grade will require students to critically integrate data using principles, theories and analytical methods of oceanographers.
GEOL 302 – Introduction to Oceanography

Instructor: Michael Taylor (mht@ku.edu; Office is 114 Lindley Hall )

Overview
The course is an introduction to the earth and its oceans, including a discussion of the history of ocean exploration using the approach of the scientific method (presented in chapter 1 so that students will have a framework for understanding the nature of scientific inquiry). The course will explore theories that describe the origin of the solar system, the earth, the atmosphere, and the oceans, in addition to a discussion of the origin of life on the earth. The course will cover the essential physics, chemistry, geology, biology, and the concepts of plate tectonics, as applied to understanding the oceans and seas.

Course Objectives:
• Compare the characteristics of Earth’s oceans.
• Discuss how early exploration of the oceans was achieved.
• Explain why oceanography is considered an interdisciplinary science.
• Describe the nature of scientific inquiry.
• Explain how Earth and the solar system formed.
• Explain how Earth’s atmosphere and oceans formed.
• Discuss why life is thought to have originated in the oceans.
• Analyze and explain how old Earth is

Course Structure
This is a 4-week online course (July 3-28, 2017) and we have to cover much ground to understand the oceans, seas, seawater chemistry, biology, and geology. We will follow the book chapters sequentially as outlined below.

Schedule
Week 1 – Intro to the earth; plate tectonics and the ocean floor; marine provinces; marine sediments
Week 2 – Water and Seawater; air-sea interactions; ocean circulation; waves and water dynamics; tides
Week 3 – Beaches and shorelines; marine pollution; marine life; biologic productivity
Week 4 – The pelagic environment; benthic environment; oceans and climate change; course wrap up

“Lecture”
This is an online course and I will post PowerPoint’s that provide the essential material for each book chapter. Students are expected to read the book chapters and to view the posted PowerPoints as they become available. I have also prepared ~20 short videos (between 5-10 minutes in length) explaining some more complicated concepts. However, you should NOT expect to watch an entire lecture of me regurgitating book chapters on a daily basis.

Course Assessment
Your grade is calculated by the total points available in the course from homework and weekly quizzes on the Mastering Oceanography web site that is linked through KU’s blackboard. The grading scale is:
Quizzes will be available on Fridays at midnight and Due no later than 11:59 pm Saturdays. The last quiz is due July 28th at 11:59 pm.

Homework is required for all of the book chapters we cover, and weekly blocks of homework will become available at the beginning of each week on Sundays. Each weekly block of homework is due the following Saturday at 11:59 pm. The last week of homework assignments are due Friday July 28th at 11:59 pm.

Late work policy: If homework or quizzes are late and you have not contacted me well in advance (at least three days before the due date) to make arrangements, you will be penalized 10% off your assignment grade for each hour that it’s late. I highly recommend submitting your work well in advance of the Saturday deadline in order to anticipate any issues (personal or technical).

Note that all registered students in this course can gain free temporary access to the Mastering Oceanography website for the first two weeks. Once this time span has passed, you will need to purchase the access code to complete the course homework and quizzes.

Course materials and communication

Blackboard
Blackboard will be used to upload various course materials and to report student performance. Though Blackboard is being used, the instructors will maintain the official grade records. We will use the “Mastering Oceanography” which is a portal from the publishers of the course textbook for daily homework assignments and quizzes. Mastering Oceanography is accessible through KU’s Blackboard.

Blackboard Technical Support - If you experience technical difficulties using Blackboard, please check the tab Students: Bb Help. You can also contact KU Information Technology 785-864-8080 or email blackboardsupport@ku.edu.

Mastering Oceanography – Your grade will be assessed from the homework assignments and quizzes on the Mastering Oceanography website, accessed from your KU Blackboard. Enter the access code that came with your textbook or was purchased separately from the bookstore. For help with Mastering Oceanography with Blackboard, go to: http://help.pearsoncmg.com/mylabmastering/bbi/student/en/index.html

Email
The University of Kansas email has been established as the official line of communication between the university and its students. Instructions on forwarding your KU email account to a different email can be found here: http://technology.ku.edu/email/

General Student Information

Academic Misconduct
Your participation in this course means that you agree to abide by the university academic misconduct policy. This policy holds in part that the work you complete for credit is entirely your own. Any student caught cheating will receive a final grade of F and be brought up on charges with the University Senate. Please visit the online student handbook for a complete list of student rights and responsibilities http://www.humanresources.ku.edu/policies_procedures/handbooks/student/. Above those points outlined in the student handbook, we also consider the following academic misconduct:
1. Submitting assignments from a group activity without participating in the activity.
2. Having any other person (whether or not enrolled in the class) takes any assignment or exam for another student.
3. Failing to write their papers in their own words using proper citations.
4. Failing to follow other rules outlined by the instructor throughout the semester.
5. Posting inappropriate, offensive, or harassing comments to the course discussion board.

Disabilities
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.disability.ku.edu/. Please contact me privately in regard to your needs in this course.

University of Kansas Copyright Policy Statement
Course materials prepared by the instructors, together with the content of all lectures and review sessions presented by the instructors and teaching assistants are the property of the instructors. Video and audio recording of lectures and review sessions without the consent of the instructors is prohibited. Unless explicit permission is obtained from the instructors, 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. Failure to abide by the above policy is considered academic misconduct.

Campus emergencies and weather delays
Campus emergencies, including weather delays, are announced on the University of Kansas Lawrence Campus Alerts webpage (http://alerts.ku.edu/) and communicated to cellphones, email, text via KU Alert (to sign up, please see http://www.alerts.ku.edu/signup.shtml).
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/16/17 12:32 pm

Viewing: WGSS 339 : Feminist Social Movements

Last edit: 10/17/17 2:30 pm

Changes proposed by: s504v757

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Catalog Description:
What are the moral and social responsibilities of feminism, and how can we best practice these commitments? This course explores the social dynamics of feminist activist movements and equips students to engage in positive social change. It uses theories of identity, agency, intersectionality, oppression, and justice to understand how people's lived experiences are both shaped by social forces and reshaped through human action. By combining ethical questions of citizenship and social justice with critical analysis of activist strategies in real social movements, this course will directly engage pressing social issues in local, national, and international 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: Typically Every Semester

Repeatable for credit? No

Principal Course Designator: H - Humanities

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

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

Rationale for Course Proposal:
Our current curriculum offers courses that explain feminist values and analysis, but do not directly and comprehensively address feminist approaches to social change. This course uses the KU Core Goal 5 model to help students assess the social responsibilities of feminism and what this means for specific issues facing society today.
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>
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<tbody>
<tr>
<td>Stacey Vanderhurst</td>
<td>10/16/17</td>
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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 asks students to use feminist frameworks of ethics, citizenship, and social responsibility to analyze a range of feminist activist movements, the competing moral frameworks they invoke, and their implications for our role in society. It urges students to not only theorize the ethics of social justice but also to apply these ideals in real contributions to activist movements. In designing these projects, they must apply real ethical decision making according to feminist principles that elucidate the competing ethical demands facing moral actors who aim to disrupt immoral systems.

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.)

This course will present different ethical demands of feminism and analyze how activists have applied these demands in real social movements. It will equip students to assess how different social activist strategies are defended as ethical according to competing frameworks of social responsibility. For example, students will assess activist defenses of non-violent occupation and disruption versus property damage according to competing ethical models, and students will have to develop and defend a model for activism according to these principles.

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

We will introduce feminist models of social responsibility in the first weeks of class and use these models to assess different modes of feminist activism discussed in class each week for the rest of the semester. Students will also apply these models to their own out-of-class projects, including early writing on the ethical frameworks of their chosen movements, and later reflections on how they can contribute to these movements in a real activist project.

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

Initial readings and class discussions will directly present feminist ethical codes of social and civic responsibility. Later class lectures and discussions will apply these models to real social movements using readings that raise ethical questions both directly and indirectly. Writing assignments will prompt students to apply these models to a particular social issue of their choice, building from the theoretical application of these questions to a real-world engagement with this issue.

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

This course asks students to consider when feminist activism is not only morally defensible but morally required in efforts to achieve social change. Students will apply these models to different strategies of action discussed each week, and in a continuing activist project throughout the semester. By confronting the ethical dilemmas of feminist activism, such as those around inclusion, engagement, and disruption, students will assess their responsibility and real ability to challenge the status quo and make the world a better place.
Rachel Schwien (rschwien) (11/07/17 2:01 pm): feedback provided to the department requesting clarification of how distinct and competing ethical theories are applied. Dept representative invited to CUSA.
COURSE DESCRIPTION
What are the moral and social responsibilities of feminism, and how can we best practice these commitments? This course explores the social dynamics of feminist activist movements and equips students to engage in positive social change. It uses theories of identity, agency, intersectionality, oppression, and justice to understand how people's lived experiences are both shaped by social forces and reshaped through human action. By combining ethical questions of citizenship and social justice with critical analysis of activist strategies in real social movements, this course will directly engage pressing social issues in local, national, and international contexts.

COURSE OBJECTIVES
At the conclusion of this course, students should be able to...
• Apply principles of feminism to theories of social and civic responsibility
• Analyze systems of oppression such as sexism, racism, classism, and heterosexism
• Trace the historical development and impact of feminist social justice activism
• Weigh the ethical and strategic value of different activist strategies in real social movements

POSSIBLE TEXTS

SAMPLE ASSIGNMENTS
Students will work alone or in small groups to develop an activist project contributing to a particular social justice issue selected from the syllabus list at the start of the semester. Each paper should include 3 pages of analysis supported by evidence from two course texts and two additional texts (academic articles or book chapters), culminating in a 12 page final paper.

Week 3: Ethical Framework
Use models of social responsibility, justice, and citizenship to assess why your chosen social justice issue is important. How is it raced and gendered? (Be sure to give specific examples.) Are there dimensions of exploitation or oppression unique to women or other groups? (Again, be sure to give specific examples.) How do these factors shape our duty to act on this issue?
Presentation Week (Varies by Topic): Progress
What feminist practices have been developed to address your social justice issue, and what ethical frameworks of social responsibility do they invoke? What obstacles have activists encountered and what outcomes have they produced?

Week 9: Contribution
Based on your understanding of the nature of this problem, and the work that is already being done on it, what can you or your group do to contribute? Why do you think this contribution is worthwhile? How would it help fulfill feminist models of social justice and responsibility? What barriers do you anticipate, and what outcomes would you work toward?

Week 16: Reflection
Submit a final paper that integrates revised versions of your earlier writing along with a reflection on your experience actually engaging this issue in the real world.

SAMPLE CALENDAR / TOPICS LIST

1. Social Responsibility for Social Change
   a. Intersecting Oppressions
   b. Transformative Justice
2. Sisterhood and Solidarity
   a. Colonial civilizing projects
   b. Women’s Rights as Human Rights
   a. Civil rights
   b. Chicana erasure
4. Transgression and Respectability
   a. LGBTQ*
   b. SlutWalk
5. Music, Arts, and Counter-cultures
   a. Riot Grrl zines
   b. Pussy Riot
6. Violence and Vandalism
   a. Stonewall
   b. Black Panthers
7. Occupation & Protection
   a. Occupy Wall Street
   b. Standing Rock
8. “Awareness” and Enlightenment
   a. Suffragette Symbols
   b. Bring Back Our Girls
9. Contributions Workshops
   a. Engaging Key Actors
   b. Preparing Your Plan
10. Corporate Collaboration and Appropriation
    a. Pinkwashing
    b. Gay Pride
11. Grassroots
    a. Mothers Against Senseless Killing
    b. Just Food
12. Community Building
    a. Tumblr and Digital Safe Spaces
    b. Rainbow House
13. Non-Profits
    a. Willow Center
    b. Planned Parenthood Global
14. Law & Policy Change
    a. Anti-Trafficking Laws
    b. Flint Michigan
15. Recruitment and Investment
    a. Women’s March
    b. Black Lives Matter
16. Presentation + Workshops
Course Inventory Change Request

Date Submitted: 10/12/17 9:21 am

Viewing: ANTH 315 : The Prehistory of Art
Also listed as: HA 315
Last edit: 10/12/17 9:21 am
Changes proposed by: siccmade

Course Description
A survey of prehistoric art focusing on the material record and interpretations of rock art (paintings, engravings on rock surfaces in rock-shelters, caves and in open air sites) and portable art created by prehistoric people. The emphasis is on the small-scale societies (hunter-gatherer and early food producers) around the world before the appearance of written records in respective geographic areas. Environmental, social and cultural contexts in which these art forms were created are discussed along with a review of past scholarship and current interpretive approaches to this old and enduring expression of human creativity. Course may be offered in lecture or online format.

Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+/-)FI (G11)
Repeatable for credit? No

Prerequisites: None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 315</td>
<td>The Prehistory of Art</td>
</tr>
</tbody>
</table>

Programs referencing this course
- College of Liberal Arts & Sciences
- Department of History of Art
- ANTH-BA/BGS: Anthropology, B.A./B.G.S.
- RFFS-MIN: Russian, East European, and Eurasian Studies

Academic Career
Undergraduate, Lawrence

Subject Code: ANTH
Course Number: 315

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

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

Title: The Prehistory of Art
Transcript Title: The Prehistory of Art
Effective Term: Spring 2018

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

Are you proposing this course for KU Core?
Yes

Typically Offered

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
Adding major courses to the KU Core

Supporting Documents
ANTH 315 - Art History Approval.pdf

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

| Name of person giving departmental approval | Joane Nagel | Date of Departmental Approval | 10-10-17 |

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.
This course is an in-depth review of prehistoric art from an archaeological perspective. Lectures and coursework are focused on understanding and interpreting the material record, rock art, and portable art of prehistoric hunter-gatherer peoples. Students are introduced to central concepts, theories, and methodologies in the archaeological interpretation of prehistoric art. These interpretations emphasize the environmental, social, and cultural contexts in which the art forms were created, providing a deep background for understanding these peoples and their art. Students will participate in online discussions and create a final individual research project using classical and contemporary archaeological theories and research 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.)
Students are required to participate in weekly Blackboard discussions with small groups of their peers to discuss each week’s lecture and readings. They are required to produce a final individual research product consisting of a 10-page paper and a short PowerPoint presentation in which they must draw upon and synthesize archaeological concepts to offer insight into a research question. Lectures will focus on rock-art, portable art, and monumental art of different prehistoric periods and cultures while highlighting the archaeological theories and methods behind their interpretation (for example with the controversies associated with the role of shamanism in prehistoric art creation. Readings are drawn from social science and humanities disciplines exposing students to varying perspectives. In-class discussion of the assigned readings permits students to further explore the analytical methods and theoretical positions of archaeology.

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.)
Blackboard discussions focused on the lectures and readings for each week facilitate ongoing engagement with the materials. The final project consisting of a 10-page research paper and an in-class PowerPoint presentation requires students to draw upon and synthesize the principles, theories, and analytical methods of archaeological anthropology. Lectures and in-class discussions will focus on central theories and methods in archaeology as they relate to understanding prehistoric art.

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.)
Students will be assigned approximately 60 pages of readings per week, which will be drawn from a mix of contemporary and classic issues in the archaeological investigation of prehistoric art. This will allow students to grasp the changes in the discipline, as well as how contemporary issues are being understood and investigated. Class discussions will connect archaeology’s principles, theories, and analytical methods.
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.)

Students will begin the semester by writing a short reflection piece on their understanding of archaeology as a discipline. They are then required to engage with the readings and lectures in weekly Blackboard discussions with their peers. In these discussions, students will be required to demonstrate their knowledge of the principles, theories, and methods of archaeology. Students must produce a final project consisting of a 10-page research paper on a topic approved by the instructor and a short PowerPoint presentation. A short synopsis and bibliography are due partway through the semester to gauge the student’s progress and provide feedback. The 10-page term paper and PowerPoint presentation will assess the students’ abilities to analyze prehistoric art using the principles, theories, and methods of archaeology.
ANTH 315/HA 315 - Prehistory of Art – Spring 2017

Instructor: Ivana Radovanovic,
Office: 616 Fraser Hall

Online contact: daily (email: ivana@ku.edu)

A review of prehistoric art will focus on the material record and interpretations of rock art (paintings, engravings on rock surfaces in rock-shelters, caves and in the open air) and portable art created by prehistoric people (the emphasis being on hunter-gatherer communities around the world). In the past decade our knowledge on the prehistoric art has been significantly transformed not only by the amount of the fascinating new data but also by a number of equally fascinating new approaches and new methods in the study. Environmental, social and cultural contexts in which these art forms were created will be discussed along with a review of research history and current interpretive approaches to this very ancient and very enduring expression of human creativity.

Kansas rock art - Saline Valley

Course requirements:

Regular participation - mandatory log in to Blackboard at least 3X a week to check new materials (readings, powerpoints, websites etc.); to read assigned materials and participate in the online discussion; to explore, present and write about a specific prehistoric art topic of your choice.

Blackboard

Since there is no particular textbook for this course, your required learning material related to the topics covered, online class discussions, and recommended readings for your own research are listed on the Blackboard http://courseware.ku.edu/. Internet connection and KU username and password are therefore required, and if you already don’t have a KU username and password to
access various KU web sites you may get it instantly through KU Information and Technology services here: http://www.technology.ku.edu/accounts/.

Menu Bar explained:

On the left side of your screen you see a menu bar with orange colored buttons labeled as follows beginning from the top:

1. Announcements: This is the home page for the course where you will see immediately after logging in if there are new announcements about the readings, assignments, news, etc. (also, whenever I post the assignment I am also sending it to your e-mail address simultaneously). So, make sure to check your e-mail and BlackBoard several times a week.

2. Faculty information: Basic information where and how to contact your instructor in person or via e-mail.

3. General questions (post here general questions about the course, but not the homework and other assignments)

4. Syllabus: Full text of the syllabus

5. Weekly schedule: Weekly schedule of the topics covered in the course with references for required readings and links to the web sites. You will find readings for a particular week under the last name of the author and year of publication, for example if the reading is "Turpin 2001" – find Turpin 2001 in the alphabetically listed bibliography in the “Course documents” folder and the “Readings” sub-folder).

6. Course documents folder contains folders with materials you are required to check: “PowerPoints”, “Handouts”, “Research guidelines” etc.

7. Readings folder contains a list of both the required readings (for each week) and recommended readings for your individual research needs. Most of the readings are accessible electronically (PDF files or web links), but some reading, especially those for preparing individual term papers are available also at the KU Libraries (e-journals and e-books).

8. Individual Research folder contains a table with student names, their topic titles and due dates for the submission of one page synopsis, presentation and term paper.

9. Assignments this folder is the place where your assignments (paper topic, synopsis, powerpoint, final paper) are posted. Each assignment will contain a link for your response. It is also a place where you will upload your work related to individual research to the BlackBoard. Please, DO NOT send your reading notes, homework, PowerPoint presentation and term paper by e-mail. Uploading such materials to the BlackBoard is the only way!

10. Websites: A number of relevant websites that contain information (images, video clips etc.) for our coursework.

11. Responses to all groups (my responses to questions about assigned readings are originally posted in your group's forum. My responses to these questions are here pasted from each forum, if
you are interested to check questions and responses other than your own or your group's).

- You will find your group on the menu listed as ONE of these colors: blue, purple, red, yellow or green containing a link to this group's specific discussion board.

*Group Discussion Board* is a forum and an important part of our class discussions and learning. Discussions will take place within separate, smaller groups of 6-7 students (see Communications/groups folder). Each week a new thread will be posted to your group’s forum about required readings and other media sources. Students will have several days to complete these readings and/or viewings, and respond to this thread with notes about the content covered. These posts will be visible only to their own group and to the instructor who will provide a feedback (answer to questions posed and/or make further comments/explanations).

Students should therefore check the BlackBoard regularly (at least three times a week) for the following reasons:

- to see what readings are coming up for the next week; Please do not read or post notes in advance of the currently assigned readings. Future readings are built upon learning from the previous weeks and may not be well understood without them. Also, some reading requirements may be updated in the course of the semester if there is a significant new, previously unpublished information becomes available. Participation in your group's discussion about these current topics is not only encouraged but required too.

- to post their notes and comments/questions to me and other participants in their group a few days later, and

- to check my responses to their questions and comments, as well as other students reactions. Every student is required to interact with other members of their group (must pose questions or make comments to at least two other people's posts).

*Some rules:*

- Deadline for posting notes about the content of assigned readings is established on a particular day and is followed by the discussion. Discussion cannot work if the posts are late. Therefore, late posts about required readings/video clips/etc. will affect the grade negatively.
- Posting only the comments/remarks/questions to the discussion group participants cannot replace posting full notes describing the content of the assigned material. Both the notes about the readings and the comments are required for a positive grade.
- Impolite remarks to the discussion board participants will not be tolerated and will promptly be removed.

13. *Tools* (calendar, journal, etc.)


15. *Using BlackBoard* (help for different questions related to BB function)

*Individual research project*
written report:

In this course you will be required to conduct an individual research project to explore a topic that is of particular interest to you and that is relevant to the matters covered in this course. The research paper is intended to meet several goals:
1. To help you explore a specific topic in greater depth.
2. To help you develop and/or exercise your research skills.
3. To help you develop and/or exercise your writing skills.
4. To open the possibility for future research and publication at a later date.

Criteria:

At minimum, your paper must give a competent overview of a problem and attempt to answer a research question. The best papers will bring new material to light, connect and synthesize ideas that had not yet been brought together, or in some way offer new insight into a problem. The report should include complete text, references and the full bibliographical list of references (also include issues brought up in the class discussion after the presentation). Length: minimum 10 double-spaced pages excluding illustrations (maps, images, graphs etc.) and bibliography.

***

The guidelines about how to write a scholarly paper, review etc. are also provided in "Course documents". These guidelines have to be read thoroughly since they explain the required format for submitting your work, how to organize your narrative, how to cite, how to format reference list etc. Apart from assigned readings for your topic suggested by the instructor, you certainly have to include other additional readings from your own library research.

Powerpoint presentation:

Students will present their own individual research (same topic as the written report) in the PowerPoint format during the last week of semester. The goals of presentation are:

1. To help you develop/exercise your skills to communicate your research questions and results briefly but comprehensively in a format used at scholarly conferences.
2. To help you develop/exercise your skills in web based communication.
3. To help you identify certain questions that need to be addressed in your research for the topic that may be raised by the discussion following your presentation.

Due dates:

Students will choose one and the same topic both for the presentation and the written report (see below) by Tuesday January 24th at the latest. The topic proposal should be posted to a Questionnaire (link in the Assignments folder on the menu) to be approved by the instructor, who will then help identify sources for the initial library research; this initial research is presented by an one page long synopsis a month later after the topic approval (see below).

A synopsis of your research project is due at the latest by the date indicated next to your name in the "Individual Research Topics" folder, and you will receive my feedback and further guidelines if necessary in a few days. It should contain 1 (one) page with a clearly defined research question, and an explanation how you intend to answer it, following the required structure of the work, and a list of sources identified so far (more detail how to do all this is in the "Course Documents").

Do not hesitate to discuss with me any detail related to your research, class presentation and writing throughout the semester.

All final papers are due on Friday May 12th while the presentations are due over the last week of the semester, at the latest by Thursday May 4th.

To avoid unnecessary stress (if you lose your files, computer crashes, etc.) please make sure to BACK UP YOUR WORK instantly.
Grading:

Over 97%: A+; 94-96%: A; 90-93%: A-
87-89%: B+; 84-86%: B; 80-83%: B-
77-79%: C+; 74-76%: C; 70-73%: C-
67-69%: D+; 64-66%: D; 60-63%: D-
Below 60%: F

- Reading notes and discussion (comments/questions), the content and quality of posts (max 5pts per weekly topic): 35%
- Research project written report (includes synopsis - 10pts; and final text 40pts): 35% of the final grade
- Research project online presentation: 20% (20pts)
- Course attendance (regular log in and discussion activity): 10% (10 pts)

Internet connection and sources: All students are required to obtain KU based e-mail address and username and password to be able to use KU Library e-journals http://www.lib.ku.edu/ejournals.cf and the course materials on the Blackboard http://courseware.ku.edu/. Web-based sources that are acceptable are electronic journals via Library Electronic Resources, or articles and books found through http://scholar.google.com/, or strictly academic web sites (various university departments, scholars' websites etc.) Do not base your research upon Wikipedia and similar non-academic sources since their entries may be incorrect or irrelevant. If in doubt about using particular web sources do not hesitate to consult the instructor.

Internet and student reports: The issue of digital and plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations, therefore please check the 'Course Documents' folder containing research and writing guidelines. Do not hesitate to contact me at any time with any question related to your research and writing.
Course Inventory Change Request

Viewing: ANTH 359 : Anthropology of Sex

Last edit: 10/24/17 9:40 am
Changes proposed by: siccmade

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

Programs
AMS-BA/BGS: American Studies, B.A./B.G.S.
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

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

Title
Anthropology of Sex

Transcript Title
Anthropology of Sex

Effective Term
Spring 2018

Catalog Description
An evolutionary perspective on the behavior and biology of males and females in human society. Topics will include the evolution of sexual dimorphism, social and biological issues in human reproduction, primate social patterns, human sexual behavior and taboos, sex and social structure, and the sociobiology of sex.

Prerequisites
None

Cross Listed Courses:

Credits
3

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

Grading Basis
A-(+/-)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
Adding major courses to the KU Core

KU Core Information
Has the department approved the nomination of this course to KU Core?
This course explores human sexual behavior and biology from an evolutionary perspective within a comparative framework. Lectures and coursework introduce students to fundamental concepts in the anthropological study of reproductive biology and social behavior in sexual species (e.g., sexual selection, inclusive fitness, and reciprocal altruism). The first 1/3rd of the course is devoted to understanding the basics of human reproductive biology, and the last two-thirds are focused on the reproductive strategies and social behaviors of humans. Students engage with the course materials through weekly quizzes and critical review assignments. They are required to produce a group research project focusing on some aspect of human reproduction using data from the Human Relations Area Files (HRAF).

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.)

Students are required to take weekly quizzes on Blackboard based on the readings and lectures for that week. They also are required to produce a critical review each week drawn from the assigned texts. These assignments are used to further familiarize students with the fundamental concepts of the study of human sexual behavior and biology. Students are also required to work in small groups in the production of a research project and PowerPoint presentation on some aspect of human reproduction, using data from HRAF. They will be required to synthesize fundamental social and natural science concepts to offer insight into their research question. Lectures and readings permit students to further explore the methods and fundamental positions of the anthropological study of human sexual behavior and biology.

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 will be tested on their fundamental knowledge principles, theories, and analytical methods the anthropological study of human sexual behavior and biology with weekly quizzes. In-class discussions focused on the lectures and readings for each week also facilitate engagement with the course materials. The final group project consisting of a 10-page research paper and a 10-minute PowerPoint presentation requires students to draw upon and synthesize the principles, theories, and analytical methods of biological anthropology. Lectures and in-class discussions will focus on central theories and methods in anthropology and biology as they relate to understanding human sexual behavior.

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.)

Students will be assigned approximately 40 pages of readings each week, drawn from a mix of contemporary and classic readings in the anthropological study of human sexual behavior and biology. This will allow students to grasp the changes in the discipline, and understand how contemporary issues are being understood and investigated. Class discussions will connect biological anthropology’s principles, theories, and analytical methods to the study of human sexual behavior. The final group project will require students to analyze contemporary issues related to sexual reproduction in human societies utilizing data from HRAF.

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.)

Students have weekly quizzes based on the lectures and readings which will be used to evaluate their progress over time in understanding anthropology as a discipline as well as the anthropological study of human sexual behavior. They also are required to write critical reviews of the assigned readings each week. With these reviews, students must demonstrate their knowledge the
principles, theories, and methods of biological anthropology. Students must produce a final group project consisting of a 3-page research proposal, a 10-page research paper on a topic approved by the instructor, and a short (10-minute) PowerPoint presentation. A short synopsis and bibliography are due partway through the semester to gauge each group’s progress and provide feedback. The term paper and presentation will both be focused on the students’ abilities to analyze human sexual behavior using the principles, theories, and methods of biological anthropology.

<table>
<thead>
<tr>
<th>KU Core Documents</th>
<th>Gray ANTH 359_459 FA16.pdf</th>
</tr>
</thead>
</table>

**Course Reviewer Comments**
AntH 359-459 Anthropology of Sex, Fall 2016  
TuTh 1:00—2:15  
Blake Hall Rm. 207

Instructor: Dr. Sandra Gray  
Office: 617 Fraser Hall  
Contact: mailto:sgray@ku.edu

Dr. Gray's Office Hours: Tuesdays 11:00–12:30, Wednesdays 10:00–12:00 and by appointment

Course Overview
The course examines human reproduction in an evolutionary and comparative framework. For anthropology majors, the course fulfills an upper level physical anthropology requirement. For Human Biology majors who enrolled after spring 2005, it fulfills a requirement for Human Biology and Behavior in the Anthropology concentration.

Course Objectives:
1. To introduce students to fundamental concepts in the study of reproductive biology and social behavior in sexual species; these include, among others: sexual selection, parental investment, parent-offspring conflict, reciprocal altruism, inclusive fitness, reproductive strategies, reproductive success, life history theory.
2. To further students' ability to articulate basic concepts and to develop skill in critical analysis.
3. To give students experience in formulating, designing and carrying out research as part of a team.

Course Reading Materials
Required Texts

You can obtain the required texts by online purchase, and I am sure you can find used copies. Avoid the inflated prices for texts charged by the bookstore if possible: college is expensive enough as it is.

Other readings are posted on the web.

Your Course Grade is comprised of a combination of weekly take-home quizzes, critical reviews and a research project.

Quizzes and critical reviews count for 65% of your course grade (see breakdown below). Quizzes are posted on the website on Saturday and are due at the beginning of class on Thursday. No late quizzes accepted. Quizzes will cover reading material assigned for that week as well as related class discussion/lecture material. Questions also may cover fundamental concepts from previous weeks. Critical reviews are due on Thursdays. Review templates are posted in the ASSIGNMENTS folder on the course website, and must be typewritten and submitted in hard-copy on the due-date. Be prepared to discuss your review on that day as well. Lack of preparation will result in point deductions from your review grade.

Thirty-five percent (35%) of your course grade is based on a research project. Working in teams of 3 (4 at the most), you will propose, design, carry out and present a research project on some aspect of human reproduction using data from the Human Relations Area Files (HRAF), available on line through the KU Libraries. The project consists of a formal research proposal (3 pages), a written research report, and a PowerPoint presentation to the class. A team meeting with Dr. Gray as well as with the Anthropology Librarian is recommended.

Attendance Will Be Taken in This Class. You are allowed two absences with no penalty. For every absence in excess of 2 one point will be deducted from your final course grade.

Students With Disabilities. Please notify me of any special needs at your earliest convenience.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>8/23</td>
<td>Introduction: A costly mode of reproduction (Critical review 1)</td>
<td>[Bergstrom&amp;Dugatkin:539–550]</td>
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<tr>
<td>8/25</td>
<td>Sex, gender and human affairs</td>
<td>Thornhill &amp; Palmer, Ridley</td>
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<tr>
<td><strong>PART I HUMAN REPRODUCTIVE BIOLOGY</strong></td>
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<tr>
<td>9/01</td>
<td>Endocrine control of reproduction (Quiz 1)</td>
<td>JL Ch1:[3–10] 10–21</td>
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<tr>
<td>9/06</td>
<td>The Female Reproductive System: Gross anatomy (Quiz 2)</td>
<td>JL Ch2:23–24 and 34–42</td>
</tr>
<tr>
<td>9/08</td>
<td>Ovarian microanatomy</td>
<td>JL Ch2:25–34</td>
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<tr>
<td>9/13</td>
<td>Menstrual Cycle: It’s the hormones, stupid! (Quiz 3)</td>
<td>JL Ch3:51–61</td>
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<tr>
<td>9/15</td>
<td>Male reproductive system: Gross anatomy</td>
<td>JL Ch4:67 and 68 (Figs. 4.1&amp;4.2); 78–83</td>
</tr>
<tr>
<td>9/20</td>
<td>Testicular microanatomy &amp; function (Quiz 4)</td>
<td>JL Ch5:87–96</td>
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<td>9/27</td>
<td>Puberty</td>
<td>JL Ch6:103–112</td>
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<td>9/29</td>
<td>Reproductive aging (Quiz 5)</td>
<td>JL Ch7:119–129</td>
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<tr>
<td><strong>PART II HUMAN LIFE HISTORY AND HUMAN REPRODUCTIVE STRATEGIES</strong></td>
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<tr>
<td>10/04</td>
<td>The human life cycle as an evolutionary strategy</td>
<td>Bogin and Smith</td>
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<td>10/06</td>
<td>Human conception (Quiz 6)</td>
<td>EL:1–49</td>
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<td>10/11</td>
<td>FALL BREAK NO CLASS</td>
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<td>10/13</td>
<td>Human childbirth</td>
<td>EL:51–80</td>
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<tr>
<td>10/18</td>
<td>The human mammal Research Proposal due in class.</td>
<td>EL:81–126</td>
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<tr>
<td>10/20</td>
<td>Life in the slow lane (Quiz 7)</td>
<td>EL:127–163</td>
</tr>
<tr>
<td>10/25</td>
<td>Reproductive trade-offs</td>
<td>EL:165–214</td>
</tr>
<tr>
<td>10/27</td>
<td>The end of all that                                                  (Critical Review 2)</td>
<td>EL:215–247and 249–280</td>
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<tr>
<td><strong>PART III SEX AND THE EVOLUTION OF SOCIAL BEHAVIOR</strong></td>
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<tr>
<td>11/01</td>
<td>Parental Investment and sexual selection</td>
<td>Darwin “Sexual Selection”, Trivers</td>
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<tr>
<td>11/03</td>
<td>Human maternal strategies</td>
<td>Hrdy 2001</td>
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<td>11/08</td>
<td>Reciprocal altruism and kin selection</td>
<td>Wilson</td>
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<td>11/10</td>
<td>Humans as cooperative breeders</td>
<td>Hrdy 2010</td>
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<td>11/15</td>
<td>Sperm competition</td>
<td>Birkhead</td>
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<td>11/17</td>
<td>Human sociobiology</td>
<td>Dickemann</td>
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<tr>
<td>11/22</td>
<td>The origins of evolutionary psyche</td>
<td>Buss</td>
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<td>11/29–12/08</td>
<td>Research presentations</td>
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<tr>
<td>12/15 [FINAL EXAM PERIOD]</td>
<td>1:30—4:00 Research presentations</td>
<td></td>
</tr>
</tbody>
</table>
Course Inventory Change Request

Date Submitted: 10/09/17 4:54 pm

Viewing: ANTH 382: People and the Rain Forest

Last edit: 10/12/17 9:52 am
Changes proposed by: siccmade

Programs referencing this course

ANTH-BA/BGS: Anthropology, B.A./B.G.S.
LAA-BA/BGS: Latin American Area and Caribbean Studies, B.A./B.G.S.

Academic Career
Undergraduate, Lawrence

Subject Code
ANTH

Course Number
382

Academic Unit
Department
Anthropology

School/College
College of Lib Arts & Sciences

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

Title
People and the Rain Forest

Transcript Title
People and the Rain Forest

Effective Term
Fall 2017

Catalog Description
An analysis of the cultural origin, diversity, and unity of the peoples of the neotropics. Emphasizing the peoples of Amazonia, the course introduces students to topics associated with the economic, political, and cultural dimensions of social life in rain forest communities.

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 Two Years

Repeatable for credit?
No

Principal Course Designator
S - Social Sciences

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

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

Rationale for Course Proposal
Adding major courses to the KU Core

KU Core Information

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

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. 10/10/17 9:21 am
   Rachel Schwien (rschwien):
   Approved for CLAS Undergraduate Program and Course Coordinator
2. 11/07/17 1:17 pm
   Rachel Schwien (rschwien):
   Approved for CUSA Subcommittee
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 employs historical and ethnographic studies and films about lowland South America, to examine how rainforest peoples, especially in the Amazon, have inscribed themselves on the Western imagination. Ethnographically-oriented case-studies will provide the basis for discussing issues of theoretical and topical importance (e.g., deforestation, cultural survival, gender relations, kinship, politics, material culture, health, and human rights). An important goal of these studies is to challenge some of the most basic categories of anthropological analysis, namely, the nation-state, society, nature, and culture. The course uses its focus on rainforest communities to introduce basic theoretical models and methodological approaches of contemporary sociocultural anthropologists.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2
State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

Students are required to submit weekly 2-page critical reviews of either a film or a reading assigned that week; reviews will highlight key points in the written or visual material and ask students to reflect on their own cultural values and assumptions about rain forest peoples. During the semester, students will read approximately 60 pages of text per week drawn from mainly Amazonian ethnographic works and watch a film from lowland Amazonia. Class discussions and lectures will analyze these works to raise students’ awareness of, engagement with, and understanding of cultures that are different from those found in the United States. Students are required to write a 10-to-15-page term paper based on a topic approved by the instructor. This paper will require students to critically engage with and reflect on the assigned readings using the tools of ethnography, comparing and contrasting their own cultural experiences with those described in the assigned readings and visual material.

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.)

In the beginning of the course, students will write a short paper assessing their own understanding of rainforest and Amazonian peoples. This preliminary assignment will allow students to examine how this category itself is culturally shaped and experienced in the US. In-class discussion of this writing assignment will provide a basic context within which to evaluate and respond to assigned readings during the semester. Discussions of the preliminary and weekly writing assignments will allow students to engage with the readings at a deeper level, debating and analyzing them in relation to the students’ own cultural values. All assignments will be designed to allow students to explore their own assumptions while engaging with critical anthropological concepts.

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

This course will inform students about cultural beliefs, behaviors, and practices through lectures, films, readings, discussions, writing projects, quizzes, and exams. Lectures and discussions require students to critically engage with the materials, express their opinions on a variety of topics, and provide constructive comments. The course focuses on the cultural practices of rainforest peoples, and class discussions require students to apply cross-cultural skills and avoid the pitfalls of ethnocentrism. For example, students will debate and discuss topics such as shamanism, sororal polygyny, and the nature/culture division in Amazonia and compare these with Western systems of spirituality, family organization, and relationships between people and the natural world. Such topics require students to develop and articulate in-depth understanding of social and cultural contexts, sensitize students to variations in human cultural systems, and foster analytical critical thinking skills.
State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

Students begin the semester by writing a short reflection piece on their knowledge of rainforest peoples and their lived realities. This provides a baseline for measuring students’ success in understanding the cultures of rainforest peoples and their value systems. Throughout the semester, each week students will write short 2-page critical reviews of assigned readings, which will allow the instructor to gauge their progress. The final 10- to 15-page term paper, based on a contemporary issue in Amazonia, requires require students to critically engage with and reflect on the assigned readings using the tools of ethnography, comparing and contrasting their own cultural experiences with those described in the assigned readings and visual material.
People and the Rainforest*
Fall 2017 (ANTH 382)
Prof. Bartholomew Dean, 639 Fraser Hall (bdean@ku.edu)

Throughout more than a half a millennium of interaction between Europe and the New World, Amazonia--as a place and a people(s)---has captivated the political, scientific and popular imagination of industrialized and postindustrial Occidental nation-states. To many people in the contemporary West, Amazonia exemplifies the mysterious, the wild, the uncivilized, or conversely a bountiful, exotic green paradise--images that anthropologists have variously promoted and challenged. Western observers have customarily portrayed Amazonian societies as being either isolated from or opposed to civilization and its discontents (i.e. the malaise of globalized capitalism and the domination of violent neo-liberal states). As Amazonian peoples are increasingly being incorporated into the nation-state and global markets, it has become impossible to view them as either isolated, mute or frozen in time. To wit, this course provides students with a synthetic perspective on the socio-cultural history, ethnology and contemporary challenges and opportunities facing the Peoples of Amazonia.

Objective & Learning Outcomes

This course will employ historical and ethnographic studies, as well as films about lowland South America to examine how the Amazonian and its inhabitants have inscribed themselves on the Western Imagination. Ethnographically oriented case-studies will provide the basis for discussing issues of theoretical and topical importance, such as deforestation, cultural survival, gender relations, kinship, politics, material culture and health and human rights. Ultimately, this engagement will challenge some of the most basic categories of anthropological analysis, namely: the state, society, nature, and culture. The course provides students with the basic theoretical models and methodological approaches adopted by contemporary sociocultural anthropologists engaged with scholarly analysis of Amazonia.

Class Culture

The combination of critical engagement with course readings/fims and a highly motivated group of participants will enhance the course not only intellectually, but broaden our views on the contentious issues surrounding Amazonia and its Peoples. Be courteous and respectful of others and their opinions. In class encourage others to stimulate intellectual exchange and the ability to discuss and disagree with one another and to understand that we can do this in a collegial, and civil manner. Any student in this course who has a disability that may prevent her/him/they from fully demonstrating their abilities should contact Prof. Dean as soon as possible to discuss accommodations necessary to ensure full participation in the course.

Requirements & Assessment
Attendance, Preparation & Participation Mandatory of all Students (25%)

Your attendance, preparation and participation are all crucial components to your success in the course. Please come to class meetings with questions, reactions, disagreements, pertinent comparative examples, etc. related to the course readings/films, lectures or previous class meetings. Students are expected to speak up and participate during class meetings. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this course must show respect for others. While disagreements are good because they help us understand the course materials and sort out our own perspectives (particularly regarding complex or contentious issues), personal insults or derogatory comments are inappropriate and have no place in the classroom. I encourage you all to promote tolerance and respect for others, especially for those who do not share your viewpoint(s), “way of life” or distinctive perspectives. This approach to group learning facilitates empathy, critical to the anthropological endeavor.

Readings and Active Class Discussion/Activities

Readings and films for this class will typically be listed on Blackboard (associated with the Course Documents Tab). All students are required to have completed the assigned reading(s) or view films prior to each class meeting, and be prepared to engage in thoughtful class discussion. This is extremely important for the success of the course. Be prepared with reactions, comments, critiques and/or questions in response to the assigned course materials for each class. Students are expected to read or view/listen to the texts critically. When you read/view/listen/experience the course materials keep in mind the following: What is the principle theme of the paper/film? What theories/methods does the author/creator use in making their argument? What is their key point(s)? How convincing is the essay/film? What insights does it provide and what are its limitations (look for contradictions, bias, oversights)? Try to think ‘outside the text’. Why is the author/producer/creator/artist engaging with the topic under consideration? What does their argument(s) tell you about the intellectual or cultural ‘location’ or ‘positionality’ of the creator and their intended audience(s)?

Brief Film & Essay Reviews

You are required to regularly submit brief film & essay reviews (250-500 typed, submitted as hard copy--not digitally), assigned throughout the course. Reviews should provide a summary of the essay or film, highlighting the key points as they relate to the course (25%).

Final Paper

Students are required to submit a 10-15-page final paper (due at the end of the course). Final papers represent an opportunity for you to critically respond to course readings,
films and discussions. You may choose your own thematic topic (following approval by B. Dean), but the paper should focus at the very least on either a key section(s) of course readings, or incorporate the class readings, discussions and activities in a recognizable fashion. Often it is better to approach a smaller topic and focus on one or two ideas in-depth (50%).

Assessment

Class Attendance/Participation (25%)
Brief Film & Essay Reviews, assigned throughout the course (25%)
Final Paper (50%)

KU Weapons Policy

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. 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 constant control of the carrier.
- 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 Materials TBA

KU--Films on demand

Course Schedule

Aug. 23 Introduction Course Overview

Assignment: Watch National Geographic’s Secret Cities of the Amazon - Full Video (50:06) on KU’s Films on Demand and write [typed] a 250-500 word film review you will share with the class & submit to me as a hardcopy at the end of class. No late weekly class assignments will be accepted, with the exception of documented absence.

Aug. 30 Film Discussion & Course Materials (Collaborative Syllabus Construction)
Assignment: Submit at least two names of films or essays you feel should be included in the reading/film list for our course. Be prepared to discuss why you think the text(s) you have chosen should be included in course materials for the upcoming academic semester.

*Syllabus is subject to change.
ANTH 397: Museum Anthropology

Programs referencing this course

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Subject Code</th>
<th>Academic Unit</th>
<th>School/College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Program</td>
<td>ANTH-BA/BGS</td>
<td>Anthropology</td>
<td>College of Lib Arts &amp; Sciences</td>
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</tbody>
</table>

Effective Term: Spring 2018

Catalog Description
An introduction to the historical background, practice, and ethical issues involved in the creation, presentation, and dissemination of anthropological information in a museum setting. Students participate in the study of a collection of material culture (artifacts) from the Museum of Anthropology, culminating in development of a script for an exhibit.

Prerequisites
None

Cross Listed Courses:

Credits
3

Course Type
Field Studies (Example: Geog 714 Field Experience) (FLD)

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
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
Adding major courses to KU Core

KU Core Information

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

Date Submitted: 10/24/17 9:49 am

Viewing: ANTH 397: Museum Anthropology

Last edit: 10/24/17 9:49 am

Changes proposed by: siccmade
Yes

Name of person giving departmental approval: Joane Nagel
Date of Departmental Approval: 10-16-17

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.

This course provides an introduction to the historical background, practice, and ethical issues involved in the creation, presentation, and dissemination of anthropological information in different types of museums. The course considers current issues facing anthropologists, such as: contested rights to collections; diversity in the museum setting; the impact of war on monuments and museums; the upside and downside of tourism, and participatory exhibits. Special attention is given to learning in the museum environment, care and treatment of collections, the development of exhibitions, and the core values and goals of museums in regards to anthropology.

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 Museum Anthropology course utilizes a variety of methods to convey current methods and theories in depth. Every aspect of learning, via lectures and PowerPoint presentations, round-table discussions, virtual exhibits, and exams is focused on providing students with numerous avenues to grow their own concepts, develop their own positions, and weigh the different sides on controversial issues. The course begins with a historical foundation that elucidates how museums evolved out of exploration, colonialism, and the industrial revolution. It then navigates through the key elements in anthropological museums, including collections, exhibitions, and education. It concludes with a number of timely issues facing museums around the world, such as increasing diversity throughout the museum, developing more experiential learning and participatory displays, mitigating destruction due to war and conflict, and repatriation vs. internationalism.

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 course lectures are illustrated with well-developed PowerPoint slide presentations that are available in Blackboard as study guides throughout the course. Required readings consist of recent articles on a variety of relevant subjects that are linked closely with each lecture subject. The 3 round table events are preceded by 3-5 related readings and a lecture on the subject so the students are well prepared to think about and discuss the issues. The virtual exhibit project involves several layers of work, from background reading, to searching the web to identify museum objects for the exhibit, writing panels on large topics and more detailed label copy. Oral presentations of their exhibit prospectus, as well as the round table provide the students with the opportunity to express themselves to an audience.

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 builds on the standard academic fare with activities that stimulate learning and retention of essential concepts. In addition to lectures and assigned readings, students participate in three round tables. Each student acts as a moderator in one of the round tables, along with 3 or 4 others. They present provocative questions about the assigned topic to the class to stimulate discussion and the expression of opinions. Example topics are multiculturalism in the museum, the object-lost in translation, and cultural patrimony vs. internationalism. The moderators learn responsibility and the individual students become engaged and express their own points of view. Students are also required to create their own "virtual exhibit", consisting of a document outlining the exhibit theme, 10 exhibit panels, 30 or so selected objects with their labels, interactive components, and planned public programs. The students present their exhibit in a 15-minute PowerPoint talk.

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.)
Students are evaluated by several measures. The course mid-term and final consist of a few essay questions on “big topics” to elicit in-depth, thoughtful responses and many short answer questions that assess the breadth of the student's knowledge. Their learning is also measured via the production of their virtual exhibit and their participation in the round tables as both moderator and audience. Each of these measures is designed to develop a high level of thinking, problem solving and evaluation of important topics of today related to museums.
Museum Anthropology: Anthropology 397, Anthropology 699, Museum Studies 780

Spring Semester 2017
Seminar, 3 hours credit
Tuesdays 2:30-5:00
Spooner Hall, Room 6A

Professor Sandra Olsen
Office: 6E Spooner Hall
Phone: (785) 864-6511
Email: Sandra.Olsen@ku.edu

Office hours for Dr. Olsen by appointment, in 6E Spooner.
Graduate Research Assistant: Ms. Kaitlin Stanley
Email: Kaitlin.Stanley@ku.edu

Holidays
Spring Break: March 20-26
Easter: Sunday, April 16
Stop Day: Friday, May 5

Exams and Due Dates
Mid-term Exam: March 7
Virtual Exhibit Project Due: April 18
Final Exam: May 9, Tues., 1:30-4:00 pm

Course Description
An introduction to the historical background, practice, and ethical issues involved in the creation, presentation, and dissemination of anthropological information in a museum setting. The course also considers current issues facing anthropologists, such as: contested rights to collections; diversity in the museum setting; the impact of war on monuments and museums; the upside and downside of tourism, and participatory exhibits.

Students with Disabilities
Any student with a disability that might affect his or her performance in this course should inform the instructor during the first week of the semester and immediately contact the office of Student Access Services. SAS will coordinate accommodations, which are individualized based on the needs of each student. SAS is located in 22 Strong Hall; email achieve@ku.edu; phone: (785) 864-4064; web page: http://www.disability.ku.edu/

Classes
Part II. Introduction to the course and its structure.
Assignments: Ames 1992, Ch. 2, pp. 15-24 (10 pp.).

Assignments: Read: Davenne 2012, pp. 6-43 (10 pp. of text), 82-115 (12 pp. of text), Henare, Ch. 2, Objects of Exploration, pp. 18-48 (28 pp.).
Listen to all four of the Smithsonian curators’ presentations on the website: anthropology.si.edu/founding_collections.html

Part II. Colonialism and late 19th century industrialists: Transitioning from curiosity cabinets to incipient museums.
Assignments: Read: Hinsley 1991 (17 pp.).
View the film on Buffalo Bill Cody on his “bio” website:
http://www.biography.com/people/buffalo-bill-cody-9252268#synopsis

Feb. 7. Lecture 4. The Object: its transition from original locus, new roles, and new context.
Bring a cultural object to class and be prepared to tell why you chose it and what it means to you.

Round Table Discussion 1: The Object: Lost in Translation? Plucking an object out of its context and shifting its role. What does it represent? What does it express? What is lost?
Assignment: Swan 2010 (33 pp.).
Read Peter Miller’s article in the Chronicle of Higher Education on the web:
http://www.chronicle.com/article/How-Objects-Speak/148177
Explore BBC Radio A History of the World in 100 Objects, look at a selection of the objects, no need to do all: http://www.bbc.co.uk/ahistoryoftheworld
View the Victoria and Albert Museum webpages on “A History of an Object in 100 Worlds, a spin-off on the British Museum’s radio program: http://www.vam.ac.uk/blog/research-department/object-storieshttp://www.vam.ac.uk/blog/research-department/object-pitch-day-1-wednesday-3rd-september-2014
And follow with:
http://www.vam.ac.uk/blog/research-department/object-pitch-day-1-wednesday-3rd-september-2014

Establishing and revising anthropology collections. The roles of the anthropology curator, collection manager and conservator.
Assignment: Munjeri 1991 (12 pp.), Parker 2009 (21 pp.).
Explore the website for Edward Curtis’ 20 volume photographic publication of Native Americans between 1907-1930: http://curtis.library.northwestern.edu/curtis/index.html
Explore the National Archives webpages for American Indians and Alaskan Natives:
http://www.archives.gov/research/native-americans/index.html
Explore the British Library Sounds website: http://sounds.bl.uk/
Look briefly through the Metropolitan Museum’s Collection Policy and National Museum of Natural History’s Collection Policy, as examples (find them in Course Documents). Focus on the topics that pertain directly to collections. These are just offered as useful references to increase understanding of how museums document collections and determine what to collect.

Assignment: Goswamy 1991 (8 pp.); Vogel 1991 (11 pp.).
Visit the National Museum of the American Indian website:
http://www.nmai.si.edu/visit/washington/
Explore the Alutiiq Museum website: http://alutiiqmuseum.org/visit/our-mission to learn more about this Pacific Aleut museum.
Visit the website for the Coalition of Sites of Conscience: [http://www.sitesofconscience.org](http://www.sitesofconscience.org)

Mar. 7. **MIDTERM.** Preceded by Lecture 8 (not covered in this exam, but in final). Informal Science Education and Participatory Exhibitions. **Assignment:** Simon 2010, Ch. 1, (32 pp.), Mason et al. 2013 (13 pp.).

Visit the International Museum of Women, an online museum: [http://exhibitions.globalfundforwomen.org](http://exhibitions.globalfundforwomen.org)  
Visit a digital reconstruction of the 1893 World’s Columbian Exposition, in Chicago (be sure to click on the video!): [https://idre.ucla.edu/research/wce](https://idre.ucla.edu/research/wce)  
Visit the Tate Gallery, London, After Dark website: [http://www.afterdark.io/#watch-live](http://www.afterdark.io/#watch-live)

Mar. 20-26 Spring Break

Visit the NMNH human evolution exhibition website: [http://humanorigins.si.edu/](http://humanorigins.si.edu/)  
Visit the website of facial reconstruction artist Elisabeth Daynes: [http://www.daynes.com/](http://www.daynes.com/)  
Visit the website for the exhibition Race: Are We so Different? [http://www.understandingrace.org/home.html](http://www.understandingrace.org/home.html)

April 4. Lecture 11. **Spencer Museum of Art tour and tour of Ethnographic Collections in Spooner Hall.** Students are required to attend this lecture and it will be covered in the final exam. Students should meet in the basement of Spooner, at the right entrance to the Division of Archaeology. Professor Olsen’s office will be open to securely store your purses, bags and backpacks. She will lead you over to the Spencer Museum of Art for a tour by Curator of Global Indigenous Art Dr. Cassandra Mesick, after which we will return to Spooner Hall to meet with Ethnographic Collection Manager Angela Watts, for a tour of Spencer’s ethnographic collections on the 2nd floor. **Assignment:** Before tour, look at Spencer Museum of Art website, especially: [http://www.spencerart.ku.edu/collection/ethnographic/](http://www.spencerart.ku.edu/collection/ethnographic/)
April 11. Lecture 12. Prehistoric, classical and historic archaeology in museums. Archaeology informal science education-Kids dig digs. **Tour of KU Museum of Natural History Division of Archaeology collections, Spooner Hall basement.**

*Assignment:* Barker 2010 (16 pp.).

Have a quick look through the National Park Service’s Treasure Guide, just to see how the Federal government addresses preservation of its resources.

Explore the website for Project Archaeo, Cahokia Mounds (this is a fun site for young people interested in archaeology!): http://www.projectarchaeo.com/

Explore the UNESCO World Heritage website: http://whc.unesco.org/en/about/

April 18. Lecture 13. **Virtual Exhibit Projects due!**

Protecting World Heritage: UNESCO, cultural patrimony, NAGPRA, internationalism and war. Vandalism, theft and the illegal market in art and artifacts.

**Round Table Discussion 3:** Cultural Patrimony vs. Internationalism. Weighing the Evidence: The Pros and Cons of both sides of the issues.


Visit the following websites before the round-table:

BBC’s summary: http://www.bbc.co.uk/history/ancient/greeks/parthenon_debate_01.shtml

Campaign to return the marbles website: http://www.parthenonuk.com/


April 25. Lecture 14. Please don’t discover me! The upside and downside of cultural tourism, monuments, and visitor centers. Onsite indigenous narrators.

**Presentation of student exhibits.**

*Assignment:* Peers 2007, Introduction (22 pp.) and Ch. 7 (11 pp.).

May 2. Lecture 15. Folklife Festivals. **Presentations of student exhibits.**

*Assignment:* Kirshenblatt-Gimblett 1998, Ch. 1, pp. 55-78 (23 pp.); Bauman and Sawin 1991 (26 pp.).

Explore the International Ethnic Folklore Festival in New Delhi, India: http://www.ieffindia.com/index.html

May 9. **FINAL EXAMINATION**, Tuesday, 1:30-4:00. Spooner, Room 6A.
References for Required Readings

Ames, Michael M.

Angus, Jim

Barker, Alex

Bauman, Richard and Patricia Sawin

Berstein, Bruce

Breunig, Robert G.

Brown, Michael

Davenne, Christine

Dewhurst, C. Kurt; Nerissa Ramdhani; Marsha MacDowell

Di Giovine, Michael A.

Emmerich, André
Goswamy, B. N.

Henare, Amiria J. M.

Hinsley, Curtis M.

Hollinger, R. Eric; Edwell John, Jr.; Harold Jacobs; Lora Moran-Collins; Carolyn Thome; Jonathan Zastrow; Adam Metallo; Günter Waibel; and Vince Rossi

Hopi Tribe

Kirshenblatt- Gimblett, Barbara

Klarich, Elizabeth A.

Mason, Rhiannon, Christopher Whitehead, and Helen Graham

Munjeri, Dawson

Parker, Samuel K.
Peers, Laura  

Polk, Milbry and Angela M.H. Schuster (eds.)  

Shannon, Jennifer A. and Cythia Chavez Lamar  

Simon, Nina  
2010 *The Participatory Museum.* MUSEUM, Santa Cruz.

Soloman, Andrew  

Suina, Joseph H.  

Swan, Daniel C.  

Vincent, Steven  

Vogel, Susan  

Were, Graeme  

Whitney, Katherine  
Course Inventory Change Request

Date Submitted: 10/24/17 9:41 am

Viewing: ANTH 459: Anthropology of Sex, Honors

Last edit: 10/24/17 9:41 am
Changes proposed by: siccmade

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

Academic Career
Undergraduate, Lawrence

Subject Code
ANTH

Course Number
459

Academic Unit
Department
Anthropology

School/College
College of Lib Arts & Sciences

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

Title
Anthropology of Sex, Honors

Transcript Title
Anthropology of Sex, Honors

Effective Term
Spring 2018

Catalog Description
The course is an introduction to the evolutionary study of human sexual behavior. Using an explicitly Darwinian framework, it examines the biological basis for human mate selection, male and female mating strategies, child-birth and child-care practices, parental care, marriage, and family structure. The power of Darwinian theory to predict human sexual behavior is tested in anthropological field studies, designed and carried out by students in the class. Class time is allocated for discussion of students' research as it progresses through each stage, and results are presented in the last weeks of the semester.

Prerequisites
Introductory class in biology or biological anthropology. Open only to students in the University Honors Program, or by consent of instructor.

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?
Yes

Are you proposing this course for KU Core?
Yes

Typically Offered
No

Repeatable for credit?
No

Principal Course Designator
H - Humanities

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

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

Rationale for Course Proposal
Adding major courses to KU Core
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>Joane Nagel</td>
<td>10-16-17</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 explores human sexual behavior and biology from an evolutionary perspective within a comparative framework. Lectures and coursework introduce students to fundamental concepts in the anthropological study of reproductive biology and social behavior in sexual species (e.g., sexual selection, inclusive fitness, and reciprocal altruism). The first 1/3rd of the course is devoted to understanding the basics of human reproductive biology, and the last two-thirds are focused on the reproductive strategies and social behaviors of humans. Students engage with the course materials through weekly quizzes and critical review assignments. They are required to produce a group research project focusing on some aspect of human reproduction using data from the Human Relations Area Files (HRAF).

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.)

Students are required to take weekly quizzes on Blackboard based on the readings and lectures for that week. They also are required to produce a critical review each week drawn from the assigned texts. These assignments are used to further familiarize students with the fundamental concepts of the study of human sexual behavior and biology. Students are also required to work in small groups in the production of a research project and PowerPoint presentation on some aspect of human reproduction, using data from HRAF. They will be required to synthesize fundamental social and natural science concepts to offer insight into their research question. Lectures and readings permit students to further explore the methods and fundamental positions of the anthropological study of human sexual behavior and biology.

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 will be tested on their fundamental knowledge principles, theories, and analytical methods the anthropological study of human sexual behavior and biology with weekly quizzes. In-class discussions focused on the lectures and readings for each week also facilitate engagement with the course materials. The final group project consisting of a 10-page research paper and a 10-minute PowerPoint presentation requires students to draw upon and synthesize the principles, theories, and analytical methods of biological anthropology. Lectures and in-class discussions will focus on central theories and methods in anthropology and biology as they relate to understanding human sexual behavior.

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.)

Students will be assigned approximately 40 pages of readings each week, drawn from a mix of contemporary and classic readings in the anthropological study of human sexual behavior and biology. This will allow students to grasp the changes in the discipline, and understand how contemporary issues are being understood and investigated. Class discussions will connect biological anthropology’s principles, theories, and analytical methods to the study of human sexual behavior. The final group project will require students to analyze contemporary issues related to sexual reproduction in human societies utilizing data from HRAF.

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.)

Students have weekly quizzes based on the lectures and readings which will be used to evaluate their progress over time in understanding anthropology as a discipline as well as the anthropological study of human sexual behavior. They also are required to write critical reviews of the assigned readings each week. With these reviews, students must demonstrate their knowledge the principles, theories, and methods of biological anthropology. Students must produce a final group project consisting of a 3-page research proposal, a 10-page research paper on a topic approved by the instructor, and a short (10-minute) PowerPoint presentation. A short synopsis and bibliography are due partway through the semester to gauge each group's progress and provide feedback. The term paper and presentation will both be focused on the students' abilities to analyze human sexual behavior using the principles, theories, and methods of biological anthropology.
ANTH 359-459 ANTHROPOLOGY OF SEX, FALL 2016
TuTh 1:00—2:15
Blake Hall Rm. 207

INSTRUCTOR: DR. SANDRA GRAY
Office: 617 Fraser Hall
Contact: mailto:sigray@ku.edu

Dr. Gray’s Office Hours: Tuesdays 11:00—12:30, Wednesdays 10:00—12:00 and by appointment

COURSE OVERVIEW
The course examines human reproduction in an evolutionary and comparative framework. For anthropology majors, the course fulfills an upper level physical anthropology requirement. For Human Biology majors who enrolled after spring 2005, it fulfills a requirement for Human Biology and Behavior in the Anthropology concentration.

COURSE OBJECTIVES:
1. To introduce students to fundamental concepts in the study of reproductive biology and social behavior in sexual species; these include, among others: sexual selection, parental investment, parent-offspring conflict, reciprocal altruism, inclusive fitness, reproductive strategies, reproductive success, life history theory
2. To further students’ ability to articulate basic concepts and to develop skill in critical analysis
3. To give students experience in formulating, designing and carrying out research as part of a team

COURSE READING MATERIALS
Required Texts

You can obtain the required texts by online purchase, and I am sure you can find used copies. Avoid the inflated prices for texts charged by the book store if possible: college is expensive enough as it is.

Other readings are posted on the web.

YOUR COURSE GRADE is comprised of a combination of weekly take-home quizzes, critical reviews and a research project.
Quizzes and critical reviews count for 65% of your course grade (see breakdown below).
Quizzes are posted on the website on Saturday and are due at the beginning of class on Thursday. No late quizzes accepted. Quizzes will cover reading material assigned for that week as well as related class discussion/lecture material. Questions also may cover fundamental concepts from previous weeks.
Critical reviews are due on Thursdays. Review templates are posted in the ASSIGNMENTS folder on the course website, and must be typewritten and submitted in hard-copy on the due-date. Be prepared to discuss your review on that day as well. Lack of preparation will result in point deductions from your review grade.

Thirty-five percent (35%) of your course grade is based on a research project. Working in teams of 3 (4 at the most), you will propose, design, carry out and present a research project on some aspect of human reproduction using data from the Human Relations Area Files (HRAF), available on line through the KU Libraries. The project consists of a formal research proposal (3 pages), a written research report, and a PowerPoint presentation to the class. A team meeting with Dr. Gray as well as with the Anthropology Librarian is recommended.

ATTENDANCE WILL BE TAKEN IN THIS CLASS. You are allowed two absences with no penalty. For every absence in excess of 2 one point will be deducted from your final course grade.

STUDENTS WITH DISABILITIES. Please notify me of any special needs at your earliest convenience.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/23</td>
<td>Introduction: A costly mode of reproduction</td>
<td>[Bergstrom &amp; Dugatkin: 539–550]</td>
</tr>
<tr>
<td>8/25</td>
<td>Sex, gender and human affairs</td>
<td>Thornhill &amp; Palmer, Ridley</td>
</tr>
<tr>
<td>8/30</td>
<td>Why sex?</td>
<td>[Darwin, “Natural Selection”];</td>
</tr>
<tr>
<td></td>
<td>(Critical review 1)</td>
<td>Bergstrom &amp; Dugatkin: 550–560</td>
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</table>

**PART I HUMAN REPRODUCTIVE BIOLOGY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/01</td>
<td>Endocrine control of reproduction</td>
<td>JL Ch1:[3–10] 10–21</td>
</tr>
<tr>
<td>9/06</td>
<td>The Female Reproductive System: Gross anatomy</td>
<td>JL Ch2:23–24 and 34–42</td>
</tr>
<tr>
<td>9/08</td>
<td>Ovarian microanatomy</td>
<td>JL Ch2:25–34</td>
</tr>
<tr>
<td>9/13</td>
<td>Menstrual Cycle: It’s the hormones, stupid!</td>
<td>JL Ch3:51–61</td>
</tr>
<tr>
<td>9/15</td>
<td>Male reproductive system: Gross anatomy</td>
<td>JL Ch4:67 and 68 (Figs. 4.1 &amp; 4.2); 78–83</td>
</tr>
<tr>
<td>9/20</td>
<td>Testicular microanatomy &amp; function</td>
<td>JL Ch4:67–75</td>
</tr>
<tr>
<td>9/22</td>
<td>Sex differentiation</td>
<td>JL Ch5:87–96</td>
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<tr>
<td>9/27</td>
<td>Puberty</td>
<td>JL Ch6:103–112</td>
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<tr>
<td>9/29</td>
<td>Reproductive aging</td>
<td>JL Ch7:119–129</td>
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**PART II HUMAN LIFE HISTORY AND HUMAN REPRODUCTIVE STRATEGIES**

<table>
<thead>
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<th>Date</th>
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<th>Reading Assignment</th>
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<tbody>
<tr>
<td>10/04</td>
<td>The human life cycle as an evolutionary strategy</td>
<td>Bogin and Smith</td>
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<tr>
<td>10/06</td>
<td>Human conception</td>
<td>EL: 1–49</td>
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<tr>
<td>10/11</td>
<td>FALL BREAK NO CLASS</td>
<td></td>
</tr>
<tr>
<td>10/13</td>
<td>Human childbirth</td>
<td>EL: 51–80</td>
</tr>
<tr>
<td>10/18</td>
<td>The human mammal Research Proposal due in class.</td>
<td>EL: 81–126</td>
</tr>
<tr>
<td>10/20</td>
<td>Life in the slow lane</td>
<td>EL: 127–163</td>
</tr>
<tr>
<td>10/25</td>
<td>Reproductive trade-offs</td>
<td>EL: 165–214</td>
</tr>
<tr>
<td>10/27</td>
<td>The end of all that</td>
<td>EL: 215–247 and 249–280</td>
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</table>

**PART III SEX AND THE EVOLUTION OF SOCIAL BEHAVIOR**

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<th>Reading Assignment</th>
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</thead>
<tbody>
<tr>
<td>11/01</td>
<td>Parental Investment and sexual selection</td>
<td>Darwin “Sexual Selection”, Trivers</td>
</tr>
<tr>
<td>11/03</td>
<td>Human maternal strategies</td>
<td>Hrdy 2001</td>
</tr>
<tr>
<td>11/08</td>
<td>Reciprocal altruism and kin selection</td>
<td>Wilson</td>
</tr>
<tr>
<td>11/10</td>
<td>Humans as cooperative breeders</td>
<td>Hrdy 2010</td>
</tr>
<tr>
<td>11/15</td>
<td>Sperm competition</td>
<td>Birkhead</td>
</tr>
<tr>
<td>11/17</td>
<td>Human sociobiology</td>
<td>Dickemann</td>
</tr>
<tr>
<td>11/22</td>
<td>The origins of evolutionary psyche</td>
<td>Buss</td>
</tr>
<tr>
<td>11/29–12/08</td>
<td>Research presentations</td>
<td></td>
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<tr>
<td>12/15 [FINAL EXAM PERIOD]</td>
<td>1:30—4:00 Research presentations</td>
<td></td>
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<tr>
<td></td>
<td>Research paper due by 4:00</td>
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</table>
Course Inventory Change Request

Date Submitted: 10/24/17 9:42 am

Viewing: **ANTH 484 : Magic, Science, and Religion**

Last edit: 10/24/17 9:42 am
Changes proposed by: siccmade

**Programs referencing this course**
- AMS-BA/BGS: American Studies, B.A./B.G.S.
- 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**
- Magic, Science, and Religion

**Transcript Title**
- Magic, Science, and Religion

**Effective Term**
- Spring 2018

**Catalog Description**
- A comparative study of religion and systems of value and belief in non-Western cultures.

**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**
- No

**Repeatable for credit?**
- No

**Principal Course Designator**
- NW - Non-Western Culture

**Course Designator**
- S - Social Sciences
- W - World Culture

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

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

**Rationale for Course Proposal**
- Adding major courses to KU Core

**KU Core Information**

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

https://next.catalog.ku.edu/courseleaf/approve/
| Name of person giving departmental approval | Joane Nagel | Date of Departmental Approval | 10-16-17 |

**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.

In this course, students explore the ways that humans have attempted to bring order to the world through magic, science, and religion.Assigned texts and lecture topics are from the fields of sociocultural anthropology, archaeology, and sociology with a focus on the worldviews of non-Western peoples. Students are introduced to the principal concepts of sociocultural anthropology, such as culture, kinship, gender, spirituality, exchange, and ethnoLOGY. In-class discussion is designed to reinforce these themes. Students will write short reflection papers and a term paper using the ideas and tools of classical and contemporary anthropological theories and research methods, such as cultural relativism and ethnography.

**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.)

Students will write 5 short papers that require them to draw upon and synthesize disparate anthropological theories to develop arguments. Lectures will cover multiple examples of the methodology of ethnographic investigation, highlighting how anthropologists use data based on observation, analysis, and interpretation. Lectures will usually focus on a crucial theme from sociocultural anthropology, such as exchange or sympathetic magic, and provide in-depth examples and analyses of the theme. Readings are drawn from various social science disciplines—anthropology, sociology, and archaeology—exposing students to a variety of social science perspectives. In-class discussion of the assigned readings for that week, permits students to further explore the analytical methods and theoretical positions of sociocultural anthropology.

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 course traces the historical trajectory of anthropology as a discipline—focused on themes of magic, science, and religion. At the start of the course students are asked to write a short paper to gauge their prior knowledge of anthropology as a discipline. Examples of prompts for this short paper are “What is cultural relativism?” “What is ethnography? Students will read 60 to 80 pages of text per week excerpts from full-length ethnographic works or short academic articles from anthropological journals. The students and the instructor will work together to analyze these texts during class discussions to highlight methodological choices, theoretical positions, and how the pieces illustrate principles of the discipline of anthropology. Five short writing assignments allow students to synthesize the course materials and demonstrate their knowledge of the principles, theories, and analytical methods of anthropology.

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.)

Students will be assigned approximately 60 to 80 pages of readings per week, which will be drawn from a mix of contemporary and classic issues within sociocultural anthropology. This will allow students to grasp the changes in the discipline, as well as how contemporary issues are being understood and investigated. Class discussions will connect anthropology’s principles, theories, and analytical methods

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.)

Students will begin the semester by writing a short reflection piece on their understanding of anthropology as a discipline as well as its methods and theories, especially in relation to the study of magic, science, and religion. Quizzes will be given throughout the semester to gauge students’ learning development. Students will be required to demonstrate their knowledge of the principles, theories, and methods of sociocultural anthropology in their weekly writing assignments and in their term paper. At the end of the semester,
students will again write a short reflection piece on their understanding of the discipline of anthropology, and its principles, theories, and methods. The term paper will be focused on students’ abilities to analyze contemporary issues in sociocultural anthropology using its principles, theories, and methods.

**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.)

In the first half of the course, students will complete readings and write reflection essays assessing their own cultural values and assumptions about the similarities and differences among magic, science, and religion. During the semester, students will read 60-80 pages of text per week mainly drawn from ethnographic works focused on non-US peoples; readings will examine the use of magic, science, and religion in these cultures. Class discussions and lectures will analyze these works to raise students’ awareness of, engagement with, and understanding of cultures that are different from those found in the United States. Five 1000-word short writing assignments and group in-class presentation will require students to critically engage with and reflect on the assigned readings in an ethnological manner, comparing and contrasting their own cultural experiences with those described in the course.

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.)

In the beginning of the course, students will write a short paper assessing their own understanding of magic, science, and religion. This preliminary assignment will allow students to examine how these categories are culturally shaped and experienced in the US. Class discussion of this writing assignment will provide a basic context within which to evaluate and respond to assigned readings during the semester. The goal of discussion section assignments will be to examine, debate, and draw conclusions about US and non-US cultural practices related to magic, science, and religion. All written, reading, and discussion assignments will be designed to allow students to explore their own assumptions while engaging with the critical anthropological concepts of ethnocentrism and cultural relativism.

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

This course will sensitize students to various cultural beliefs, behaviors, and practices through lectures, readings, discussions, writing projects, quizzes, and exams. Class lectures and discussions require students to critically engage with the materials presented, express their opinions on a variety of topics, and provide constructive comments to others. The course focuses on the cultural practices of non-US peoples and class discussions will require students to apply cross-cultural skills while avoiding the pitfalls of ethnocentrism. For example, students will be asked to discuss penile subincision and bloodletting in Sambian ritual life and compare these to other ritualized body modifications in the US. Such comparisons require students to develop and articulate in-depth understanding of social and cultural contexts, sensitize students to variations in human cultural systems, and foster analytical critical thinking skills, rather than unexamined ethnocentric reactions.

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.)

At the beginning of the course, students write a short paper assessing their own understanding of magic, science, and religion. This preliminary assignment will allow students to examine how these categories are culturally shaped and experienced in the US while also providing important metrics for gauging students’ progress. Class discussion of this writing assignment will provide a basic context within which to evaluate and respond to assigned readings during the semester. The goal of discussion section assignments will be to examine, debate, and draw conclusions about US and non-US cultural practices related to magic, science, and religion. All written, reading, and discussion assignments will be designed to allow students to explore their own assumptions while engaging with the critical anthropological concepts of ethnocentrism and cultural relativism. These assignments provide an excellent means for evaluating students’ progress in understanding global cultures and value systems.
This syllabus is subject to change in the event of extenuating circumstances

ANTH 484
Religion, Magic, and Science
(Thursday 4-6:40)
Room: 124 Fraser

Professor Majid Hannoum
636 Fraser Hall
Office hours: T/Th. 12: 45 to 2: 15
Extension: 4-2650
Email: ahannoum@ku.edu

Course description:

This course introduces students

This course is a comparative study of religion and systems of value and belief in non-Western cultures. Students will be introduced to some major anthropological debates about belief systems, rationalism, ethics, rituals, reasons, cultural systems, and difference. Through a close reading of canonical work on witchcraft, religion, sorcery, and anthropology of science, students will be trained to think critically and outside their ethnocentric outlook.

Objectives of the course:

1. Introduce students with some fundamental issues in anthropology regarding belief systems, rationalism, and ethics
2. Introduce students to some important anthropological concepts such as religion, myth, ritual, cultural relativism, processes, difference, and reason
3. Train student to think critically and outside their ethnocentric outlook
4. Train students to read difficult and specialized anthropological knowledge
5. For students major in anthropology, introduce them to some major canonical work in the discipline such as work by Max Weber, Evans-Pritchard, Victor Turner, Claude Levi-Strauss, and Clifford Geertz
Books:
Evans-Pritchard, *Witchcraft, Oracles and Magic among the Azande*
Victor Turner, *Forest of Symbols*
Max Weber, *Protestant ethic and the spirit of Capitalism*

*Articles and essays will be put on blackboard for students to access*

Requirements:

*Final grades will be based on attendance, class conduct, class participation, a group presentation, quizzes, and 5 mini papers related to the readings. 3 mini papers are assigned by the instructor, the other 2 can be chosen by the student.*

Attendance is MANDATORY for this class. Class attendance is not only showing up to class, it strictly means that you should come well prepared, do the readings ahead of time, and participate in class discussion.

**PAPERS**

A mini paper is a five page paper about a specific week. The paper should discuss the readings critically. A good paper is the one that addresses these 3 main questions: what is the general argument of the reading? Who is the general idea of the reading supported? What are the strengths and the weakness of the arguments? In case, there is more than one piece of reading in a week, your paper should ask the same questions about each reading and compare points of view of the authors.

**QUIZZES**

Quizzes will consist of several questions pertaining to the readings of the week and the lectures of the previous session. Quizzes are the best way to ensure students keep up with the readings.

**Grading policy for the course will be as follows:**

Class participation: 20 % (attendance, class participation, and class conduct)

Group presentation 10%

Quizzes: 20%

Five mini papers: 50%
Note on Attendance:

Even though attendance is 20%. **If you are absent more than twice without a documented reason, you will fail the class.** Only health issues are acceptable absences and you should provide a doctor’s note. Excessive absences, even when justified by medical and/or family emergencies, will also cause you to fail the class. Sports, choirs, clubs, committees, special activities are **not acceptable** reasons to miss a class.

Class conduct:

You must come to class on time. You must do the readings ahead of time, pay attention to class lectures and discussion, do not distract or be distracted. While food is strictly not allowed, drinks are. Texting and browsing the internet is not allowed. Lateness is not an acceptable conduct and repeated lateness will cause grade reductions. More than 10 minutes lateness will be considered an absence and if repeated more than twice you will be dropped from the class.

You may also need to write down the contacts of two classmates to help up catch up with the class if you ever miss a class:

Classmate: ............................................. contact:......................................................

Classmate: ............................................. contact:......................................................

Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>729-792</td>
<td>B+</td>
<td>689-712</td>
<td>C+</td>
<td>610-632</td>
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<td>649-687</td>
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<td>609-571</td>
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<td>B-</td>
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<td>B</td>
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<td>C</td>
<td>570-555</td>
<td>D</td>
<td>475-492</td>
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</table>

Office hours

Office hours are an extension of the classroom. Consider coming to my office hours to discuss questions related to the class such as requirements, course topics, majors, or any question related to your academic life at KU. Students are highly encouraged to make use of office hours to ask questions, clarify issues with the readings, the requirement, etc. office hours are an extension of the classroom and usually students who make use of it do well in class. **Office hours are the best time to discuss any question you may have about the course one on one with the instructor.** If you cannot make it during my regular office hours, make an appointment!

Important note for students with disability:

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

**Course Schedule**

**Week 1: introduction**

Tuesday 8/21

Clarifying the course objectives and goals, giving an overview about the course, discussing requirements. If you have any questions about what is required from you, about the course organization, or any other questions that pertain to any aspect of the course, feel free to ask it in class, post it on blackboard, or come discuss it with instructor during office hours.

8/25

Lecture: *Evolutionism and the question of the “Other”*

**Week 2**  
**Magical as primitive Rationality; magic as primitive irrationality**

9/1

Lucien Levy-Bruhl, *How Natives Think*, pp. 35-61


**Week 3**  
**Witchcraft and magic as primitive sociology: two approaches**

Tuesday 9/8


First paper due.
Week 4: Witchcraft as a logical system

Tuesday 9/15

Evans-Pritchard, Witchcraft, Oracles and Magic among the Azande, pp. 1-64

Read Evans-Pritchard, WOM, pp. 111-163.

Second paper due.

Week 5: A calculus of motives, a motivation of calculation; the iron cage; the disenchantment of the world

Tuesday 9/22

Max Weber, Protestant ethic and the spirit of Capitalism. Read the entire book

Third paper due.

Week 6: The Prophet and the Magician

Tuesday 9/29

Max Weber, Essays on Religion, pp. 46-59

Week 7: Science as a belief system: voodoo science?

Tuesday 10/6


Week 8: Religion, Witchcraft, and Violence

Thursday 10/13

Week 9: Myths, charters for living, maps for thought


Week 10: Mytho-logics

Tuesday 10/27

Claude Levi-Strauss, Structural Anthropology, vol. 2, pp. 146-194

Claude Levi-Strauss, Structural Anthropology, pp. 161-180
Week 11: Some approaches to religion and ritual

Tuesday 11/3:

Clifford Geertz, “Religion as a Cultural System” in The Interpretation of Cultures (on blackboard)

Talal Asad, “Religion as an Anthropological Category” (on blackboard)

Week 12: Victor Turner, theories of process and symbols, power in/of the rite

Tuesday 11/10:

Victor Turner, Forest of Symbols, chapters 1 and 4.

Week 13: Ritual Powers and Rituals of Rebellion

Tuesday 11/17


Week 14: French Witchcraft, is it an Example of Western Irrationality?

Tuesday 12/1

Favret Saada, Deadly Words (sections will be posted on blackboard)

Week 15: Overview

Tuesday 12/8
Archaeological record of funerary rites, architecture, ceremonial objects and nutritional indicators is often the sole evidence of inequality in the past, especially in the absence of written sources or unbiased historical observations. Case studies describing past small-scale and emergent complex societies worldwide are chosen to help understand the interplay between individual status and rank (achieved or ascribed), group inequality and subordination (class, caste, gender, age, race), wealth (material, embodied, relational), and the role of power and resistance in shaping these societies. Egalitarianism as a leveling mechanism in many of the past societies is also explored.

Prerequisites
Junior or Senior or Graduate status, or permission of the instructor.

Cross Listed Courses:

Credits
3

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

Associated Components (Optional)
Discussion optional – Voluntary discussion associated with a main component

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 Two Years

Repeatable for credit?
No

Principal Course Designator
S - Social Sciences

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

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

Which Program(s)?

Program Code - Name

(ANTH-MIN) Anthropology, Minor
Describe how: Elective option for the minor

Rationale for Course Proposal
Adding major courses into the KU Core

KU Core Information

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

Yes No

Name of person giving departmental approval: Joane Nagel

Date of Departmental Approval: 10/11/2017

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 inequality in human societies from an archaeological perspective. Lectures and coursework are focused on understanding how and why inequality appears within human societies through an examination of archaeological case studies. Through these materials, students are introduced to central concepts, theories, and methodologies which are key to understanding social and economic stratification in the archaeological record. Students will participate in both online and in-class discussions, write three critical review papers, and create a final individual research project using classical and contemporary archaeological concepts, theories, and research 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.)

Students are required to participate in weekly Blackboard discussions with small groups of their peers and in-class discussions focused on each week’s lecture and readings to further explore the analytical methods and theoretical positions of archaeology. They will also write three 5-page critical review papers on selected course readings. Students are also required to produce a final individual research product consisting of a 10- to 15-page paper and a 15- to 20-minute PowerPoint presentation in which they must draw upon and synthesize archaeological concepts to offer insight into a research question. Lectures will focus on critical themes in understanding equality and inequality in the archaeological record (e.g., division of labor, political economy, gender roles) while highlighting the archaeological theories and methods behind their interpretation. Readings are drawn from various social science and humanities disciplines exposing students to a variety of perspectives.

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.)

Blackboard and in-class discussions focused on the lectures and readings for each week facilitate intellectual engagement with the methods and theoretical positions of archaeology. The three critical review papers require the student to explore critical themes in archaeology in-depth. The final project, consisting of a 10-to-15-page research paper and an in-class PowerPoint presentation, requires students to draw upon and synthesize the principles, theories, and analytical methods of archaeology. Lectures and in-class discussions will focus on central theories and methods in archaeology as they relate to the emergence of social and economic stratification in human societies.

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.)

Students will be assigned approximately 80 pages of readings per week, which will be drawn from a mix of contemporary and classic issues in the archaeological investigation of inequality. This will allow students to grasp the changes in the discipline, as well as how contemporary issues are being understood and investigated. Class discussions will connect archaeology’s principles, theories, and analytical methods to the study of inequality in the archaeological record. The final project will require students to analyze contemporary
issues in archaeological study of inequality using its principles, theories, and analytical methods.

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.)

Students are required to engage with the readings and lectures in weekly Blackboard discussions with their peers. In these discussions, students will be required to demonstrate their knowledge of the principles, theories, and methods of archaeology. These online discussions carryover into the classroom, providing an excellent means for gauging the students’ engagement with the course materials. Students must produce a final project consisting of a 10- to 15-page research paper on a topic approved by the instructor and a 15- to 20-minute PowerPoint presentation. A short synopsis and bibliography are due partway through the semester to gauge the student’s progress and provide feedback. The term paper and presentation will both be focused on the students’ abilities to analyze a contemporary issue in the archaeological study of inequality using the principles, theories, and methods of archaeology.
ANTH 511 - ARCHAEOLOGY OF INEQUALITY – FALL 2016

Mondays 11:00-1:30 Fraser Hall room 633
Ivana Radovanović; email: ivana@ku.edu; office 616 Fraser Hall
Office hours: Wednesdays 2:00- 3:00 PM and Thursdays 11:30 AM – 12:30 PM & by appt. (please send e-mail to schedule)

PICTURE (visible on Blackboard)

Gundestrup cauldron (detail) Iron Age Europe 100 BC – 1 AD

Course Description:

Archaeological record of funerary rites, architecture, ceremonial objects and nutritional indicators is often the sole evidence of inequality in the past, especially in the absence of written sources or unbiased historical observations.

Case studies describing past small-scale and emergent complex societies worldwide are chosen to help understand the interplay between individual status and rank (achieved or ascribed), group inequality and subordination (class, caste, gender, age, race), wealth (material, embodied, relational), and the role of power and resistance in shaping these societies. Egalitarianism as a leveling mechanism in many of the past societies is also explored.

This course is offered in a seminar format. Students are expected to read the assigned readings prior to class meeting when these readings will be discussed. Lectures will provide broader context for particular readings and topics. Critical reviews and a research paper will be assigned in view of each student’s preference for a particular topic.

Course Requirements and grading:

Required book:


Also available online for free with your KU username and password:


Blackboard
The required readings related to weekly topics and a selection of readings broadly relevant to the course are listed in the 'Readings' folder at the ANTH 500 – Archaeology of Inequality Blackboard pages http://courseware.ku.edu/. The Blackboard course content provides a lot of useful information about various topics, research and writing guidelines, internet links, papers in PDF format, images and video clips. Your access to Blackboard with your KU username and password is therefore required, and if you already don’t have KU username and password you may get it instantly through KU Information and Technology services here: http://www.technology.ku.edu/accounts/. Some readings that you may need for your individual research may only be available in paper format in KU Library. However, if a journal paper or a book that you need for your individual research isn't available at all you are strongly encouraged to request the desired source immediately via interlibrary loan - KU librarians will help you do that. _Important note:_ some readings that are currently listed on the Blackboard are subject to change—some titles may be added and/or replaced if need be, so please avoid reading and posting notes several weeks in advance - readings assigned for an upcoming week will 'officially' be posted in a specific thread each Monday.

**Regular class participation and preparation for all assignments including posting notes on the Blackboard ahead of each class meeting**

30% of your total grade will depend upon posting notes about the assigned readings on the online discussion board, participation in the class meetings discussions, and leading a discussion on assigned days. Abstracts of the assigned articles or chapters and other materials must be uploaded to the Blackboard’s Discussion Board at the latest by 5 PM on Sundays, ahead of Monday morning class meetings. Posting additional comments and questions related to the readings is strongly encouraged.

**Short critical review papers**

30% of your grade is based upon preparation and submission of three critical review papers each not more than 5 double-spaced pages long, (see Course Documents for instructions how to do it). Some monograph length site reports may contain all these elements, but your selection should come from three distinctly different sources.

**Research paper**

30% of your grade for this assignment will be determined by the quality of your research paper plan (synopsis) and your final paper of 10-15 pages (plus references and any tables and figures see Course Documents for instruction how to do it). You will be required to conduct an individual research project to explore a topic that is of particular interest to you and that is relevant to the matters covered in this course.

Students are expected to fulfill this assignment with original work specific to this course, not with work that has been prepared for another course. Submitting work originally prepared for another course _without the permission of the instructor_ will be considered ‘acting dishonestly in research’ and treated as an instance of academic misconduct.

The research paper is intended to meet several goals: (1) To help you explore a specific topic in greater depth. (2) To help you develop and/or exercise your research skills. (3) To help you develop and/or exercise your writing skills. (4) To open the possibility for future research and publication at a later date.
Please note that your topic has to be approved by September 7 at the latest. Approval means that I have discussed your choice with you and provided guidelines to help you start the research. Submitting the research paper plan/outline/synopsis is due 4 weeks after my approval. This outline/synopsis should contain your specific research question clearly identified, an explanation of how you plan to develop the thesis, and a list of sources - papers/books and other sources so far identified to help the research. I will return your outline within a few days with comments that will help you proceed with research and writing. **Criteria:** Your paper must give a competent overview of a problem and attempt to answer a particular research question. The best papers will bring new material to light, connect and synthesize ideas that had not yet been brought together, or in some way offer new insight into a problem. The guidelines for writing are also available in more detail on the Blackboard. Apart from readings for your topic assigned by me, which is just a jump start, you certainly have to include other additional readings from your own library research.

Final papers are due by December 12 at 11:59 PM and will be uploaded on the BlackBoard via link in the Assignments folder (no paper copies please).

**Presentation**

**10%** of your grade is class presentation of your research (same topic as the research paper). Each student will present their individual research at the December class meetings restricted to 15-20 minutes long powerpoint presentation, followed by the class participants' questions and discussion.

The goals of presentation are: (a) To help you develop/exercise your skills to communicate your research questions and results briefly but comprehensively in a format used at scholarly conferences. (b) To help you develop/exercise your oral skills and confidence in talking about the topic in public. (c) To help you identify certain questions that need to be addressed in your research for the topic, that may be raised by the discussion following your presentation.

*The guidelines for writing and presenting are available in more detail on the Blackboard's Course Documents.*

**Grading:**

Over 94% : A; 90-93%: A-; 87-89%: B+; 84-86% : B; 80-83%: B-; 77-79%: C+; 74-76%: C; 70-73%: C-; 67-69%: D+; 64-66%: D; 60-63%: D-; Below 60%: F.

**Students with special needs:**

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

**Plagiarism:**
The issue of plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. Your papers and homework will be submitted in a digital format and they may be checked against e-journals, web pages and databases of the existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations so please also check the research and writing guidelines in the "Course Documents" folder to learn how to avoid such mistakes. Do not hesitate to consult your instructor if you have additional questions about these guidelines.

Classroom written exam policies:

Please note that walking out of the classroom and back during the written exam (test, quiz) is not allowed, as well as having electronic devices switched on (laptops, tablets, phones, google glasses and similar).

Lecture notes-taking policy:

Pursuant to the University of Kansas’ Policy on Commercial Note-Taking Ventures, commercial note-taking is not permitted. 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.

Weekly schedule (pasted from the Blackboard page)

↓ Week 1

8/22

Introduction to the course

↑ Week 2

8/29

Primate heritage, cooperative behavior and material culture

Readings (notes due by Sunday 8/28 at 5 PM):


### Week 3

**Monday 9/5 Labor Day no class meeting**

**Wednesday 9/7 last day to communicate at least a broad idea for individual research topic via Questionnaire link in the Assignments folder!**

### Week 4

9/12

**Egalitarianism and inequality**

**Readings** *(notes due Sunday 9/11 by 5 PM)*


Week 5

9/19

Complexity and inequality

Readings (notes due by Sunday 9/18 at 5 PM)


Week 6

9/26

Political economy approach

Readings (notes due by Sunday 9/25 at 5 PM)


Week 7

10/3
Information flow and signaling theory

Readings (notes due by Sunday 10/2 at 5 PM)


Bliege Bird, Rebecca and Eric Alden Smith , 2005 Signaling Theory, Strategic Interaction, and Symbolic Capital, Current Anthropology 46, no. 2 (April 2005): - .DOI: 10.1086/427115


•

↓ Week 8

10/10 Fall break no class

•

↓ Week 9

10/17

Power and Prestige

Readings (notes due by Sunday 10/16 at 5 PM)


Week 10

10/24

Degrees of inequality

Readings (notes due by Sunday 10/23 at 5 PM)


Week 11

10/31

Labor Division and Craft Specialization

Readings (notes due by Sunday 10/30 at 5 PM)


Week 12

11/7

Slavery

Readings (notes due by Sunday 11/6 at 5 PM)


Week 13

11/14

Gender roles and inequality

Readings (notes due by Sunday 11/13 at 5 PM)


Week 14

11/21
Colonial and post-colonial discourse

Readings (notes due by Sunday 11/20 at 5 PM)


•

↑ Week 15

11/28

Guest lecture and discussion TBA

•

↑ Week 16

12/5

Presentations of individual research

•

↑ Finals week

12/12-16

Research paper due by 11:59 PM via Assignments link (no paper copies please)
### Course Inventory Change Request

**Viewing:** ANTH 516 : Hunters and Gatherers

**Last edit:** 10/24/17 9:42 am

Changes proposed by: siccmade

<table>
<thead>
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<th>Programs referencing this course</th>
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<td><strong>ANTH-BA/BGS: Anthropology, B.A./B.G.S.</strong></td>
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<td>College of Lib Arts &amp; Sciences</td>
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#### Catalog Description

The diversity of hunter-gatherer cultures documented in the ethnographic and archaeological records is considered on a global scale, with particular attention given to the relationships between environment, technology, and organization. The evolution of hunter-gatherers from the earliest hominids until their interaction with more complex societies is considered, with emphasis given to the variation and nature of change in these societies.

#### Prerequisites

ANTH 108 or ANTH 110, or ANTH 308 or ANTH 310.

#### 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

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

Adding major courses to the KU Core

#### KU Core Information

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

Yes No

Name of person giving departmental approval Joane Nagel Date of Departmental Approval 10-16-17

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.

This course provides students with a broad introduction to hunter-gatherer societies both past and present from an anthropological perspective. Lectures, readings, and writing assignments focus on the issues associated with the study and interpretation of the lives, cultures, and social organization of peoples who live largely on wild resources. Students are introduced to central concepts, theories, and methodologies in the anthropological study of hunter-gatherer societies. These central themes are reinforced through exams, quizzes, a critical book review, a presentation, and a final paper. The final paper requires students to synthesize contemporary and classical anthropological theory to understand a theme related to hunter-gatherer societies.

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.)

Students are required to attend all class sessions and contribute to in-class discussions on a regular basis. Each student will be required to lead a critical discussion focused on an article or book chapter. Students also are required to write a 3-5-page critical review of a book-length ethnography of a hunter-gatherer group. Students will also produce a synopsis of two different hunter-gatherer groups, and present a critique of how those groups have been classified by the archaeologist Lewis Binford. Students will write a 10-12-page final paper which requires them to synthesize contemporary and classical anthropological theory to understand a general theme related to hunter-gatherer societies.

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.)

Discussions focused on the lectures and readings for each week facilitate engagement with the course materials. The book review, synopses, and critiques require the students to explore hunter-gatherer societies in-depth while also synthesizing classic and contemporary anthropological theories. The final paper requires students to draw upon and synthesize the principles, theories, and analytical methods of both cultural and archaeological anthropology.

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.)

Students will be assigned approximately 40-to-60 pages of readings per week drawn from a mix of contemporary and classic anthropological studies of hunter-gatherer societies, both past and present. This mix of readings will allow students to trace and understand the changes in the discipline, and to grasp differences between historical and contemporary approaches, research questions, and findings. Class discussions will connect anthropology's principles, theories, and analytical methods to the study of hunter-gatherer groups, while also exploring the ethical implications of this type of research.

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.)

Students will begin the semester by writing a short reflection piece on their understanding of anthropology as a discipline. They are required to engage with the readings and lectures in weekly discussions. Students will be required to lead at least one in-class discussion. In these discussions, students will have an opportunity to demonstrate their knowledge of the principles, theories, and methods of anthropology. The book review, synopses, and critiques require students to explore hunter-gatherer societies while also synthesizing classic and contemporary anthropological theories. Students' final research paper will explore a general theme related to the study of hunter-gatherer peoples. A short research project precis and bibliography are due partway through the semester to gauge
students' progress and provide feedback. The term paper will both be focused on the students' abilities to analyze hunter-gatherer groups using anthropological principles, theories, and methods.

Hofman ANTH 516 SP13.pdf
PLACE: SPOONER 106A Classroom
TIME: W 9:00-11:30
PROFESSOR: JACK HOFMAN: 619 FRASER, 864-2634, 4103; hofman@ku.edu
OFFICE HOURS: M 2:00-3:10; W 2:00-3:00; or by appointment

Goals and Outline of Course:

This course has two primary goals: to provide a general familiarity with the variety of past and present hunter-gatherer societies throughout the world, and consideration of contemporary anthropological issues concerning the study and interpretation of hunter-gatherers. The perspectives employed will be comparative and evolutionary.

Texts: Two books are required for this class:

Note: this book is currently out of print, but used copies can be found through online sources such as Amazon or ABE books. (ISBN paper 1 56098 466 x)


Additional Sources: The following volumes provide a diversity of complementary perspectives and will be used to supplement the primary texts.


I will also assign key articles with copies available on line or from me.

Readings: Readings will be assigned each week. Students are expected to participate in class discussion, complete exercises, and students will occasionally be responsible for leading critical discussion of assigned chapters or articles. Attendance, participation and leading discussion will count for 20% of your grade.

**Any student with special needs should communicate with me at your earliest convenience in order that accommodations can be made.**
Review of Ethnography:
Each student will prepare a 3-5 page review of a book-length ethnography concerning a hunter-gatherer group, based on a list I provide or a mutually agreed upon title. These will be in Current Anthropology format and will be due no later than March 6. This review will constitute 10% of your final grade.

H-G Group Synopsis and Critique:
Each student will prepare two brief (2-3 pages) synopses of two H-G groups representing two different continents, and based in part on readings from Lee and Daly. You must use at least one additional source. The synopses will follow an outline and example provided. Each synopsis will include a critical assessment of the coding for your group in L. R. Binford’s 2001 book, Frames of Reference. These synopses will be due beginning February 13. Students will present oral summaries of their groups to the class and the synopses and presentations will count for 20% of your final course grade (10% for each synopsis). Synopses will be due to me the class period preceding your presentation.

Midterm: A test consisting of short answer identification questions and essays will be given. The identification questions will cover terms, concepts, cultural groups, and individuals discussed in class or covered in readings. Your essay questions will be selected from a list that will be circulated prior to the exam. The test will contribute 20% of your grade and will be given on March 13.

Paper: A comparative paper concerning a general H-G research topic (cross-cultural theme) will be due at the end of the semester (10-12 pages of text). A title, paragraph-length synopsis or outline, and initial topical bibliography will be due no later than Monday April 17. This synopsis/outline and bibliography will constitute 5% of your grade. The final paper will contribute 25% of your course grade and is due on Tuesday May 14 before 5:00 p.m.

Final: There will be no final exam.

Grading: Your grade (letter grades with +/- steps will be used) will depend on your effective completion of the assignments in a timely manner. Plagiarism will not be tolerated and will result in a grade of ‘F’ for the course. Grading is summarized below.

Attendance will be taken for each class and will contribute 10% to assessment of final grades.

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Attendance, Readings and Discussion</td>
<td>20%</td>
<td>Due March 6</td>
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<tr>
<td>Ethnography Book Review</td>
<td>10%</td>
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<tr>
<td>Synopses &amp; Presentations</td>
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<td>Beginning Feb. 13</td>
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<tr>
<td>Paper Outline &amp; Topical Bibliography</td>
<td>5%</td>
<td>Due April 17</td>
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<tr>
<td>Final Paper</td>
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<tr>
<td>Final</td>
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COURSE SCHEDULE

PART 1: ANTHROPOLOGY & HISTORY OF H-G RESEARCH: Background & Concepts

January
W1/23: Syllabus, Course Introduction, H&G definitions & perspectives:
Hobbes, Lubbock, Morgan, Radcliffe-Brown, Kroeber, Steward, Sahlins, Lee
(Barnard, in Lee and Daly [L&D] pp. 375-383)
(assigned reading: Kelly ch. 1; Lee and Daly [L&D] introduction)
Definition exercise
H-Gs in Lawrence?

W1/30: Characteristics of H-Gs, History, Anthropological Interest, Man the Hunter
(1968), Changing Perspectives in anthropology, archaeological and ethno-
archaeology (Kelly ch. 2, pp. 39-50)
The Interdependent Model (Headland & Reid ’89; Lee 92; Lee & Guenther ’91)
Do H-Gs still exist? H-G complexity; Role of Anthropology in ‘Creation and
Destruction’ of hunter-gatherers. Anthropological concepts of H-Gs
(Bodley in L&D pp. 465-472; Trigger in L&D pp. 473-479; Hitchcock in L&D
pp. 488-486)

February
W2/6: How to Study H-Gs; Are H-Gs a Cultural Type?
H-G Variability, Classification, Methodology and Research Goals
Binford’s Frames of Reference and summary codes
Foraging Theory, Basic Concepts (Winterhalder2001; Kelly ch. 3, pp. 50-64)
Foraging Theory, Case Examples (O’Connell and Hawkes 1981; Madsen and
Kirkman 1988; Crothers ch. 11 [Yesner])

PART 2: SYNOPSIS AND REVIEWS OF HUNTER-GATHERER GROUPS

W2/13: African Groups: Aka; /Gui & //Gana; Hadza; Ju/’hoansi; Mbuti; Mikea
Okiek; Tyua
Australian Groups: Arrernte; Cape York; Kimberley; Ngarrindjeri;

W2/20: Australian Groups: Pintupi; Tiwi; Torres Straight Isl.; Warlpiri; Yolngu
North America: Blackfoot; James Bay Cree; Slavey Dene; Innu; Caribou Inuit;
Inupiat

W2/27: North America: Timbisha Shoshone; Witsuwit’em and Gitxsan
South America: Ache; Cuiva; Huaorani; Siriono; Toba; Yamana
North Eurasia: Ainu; Chukchi &Yupik; Evenki; Itenm’i

March
W3/6: North Eurasia: Iukagir; Ket; Khanti; Nia; Nivkh
South Asia: Andaman; Birhor; Chenchu; Nayaka; Paliyan; Hill Pandaran; Agta;
Batak; Batek; Dulong; Jahai; Western Penan

ALL SYNOPSIS DUE no later than March 13

W3/13: TEST: TERMS, PEOPLE, AND CONCEPTS

W3/20: No Class: Spring Break

PART 3: THEMES AND TOPICS IN HUNTER-GATHERER RESEARCH

Behavioral Ecology and Currencies (Kelly ch. 3, part 3 pp. 97-110; Winterhalder 2001)

April
W4/3: Variability in Mobility (Kelly ch. 4 part 1 pp. 111-132; Binford 1980)
Organization, Mobility, and Land use (Kelly ch. 4 part 2 pp. 132-160)

W4/10: Interaction at Multiple Scales; Space, People, and Groups (Kelly ch. 5 part 1 pp 161-181; Ingold in L&D pp. 399-410)
Interaction and Territoriality (Kelly ch. 5 part 2 pp. 181-203; Gowdy in L&D pp. 391-398)

Gender Roles among Hunter-Gatherers (Kelly ch. 7 part 1 pp. 261-270; Endicott in L&D pp. 411-418)

ASSIGNMENT DUE (Wednesday April 17): Paper topic, outline and key sources.

W4/24: Gender, Age, Work, and Residence rules (Kelly ch. 7 part 2 pp. 270-292; Eaton and Eaton in L&D pp. 449-456)
Social Organization and Leadership (Kelly ch. 8 part 1 pp. 293-308; part 2 pp. 308-331; Fowler and Turner in L&D pp. 419-425)

May
W5/1: Archaeological Record of Hunter-Gatherers (Kelly ch. 9; Smith in L&D pp. 384-390)
Learning about Hunter-Gatherer variability through material studies (Morphy in L&D pp. 441-448)

W5/8: Student paper presentations, summaries of research papers, about 10-15 minutes each.
W5/14: Final Papers Due by 5:00 pm. Hard copy to 619 Fraser and electronic.

F5/10: STOP DAY

W5/14: NO FINAL EXAM: Final papers due at 5:00 pm.

ANTH 516 HUNTERS & GATHERERS SPRING 2013 EX#1

NAME: ___________________________________________ KUID#

1. In your own words and in this space provide a definition of “hunters and gatherers.”

2. Are there hunters and gatherers in Lawrence, Kansas at the present time? Provide an argument to support your answer. This should be consistent with your definition above. (You may use the back of the page. See you Wednesday!)
The systematic murder of the Jews of Europe by the Nazis during World War II is one of the most important events of modern history. This course studies the Holocaust by asking about its place in history. It compares other attempted genocides with the Holocaust and examines why most historians argue that it is unique. Other topics covered include the reasons the Holocaust occurred in Europe when it did, the changing role of anti-Semitism, and the effects of the Holocaust on civilization. The course also discusses why some people have sought to deny the Holocaust. The course concludes by discussing the questions people have raised about the Holocaust and such issues as support for democracy, the belief in progress, the role of science, and the search for human values which are common to all societies.
Rationale for Course Proposal

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 outcome(s)?

Yes

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

The Holocaust was a watershed event in the 20th century and since the turn of the 21st century, the study of ethics, as it relates to the Holocaust, has advanced in several directions. On the one hand, scholars have examined ethical decision making on the part of individuals, organizations, and governments during the Holocaust itself. On the other hand, they have questioned not only the significance of the Holocaust for contemporary ethics, but also – given the unique nature of the Holocaust and the complexities of contemporary global society – have debated whether it can teach us anything that might be relevant to the moral challenges we face today. In this class, directed readings (primary and secondary sources and first-person testimonies), comprehensive essays, and in-class lectures and discussions will enable students to confront, contextualize, and think critically about these issues and their implications for the Holocaust and for contemporary society.

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.)

This course introduces students to the conflicting theories of utilitarianism, Kantianism, and natural law as they apply to Europeans in the first half of the twentieth century. The Nazis manipulated German familiarity with these ethical theories to justify their rule of oppression and political program. Utilitarianism, “the greatest happiness of the greatest number,” was used to justify the dominance of ethnic Germans over minority Jews and Slavs within Germany, particularly when jobs and resources were scarce. The ethical failure of leading Nazis is clear, but what of those who were “just following orders”? A study of deontology (theories of duty and obedience) demonstrates the difficulty of adhering to (Kantian) internal moral principles in a criminal state. Finally, the history of the concept of natural law from Aristotle to Jefferson culminates in a Social Darwinism that demanding competition and violence to create progress and meaning in the world.

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

The course explores the radicalization of German policy toward European Jewry in the context of Nazi ideology, bureaucratic structures, and the conditions of domination in Europe under the Third Reich. It considers the actions and reactions of European populations and governments, the Allies, churches, and political movements and the decisions made by individuals, organizations, and governments that normalized and legitimized discrimination and persecution and facilitated mass murder and ultimately systematic genocide. The course seeks to help students realize that the Holocaust demonstrates the essential fragility of democratic institutions: how they do not sustain themselves, but rather their citizens need to protect them; and how silence and indifference to the lives of others or to the infringement of civil rights in any society can – albeit unintentionally – facilitate their erasure; and it encourages students to make connections between this history and their own.

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

Directed readings of relevant primary and secondary sources and first-person testimonies will require students to engage substantively with the material covered each week in class, allowing for an incremental expansion of their perspectives on the material. In-class lectures and discussions will encourage students to consider perspectives other than their own and to engage critically with others who approach the material from a different point of view and with different insights. Three comprehensive take-home essay exams will encourage students to synthesize the information and ideas processed through the readings and in class, and to draw larger
conclusions about the relationship between the Holocaust, history, and the contemporary world.

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 topics covered in this course demonstrate how a convergence of historical, social, religious, political, and economic factors informed the Holocaust, bringing about the disintegration of democratic values and the emergence of a modern state that used its technological expertise and bureaucratic infrastructures to implement destructive policies ranging from social engineering to genocide. In this context, students will come to understand the roots and ramifications of prejudice, racism, and stereotyping in any society and will develop an awareness of the value of pluralism and the dangers of remaining silent or indifferent to the oppression of others. This will encourage them to think about the use and abuse of power and the roles and responsibilities of individuals, organizations, and nations when confronted with civil rights violations and/or genocidal policy. It will also challenge them— in the face of issues that confront them in their daily lives: questions of fairness, justice.
GENERAL INFORMATION
This syllabus is critical to success in the course. Read it carefully. Consult it frequently. Take it seriously.

I. DESCRIPTION
This course surveys the Holocaust, focusing primarily on European Jewry. It seeks to accomplish the following objectives:
- Provide a narrative of the events and a description of the causes, process, and consequences of the Holocaust.
- Explore German policy toward the Jews in the context of ideology, bureaucratic structures, and the varying conditions of occupation and domination in Europe under the Third Reich.
- Consider the actions and reactions of world Jewry, European populations and governments, the Allies, churches, and political movements.

II. COURSE MATERIALS - REQUIRED

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

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

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

III. RESPONSIBILITIES - REQUIRED

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

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

(C) Doing the work
- READINGS: Unless marked "recommended," readings listed in this syllabus are required and essential to comprehending and passing the course. They should be completed prior to the class for which they are assigned.
- PARTICIPATION: I expect some class participation (questions, opinions, discussion) from each student. Not only will this result in my knowing your name, but it could add 3 to 5 points to your final course grade.
- GRADED ASSIGNMENTS
  - CONTENT
    - STUDENTS IN JWSH 343 AND HIST 343: Three take-home essay exams [DETAILS PROVIDED ON PAGES 8-9 OF THIS SYLLABUS], each worth 1/3 of the total grade, must be submitted on the dates indicated in the syllabus and the course calendar.
    - STUDENTS IN JWSH 601 CAPSTONE COURSE
      - Three essay exams as above, worth 50% of the total grade.
      - One research paper, worth 50% of the total grade, due two days after the third graded assignment. [DETAILS AND TIMETABLE PROVIDED ON PAGES 10-11 OF THIS SYLLABUS.]
  - SUBMISSIONS – ALL STUDENTS: In the absence of prior communication with the instructor:
    - Assignments submitted after the due date will receive a calibrated reduced starting grade for every day their submission is late (A will go to A-, then to B+ then to B then to B- and so on).
    - Assignments that have not been submitted by the deadline time/date of the final assignment will receive a grade of "F" ("0") which will be averaged in with all other grades. This also applies to final assignments not submitted by the deadline time and date.
    - Students who stop attending classes at any point during the semester without withdrawing officially from the course will also receive a course grade of "F," irrespective of how many assignments they have completed prior to the last date of attendance.

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

1/17 FIRST CLASS
1/21 GUEST SPEAKER: ATTENDANCE WILL BE TAKEN
3/7 KEY CLASS: ATTENDANCE IS MANDATORY
3/14 KEY CLASS: ATTENDANCE IS MANDATORY
3/21 SPRING BREAK: CLASS DOES NOT MEET
3/28 KEY CLASS: ATTENDANCE IS MANDATORY
3/28 601 CAPSTONE PROJECT – SEMINAR GROUP MEETING
4/4 SECOND ESSAY EXAM DUE
4/11 KEY CLASS: ATTENDANCE IS MANDATORY
4/25 601 CAPSTONE PROJECT: ROUGH DRAFT DUE
5/2 LAST CLASS
5/9 THIRD ESSAY EXAM DUE
5/10 601 CAPSTONE PROJECT–FINISHED PAPER DUE

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

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

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

INTELLECTUAL PROPERTY POLICY: PLEASE READ CAREFULLY
• Any and all course materials prepared by the instructor and/or presented by the instructor in the classroom or on Blackboard [all of which are hereafter called "Items"], are the instructor’s copyrighted property. These Items include but are not limited to the following: The course syllabus, the content of any and all lectures, any and all PowerPoints, any and all review sessions, any and all study guides, any and all handouts, and any and all PowerPoints Notes on Blackboard.
• The following restrictions and conditions apply to the use of any or all of these Items or portions of any or all of these Items:
  • They may not be duplicated, reproduced, or modified in any manner whatsoever. They may not be broadcast — either whole or in part — in any manner whatsoever via radio, television, or the Internet and / or any other media (including but not limited to You-Tube and Facebook). Nor may they be used for commercial purposes or sold to commercial note-taking services.
  • They may not be video or audio recorded without the written consent of the instructor.
  • Where such consent is granted, it will be limited to consent for audio-recording of lectures only, on the condition that these audio recordings are used only as a study aid by the individual making the recording. These recordings may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. Nor may they be broadcast — either whole or in part — in any manner whatsoever via radio, television, or the Internet and/or any other media (including but not limited to You-Tube and Facebook). Nor may they used for commercial purposes or sold to commercial note-taking services.
  • All conditions and restrictions listed above also apply to any and all notes taken by students enrolled in the class and/or students permitted to audit the class.
  • More information on university policy regarding the above can be found in Article 19, section B, paragraph 2 of the Code of Students’ Rights, Responsibilities, and Conduct: http://policy.ku.edu/sites/policy.ku.edu/files/Code_of_Student_Rights_11.14.pdf

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

GRADE SCALE

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SCHEDULE OF READINGS

1/17 - FIRST CLASS
(I) INTRODUCTION

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

1/24
(A) ANTISEMITISM: “The Longest Hatred”
NIEWYK: SECONDARY SOURCE - John Weiss, “Antisemitism through the Ages”

BLACKBOARD
PRIMARY SOURCES
- St. John Chrysostom, “Homily I,” Eight Homilies Against the Jews (c. 347-348) [PDF]
- Josef and Wilhelm Grimm, “The Girl Who Was Killed by Jews,” Anti-Jewish Legends (1267) [PDF]
- Martin Luther, “The Jews and Their Lies,” Jewish Virtual Library (1543) [PDF]
- Pope Paul IV, “Papal Bull about Jews: Cum nimis absurdum” (1555) [PDF]
- Paul Mendes-Flohr and Jehuda Reinharz, “Political and Social Antisemitism,” The Jew In the Modern World: A Documentary History (2011)
  Documents # 1, 4, 12-16, 20, 21, 25, 27, 29 [PDF]

SECONDARY SOURCE: PowerPoint PDF

1/31
(B) GERMANY: “The Racial State”
ARAD: PRIMARY SOURCES - Documents # 1, 4, 5

BLACKBOARD
PRIMARY SOURCES
- Adolf Hitler: First Antisemitic Writing (1919) [PDF]
- Adolf Hitler, “The Discovery of Antisemitism in Vienna,” Mein Kampf (1925) [PDF]
- “The Führerprinzip,” Means Used By Nazi Conspirators in Gaining Control of the German State [PDF]
- “Memories of a Nazi Youth Group Member” History and Memory Project [PDF]
- “Arithmetic Questions in a German Schoolbook,” Rachenbuch fur Volksschulen (1941) [PDF]

SECONDARY SOURCES
- PowerPoint PDF
- RECOMMENDED: Deborah Dwork and Robert Jan Van Pelt, “Germany’s Turn to the East,” Auschwitz: 1270 to the Present (1996) [PDF]

FILMS: Triumph of the Will; Yesterday and Today, The Eternal Jew [ALL AVAILABLE ON BLACKBOARD]

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

2/7 - 601 CAPSTONE PROJECT: TOPIC CHOICE DUE
(A) 1933-1939: GERMANY AND CENTRAL EUROPE – Expropriation, Isolation, and Emigration – “The Limited Solution”
ARAD: PRIMARY SOURCES - Documents # 10, 11, 32-35, 45, 49-53, 59

BLACKBOARD
PRIMARY SOURCES: “The Reich Flag Law,” Nuremberg Laws [PDF]

SECONDARY SOURCES
- Marion A. Kaplan, “The November Pogrom and Its Aftermath,” Between Dignity and Despair: Jewish Life in Nazi Germany (1999) [PDF]

FILMS: Witnesses to the Holocaust: German Jews; Memories of Kristallnacht

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

2/14 - 1ST ESSAY EXAM DUE

(1) GHETTOS
ARAD: PRIMARY SOURCES - Documents # 73, 83, 101, 102, 114

BLACKBOARD
PRIMARY SOURCES:
- David Sierakowiak: The Diary of David Sierakowiak [PDF]

SECONDARY SOURCES
- PowerPoint PDF

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

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

2/21 - GUEST SPEAKER: ATTENDANCE WILL BE TAKEN

Relevant to topic IV-A-2-a: “Bystanders, Perpetrators, and Collaborators"

"Women at Work: The SS Aufseherinnen and the Gendered Perpetration of the Holocaust"

Dr. Shelly Cline, Public Historian, Midwest Center for Holocaust Education, and Research Associate, Jewish Studies Department, KU

2/28

(2) EINSATZGRUPPEN

ARAD: PRIMARY SOURCES - Documents # 169-171, 177, 180, 188, 190, 191, 195

BLACKBOARD

PRIMARY SOURCES:

• Major General Walter Bruns, “Description of the Execution of Jews outside Riga” (December 1, 1941) (SURREPTITIOUSLY TAPED CONVERSATION, April 25, 1945), http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1531

SECONDARY SOURCES

• PowerPoint PDF

• Christopher Browning, "Initiation to Mass Murder: The Josefów Massacre," Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland (1992) [PDF]

FILM: Hitler’s Secret Shooting Squads

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

3/7 - KEY CLASS: ATTENDANCE IS MANDATORY ~ 601CAPSTONE PROJECT: PROSPECTUS DUE

(1) THE PATH

ARAD: PRIMARY SOURCES - Documents # 59 [RE-READ], 68, 106, 117, 164, 165, 167

NIEWYK: SECONDARY SOURCES - Chapter I (ESSAYS BY Kershaw and Friedlander)

BLACKBOARD

PRIMARY SOURCES: “Testimony of the Crematorium Engineers” [PDF]

SECONDARY SOURCES

• PowerPoint PDF

• Christopher R. Browning, "The German Bureaucracy and the Holocaust," Genocide: Critical Issues of the Holocaust, Alex Grobman and Daniel Landes, editors (1983) [PDF]

• Henry Friedlander, "The SS and the Police," Genocide: Critical Issues of the Holocaust, Alex Grobman and Daniel Landes, editors (1983) [PDF]

• Raul Hilberg, "Origins of the Killing Centers," The Destruction of the European Jews (1985) [PDF]

• Wolfgang Sofsky, "On the History of the Concentration Camps," The Order of Terror: The Concentration Camp (1993) [PDF]

FILM: The Road to Wannsee

3/14 - KEY CLASS: ATTENDANCE IS MANDATORY

(2) THE PROCESS

ARAD: PRIMARY SOURCES - Documents # 127, 128, 163, 165, 167

BLACKBOARD

PRIMARY SOURCES:

• Paul Salitter, “Report By Police Officer Paul Salitter, Commander of the Guards on the Transport Deporting Jews from Düsseldorf, Germany, to Riga, Latvia, December 11, 1941 [PDF]


• RECOMMENDED - The Auschwitz Album: THE PHOTODOCUMENT [PDF POWERPOINT]

SECONDARY SOURCES

• PowerPoint PDF

• "List of the Major Companies Involved in the Concentration Camps," Jewish Virtual Library [PDF]

• Christopher R. Browning, "Deportations," Genocide: Critical Issues of the Holocaust, Alex Grobman and Daniel Landes, editors (1983) [PDF]

• Deborah Dwork and Robert Jan Van Pelt, "The Holocaust at Auschwitz," Auschwitz: 1270 to the Present (1996) [PDF]

• Saul Friedlander, "Belzec and Treblinka," Kurt Gerstein: The Ambiguity of Good (1969) [PDF]

FILM: Shoah

3/21 - CLASS DOES NOT MEET: SPRING BREAK
(IV) RESPONSES
CROWE: SECONDARY SOURCE - Chapters 8 [RE-READ], 9

(A) OCCUPIED EUROPE

(1) JEWS: “Choiceless choices"

3/28 - KEY CLASS: ATTENDANCE IS MANDATORY ~ 601 CAPSTONE PROJECT: SEMINAR GROUP MEETING
(a) INDIVIDUAL RESPONSES: “An hour lived is also living”
ARAD: PRIMARY SOURCES - Documents # 88, 89, 102 [RE-READ], 126, 181
NIEWYK: SECONDARY SOURCES – Chapter III (ESSAYS BY Des Pres, Levi, and Waxman)
BLACKBOARD
PRIMARY SOURCES - Primo Levi, “On the Bottom,” If This is A Man (Survival in Auschwitz) (1958) [PDF]
SECONDARY SOURCES
• PowerPoint PDF
FILM: The Last Days

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

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

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

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

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

FILMS: The Courage to Care; Weapons of the Spirit

4/25 – 601 CAPSTONE PROJECT: ROUGH DRAFT DUE

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

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

BLACKBOARD

PRIMARY SOURCE - “The Riegner Telegram” [PDF]
SECONDARY SOURCES
- PowerPoint PDF

FILM: The Holocaust: The Untold Story

5/2 - LAST CLASS

(V) AFTERMATH: “The long way home”

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

FILM: The Long Way Home

(A) LIBERATION, SURVIVAL, AND RETURN

BLACKBOARD

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

SECONDARY SOURCES

(B) JUSTICE AND INTERNATIONAL LAW

BLACKBOARD

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

SECONDARY SOURCES: WAR CRIMES AND GENOCIDE

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

5/10 – 601 CAPSTONE PROJECT: FINISHED PAPER DUE
ESSAY EXAMS

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

II. DIRECTIONS
(A) FORMAT
• COVER PAGE: Each EXAM must include a COVER PAGE indicating the student’s name
• STAPLES: Please be sure to staple your papers together.
• TYPEWRITTEN: Double-spaced, with margins no larger than 1 inch, in font no larger than 12 points
• PROOFREAD CAREFULLY: Grammar and spelling count.
• LENGTH
  ➢ FIRST AND SECOND EXAMS: Each paper must be at least 8-10 pages (exclusive of citations and bibliography).
  ➢ THIRD EXAM: Each essay must be at least 4-5 pages (exclusive of citations and bibliography).
• CITATIONS AND BIBLIOGRAPHY
  ➢ BIBLIOGRAPHY: Properly formatted, listing ALL resources used to answer that particular question.
  ➢ CITATIONS
    ▪ STYLE: Internal citations, footnotes, OR endnotes, properly formatted.
    ▪ FREQUENCY: Cite all of the following – direct quotes, facts and factual information, sources and references.
    ▪ SPECIFICITY: Where relevant, be sure to indicate (1) the actual author and title of the source being cited rather than the editor of the collection in which the source is published; (2) the page number; (3) the title of the PowerPoint.
  ➢ ASSISTANCE WITH CITATIONS AND BIBLIOGRAPHY: Please consult the following websites [LINKS CAN BE ACCESSED FROM BLACKBOARD]
    ▪ DIANA HACKER, THE BEDFORD HANDBOOK — RESEARCH AND DOCUMENTATION ONLINE [HIGHLY RECOMMENDED]
    ▪ CHICAGO MANUAL OF STYLE ONLINE: http://www.chicagomanualofstyle.org/tools_citationguide.html
    ▪ KATE L. TURABIAN ONLINE: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html
    ▪ PURDUE ONLINE WRITING LAB: http://owl.english.purdue.edu/owl/resource/747/08/
(B) COHERENCE AND ORGANIZATION
• START WITH A THESIS: A central organizing statement indicating how you propose to respond to the question.
• BUILD AN ARGUMENT: Everything you state and all evidence you present should be essential to and support that proposition.
• COME TO A CONCLUSION: Re-articulate the thesis and wrap up the discussion.
• AVOID STRENUOUSLY
  ➢ HYPERBOLE AND EDITORIALIZING: Exaggerated language, gratuitous assertions and rhetorical pronouncements waste time and space and add nothing to the quality of an exam.
  ➢ EG: “Evil,” “monstrous,” “murderous,” “horrific,” “inhuman,” “the worst the world has ever seen,” and “the most malevolent in human history”
  ➢ EG: “How could people be so monstrous?”; “Who would believe that humans could be so evil to each other?”
• OVER-FREQUENT USE OF DIRECT QUOTES: Whether long or short and especially from secondary sources.
(C) SPECIFICITY AND DOCUMENTATION
• SPECIFIC INFORMATION / FACTS: Names, dates, places, events
• SPECIFIC MATERIALS ASSIGNED / USED IN THIS COURSE: Indicate the title of the specific item and its author rather than the editor of the collection.
  ➢ FIRST AND SECOND EXAMS:
    ▪ PRIMARY AND SECONDARY SOURCES: At least 6 primary sources and 6 secondary sources (exclusive of PowerPoints) discussed in detail.
    ▪ FILMS: At least 2 films discussed in detail.
  ➢ THIRD EXAM
    ▪ ESSAY 1: ALL CHOICES: At least 2 primary sources and 2 secondary sources (exclusive of PowerPoints), and 1 film discussed in detail.
    ▪ ESSAY 2: At least 2 primary sources and 2 secondary sources (exclusive of PowerPoints), and 1 film discussed in detail.

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

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

1ST EXAM
TOPICS COVERED: ANTECEDENTS
LENGTH: At least 8-10 pages (exclusive of citations and bibliography)

QUESTION: Consider this statement: “The Nazis did not discard the past, they built on it.”

- Comment on this by comparing and contrasting pre-modern Christian antipathy, modern secular antisemitism, and Nazi antisemitism.
- FOR EACH, be sure to discuss the following: (a) Its origins, articulation, policies and objectives. (b) Its depiction and manipulation of the stereotype of “the Jew.”
- FOR NAZI ANTISEMITISM, be sure to include (a) ADOLF HITLER: His vision of a “racial state”; his centrality to that state; and where the Jews figured in his vision. (b) THE NSDAP: Its role in implementing Hitler’s vision – specifically its use of policy, propaganda and terror.

2ND EXAM
TOPICS COVERED: IMPLEMENTATION
LENGTH: At least 8-10 pages (exclusive of citations and bibliography)

QUESTION: Consider this statement: “The occupation of Europe changed the framework within which Hitler and the Nazis sought a ‘solution to the Jewish problem,’ allowing for an increasing radicalization of policy toward the Jews.”

- Comment on this with reference to the evolution of Nazi policy toward the Jews between 1933 and 1945 by comparing and contrasting the “solutions” devised for 1933-1939 (“Limited Solution”), 1939-1942 (“Situational Solutions”), and 1942-1945 (“Total Solution”).
- FOR EACH “SOLUTION,” be sure to discuss the following: (a) What it represented. (b) How (in what context and circumstances) it emerged. (c) What its objectives were. (d) How it was implemented, organized, and carried out (i.e., methods, physical facilities, and technology). (d) Which bodies and agencies in Germany’s political, social, economic, legal, military, and bureaucratic infrastructures implemented and/or validated it.

3RD EXAM
TOPICS COVERED: RESPONSES AND AFTERMATH
LENGTH: At least 4-5 pages per essay (exclusive of citations and bibliography)

QUESTIONS: Two essays – both are required – instructions for each should be read carefully.

ESSAY #1: Respond to ONE question (A, B, or C). Be sure to indicate which question you are answering.

(A) “The Nazis set out deliberately to dehumanize their Jewish victims, to break down their autonomy, and to turn them into docile masses from which no individual group or group act of resistance could arise. Given the conditions, the wonder is not that there was so little resistance but that there was so much.”

Comment on this with reference to specific conditions in the ghettos and concentration camps and the specific ways in which the victims responded to these conditions: individual and collective, unarmed and armed.

(B) “The genocide of European Jewry would have been impossible without the passivity of bystanders, the active participation of perpetrators, and collaborators and the general failure of the international community to acknowledge and stop the genocide.”

Comment on this with specific reference to the actions and/or inaction of individuals and groups in occupied Europe and elsewhere: bystanders, collaborators, perpetrators, the Allies, the neutral states, and the churches.

(C) “Some ordinary men and women in occupied Europe showed great courage and compassion in helping Jewish victims. For the most part, these individuals did not plan to become heroes. Their behavior was atypical even in their own communities.”

Comment on this with reference to the specific conditions, requirements, and circumstances of rescue – both for the rescuers and the rescued. What did it “take” – politically, economically, socially, physically, and psychologically – to attempt and effect rescue and to be rescued?

ESSAY #2: Consider the quote below by responding to the issues raised in A-E

“Liberation marked the beginning of a process of rebirth for those who had survived the Holocaust and re-examination for the international community as a whole.”

Comment on this with reference to (A) The specific conditions, challenges, and consequences of liberation for the survivors (B) The humanitarian solutions that were provided and/or proposed and the political and social context of those solutions? (C) How the displaced persons camps, the United Nations, and the situations in Eastern Europe and Palestine figured into A and B. (D) The impact of the Holocaust on international law and humanitarian perceptions? (E) How the war crimes trials and the genocide convention figured into D.
601 – SENIOR SEMINAR – CAPSTONE PROJECT

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

(II) RESOURCES
- TYPES OF RESOURCES: In addition to any relevant materials used in the course
  - PRIMARY SOURCES: At least 4 relevant primary sources.
  - SECONDARY SOURCES
    - At least 4 scholarly articles: from journals and/or published collections.
    - Relevant portions of at least 4 books.
- PROVENANCE
  - “Hard copy” from the KU Libraries, via interlibrary loan, etc.
  - Reputable online resources; must be cleared in advance with the instructor.
  - Relevant materials used in the course.
- BIBLIOGRAPHICAL ASSISTANCE
  - COURSE MATERIALS:
    - “Suggestions for Further Study and Research” at the end of each chapter in David M. Crowe, The Holocaust: Roots, History, and Aftermath.
    - “Suggestions for Additional Reading” at the end of Donald L. Niewyk, The Holocaust
  - ONLINE BIBLIOGRAPHIES [LINKS CAN BE ACCESSED FROM BLACKBOARD: “COURSE DOCUMENTS” > “601 MATERIALS”]
    - Bibliographies: Holocaust, KU Libraries
      http://kuprimo.hosted.exlibrisgroup.com/primo_library/libweb/action/dlSearch.do?institution=KU&index=1&onCampus=true&group=GUEST&bulkSize=10&highlight=true&displayField=title&fromLog=True&dym=true&tab=default_tab&vid=KU&search_scope=QUICK&q=Holocaust+bibliography&query=any,contains,Holocaust+bibliography
    - Google Scholar (https://scholar.google.com/)
    - “Nazi Germany: 1933-1945,” German History in Documents and Images (http://germanhistorydocs.ghi-dc.org/sub_docs.cfm?section_id=13)

(III) TIMETABLE: All phases are required

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<th>PHASE</th>
<th>TASK</th>
<th>LENGTH AND WORTH</th>
<th>SUBMISSION FORMAT</th>
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<tr>
<td>BEFORE 2/7</td>
<td>EXPLORATION</td>
<td>Individual meeting with instructor to discuss possibilities.</td>
<td>N/A</td>
<td>During office hours or by appointment</td>
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<td>BY 2/7</td>
<td>TOPIC CHOICE</td>
<td>A short formal description of the question and the thesis.</td>
<td>500-750 words, 5% out of 50%</td>
<td>Hard copy submitted in class</td>
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| BY 3/7   | PROSPECTUS             | • A statement of the question and the thesis.
  - • A tentative bibliography of secondary and primary sources,
  - • A tentative organizational plan (i.e., an outline without letters and numbers),
  - • Organized in complete sentences and proper paragraphs
  - • Following appropriate guidelines for citations and bibliographies. | At least 4-6 typewritten, double-spaced pages (exclusive of citations and bibliography), 5% out of 50% | Hard copy submitted in class          |
| 3/28     | SEMINAR MEETING        | Group meeting with instructor to discuss progress of projects and share insights. | N/A                      | Mutually convenient time to be arranged |
| BY 4/25  | ROUGH DRAFT            | • With citations as available (rough versions)
  - • Without bibliography | At least 7-10 pages | Hard copy submitted in class          |
| BY 5/10  | FINISHED PAPER         | • Full paper
  - • Properly formatted citations
  - • Complete, properly formatted bibliography | At least 15-20 pages exclusive of citations and bibliography, 40% out 50% | Submission details to be announced     |
## Course Inventory Change Request

**Date Submitted:** 10/12/17 12:39 pm

**Viewing:** **PORT 108: Elementary Brazilian Portuguese II**

**Last edit:** 10/12/17 12:39 pm  
Changes proposed by: v867g341

| Catalog Pages referencing this course | College of Liberal Arts & Sciences  
| Department of Spanish and Portuguese |
| Academic Career | Undergraduate, Lawrence |
| Subject Code | PORT |
| Course Number | 108 |
| Academic Unit | Department |
| | Spanish & Portuguese |
| School/College | College of Lib Arts & Sciences |

| Do you intend to offer any portion of this course online? | Yes No |
| Title | Elementary Brazilian Portuguese II |
| Transcript Title | Elmtry Brazilian Portuguese II |

| Effective Term | Spring 2018 |

| Catalog Description | Five hours of class per week plus supplementary work in language laboratory. A continuation of PORT 104. |
| Prerequisites | PORT 104. |

| Credits | 5 |
| 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 | As necessary |
| Repeatable for credit? | No |

| Principal Course Designator |
| Course Designator | U - Undesignated elective |

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

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

| Rationale for Course Proposal | See KU coure below |

## KU Core Information

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

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https://next.catalog.ku.edu/courseleaf/approve/
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 summaries how this course meets the learning outcome.

This is a foreign language class structured with a significant cultural component. Students learn about and discuss the social and cultural differences within Brazil by studying its five regions. We read and research the varied cultures within each region using examples from music, art, food, and folklore. Additional readings and supplementary material include more specific information about historical places and moments, art and artists, politics, literature, film, and religion.

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.)
This course is divided into six units in which, besides the basic Portuguese grammar, we cover cultural and historical aspects of each of Brazil’s five regions, as well as cultural specificities of other Lusophone countries as well as. The main tasks are to study, read, and watch videos and/or pictures of each of the five regions of Brazil. Readings focus on historical and socio-economic problems of each region, race and migration within the country, as well as problems in the mega cities. The tests include essay type questions about what was discussed in class. Students are assessed on content before grammar, as they use the language to verbalize what they have learned. Students also give oral presentations to the class about topics related to music, food, events and other aspects of each region.

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.)
As we begin the study of each region, students give mini oral presentations on topics such as population traits, music, art, climate and food. Students often have questions about these topics as they learn about them. They often bring them for discussion, as homework to be presented the following class. Now with the internet, we can use authentic materials in every class. Another benefit of using the materials on each region is that it gives the students real life topics to discover while using the language. Students also engage on discussions on a discussion board on Blackboard.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)
As we study the people in each region, topics such as race relations, migration, and urban and rural profiles are discussed. Therefore, within each unit, the readings naturally raise awareness of cultural differences. On occasion, I also invite KU Brazilian students to visit our class. This always evokes questions and a greater understanding of Brazilian’s behaviors and beliefs. Many students also share what they have experienced either first hand, if they have visited Brazil, or through acquaintances. Students also have to do their own research in order to give their oral presentations throughout the semester.

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.)
Besides the essay type questions on the test, students are expected to participate fully in class discussions and presentations. These oral presentations may cover various topics related to cultural elements. Each student makes use of his/her own background during these short presentations. For example, a business student talks about the Brazilian economy, an architecture student presents on different projects by Brazilian architect Oscar Niemeyer. The diversity of the students in these classes has created a rich learning environment, and has generated conversations in many different areas. Students are evaluated in both the presentation and questions that they write and ask orally. Of course, their language level poses limits to their participation, but they do manage to learn a lot, considering class presentations and discussions and their own research.
Instructor: Dovis Pollock (Lecturer)
Office: Wescoe 2637
Office Hours: Tuesday: 10:00 - 10:50; Wednesday: 10:00 - 10:50, or by appointment
Telephone: 864-3778
E-mail address: dpollock@ku.edu

Class Meetings:
Port 108   MTWRF   9:00 – 9:50   Wescoe 1001

Required Materials:

- Falar...Ler...E escrever...Português Um Curso Para Estrangeiros, E. P. U.
- Livro de Exercícios
- Oxford Picture Dictionary (Second Edition) :Brazilian Portuguese
- A good Portuguese-English dictionary
- 3-ring notebook

The textbook Falar...Ler...E escrever...Português provides an active method which focuses on oral comprehension as well as reading and writing basic Portuguese. You are expected to study/complete the assigned lessons before class. Students are expected to bring the textbook to class daily. There is also a work book which includes a lab manual. The Exercise Manual lesson for each unit should be completed and presented to the teacher on the test day for that unit. The instructor will assign other written homework (tarefa) as well as brief compositions (redação).

General Information:

Our learning goals in this course are active communication as well as writing and reading skills in Brazilian Portuguese. Students will continue to learn how to speak, read, write, and comprehend spoken Portuguese at a beginning level. While quick grammar lessons may be given in class as needed, grammar will be a tool that we use to help us better communicate rather than an end in itself. By the end of the course, with diligent study, practice, and class participation, the student should be able generate and respond to conversation about events in the present, the past, and the future tense as well as express emotions, opinions, recommendations, and suggestions in the subjunctive form of the verb.
Course Objectives:

The workload reflects KU guidelines, which state that students are expected to supplement every hour spent in the classroom with 2 hours of studying on their own outside the classroom. You will be expected to develop your knowledge and skill in each of the following areas:

**Speaking:** You will learn a variety of expressions and sentence structures that will allow you to communicate information about yourself and about your daily activities. You will be able to generate and respond to conversation about events in the present, the past, and the future tense as well as express emotions, opinions, recommendations, and suggestions in the subjunctive form of the verb.

**Listening:** You will understand some of a native speaker’s normal conversation on familiar topics with some repetition and restatement. You will be able to listen for specific information from a variety of sources.

**Reading:** Most of the reading will be related to the *Falar...Ler...Escriver...Português* text. You will also develop your reading skills on a daily basis as you complete homework and classroom assignments and take quizzes, tests, and exams. Additional readings will be introduced to complement the sources mentioned above.

**Writing:** You will write a variety of compositions, in and out of class, emphasizing different grammar points. Homework assignments and classroom activities will also provide you with the opportunity to develop your writing skills.

**Culture:** During the course of the semester we will be looking at the five regions of Brazil. We hope to talk about the cultures within each region using examples from music, art, food, and folklore. More specific information may include learning about historical places, art and artists, politics, literature, film, music, and travel in these areas. There will be a brief introduction to the lusophone countries.

Students with disabilities MUST speak to the instructor so that appropriate arrangements (such as, modification of seating, testing, or other class requirements) can be made.

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**ALL CLASSES ARE CONDUCTED IN PORTUGUESE. Come prepared in order to be able to fully participate and maximize your learning experience in class.**

**Evaluation Criteria:**

- Class Participation and Attendance 10%
- Homework 10%
- Exercise and Lab Manuals (6) 10%
- Writing Assignments (Redação - 6) 15%
- Short Quizzes and in class assignments 10%
- Apresentação 10%
- Provas (Unit tests - 6) 25%
- Final Exam (Comprehensive Final Exam) 10%
- TOTAL 100%
Class Participation and Attendance:
Learning to function in another language requires that the learner spend a great deal of time in active contact with the target language and culture. To that end, daily attendance is essential, and the instructor will note active participation on a daily basis. Participation points will be lost in the event that the student does not abide by the following criteria:

- On time, brings materials to class, (points are taken off when your phone rings)
- Prepared to participate in class discussion and does it promptly with enthusiasm, positive attitude
- Uses Portuguese consistently and asks relevant questions
- Contributes to the learning environment, is respectful to all and is an attentive listener

Each absence will subtract one point from daily attendance and 3/5 late arrivals = One absence

Homework/Tarefa: Besides preparing for the assigned lessons before class, additional written homework may be assigned. Please turn them in the following class period.

Exercise and Lab Manual: After each class, look for the corresponding practice exercises in the manual, both for the written part and the lab – refer to your textbook if needed. Each unit in the manual will be due on test days unless otherwise agreed. I will NOT take late manuals. This semester, I’m hoping to introduce Voice Thread which will also go into the lab grade.

Writing Assignments: (Redação) There will be 6 writing assignments. These redações are essays covering the grammar points and vocabulary learned up to that point. Writing assignments are brief compositions, which should be word-processed and double-spaced. Assignments that are not typed or one class late will be reduced by one letter grade. If they are not double-spaced they will lose 5 points. It is essential that each redação be your own work to insure proper assessment of your language learning process. The rewrites which are optional, can add up to 10 points to your grade. Please turn in both copies (the original + the rewrite) on the due date.

Short Quizzes and in class assignments: Missed quizzes and in class work will NOT be given on make-up basis. Pop quizzes may be corrected in class to help you assess your learning between tests.

Provas: Tests will be given at the end of each unit (Unidade). Students may take a test on make-up basis in case of illness. Please make arrangements with instructor as soon as possible. All tests during the semester will cover communication, grammar, vocabulary, etc. These unit tests as well as the Final Exam are comprehensive.

Apresentação: This is a short presentation in Portuguese. Guidelines will be provided later.

Grading Scale:

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<td>95-100%</td>
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<td>A-</td>
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<td>D-</td>
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Course Calendar and Attendance Calendar

The accompanying course calendar provides a basic outline of the course activities. The instructor may vary the schedule occasionally if circumstances call for it. Thus, it is very important that you take note of the daily assignments and schedule changes noted by your instructor.

Week 1 – Janeiro

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<td>Redação #1 – Como foram seus feriados?</td>
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Week 2

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Week 3- Fevereiro

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Week 4

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<tbody>
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<td>W</td>
<td>2/8</td>
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<td>R</td>
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Week 5

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<td>W 3/15</td>
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<tr>
<td>R 3/16</td>
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| Week 10 - Spring Break | | |
|------------------------|--|
| M 3/20 – 3/24          | Feriados de Primavera |

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### Week 13

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### Week 14

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### Week 16 - Maio

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<td><strong>Redação #7</strong>, opcional</td>
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**Exame Final:**

Porta 108 – segunda-feira, 8 de maio  
7:30 - 10:00 a. m.

**Vamos ter um ótimo semester!**
Course Inventory Change Request

Date Submitted: 10/11/17 6:40 pm

Viewing: PORT 216: Intermediate Brazilian Portuguese II

Last edit: 10/11/17 6:40 pm
Changes proposed by: v867g341

Catalog Pages referencing this course

College of Liberal Arts & Sciences
Department of Spanish and Portuguese

Programs

LAA-BA/BGS: Latin American Area and Caribbean Studies, R.A.R.G.S.

Academic Career Undergraduate, Lawrence
Subject Code PORT Course Number 216

Academic Unit Department Spanish & Portuguese
School/College College of Lib Arts & Sciences

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

Title Intermediate Brazilian Portuguese II
Transcript Title Intrmd Brazilian Portuguese II
Effective Term Spring 2018

Catalog Description A continuation of PORT 212.

Prerequisites PORT 212.

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 No
Typically Offered
Repeatable for credit? No

Principal Course Designator
Course Designator U - Undesignated elective

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 See below (KU CORE)

KU Core Information

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

Approval Path
1. 10/12/17 9:29 am Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 11/07/17 1:17 pm Rachel Schwien (rschwien): Approved for CUSA Subcommittee

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

Date Submitted: 10/11/17 6:40 pm
Last edit: 10/11/17 6:40 pm
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PORT 216: Intermediate Brazilian Portuguese II

Name of person giving departmental approval: Santa Arias  
Date of Departmental Approval: 10/11/2017

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.

PORT 216, Intermediate Brazilian Portuguese, is a continuation of PORT 212. This is a foreign language course with a significant cultural component. The course offers students many opportunities to improve language proficiency while increasing their cultural awareness of Brazil by reflecting and comparing the historical, political, social, economic, and educational systems in both North and South America in addition to Portugal and Portuguese-speaking Africa. It offers an intensive practice of Portuguese in speaking, listening, reading and writing through classroom interaction, texts, music, film, and online activities.

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.)

PORT 216 seeks to help students excel in locating, analyzing, synthesizing, and evaluating information relevant to Brazilian culture and other Lusophone cultures, when applicable. Furthermore, students learn to recognize different registers of the Portuguese language, namely academic and informal Portuguese, which are used by people of different classes, genders, and age groups. They also advance their familiarity with traditional and internet media sources in Brazil, including Brazilian television, newspapers, magazines, and radio companies.

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

Students’ written assignments and class discussions require that they use the knowledge that they are gaining about Brazil to also reflect on their own culture in order to learn and recognize both sameness and difference within communities in and outside of the United States. Written assignments that take into consideration students' background while learning about the experience of Brazilian people lead to debates where topics such as educational background, class, gender, and race are covered. Internet media research allows students to see not only different opinions regarding Brazil, Portugal, and Portuguese-speaking Africa, but also how these countries view the United States. Students will possess familiarity with important cultural concepts pertinent to Brazilian society via films and documentaries such as humor, social behavior at cookouts, family life, sports, and leisure activities.

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

PORT 216 helps students to interpret Brazil and other Portuguese speaking countries by assigning writing and oral discussions at informal, formal and academic levels about a variety of everyday (artistic, political, and intellectual) topics, always confronting these topics with their own living experience. Academic research and presentations are two of the activities in which students have a chance to demonstrate cultural understanding and competency.

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

Students are expected to read prior to class in order to fully participate in class discussions. Two main papers are assigned: the first one is about students’ life experience and the second one is about students’ academic experience. Reflective written assignments are due weekly, and they must include how similar and different the topic assigned is in both the United States and Brazil or other Portuguese speaking countries, in addition to eliciting students’ own points of view. There are five films or documentary written reports assigned, and a final oral presentation on an academic research topic (approved by instructor) related to the students’ own interests that connects to Brazil, Portugal, or Portuguese-speaking African culture and society.
- Possess familiarity with important cultural concepts of Brazilian society (and of other Lusophone societies, when applicable), such as humor, social behavior at cookouts, clubs, sports events, and the beach.

- Possess advanced familiarity with the richness of Brazilian culture (and other Lusophone cultures, as applicable) and knowledge of geography, history, politics, cultural celebrations, musical forms, dances, and societal challenges facing contemporary Brazil (and other Lusophone countries, as applicable).

- Possess advanced familiarity with traditional and Internet media sources, including Brazilian television, newspaper, magazine, and radio sources.

Homework and Class Participation: Progress in oral proficiency and competence requires the development of a skill and depends on constant practice and active class participation. Students are expected to participate fully in class activities and to prepare all work assigned before coming to class. **Homework exercises are due at the beginning of class.**

BLACKBOARD Lab: There are two lab-based components to the course, each worth 15% of the final grade (for a total of 30%). 1) The first is to complete the audio labs for the lessons in the workbook, *Falar, Ler, Escrever Português: Um Curso para Estrangeiros (Exercícios).* 2) Additionally, students will be required to submit film reports on five Portuguese language video recordings (films, TV shows, documentaries, concerts, etc.). These can be obtained from a variety of sources including the EGARC lab (located at WES 4070 – DVD players and VCRs available on site), at the KU library, Netflixs, Liberty Hall, etc. For each video recording viewed students will submit one page typed report written in Portuguese that must include five items: 1) the title of the films or programs viewed in MLA Citation Style (for more see http://owl.english.purdue.edu/owl/resource/747/09/); 2) a brief description of their contents; 3) a line of dialogue appearing in the film or program; 4) your opinion about the film; and 5) five new vocabulary words, accompanied by their definitions (also in Portuguese). Due dates are listed below in the program.

Readings for PORT 216: Beginning in week three students will do additional weekly readings and turn in the answers to questions about them each Wednesday at the beginning of class (10 total readings).

Attendance policy: Regular attendance is crucial in this course. **Students are allowed a maximum of three (3) free absences without any questions asked. Each absence after that will result in a penalty of one percent (1%) of the student’s overall semester grade (exceptions will be made only in the cases of grave emergencies).** However, student is responsible to submit any work done during s/he absence.

Academic Good Conduct: Student must do his/her own assignment. Student must do his/her own work on the exams. Student must not allow anyone else to use his/her work. Student must not do anything to interfere with another student’s work in the class. To fail in any of these obligations to himself/herself and to others may subject the student to a
charge of academic misconduct. Please be advised that a charge of academic misconduct, if proven, carries stiff penalties, ranging from an F grade for the course to permanent suspension from the university.

Reasonable Accommodations Policy: The Office of Disability Resources (DR), 22 Strong Hall, 785-864-2620, coordinates accommodations and services for KU students with disabilities. If you have a disability for which you may request accommodation in KU classes and have not contacted DR, please do so as soon as possible. Please also contact me privately in regard to this course.

Grading system: The final grade for the course will be computed as follows:

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<th>Weight</th>
<th>Scale</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>D+</th>
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<td>Final Exam</td>
<td>15%</td>
<td>100-93</td>
<td>A</td>
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<tr>
<td>Mid-Term (Avaliação Parcial)</td>
<td>15%</td>
<td>92-90</td>
<td>A-</td>
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<tr>
<td>2 Quizzes (Provas)</td>
<td>15%</td>
<td>89-87</td>
<td>B+</td>
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<tr>
<td>Lab Reports</td>
<td>10%</td>
<td>86-83</td>
<td>B</td>
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<tr>
<td>Film Reports (5)</td>
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<td>2 Compositions (2 Redações)</td>
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Final Exam: Tuesday, May 9th, 8:00 - 10:00 AM (WES 1001)
Programa de PORT 216

Semana 1 (18 e 20 de janeiro)
Quarta: Apresentação/Revisão. Dever de casa: leitura “Leitor competente e leitor crítico”

Sexta: Revisão. Dever de casa: Escreva um resumo de um artigo

Semana 2 (23, 25 e 27 de janeiro)

Quarta: 


Semana 3 (30 de janeiro e 1 e 3 de fevereiro)
Segunda: Relatório de Filme 1
Unidade 14 – Dever de casa – paginas 182 - 185

Quarta: 1ª. Leitura

Sexta: Dever de casa – LAB 2 – Livro de Exercícios, 99 - 105

Semana 4 (6, 8 e 10 de fevereiro)
Segunda: Revisão

Quarta: Prova 1 - 2ª. Leitura

Sexta: 
Dever de casa – LAB 3 - Livro de Exercícios, 107 - 111

Semana 5 (13, 15 e 17 de fevereiro)
Segunda: Unidade 15 – fazer em classe – paginas 205 - 210

Quarta: 3ª. Leitura

Sexta: Apresentação sobre o carnaval no Brasil

Semana 6 (20 e 22 e 24 de fevereiro)
Segunda: Relatório de Filme 2 - Unidade 16 - Dever de casa – paginas 218 - 223

Quarta: 4ª. Leitura

Sexta: Redação 1 (em aula)
Dever de casa – LAB 4 - Livro de Exercícios, 113 -120

Semana 7 (27 de fevereiro, e 1 e 3 de março)
Segunda: Unidade 17 – Dever de casa – paginas 237-239

**Relatório de Filme 3**

Quarta: **5ª. Leitura**

Sexta: Dever de casa – LAB 5 - Livro de Exercícios, 121-128

Semana 8 (6, 8 e 10 de março)

Segunda:

Quarta:

Sexta: Pronúncia (Consoantes – D e T)

Semana 9 (13, 15 e 17 de março)

Segunda: **6ª. Leitura**

Quarta: Revisão

Sexta: **Avaliação Parcial** (Mid-Term)

**Semana 10** (20 – 25 de março) SPRING BREAK

**Semana 11** (27, 29 e 31 de março)

Segunda: Unidade 18 – Dever de casa – paginas 258-261

Quarta: **7ª. Leitura**

Dever de casa – LAB 6 - Livro de Exercícios, 129-131

Sexta: Dever de casa **Relatório de Filme 4** –

**Semana 12** (3, 5 e 7 de abril)

Segunda: Noticias do Brasil

LAB 7 - Livro de Exercícios, 132-134

Quarta: **8ª. Leitura**

Sexta: Revisão

**Semana 13** (10, 12 e 14 de abril)

Segunda: **Prova 2**

Quarta: **9ª. Leitura** - Noticias dos países lusófonos

Sexta: **Redação 2 (em aula)**
Semana 14 (17, 19 e 21 de abril)
Segunda: Noticias de Portugal

Quarta: Apresentação

Sexta: Apresentação

Semana 15 (24, 26 e 28 de abril)
Segunda: Relatório de Filme 5

Quarta: 10ª. Leitura

Sexta: Atividade de Internet

Semana 16: (1 e 4 de maio)
Segunda: Revisão Geral

Quarta: Revisão Geral

Final Exam: Tuesday, May 9th, 8:00 - 10:00 AM (WES 1001)
Course Inventory Change Request

**Viewing: PORT 347: Brazilian Studies: _____**

**Last edit:** 10/12/17 12:30 pm  
Changes proposed by: v867g341

| Catalog Pages referencing this course | College of Liberal Arts & Sciences  
| Department of Spanish and Portuguese  |
| Programs | LAA-BA/BGS: Latin American Area and Caribbean Studies, B A / R C S |

**Academic Career**  
Undergraduate, Lawrence

**Subject Code**  
PORT

**Course Number**  
347

**Academic Unit**  
Department  
Spanish & Portuguese

**School/College**  
College of Lib Arts & Sciences

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

**Title**  
Brazilian Studies: _____

**Transcript Title**  
Brazilian Studies:

**Effective Term**  
Spring 2018

**Catalog Description**  
A topics course dedicated to the study of special historical moments, topics, authors, or themes in literary and cultural history. The course may cover multiple genres and periods. Course conducted in Portuguese and may be repeated for credit as the topic varies. Not open to students who have taken PORT 547.

**Prerequisites**  
PORT 216 or consent of instructor.

**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**  
Yes

**Repeatable for credit?**

| How many times may this course be **taken** | 99 |  - AND/OR -  | For how many **maximum credits** | 999 |
| Can a student be enrolled in multiple sections in the same semester? | Yes |

**Principal Course Designator**  
H - Humanities

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

**Will this course be required for a degree, major, minor, certificate, or concentration?**  
No
PORT 347: Brazilian Studies

Rationale for Course Proposal

See KU core description below

KU Core Information

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

Yes

Name of person giving departmental approval
Santa Arias

Date of Departmental Approval
10/12/2017

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 is dedicated to the study of Brazilian literature and culture. Topics studied always lead to an examination of Brazilian culture and society through the critical study of literature, film, and music, in contrast with aspects of U.S. culture or other Latin American societies. Class emphasizes the plurality of Brazilian people, its history of slavery and immigration, diverse ethnic composition, rich religious milieu, and complex class system. Students also discuss the differences between the geographical regions in the country, and discuss controversial topics such as racism and religion. Given the historical similarities between the two societies, students must confront the experiences they learn about in Brazil to similar ones in the United States.

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.)

All class assignments lead to the understanding of communities outside the United States. The course is interdisciplinary. Students read novels and social sciences essays, and watch fiction and documentary films based on which they discuss Brazilian culture. Course readings may also come from fields such as religion and musicology. Given the variety of disciplines covered, this course is broad enough to be of interest to students not only in Portuguese, but also in these fields above and in others. Students learn about another important cultural context in the Americas that is both similar and very different from the United States, particularly because Brazil has received a great deal of influence from its neighboring northern country. There are comparisons between the Brazilian experience and the U.S. experience, as both countries were colonies of European nations, underwent slavery, and welcomed European immigrants, among other historical similarities.

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.)

Every format of this course underscores the cultural multiplicity of the Brazilian people. Class discussion takes varied set-ups: based on questions that they are asked to answer at home, through debates, pair and group work, and individual and group oral presentations. Students also either write a weekly response paper or participate in a discussion on Blackboard in which they have to interact with their classmates and instructor about the classwork. The variety of the material, which typically includes novels, poetry, autobiographies and biographies, film, documentaries, songs, historical and ethnographical accounts, also allows students to deal with different kinds of argumentative approaches, which augments their critical and analytical skills.

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

The topics taught under Port 347 generally focus on the study of race relations, immigrant and ethnic groups, gender issues, and subaltern urban groups. Therefore, the topics and emphasis of the class naturally lead to raising awareness of cultural practices, beliefs, and behaviors. Theoretically, students are introduced to aspects of postcolonial theory, as well as of subaltern and ethnic studies, which are two of my areas of specialization. Discussions traditionally center on concepts such as otherness and difference, and lead students to reflect upon their own positioning in their societies and groups in which they participate.
State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

Students are expected to participate fully in class discussions. They have to write weekly response papers or participate in weekly Blackboard discussions about the class material. They also must give one oral presentation, and write a midterm and final paper. They are graded on these assignments. Depending on the course topic, undergraduate students might be given the opportunity to work on an artistic project that is related to the course and submit that project instead of the course midterm or final paper. The project must be accompanied by a five-page explanation of how it relates to the class material. Students always discuss and get approval from instructor for all themes that they choose for their midterm and final papers, as well as for the artistic project.
1. Course Description and Objectives

This interdisciplinary course examines the African experience in Brazil, its legacy, and aftermath. From slavery to the current state of affairs of Afro-descendants, we will analyze how Afro-Brazilians have represented themselves and been represented in literature, cinema, and music. We will also discuss how they have used art as a form of self— and political — expression. Students will acquire a solid view of the history of race relations in Brazil, and see how Afro-Brazilian identity has played a major role in the formation of Brazilian culture in general. Special attention will be given to the African contribution to the so-called religious syncretism, the relationship between race, class, and gender, the notion of mestiçagem (roughly "racial mixing"), and the myth of racial democracy. Topics will also include the whitening ideal, Quilombos then and now, racial identity and social mobilization, Affirmative Action in Brazil, and the Afro-Brazilian music and Capoeira in this moment of globalization. Given the historical similarities, there will be comparisons between Brazil and the United States. Besides reading some novels and viewing a few movies, students will read selected texts from fields such as history, anthropology, sociology, religion, education, and cultural studies in order to acquire a comprehensive and thorough picture of the Afro-Brazilian heritage and condition. Authors will include Thomas Skidmore, Abdias do Nascimento, Livio Sansone, Benefita da Silva, Robert Stam, Anani Dzidzienyo, John Burdick, Carl Degler, and Roger Bastide. Literary authors will include Jorge Amado, Aluisio Azevedo, and Adolfo Caminha. Readings and discussions will be in English, but students with reading knowledge of Portuguese should tell the instructor for suggestions of additional sources.

2. Requirements

Students are expected to participate fully in class discussions, give an oral presentation, write a six to eight-page midterm paper (eight to twelve for graduate students)— rather than a midterm exam—and a ten to thirteen-page final paper (or fourteen to twenty for graduate students) on any of the texts or films discussed in class, or on any other chosen in consultation with me. Students who are fluent in Portuguese are expected to read and write in it. Students with a FLAS fellowship must write their papers in Portuguese and read it in when available. Students are also required to post a reaction on Blackboard about each work studied and to react to a posting by one of their classmates every week as well.
3. Assessment

Participation: 10%; Weekly Blackboard postings: 10%; Oral presentation: 20%; Midterm paper: 20%; Final paper: 40%

**Participation:** Participation is an important component of your grade, and students are expected to be in class in order to fully participate. Attendance, however, does not constitute by itself active participation. Your participation will be evaluated daily by your instructor.

If you have to miss class for any reason, you are responsible for getting missed notes/assignments from another student. If you need to miss class the day an assignment is due, send it to your instructor through a classmate or slide it under his office door before 3pm.

**Attendance:** Students are required to attend classes regularly. If you miss more than 3 classes without documenting the reason for the absence, your grade will be significantly affected: 2 points per absence. Late arrival and early departure will be counted as an absence.

Cell phones and any other electronic devices must be turned off prior to entering the classroom. If you are caught sending text messages in class, your participation grade will suffer.

Grade equivalence: A (100-95) / A- (94-90) / B+ (89-87) / B (86-83) / B- (82-80) / C+ (79-77) / C (76-74) / C- (73-70) / D (69-60) / E (59-0)

**Academic Integrity:**

According to the College of Liberal Arts and Sciences, "academic integrity requires the honest performance of academic responsibilities by students. Academic responsibilities include, but are not limited to, the preparation of assignments, reports and term papers, the taking of examinations, and a sincere and conscientious effort by students to abide by the policies set forth by instructors.

Any subversion of the compromise of academic integrity thus constitutes academic misconduct. Examples of misconduct include (among others) falsification, unauthorized assistance with plagiarism of reports, term papers, research papers, or other written documents; living or receiving unauthorized aid in examinations; disruption of classes; the offering of gratuities or favors in return for grades."

**Statement on disabilities:**

The KU office of Services for Students with Disabilities (SSD) coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted SSD, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at http://www.ku.edu/~ssdis. Please also contact me privately in regard to your needs in this course.

4. Course Overview

<p>| Part I: Slavery | 01/20: Introduction to the course. Expectations, requirements, etc. The Afro-Brazilian Heritage (Darcy Ribeiro’s O Povo Brasileiro – Matriz Africana) | 01/22: Continuation of viewing of O Povo Brasileiro – Matriz Afro. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>01/27</td>
<td>Xica da Silva (Film) Richard Gordon’s &quot; Allegories of Resistance and Reception in Xica da Silva &quot; &amp; Deniza Araújo’s &quot; The Spheres of Power in Xica da Silva &quot; <em>Essays are divided among students for reading.</em></td>
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<tr>
<td>01/29</td>
<td>Carl Degler’s Neither Black nor White: Slavery &amp; Race Relations in Brazil &amp; the United States. (Selected chapters)</td>
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<tr>
<td>02/03</td>
<td>Castro Alves - Selected poems.</td>
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<td>02/05</td>
<td>Castro Alves’s &quot;O Navio Negreiro&quot;</td>
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<tr>
<td>02/10</td>
<td>Luís Gama – Selected Poems</td>
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<td>02/12</td>
<td>Luís Gama – Selected Poems</td>
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<tr>
<td>02/17</td>
<td>Quanto Vale ou é Por Quilo? (Film)</td>
</tr>
<tr>
<td>02/19</td>
<td>Thomas Skidmore’s Black into White: Race and Nationality in Brazilian Thought.</td>
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<tr>
<td>03/03</td>
<td>Maria José França’s &quot;Candomblé and Community&quot; in Black Brazil, Brown &amp; Bick’s &quot;Religion, Class, and Context: Discontinuities in Brazilian Umbanda,&quot; Hale’s &quot;Preto velho: Resistance, Redemption, and Engendered Representations of Slavery in a Brazilian Possession-Trance Religion&quot;</td>
</tr>
<tr>
<td>03/05</td>
<td>Jorge Amado’s O Compadre de Ogum (novel); Russell Hamilton’s &quot;Afro-Brazilian Cults in the Novels of Jorge Amado &amp; Nunes's &quot;The Preservation of African Culture in Brazilian Literature: The Novels of Jorge Amado.&quot; Quilombo (Film) &amp; Abdias do Nascimento’s &quot;Quilombismo: An Afro-Brazilian Political Alternative.&quot; In-class viewing of scenes of Família Alcântara (Documentary)</td>
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<td>03/10</td>
<td>John Burdick’s Blessed Anastacia; Women, Race and Christianity in Brazil.</td>
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<tr>
<td>03/12</td>
<td>Class discussion of documentary I Saw Good Death Smile (Sisterhood of the Good Death) &amp; Mulvey’s Slave Confraternities in Brazil: Their Role in Colonial Society.</td>
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<tr>
<td>03/17</td>
<td>NO CLASS (Spring Break)</td>
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<tr>
<td>03/19</td>
<td>NO CLASS (Spring Break)</td>
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<tr>
<td>03/26</td>
<td>Filhas do Vento (Filme)</td>
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<td>03/31</td>
<td>Video Showing – Carnival festivities in Bahia &amp; Rio de Janeiro. Chasteen’s “The</td>
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| 04/02 | Bollig’s "White Rapper/Black Beats: Discovering a Race Problem in the Music of
### Prehistory of Samba,
- Raphael's "From Popular Culture to Microenterprise: The History of Brazilian Samba Schools" & "Tosta's "Resistance and Citizenship in the Songs of Ilê Ayê and Olodum."

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<tr>
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<td>04/07</td>
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### 04/14: PART IV: Afro-Brazilian Writings
- Excerpts from *Callaloo*, Vol. 18, No. 4, African Brazilian Literature: A Special Issue, *Women’s Righting: Afro-Brazilian Women’s Short Fiction*

### 04/16
- Carolina Maria De Jesus’s *Quarto de Despejo* (autobiography), Levine’s “The Cautionary Tale of Carolina Maria de Jesus” & Ferreira’s “Na obra de Carolina Maria de Jesus um Brasil esquecido.”

### 04/21: Aluisio Azevedo’s *Mulatto* (novel)
- Marchant’s “Naturalism, Race, and Nationalism in Aluísio Azevedo's O mulato.”

### 04/23: Aluisio Azevedo’s *Mulatto* (novel)
- Marchant’s “Naturalism, Race, and Nationalism in Aluísio Azevedo's O mulato.”


### 05/05: Luís Fulano de Tal’s *A Noite dos Cristais*

### 05/07: End of course

### Important Dates:
- March 26: Midterm paper due
- May 12: Final paper due
Course Inventory Change Request

Date Submitted: 10/11/17 5:25 pm

Viewing: PORT 611 : Accelerated Basic Portuguese for Spanish Speakers

Last edit: 10/11/17 5:25 pm
Changes proposed by: v867g341

Catalog Pages referencing this course
- College of Liberal Arts & Sciences
- Department of Spanish and Portuguese

Programs referencing this course
- LAA-MA: Latin American and Caribbean Studies, M.A.
- SPAN-BA: Spanish B.A.

Academic Career
- Undergraduate, Lawrence

Subject Code
- PORT

Academic Unit
- Department
- Spanish & Portuguese

School/College
- College of Lib Arts & Sciences

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

Title
- Accelerated Basic Portuguese for Spanish Speakers

Transcript Title
- Acc Basic Port Spanish Speakrs

Effective Term
- Spring 2018

Catalog Description
- Contrastive phonological and morphological analysis of standard Spanish and the major dialect of Brazilian Portuguese, followed by a presentation of major grammatical and phonological stumbling blocks for Spanish speakers. Drills on grammar, syntax, and pronunciation emphasize those areas in which Brazilian Portuguese differs most significantly from Spanish.

Prerequisites
- Graduate student status in Spanish. Undergraduates in Spanish may be admitted with consent of instructor.

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
- No

Repeatable for credit?
- No

Principal Course Designator
- U - Undesignated elective

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
- See below (we are proposing the course for the KU core)

Approval Path
1. 10/12/17 9:30 am
Rachel Schwien (rschwien):
Approved for CLAS Undergraduate Program and Course Coordinator

2. 11/07/17 1:17 pm
Rachel Schwien (rschwien):
Approved for CUSA Subcommittee
PORT 611: Accelerated Basic Portuguese for Spanish Speakers

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>Santa Arias</th>
</tr>
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<tbody>
<tr>
<td>Date of Departmental Approval</td>
<td>10/11/2017</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.

PORT611 is a first-year language course tailored to Spanish speaking students. Given the similarities of Portuguese and Spanish, their language gain is much greater than in the traditional language classroom. Consequently, by the middle of the semester, most students can read sophisticated materials to support their presentations. Their new language skills give them opportunities to read about, write and discuss socio-cultural matters, resulting on enriching classroom discussions of global awareness and human diversity. Therefore, PORT611 uses students’ knowledge of their Spanish and also English languages and cultures to build a multifaceted awareness of the Luso-Brazilian Worlds.

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.)

PORT611 has several types of assignments geared to the cultural understanding of communities outside the United States: oral presentations on Luso-Brazilian cultures, debates on these presentations, oral interviews with native speakers of Portuguese, lectures on Luso-Brazilian culture and language, and class discussions. All these assignments, readings, and lectures help students understand the different aspects of the linguistic and cultural diversity of Luso-Brazilian peoples.

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.)

PORT611 uses established studies on cultures, e.g., Dell Hymes’s (1966 1972) work on linguistic, sociolinguistic discourse and strategic competencies. According to this study, which is the primary methodology used in this course, students learn how to evaluate expectations in ego-alter interactions through language use. First, students are guided to develop awareness of their assumed values and share their self-analysis with the class. Then, they discover the expectations of other cultures, through interviews with native speakers and readings about other cultures, in particular Luso-Brazilian cultures.

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

A course of the nature of PORT611 is rich in topics dealing with beliefs, behaviors, and practices in the Lusophone and Hispanophone worlds. Students interact in this multicultural context through their written and oral presentations. In addition to their briefings about Luso-Brazilian and Hispanic topics, they have to conduct interviews with native speakers of Portuguese, in which they negotiate cross-cultural situations. This training on cross-cultural competency is given either in simulated situations of public spaces in a formal or informal classroom setting, or in the actual situation in which they speak with native speakers in Brazil through some services like Skype or Zoom. They discuss daily routines, habits, values, behaviors, and other elements of the society, with native speakers, following the guidelines that they receive in PORT611.

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.)
1. Three examinations (the last exam is comprehensive and it weighs 30/40%) that cover both the linguistic and cultural topics discussed in class.
2. A Collaborative Poster Project (20%) on a cultural topic (eg. migration, sports, economics) specific to the Luso-Brazilian region.
3. An Individual Poster Project (20%) on an additional cultural topic (eg. migration, sports, economics) specific to the Luso-Brazilian region.
4. Participation, which requires an active engagement with Luso-Brazilian cultures.
University of Kansas
Spring 20__ – Portuguese 611 – Accel. Basic Brazilian Portuguese for Spanish speakers

Instructor: Antônio R.M. Simões
Office: WES 2638, 864-0285
Class Place: TBA
Class Time: TBA

Bio with e-mail: simoes.ku.edu
E-books in Portuguese, for free: http://kuscholarworks.ku.edu/handle/1808/10531;

Pois não will be used mainly for assignments and as a supporting tool for grammatical questions. Students must do the assignments as required and share their questions if any with the class, after completion of the assignments. In class, we will discuss only the points that need explanation. I will solve all the issues and then proceed to activities focused on the use of the language and the understanding of Portuguese regarding global awareness and human diversity. Make sure you organize your notes as you study through the textbook, and bring questions to class. Otherwise, our class time will be devoted as much as possible to using the language.

Additional support through the internet for this class has been developed with the help of Dr. Betsaida Reyes at the Watson Library. You can find them at the following internet links, http://guides.lib.ku.edu/spanlinguistics or http://guides.lib.ku.edu/research

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PORT611 Accelerated Brazilian Portuguese (BP) for speakers of Spanish is a first year language course. It is designed to cover in one semester the equivalent of a one year basic language program, with much less class contact hours than a regular first semester language course. Such an ambitious program is only possible if students work outside class according to the assignments for this class. Therefore, students are expected (1) to have Advanced Mid level or higher language skills in Spanish, in ACTFL’s scale; (2) to interview native speakers of Portuguese on cultural diversity, either with their own means or through internet services; (3) speak the Portuguese language and also speak the Luso-Brazilian culture during classes; (4) do all the assignments in the course in which they present their findings about the values of the Luso-Brazilian peoples relative to their value assumptions, and (5) have regular attendance and engaged participation in class discussions.

Although the assignments in this class may initially be very demanding to students who never took Portuguese, they may become easier afterwards, because of the student’s knowledge of Spanish. Successful students in this course will reach at least an intermediate-low language proficiency level in BP, but it is not uncommon for some to reach advanced-low or advanced-mid language proficiency level in ACTFL’s scale. It follows naturally that the overall mission of this course is to provide students with adequate training to become proficient in BP at least at the Intermediate low level, in ACTFL’s scale.

The language variety that we will use in class is similar to the language spoken by national television speakers of BP. Obviously this is not a dialect of BP, but a speech style that is ideal for the classroom. National news anchors are trained to speak in a way that one cannot easily tell where they are from or they are selected by television networks because they already speak in such style. Using this speaking style allows us to infer and learn about differences in the language and its culture in a more logical way.

Typically, the discussions of pronunciation features in this course are based on this general and idealized pronunciation of national television speakers. Finally, we assume that such an idealized style is a result of speakers with a college level training or higher. It may be helpful to know that there is no “standard” or “general” Portuguese spoken in Brazil.

There are many advantages to use the speech of speakers of news anchors as the register of reference in language classrooms. One of them is that both teachers and students can easily refer to this register of reference, given the relatively easier accessibility that we have to the speech in national television broadcasts in any region through the Internet, a common facility in today’s classrooms. Furthermore, the register of a national news anchor tends to be closer to the formality of the written language while still sounding natural. In other words, we may sometimes find native speakers who are excessively concerned with maintaining a “pure speaking style,” and wind up speaking in a pedantic or artificial manner. Usually, that is not the case with national news anchors.
Students are encouraged to develop good auditory perception of the BP sound system. Good auditory perception of sounds can be very helpful to improve pronunciation and other language components.

This course will be presented in a combination of lecture and interactive style. Students are required to contribute to class discussion, and to work with their classmates showing their skills and maturity in group work.

Students who miss classes and/or are shy to talk in class have other alternatives to show me their preparedness, e.g. see me in my office to discuss the lesson(s); send me an e-mail with the lesson/s summary/ies, or use other means we agree upon, to show their preparedness.

**Everyone is allowed two absences.** Use allowed absences wisely. There is no need to excuse absence(s). Two points will be taken out of the instructor’s grade for each absence beyond the second one. Please understand that if a student is absent, either for not coming to class or for arriving late or leaving earlier, s/he cannot participate while s/he is not in class. And again, s/he can visit with me to show that s/he studied for class. Participation is very important in my courses.

**GOALS OF THIS CLASS**

The overall goal of this class is to have all students to reach at least the Intermediate Low language proficiency level in BP. In order to reach such a proficiency level, we will work on the following areas: (1) Socio-linguistic competence, (2) Morpho-syntax, (3) Agreement in general (gender, number and subject-verb), (4) Vocabulary and (5) Pronunciation.

Speaking skills will be develop through classroom activities and session interviews with native speakers of BP. These session interviews are intended to train students to analyse the speech of other speakers and also their own through self-assessment of pronunciation as well as pronunciation repairs (**meta-cognitive awareness**), on a multifaceted soci-cultural background.

The simple understanding of these points studied and discussed in this course does not ensure improvement in pronunciation. In order to improve pronunciation, it is necessary to use or to apply this understanding as well as to develop a **meta-cognitive awareness** when speaking in Spanish.

**Grading Scheme**

<table>
<thead>
<tr>
<th>Event</th>
<th>Weight</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Three examinations (the last exam is comprehensive and it weighs 30/40%)</td>
<td>40%</td>
<td>100.00-93.50 A</td>
</tr>
<tr>
<td>2. Collaborative Poster Project</td>
<td>20%</td>
<td>93.49-90.00 A−</td>
</tr>
<tr>
<td>3. Individual Poster Project</td>
<td>20%</td>
<td>89.99-86.50 B</td>
</tr>
<tr>
<td>4. Instructor Grade – The last exam weighs heavily in the Instructor Grade. For example, an 85/100 in the last exam will result in a similar Instructor Grade, i.e. 82/100, 85/100, 88/100, etc. depending on participation, 5 minute presentations, <strong>attendance, interviews</strong> and other assignments.</td>
<td>20%</td>
<td>86.49-83.50 B</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>83.49-80.00 B−</td>
</tr>
<tr>
<td></td>
<td></td>
<td>79.99-76.50 C−</td>
</tr>
<tr>
<td></td>
<td></td>
<td>76.49-73.50 C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>73.49-70.00 C−</td>
</tr>
<tr>
<td></td>
<td></td>
<td>69.99-66.50 D+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>66.49-63.50 D−</td>
</tr>
<tr>
<td></td>
<td></td>
<td>63.49-60.00 D−</td>
</tr>
<tr>
<td></td>
<td></td>
<td>59.99-0 F</td>
</tr>
</tbody>
</table>
**Examination Policy:** NO MAKE UP TESTS. Your exam grade is based on the exams taken. But you must take the last exam. The final exam will also replace all previous exams, whenever the last exam’s grade is higher.

- If two tests are taken, the final exam counts 30/100%;
- If one test is taken, the final exam counts 35/100%;
- If no test is taken, the exam counts 40/100%;

**Projects Policy:**

⇒ If the projects are turned in adequately according to the instructions, their grades will be 100/100 and 200/200.
⇒ Otherwise, grades will vary depending on how serious the problems encountered are in the preparation and presentation of projects.
Guia de estudos

Check regularly the study guide below, because it will be updated weekly taking into account how we progress. The dates of exams and projects will not change.

<table>
<thead>
<tr>
<th>1. Terça-feira, 19 de janeiro de 2016: Primeiro dia de aula</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Orientação</td>
</tr>
<tr>
<td>o <strong>Para quinta-feira:</strong> Estudar toda a introdução do livro, páginas 1-34, exceto a parte de Leitura</td>
</tr>
<tr>
<td>Avançada (pp. 19-20). Essas páginas (19-20) podem ser lidas “em diagonal”. Na quinta, faremos atividades de aula baseadas nessas páginas.</td>
</tr>
<tr>
<td>o Estes linques poderão lhe ajudar mais tarde no semestre: <a href="http://guides.lib.ku.edu/spanlinguistics">http://guides.lib.ku.edu/spanlinguistics</a> ou <a href="http://guides.lib.ku.edu/research">http://guides.lib.ku.edu/research</a>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Quinta-feira, 21 de janeiro de 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tarefa para terça-feira: Estudar Unit 1 – Primeiros contatos, páginas 35-42 e fazer todos os exercícios nessas páginas.</td>
</tr>
<tr>
<td>• Perguntas e respostas sobre a Introdução do livro <em>Pois não</em>;</td>
</tr>
<tr>
<td>• Atividades direcionadas ao uso da língua.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Terça-feira, 26 de janeiro de 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chamada e anúncios;</td>
</tr>
<tr>
<td>• Tarefa para quinta: Estudar Unit 1 – Primeiros contatos, páginas 43-59 (inclusive 1.4.3. Gostar/Gustar) e fazer todos os exercícios nessas páginas. Como sempre, não há problema em saltar as partes de nível avançado;</td>
</tr>
<tr>
<td>• Perguntas e respostas;</td>
</tr>
<tr>
<td>• Atividades direcionadas ao uso da língua (ver plano de aula).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Quinta-feira, 28 de janeiro de 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chamada e anúncios;</td>
</tr>
<tr>
<td>• Tarefa para terça: Concluir a Unidade 1 – Primeiros contatos e fazer todos os exercícios até o final desta Unidade 1. Não há nenhum problema em saltar as partes de nível avançado;</td>
</tr>
<tr>
<td>• Decidir sobre as primeiras apresentações breves;</td>
</tr>
<tr>
<td>• Perguntas e respostas;</td>
</tr>
<tr>
<td>• Atividades direcionadas ao uso da língua (ver plano de aula).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Terça-feira, 2 de fevereiro de 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chamada;</td>
</tr>
<tr>
<td>• Revisar instruções para as gravações (como pensam fazê-las? Através do TalkAbroad, Collaborate, computador pessoal...?) e o nosso calendário de 8-10 de março, etc.;</td>
</tr>
<tr>
<td>• <strong>Tarefa para quinta:</strong> Iniciar a Unidade 2 – Estudar as páginas 87-94 e fazer todos os exercícios nessas páginas. Como sempre, não há nenhum problema em saltar as partes de nível avançado;</td>
</tr>
<tr>
<td>• Decidir sobre as próximas apresentações breves;</td>
</tr>
</tbody>
</table>
- Perguntas e respostas;
- Atividades direcionadas ao uso da língua (ver plano de aula).

### 6. Quinta-feira, 4 de fevereiro de 2016

- Chamada;
- **Tarefa para terça**: Estudar a Unidade 2 – Estudar as páginas 94-110 (somente as respostas na página 110. Não é preciso estudar a parte 2.5.2.) e fazer todos os exercícios nessas páginas;
- Perguntas e respostas;
- Atividades direcionadas ao uso da língua (ver plano de aula).

### 7. Terça-feira, 9 de fevereiro de 2016

- Chamada; Esquema preliminar da primeira prova;
- **Tarefa para quinta**: Estudar a Unidade 2 – Concluir todas as páginas e exercícios;
- Perguntas e respostas;
- Atividades direcionadas ao uso da língua (ver plano de aula).

### 8. Quinta-feira, 11 de fevereiro de 2016 – Esquema da Prova-1, revisão

Estudar o esquema da prova e fazer uma revisão em preparação para a prova

### 9. Terça-feira, 16 de fevereiro de 2016 – Prova-1 (30 minutos)

- Primeira prova (30 minutos);
- Próximas apresentações, nesta quinta: [decidir durante a aula];
- Discutir o **primeiro projeto, colaborativo**;

- Seguir o plano de aula.

### 10. Quinta-feira, 18 de fevereiro de 2016

- Concluir planos da aula anterior;
- Próxima aula: Estudar e fazer os exercícios da Unidade 3: páginas 145-158.

### 11. Terça-feira, 23 de fevereiro de 2016 - Rascunho IMPRESSO do primeiro projeto

- Próxima aula, tarefa: Voltar a estudar e responder os exercícios nas mesmas páginas da Unidade 3, 145-158;
- Projeto Colaborativo: Primeiro rascunho dos tópicos selecionados por cada um. Como as apresentações mudaram de data, a pedido de vocês, tragam o rascunho final do primeiro projeto (colaborativo) na próxima aula, quinta-feira, dia 25 de fevereiro. As apresentações mesmas serão na terça, dia 8 de março.
- TalkAbroad: **Section Name**: PORT611 Braz Port for Spanish Speakers  
  **Section Code**: Simoe2016-184571

### 12. Quinta-feira, 25 de fevereiro de 2016
- Próxima aula, tarefa: Concluir a Unidade 3 (158-181) e os exercícios nessas mesmas páginas;
- Hoje: Trabalhar em aula com as páginas da 145-158 (U 3) do livro *Pois não*;
- Ver plano de aula.

### 13. Terça-feira, 1o. de março de 2016

- Próxima aula, tarefa: Estudar e fazer os exercícios da Unidade 4, O PRETÉRITO e O IMPERFEITO, nas páginas 183-192;
- Hoje:
  1. Devolver os rascunhos dos projetos;
  2. Trabalhar em aula com as páginas da 145-181 (U 3) do livro *Pois não*;
- Ver plano de aula.

### 14. Quinta-feira, 3 de março de 2016

- Revisar o syllabus;
- Hoje: Concluir a Unidade 3 e trabalhar em aula com as páginas da 183-192 (U 3) do livro *Pois não*;
- Ver plano de aula.

### 15. Terça-feira, 8 de março de 2016 – apresentação colaborativa de todos os projetos.

- Tragam o projeto final concluído para apresentá-lo em aula. As apresentações serão feitas uma por uma, usando a tela da sala de aula. Cada apresentação deve durar c. 15 minutos.
  Todos irão trazer UMA cópia impresa da sua apresentação para entregar-me antes da apresentação. **Ao imprimir a sua apresentação, ponha vários slides em cada página, para não gastar muito papel, mas que sejam fáceis de serem lidos.**
- Depois das apresentações, revisar para a prova-2, seguindo o esquema.

### 16. Quinta-feira, 10 de março de 2016 – Explicar gravação 1

- Próxima semana: Spring Break;
- Verificar como está o trabalho para a primeira gravação;
- Seguir plano de aula.

### SPRING BREAK: A partir de sábado, 12 de março até domingo, 20 de março

😊

### 17. Terça-feira, 22 de março de 2016 – Entregar relatório da gravação 1

HOJE:
• ENTREGAR O PRIMEIRO RELATÓRIO DAS GRAVAÇÕES;
• Concluir a Unidade 4 – Estudar toda a unidade e responder os exercícios;
• Consultar e discutir parte final do capítulo, sobre o subjuntivo (216-17);
• Discutir *A Banda*, o contexto militar da música e a crônica de Carlos Drummond de Andrade;
• Para quinta-feira:
  Estudar as primeiras páginas (277-236) da Unidade 5 e os respectivos exercícios.

### Quinta-feira, 24 de março de 2016

**HOJE:**

• Concluir a Unidade 4 e iniciar a Unidade 5 (ver plano de aula);
• Para a próxima aula, terça-feira:
  Novas apresentações breves (3-5 minutos): 3 estudantes ou duplas;
  Revisar as Unidades 4 e 5 assim como os conceitos de aspecto e modo verbais.

### Terça-feira, 29 de março de 2016

**PRÓXIMA AULA**

• Antes de vir à aula
  Volte a estudar as formas verbais e exercícios correspondentes que estão nas páginas 227-236 (Unidade 5).
• Durante a aula, faremos o seguinte:
  1. Veremos as notícias dos jornais brasileiros e faremos observações sobre a língua e cultura, de acordo com as notícias;
  2. Ensaiaremos a “Burguesinha”;
  3. Faremos atividades que estão no livro, especialmente as atividades nas

**HOJE:**

• Antes de vir à aula, faça o seguinte:
  Estude as páginas 227-36 (Unidade 5) e faça os exercícios que estão nessas páginas;
• Durante a aula iremos
  1. Responder perguntas;
  2. Ensaiaar a “Burguesinha”;
  3. Discutir e usar as atividades e exercícios das Unidades 4 e 5.

### Quinta-feira, 31 de março de 2016

**PRÓXIMA AULA**

• Antes de vir à aula
Estudar o resto da Unidade 5 e os exercícios dessa unidade. Estude a seção *Subjuntivo sem estresse*, que está no final dessa unidade.

- **Durante a aula, faremos o seguinte**
  1. Ensaiaremos a “Burguesinha”;
  2. Veremos as notícias dos jornais brasileiros e faremos observações sobre a língua e cultura, de acordo com as notícias;
  3. Faremos atividades que estão no livro, especialmente as atividades da Unidade 5;
  4. Falaremos da apresentação do subjuntivo (*Subjuntivo sem estresse*) que aparece no final da Unidade 5.

**HOJE**

- **Antes de vir à aula, faça o seguinte:**
  Estude as páginas 227-36 (Unidade 5) e faça os exercícios que estão nessas páginas;
- **Durante a aula iremos**
  1. Responder perguntas;
  2. Discutir o Segundo Projeto;
  3. Ensaiar a “Burguesinha”;
  4. Veremos as notícias dos jornais brasileiros e faremos observações sobre a língua e cultura, de acordo com as notícias;
  5. Vamos implementar as atividades que estão no livro, especialmente as atividades nas Unidade 4: 220-22 e Unidade 5: 228-37.

**Terça-feira, 5 de abril de 2016 – Esquema da Prova-2**

**PRÓXIMA AULA**

- **Antes de vir à aula**
  Estudar para a terceira prova. O esquema da terceira prova já está disponibilizado no Bb.
- **Durante a aula, faremos o seguinte**
  1. Faremos a prova-3;
  2. Ensaiaremos a música “Burguesinha”;
  3. Veremos as notícias dos jornais brasileiros e faremos observações sobre a língua e cultura, de acordo com as notícias;
  4. Faremos atividades que estão no livro, especialmente as atividades da Unidade 5;
  5. Se houver tempo, iremos comentar um pouco o Modo Subjuntivo em português.

**HOJE**

- **Antes de vir à aula, faça o seguinte:**
  a. Decida sobre o tema do projeto individual, para o final do semestre;
  b. Volte a estudar a Unidade 5 e os exercícios que estão nessa unidade.
- **Durante a aula iremos**
  1. Responder perguntas;
2. Comentar o esquema da prova-3;  
3. Discutir o Segundo Projeto;  
4. Ensaiar a “Burguesinha”;  
5. Ler as notícias dos jornais brasileiros e faremos observações sobre a língua e cultura, de acordo com as notícias;  
6. Implementar algumas das atividades que estão no livro, especialmente as atividades nas Unidade 4: 220-22 e Unidade 5: 228-37.

Quinta-feira, 7 de abril de 2016 – Prova-2 (40 minutos)

- **Prova-3 (30 minutos) – Ver esquema no Bb**

**PRÓXIMA AULA**

- **Antes de vir à aula,**
  1. Estudar o uso dos pronomes no português do Brasil nas páginas 247-259 (Unidade 5) e fazer os exercícios que estão nessas páginas.  
  2. Preparar um parágrafo escrito sobre a última apresentação, individual, de 10-15 minutos;

- **Durante a aula, faremos o seguinte:**
  1. Ensaiaremos a música “Burguesinha” pela última vez; 
  2. Comentaremos a terceira prova;  
  3. Veremos as notícias dos jornais brasileiros ou alguma música e faremos observações sobre a língua e cultura, de acordo com os textos;  
  4. Faremos atividades que estão no livro, especialmente as atividades da Unidade 5;

**HOJE**

- **Antes de vir à aula, faça o seguinte:**
  a. Estude para a prova-3.

- **Durante a aula iremos**
  1. Responder perguntas;  
  2. Fazer a terceira prova;  
  3. Voltar a discutir brevemente o Segundo Projeto;  
  4. Ensaiar a “Burguesinha”;  
  5. Ler, entender e cantar a música de Gilberto Gil, “Domingo no parque”, fazer observações sobre a língua e cultura, de acordo com o texto;  
  6. Implementar algumas das atividades que estão no livro, especialmente as atividades nas Unidades 4 e 5.

Terça-feira, 12 de abril de 2016

**PRÓXIMA AULA**

- **Antes de vir à aula,**
  - Estudar as páginas 277-287 da Unidade 6 e fazer os exercícios nessas páginas;
Rever o parágrafo sobre a apresentação individual e preparar outro rascunho de uma página ou mais. Imprima esse segundo rascunho e traga-o à aula para comparti-lo com seus colegas.

**Durante a aula, faremos o seguinte:**
- Leremos e comentaremos os rascunhos de cada um, sobre a apresentação individual;
- Concluiremos o que falta concluir;
- Comentaremos o conteúdo das pp. 277-287 da Unidade 6;
- Leremos em voz alta as notícias dos jornais brasileiros ou alguma música e faremos observações sobre a língua e cultura, de acordo com os textos;
- Se possível, faremos atividades que estão no livro.

**HOJE**

**Antes de vir à aula,** faça o seguinte:
- Estude o uso dos pronomes no português do Brasil nas páginas 247-259 e faça os exercícios que estão nessas páginas;
- Preparem um parágrafo escrito sobre a última apresentação, individual, de 10-15 minutos.

**Durante a aula faremos o seguinte:**
- Devolverei as provas;
- Se houver perguntas, responderemos as perguntas;
- Voltaremos a discutir brevemente o segundo projeto;
- Faremos novas apresentações breves, se houver alguma preparada;
- Ensaiaremos a “Burguesinha” pela última vez;
- Discutiremos o uso dos pronomes no português do Brasil nas páginas 247-259 e faremos os exercícios que estão nessas páginas;
- Veremos as notícias dos jornais brasileiros ou alguma música e faremos observações sobre a língua e cultura, de acordo com os textos;
- Faremos atividades que estão no livro, se tivermos tempo.

**Quinta-feira, 14 de abril de 2016**

**HOJE NÃO TEMOS AULA.**

Tenho de viajar à Ohio State University, em Columbus, para assistir o congresso Current Approaches to Spanish and Portuguese Second Language Phonology (CASPSLaP) e apresentar um dos meus trabalhos de pesquisa: [https://u.osu.edu/caspslaposu2016/](https://u.osu.edu/caspslaposu2016/).

**Terça-feira, 19 de abril de 2016**

**PRÓXIMA AULA**

**Antes de vir à aula,**
- Estudem o resto da Unidade 6 e façam os exercícios que estão nessas páginas. Seleccionem os exercícios que preferem, mas deem uma atenção especial aos exercícios da parte *Subjuntivo Sem Estresse.*
• **Durante a aula, faremos o seguinte:**
  Faremos novas apresentações breves, se houver alguma/s preparada/s;
  Trabalharemos com o uso dos pronomes e outros conceptos da Unidade 6;
  Veremos as notícias dos jornais brasileiros ou alguma música e faremos observações
  sobre a língua e cultura, de acordo com os textos.

**HOJE**

**Antes de vir à aula,** faça o seguinte:
  • Estude as páginas 277-287 da Unidade 6 e faça os exercícios nessas páginas;
  • Reveja o parágrafo sobre a apresentação individual e prepare outro rascunho de uma
    página ou mais. Imprima esse outro rascunho e traga-o à aula para compartilhá-lo com
    seus colegas.

**Durante a aula faremos o seguinte:**
  • Voltaremos a discutir brevemente o segundo projeto;
  • Faremos novas apresentações breves, se houver alguma/s preparada/s;
  • Discutiremos o uso dos pronomes no português do Brasil nas páginas 247-259 e
    faremos os exercícios que estão nessas páginas;
  • Leremos e discutiremos o texto da crônica O Turco;
  • Veremos as notícias dos jornais brasileiros ou alguma música e faremos observações
    sobre a língua e cultura, de acordo com os textos;
  • Faremos atividades que estão no livro, se tivermos tempo.

**Quinta-feira, 21 de abril de 2016**

**PRÓXIMA AULA, terça-feira, 26 de abril.**

**Antes de vir à aula,**
  • Estudem as primeiras páginas da Unidade 7 (307-316);
  • Façam a última gravação para entregá-la impressa, no início da aula.

**Durante a aula, faremos o seguinte:**
  Faremos novas apresentações breves, se houver alguma/s preparada/s;
  Trabalharemos com o início da Unidade 7;
  Veremos as notícias dos jornais brasileiros ou alguma música e faremos observações
  sobre a língua e cultura, de acordo com os textos.

**HOJE**

**Antes de vir à aula,** façam o seguinte:
  • Estudem o resto da Unidade 6 e façam os exercícios que estão nessas páginas.
    Selecione os exercícios que preferem, mas deem uma atenção especial aos
    exercícios da parte *Subjuntivo Sem Estresse*.

**Durante a aula faremos o seguinte:**
- Faremos novas apresentações breves, se houver alguma/s preparada/s;
- Discutiremos o uso dos pronomes no português do Brasil nas páginas 247-259 e faremos os exercícios que estão nessas páginas;
- Leremos e discutiremos o texto da crônica O Turco;
- Veremos as notícias dos jornais brasileiros ou alguma música e faremos observações sobre a língua e cultura, de acordo com os textos;
- Faremos atividades que estão no livro, se tivermos tempo.

| Terça-feira, 26 de abril de 2016 – Entregar relatório da gravação 2 |
| Hoje: Entregar a análise da gravação, impressa. |

| Quinta-feira, 28 de abril de 2016 – Esquema do Exame Final |

| Terça-feira, 3 de maio de 2016 – Trabalho individual: correção por pares, rascunho IMPRESSO |
| Tragam IMPRESSO o rascunho final do segundo projeto, para que seus compaheiros o leiam e comentem. |

| Quinta-feira, 5 de maio de 2016, Último dia de aulas: apresentações individuais |
| APRESENTAÇÃO INDIVIDUAL – Apresentação igual à primeira, porém individual. Cada apresentação deve durar c. 10 minutos. As apresentações muito longas serão interrompidas para não por em atraso as apresentações dos outros. Se pode fazer essas apresentações por laptop ou por meio de um poster. |

| Sexta-feira, 6 de maio de 2016 – Stop Day |

| Segunda-feira, 9 de maio de 2016 – Começam os exames finais |

| Quarta-feira, 11 de maio de 2016 |
| Prova final de PORT611, das **13h30 às 16h00, na nossa mesma sala de aula**. |

| Sexta-feira, 13 de maio de 2016 – Último dia de los exámenes finales |

| Sexta-feira, 20 de maio de 2016 – Grade submission deadline – 11:59 p.m. |