ANTH 291: Study Abroad Topics in:_____

A course designed to enhance international experience in topic areas related to anthropology at the freshman/sophomore level. Coursework must be arranged through the Office of KU Study Abroad. May be repeated for credit if the content differs.

Prerequisites Department permission

Cross Listed Courses:  

Credits 1-5

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? No

Typically Offered As necessary

Repeatable for credit? Yes

How many times may this course be taken 5 - AND/OR - For how many maximum credits 15

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?  

No

Rationale for Course Proposal Many study abroad anthropology courses have no KU equivalents in subject matter, level, and number of credits. The proposed 291 and 491 courses will give Anthropology's Undergraduate Coordinator the flexibility to more accurately represent such courses on a student's transcript.
transcript. Currently, we have been using 500-level “Topics in...” courses for this function, which misrepresent low level courses.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/24/17 9:34 am

Viewing: ANTH 325 : Language, Gender, and Sexuality
Also listed as: WGSS 325

Last edit: 11/07/17 10:18 am
Changes proposed by: siccmade

Academic Career Undergraduate, Lawrence
Subject Code ANTH
Course Number 325
Academic Unit Department Anthropology
School/College College of Lib Arts & Sciences
Locations Lawrence

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

Title Language, Gender, and Sexuality
Transcript Title Language, Gender and Sexuality
Effective Term Spring 2018

Catalog Description This class bridges cultural and linguistic anthropology by exploring the varied and sometimes surprising relationships among language, gender, and sexuality. We examine earlier perspectives focused on biological sex and gender difference and more recent work, including queer theory and views of gender and sexuality as enacted through language. This class will explore two long-standing substantive and ethical debates in the field: whether language itself is sexist and whether each gender uses language differently. Students will investigate how gender is performed through language and influenced by social class, ethnicity, sexuality, and transgender and other gender-transgressive identities.

Prerequisites ANTH 320/LING 320 or ANTH 321/LING 321 suggested

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGSS 325</td>
<td>Language, Gender, and Sexuality</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
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 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

Approval Path
1. 11/07/17 10:18 am Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 11/21/17 3:28 pm Rachel Schwien (rschwien): Approved for CUSA Subcommittee
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>This course has been offered at the graduate level as ANTH 733/LING 733 and at the undergraduate level as ANTH 503 - Topics: ___. As we redesign the anthropology undergraduate program, we plan to make this course a permanent undergraduate offering due to its success as both a Topics and graduate course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Reviewer Comments</td>
<td>Rachel Schwien (rschwien) (11/02/17 3:52 pm): requested WGSS consult</td>
</tr>
</tbody>
</table>

Key: 12357
Course Inventory Change Request

New Course Proposal

ANTH 431: Constructed Languages

Viewing: ANTH 431: Constructed Languages

Last edit: 11/02/17 3:53 pm

Changes proposed by: siccmade

Academic Career: Undergraduate, Lawrence
Subject Code: ANTH
Course Number: 431

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

Locations: Lawrence

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

Title: Constructed Languages
Transcript Title: Constructed Languages
Effective Term: Fall 2018

Catalog Description:
Constructed languages are devised by individuals to facilitate international communication (Esperanto) or to enhance fictional or fantasy worlds (Lapine, Newspeak, Klingon, Elvish, Navi'i, the Common Tongue, Valyrian). Invented or constructed languages provide a means to study both the universals of linguistic expression (grammar) and the cultural contexts from which they emerge. Students will construct languages and evaluate the cultural motivations of existing ConLangs.

Prerequisites:
ANTH 106 or ANTH 107 recommended

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:
Every Two Years

Repeatable for credit?
No

Principal Course Designator:
S - Social Sciences

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

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

Rationale for Course Proposal:
This course represents a unique opportunity for students to apply linguistic theory and methods to construct new languages and analyze the motivations and origins of existing ConLangs. This is the only course of its kind in our curriculum and offers an effective way for students to learn two subdisciplines of Linguistics and Linguistic Anthropology: language typology and language ideology.

Course Reviewer Comments:
Rachel Schwien (rschwien) (11/02/17 3:54 pm): requested LING consult
Rachel Schwien (rschwien) (11/07/17 10:16 am): LING (J. Sereno) approves of new course
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/26/17 11:30 am

Viewing: ANTH 491 : Study Abroad Topics in: _____

Last edit: 11/03/17 3:24 pm

Changes proposed by: bmetz

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>ANTH</td>
</tr>
<tr>
<td>Course Number</td>
<td>491</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Anthropology</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>Study Abroad Topics in: _____</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Study Abroad Topics in: _____</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2018</td>
</tr>
</tbody>
</table>

Catalog Description: A course designed to enhance international experience in topic areas related to topics in anthropology at the junior/senior level. Coursework must be arranged through the Office of KU Study Abroad. May be repeated for credit if the content differs.

Prerequisites: Department permission

Cross Listed Courses: 

<table>
<thead>
<tr>
<th>Credits</th>
<th>1-5</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>As necessary</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

Principal Course Designator: SC - Culture & Society

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:
Many study abroad anthropology courses have no KU equivalents in subject matter, level, and number of credits. The proposed 291 and 491 courses will give Anthropology's Undergraduate Coordinator the flexibility to more accurately represent such courses on a student's
transcript. Currently, we have been using 500-level "Topics in..." courses for this function, which misrepresent low level courses.
### Course Inventory Change Request

#### New Course Proposal

<table>
<thead>
<tr>
<th>Date Submitted: 11/15/17 3:55 pm</th>
</tr>
</thead>
</table>

**Viewing:** ECON 697 : Senior Research Honors

**Last edit:** 11/15/17 3:55 pm

Changes proposed by: earnhart

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>ECON</td>
</tr>
<tr>
<td>Course Number</td>
<td>697</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department Economics</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**

Senior Research Honors

**Transcript Title**

Senior Research Honors

**Effective Term**

Fall 2018

**Catalog Description**

Open to seniors in the College who have a grade-point average of 3.5 or above in economics and a grade-point average of 3.25 or above in all courses. A directed reading and research course for qualifying seniors. Involves preparation of a research paper under the supervision of a faculty member whose area of interest and specialization corresponds with the area of study selected by the student.

**Prerequisites**

Approval of major adviser and selected faculty member.

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Type</th>
<th>Grading Basis</th>
<th>Is this course part of the University Honors Program?</th>
<th>Are you proposing this course for KU Core?</th>
<th>Typically Offered</th>
<th>Repeatable for credit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Individual Research (RSH)</td>
<td>A-D(+/-)FIP (G09)</td>
<td>No</td>
<td>Yes</td>
<td>As necessary</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

99 - AND/OR - 999

**For how many maximum credits**

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?**

No

---

Propose new number for the same course, i.e., switching Econ 497 to Econ 697.
**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>Dietrich Earnhart</td>
<td>11/15/2017</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)?

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

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

Selected Learning Outcome(s):

**Goal 6**

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

Yes

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

Proposing new number for the same course.

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

Proposing new number for the same course.

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

Proposing new number for the same course.

**KU Core Documents**

econ497.pdf

**Course Reviewer Comments**
# Course Inventory Change Request

**New Course Proposal**

**Date Submitted:** 10/30/17 4:58 pm  
**Viewing:** GERM 334: Review of German Grammar  
**Last edit:** 11/02/17 4:19 pm  
Changes proposed by: vanchena

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>GERM</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Germanic Languages &amp; Literatures</td>
</tr>
<tr>
<td>Locations</td>
<td>Other</td>
</tr>
<tr>
<td>Describe Other Location</td>
<td>Course will be offered only in our Summer Language Institute in Holzkirchen, Germany.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Review of German Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>ReviewGermanGrammar</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Summer 2018</td>
</tr>
</tbody>
</table>

**Catalog Description**  
Intensive review and practice of select topics in German grammar. Offered only for the KU Summer Language Institute in Holzkirchen, Germany.

**Prerequisites**  
GERM 202 or equivalent fourth-semester German course.

**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>Only Summer Semester</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
</tbody>
</table>

**Principal Course Designator**  
Course Designator: H - Humanities

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

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

**Rationale for Course Proposal**  
GERM 334 would be offered in Holzkirchen instead of GERM 220. GERM 334 would count toward the German Studies major and minor. This would give us GERM 333 and GERM 344 for students who have completed GERM 202, and GERM 375 and GERM 400 for more advanced students; both groups will take GERM 350 (see new course proposal).
Course Inventory Change Request

New Course Proposal

Date Submitted: 11/08/17 11:16 am

Viewing: **GERM 336 : The German Transatlantic Experience**

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

Changes proposed by: rschwien

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>GERM</td>
</tr>
<tr>
<td>Course Number</td>
<td>336</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Germanic Languages&amp;Literatures</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?

Yes

**Please Explain**

I am currently developing an online version of this course.

Title

The German Transatlantic Experience

Transcript Title

GermTransatlanticExper

Effective Term

Fall 2018

Catalog Description

Introduction to the migration of German-speaking Europeans to North America, 17th century-present. Consideration of European and North American factors motivating migration, the journey to the New World, the experiences of immigrants and their descendants, and the ways in which German-speaking Europeans shaped the multicultural history of America. Taught in English.

Prerequisites

None

Cross Listed Courses:

None

Credits

3

Course Type

Lecture (Regularly scheduled academic course) (LEC)

Grading Basis

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

Is this course part of the University Honors Program?

No

Are you proposing this course for KU Core?

Yes

Typically Offered

Every Three Years

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

Renumbering GERM 136 to GERM 336 to better reflect changes in course content: more in-depth study of topics, higher expectations for critical engagement with the material, more assessment of learning outcomes. We expect 300-level course to draw higher enrollment.
### KU Core Information

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

| Name of person giving departmental approval | GERM 136 approved for KU Core Goal 4.1 | Date of Departmental Approval | previously approved |

#### 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.

GERM 136 approved for KU Core Goal 4.1. Attached is the syllabus for GERM 136. It will be updated to reflect GERM 336 content.

### Selected Learning Outcome(s):

#### Goal 4, Learning Outcome 1

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

GERM 136 approved for KU Core Goal 4.1

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

GERM 136 approved for KU Core Goal 4.1

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

GERM 136 approved for KU Core Goal 4.1

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

GERM 136 approved for KU Core Goal 4.1

### Course Reviewer Comments

Rachel Schwien (rschwien) (11/08/17 11:17 am): Submitted on behalf of Lorie Vanchena

**Vanchena_Syllabus_GERM136_Fa15.docx**
### Course Inventory Change Request

#### New Course Proposal

**Date Submitted:** 10/30/17 5:09 pm

**Viewing:** GERM 350: Studies in German Language, History, and Culture

**Last edit:** 10/30/17 5:09 pm

Changes proposed by: vanchena

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Code</strong></td>
<td>GERM</td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
<td>350</td>
</tr>
<tr>
<td><strong>Academic Unit</strong></td>
<td>Germanic Languages &amp; Literatures</td>
</tr>
<tr>
<td><strong>School/College</strong></td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td><strong>Locations</strong></td>
<td>Other</td>
</tr>
</tbody>
</table>

#### Describe Other Location

GERM 350 would be offered only in our Summer Language Program in Holzkirchen, Germany.

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

No

**Title**

Studies in German Language, History, and Culture

**Transcript Title**

StudiesGermanLangHistCulture

**Effective Term**

Summer 2018

**Catalog Description**

Students visit museums and cultural sites in Cologne, Berlin, Munich, and other locations, with a focus on the 20th century. Discussion and written assignments in German. Offered only for the KU Summer Language Institute in Holzkirchen, Germany.

**Prerequisites**

GERM 202 or equivalent fourth-semester German course. LEC.

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Type</strong></td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td><strong>Grading Basis</strong></td>
<td>A-D(+/-)FI (G11)</td>
</tr>
<tr>
<td><strong>Is this course part of the University Honors Program?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Are you proposing this course for KU Core?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Typically Offered</strong></td>
<td>Only Summer Semester</td>
</tr>
<tr>
<td><strong>Repeatable for credit?</strong></td>
<td>No</td>
</tr>
</tbody>
</table>

**Principal Course Designator**

SC - Culture & Society

**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**

GERM 350 will be used in Holzkirchen instead of GERM 453, which is an independent study course. We want a dedicated course for the content that is taught each summer in Holzkirchen.
Rachel Schwien (rschwien) (11/07/17 8:26 am): CIM giving error message. Will not save changes. Error reported
**Course Inventory Change Request**

**New Course Proposal**

Date Submitted: 11/16/17 9:43 am  

**Viewing:** HA 698: Honors Essay in Art History  

Last edit: 11/16/17 9:43 am  

Changes proposed by: lcloar

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
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<tbody>
<tr>
<td>BA in History of Art</td>
</tr>
<tr>
<td>Bachelor of Arts and Bachelor of General Studies in History of Art</td>
</tr>
</tbody>
</table>

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

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

No

**Title**  
Honors Essay in Art History

**Transcript Title**  
Honors Essay in Art History

**Effective Term**  
Fall 2018

**Catalog Description**  
Required for departmental honors. A course of directed research and the preparation of a paper on an art history topic, supervised by a professor. A grade-point average of 3.5 in art history and 3.25 in all courses, and consent of a major advisor and supervising professor.

**Cross Listed Courses:**

**Credits**  
3

**Course Type**  
Independent Study (Non-research course – Examples: Private lessons, readings, independent study) (IND)

**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

**Rationale for Course Proposal**  
This course is being proposed as a renumbering of HA 498; it is exactly the same, the higher number better reflects the level of work that is performed.
KU Core Information

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

Yes

Name of person giving departmental approval
David Cateforis

Date of Departmental Approval
9/29/17

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.

Selected Learning Outcome(s):

Goal 6

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

Yes

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

HA 498 has already been approved for KU Core Goal 6.1, this is just a renumbering of the course.

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

HA 498 has already been approved for KU Core Goal 6.1, this is just a renumbering of the course.

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

HA 498 has already been approved for KU Core Goal 6.1, this is just a renumbering of the course.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/02/17 10:53 am

Viewing: HIST 389: Topics In Western History (Category I):_______

Last edit: 10/02/17 10:53 am

Changes proposed by: acon

Programs referencing this course

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

Academic Career
Undergraduate, Lawrence

Subject Code
HIST

Course Number
389

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

Locations
Lawrence

Effective Term
Fall 2018

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

Title
Topics In Western History (Category I):_______

Transcript Title
Tpcs In Western Hist (Cat I):

Catalog Description
A study of a specialized theme or topic in Western History. Students will examine major issues and methods of historical study through the study of a specific historical period or topical area. May be repeated for credit when topic varies.

Prerequisites
None

Cross Listed Courses:

Credits
1-3

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

Associated Components
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?
No

Typically Offered
Typically Once a Year

Repeatable for credit?
Yes

How many times may this course be taken?
99

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

https://next.catalog.ku.edu/courseleaf/approve/
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>(HIST-BA/BGS) History, B.A./B.G.S.</td>
</tr>
<tr>
<td>(HIST-MIN) History, Minor</td>
</tr>
</tbody>
</table>

Describe how: This course will fulfill the category 1 requirement for the history major and minor.

Rationale for Course Proposal
New course proposal to match course change for HIST 390. We need two topics numbers at the 300 level, one that will fulfill the department's Western history elective requirement (Category I) and another that will fulfill the Non-Western elective requirement (Category II). This will allow us to better program our DPR and make fewer substitution requests.

Course Reviewer
Comments

Key: 12281
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/02/17 10:56 am

Viewing: HIST 501 : Topics In Western History (Category I):

Last edit: 10/02/17 10:56 am
Changes proposed by: acon

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

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>HIST</td>
</tr>
<tr>
<td>Course Number</td>
<td>501</td>
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<tr>
<td>Academic Unit</td>
<td>Department History</td>
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<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
<tr>
<td>Do you intend to offer any portion of this course online?</td>
<td>No</td>
</tr>
<tr>
<td>Title</td>
<td>Topics In Western History (Category I):_____</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Tpcs in Western Hist (Cat I):</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Fall 2018</td>
</tr>
</tbody>
</table>

Catalog Description
A study of a specialized theme or topic in western History. Students will examine major issues and methods of historical research through the study of a specific historical period or topical area. May be repeated for credit when topic varies.

Prerequisites
Successful completion of a history course numbered below 500, or permission of instructor.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>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>
</tbody>
</table>

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? | Yes |

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?
Yes

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

Describe how: This course will fulfill the category 1 requirement for the history major and minor.

Rationale for Course Proposal
New course proposal to match course change for HIST 510. We need two topics numbers at the 500 level, one that will fulfill the department’s Western history elective requirement (Category I) and another that will fulfill the Non-Western elective requirement (Category II). This will allow us to better program our DPR and make fewer substitution requests.

Course Reviewer

Comments
New Course Proposal

LDST 420: Communication, Leadership, and Conflict Management

Academic Career: Undergraduate, Lawrence
Programs referencing this course: LDST-CRTU: Online Leadership Strategies and Applications

Subject Code: LDST
Course Number: 420
Academic Unit: Leadership Studies
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

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

Catalog Description:
This course introduces students to theories of conflict management from a variety of academic perspectives and the role leadership plays in managing conflict across multiple contexts. Students will learn how to successfully assess and command situations and effectively resolve interpersonal, organizational, and systemic conflict while doing the work of leadership.

Prerequisites:
LDST 202

Cross Listed Courses:
LDST 202

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

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered:
Once a Year, Usually Fall

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
LDST 420: Communication, Leadership, and Conflict Management

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

<table>
<thead>
<tr>
<th>Which Program(s)?</th>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(LDST-CRTU) Online Leadership Strategies and Applications Certificate</td>
<td></td>
</tr>
</tbody>
</table>

Describe how:
This course provides students with an opportunity to gain a deeper understanding of the theories, techniques, and practices necessary to successfully navigate interpersonal, organizational, and systematic conflict while doing the work of leadership, complementing the theoretical perspectives of leadership processes and communication provided in the Online Leadership Strategies and Applications certificate coursework.

Rationale for Course Proposal
The 2016 Global Peace Index Report from the Institute of Economics and Peace reinforces the growing prevalence of interpersonal and systemic conflict worldwide. Shifting local, regional, national, and global cultural trends demand that individuals doing the work of leadership on both micro and macro levels understand and master effective strategies for successfully navigating conflict.

Course Reviewer Comments
Rachel Schwien (rschwien) (08/18/17 10:50 am): needs a prerequisite. Emailed dept 8/18
Rachel Schwien (rschwien) (09/05/17 2:08 pm): subcommittee requested consult with AMS and HUM. Emailed LDST dept 9/5
Rachel Schwien (rschwien) (10/03/17 1:03 pm): followed up with dept 10/3
Rachel Schwien (rschwien) (11/08/17 9:20 am): HUM approves of new course
Rachel Schwien (rschwien) (11/14/17 8:44 am): AMS Approves of new course
Course Inventory Change Request

New Course Proposal

Viewing: PSYC 321 : Personality, Honors

Last edit: 11/21/17 3:16 pm
Changes proposed by: s364h085

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

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

Catalog Description: Honors version of PSYC 320. 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:

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:
Rachel Schwien (rschwien) (11/14/17 2:39 pm): CUSA committee requested edits to course description
Rachel Schwien (rschwien) (11/21/17 2:59 pm): followed up with dept 11/21
### Course Inventory Change Request

**New Course Proposal**

**Viewing:** WGSS 111: Introduction to Human Sexuality Studies

**Last edit:** 10/20/17 10:45 am

Changes proposed by: s504v757

<table>
<thead>
<tr>
<th>Academic Career</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>WGSS</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department: Women, Gender, &amp; Sexuality Std</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

<table>
<thead>
<tr>
<th>Title</th>
<th>Introduction to Human Sexuality Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>Intro to Hum Sex Stds</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2018</td>
</tr>
</tbody>
</table>

**Catalog Description**

An interdisciplinary introduction to the study of human sexuality. We will consider some of the many ways that human sexuality has been understood and explained, drawing examples from multiple historical and contemporary sources. We will discuss how these understandings have changed over time and how they can vary depending on whose sexuality is being considered.

**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**

S - Social Sciences

**Program Code - Name**

- (WGSS-BA/BGS) Human Sexuality, B.A./B.G.S.
- (WGSS-MIN) Human Sexuality, Minor

**Describe how:**

Currently Human Sexuality majors and minors are required to take WGSS 101/102. The proposed course would provide an additional option for students to fulfill that...
The WGSS Dept offers a major and minor in WGSS and a major and minor in Human Sexuality. Currently all students take the same introductory class. The proposed course would allow HX students to focus on interdisciplinary approaches to human sexuality from the beginning of their program. The material will complement other required survey on human sexuality like SW 303, PSYC 502, AND HSES 489.

Rachel Schwien (rschwien) (10/10/17 9:22 am): holding for WGSS BA/BGS
Rachel Schwien (rschwien) (11/02/17 4:43 pm): followed up with dept 11/2
Program Change Request

Date Submitted: 08/28/17 2:45 pm

**Viewing: BIOL-BS : Biology, B.S.**

Last approved: 03/06/17 11:58 am

Last edit: 11/20/17 12:56 pm

Changes proposed by: gburg

<table>
<thead>
<tr>
<th>Catalog Pages Using this Program</th>
<th>Bachelor of Science in Biology</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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</thead>
<tbody>
<tr>
<td>Program Type</td>
<td>Degree/Major</td>
</tr>
<tr>
<td>Department/Program</td>
<td>Biology</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Degree Code</td>
<td>Bachelor of Science - BS</td>
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<td>Consulting Department(s)</td>
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<tr>
<td>CIP Code</td>
<td>260101</td>
</tr>
<tr>
<td>Program Name</td>
<td>Biology, B.S.</td>
</tr>
</tbody>
</table>

| Do you intend to offer a track(s)? |  |
|-----------------------------------| |
| Do you intend for this program to be offered online? | No |

Effective Catalog

- 2018
- 2017
- 2019
- 2018
- 2017
- 2019
- 2018

Program Description

### Majors and Concentrations

Bachelor’s degree requirements in biology are modified as necessary. Current requirements are available in the UBP office and online. Major programs are offered in biochemistry, biology, human biology, and microbiology. Students may choose to concentrate in a range of specialties in the biological sciences, such as botany, cellular biology, developmental biology, environmental biology, ecology, entomology, genetics, marine biology, molecular biology, neurobiology, paleontology, physiology, systematics, or zoology (invertebrate or vertebrate).

History

- Nov 22, 2016 by Greg Burg (gburg)
- Mar 6, 2017 by Jennifer Weghorst (weghorst)
Requirements for the B.S. Degree in Biology

General Education Requirements

In addition to degree and major requirements for all plans and subplans, all students must complete the KU Core.

Ecology, Evolution, and Organismal Biology

General Science Requirements (29-32)

Majors must complete the following general science requirements that serve as foundational courses for this major.

Biology Orientation Seminar. Satisfied by:

- **Biol 105** Biology Orientation Seminar 1

Chemistry I. Satisfied by one of the following:

- **Chem 130** General Chemistry I 5
- **Chem 190** Foundations of Chemistry I, Honors
- **Chem 191** and Foundations of Chemistry I Laboratory, Honors

Chemistry II. Satisfied by one of the following:

- **Chem 135** General Chemistry II 5
- **Chem 195** Foundations of Chemistry II, Honors
- **Chem 196** and Foundations of Chemistry II Laboratory, Honors

Organic Chemistry I. Satisfied by one of the following:

- **Chem 310** Fundamentals of Organic Chemistry 3
- **Chem 330** Organic Chemistry I
- **Chem 380** Organic Chemistry I, Honors

Introductory Biochemistry. Satisfied by:

- **Biol 600** Introductory Biochemistry, Lectures 3

Calculus. Satisfied by one of the following:

- **Math 115** Calculus I 4
- **Math 116** and Calculus II 6
- **Math 125** Calculus I 4
- **Math 145** Calculus I, Honors 6

Physics I. Satisfied by one of the following:

- **Phys 114** College Physics I 4
- **Phys 211** General Physics I 5
- **Phys 216** and General Physics I Laboratory 4
- **Phys 213** General Physics I Honors 6

Physics II. Satisfied by one of the following:

- **Phys 115** College Physics II 4
- **Phys 212** General Physics II 4
- **Phys 236** and General Physics II Laboratory 4
- **Phys 214** General Physics II Honors 6

Ecology, Evolution, and Organismal Biology Requirements (30)

Satisfied by completing 30 hours from courses below. These additional science courses are included in the Ecology, Evolution, and Organismal Biology major hours and GPA calculations.

Principles of Molecular & Cellular Biology. Satisfied by one of the following:

- **Biol 150** Principles of Molecular and Cellular Biology 4
- **Biol 151** Principles of Molecular and Cellular Biology, Honors

Principles of Organismal Biology. Satisfied by one of the following:

- **Biol 152** Principles of Organismal Biology 4
- **Biol 153** Principles of Organismal Biology, Honors

Principles of Genetics. Satisfied by one of the following:

- **Biol 350** Principles of Genetics 4
- **Biol 360** Principles of Genetics, Honors

Physiology of Organisms. Satisfied by:

- **Biol 408** Physiology of Organisms 3

Physiology of Organisms. Satisfied by one of the following:

- **Biol 501** Physiological Adaptations of Plants to Extreme Environments 3
- **Biol 544** Comparative Animal Physiology

Evolutionary Biology. Satisfied by:

- **Biol 412** Evolutionary Biology 4

Principles of Ecology. Satisfied by one of the following:

- **Biol 414** Principles of Ecology 3
- **Biol 514** Principles of Ecology, Honors
History & Diversity of Organisms / Systematics. Satisfied by one of the following:
- BIOL 413
- BIOL 428

Introduction to Biostatistics. Satisfied by:
- BIOL 570

Senior Seminar in EEOB. Satisfied by:
- BIOL 699

Ecology, Evolution, and Organismal Biology Required Electives, Laboratory, and Seminar (18)

Satisfied by completing 18 hours of BIOL courses numbered 400 or higher, including at least 4 hrs of lab credit and 2 hrs of seminar/topics course. BIOL 419, 420, 499, BIOL 701. No more than 5 hrs of BIOL 423 Non-Lab Independent Study and/or BIOL 424 Independent Study (combined) can be applied to the elective requirement, with no more than 2 hrs of BIOL 424 being applied to the laboratory requirement. The Undergraduate Biology Program must approve exceptions to these elective requirements.

Laboratory. Satisfied by completing at least 4 hrs of laboratory courses. No more than 2 hrs of BIOL 424 can count toward lab requirement.

Seminar. Satisfied by completing at least 2 hours of the following seminar or topics course:
- BIOL 419
- BIOL 420
- BIOL 499
- BIOL 701

**Major Hours & Major GPA**

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

**Major Hours**
- Satisfied by 48 hours of major courses.

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

**Major Junior/Senior Hours**
- Satisfied by a minimum of 12 hours from junior/senior courses (300+) in the major.

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

**Molecular, Cellular, and Developmental Biology Major Hours & Major GPA**

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

**Major Hours**
- Satisfied by 46-47 hours of major courses.

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

**Major Junior/Senior Hours**
- Satisfied by a minimum of 12 hours from junior/senior courses (300+) in the major.

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

**General Science Requirements (0)**

Majors must complete the following general science requirements that serve as foundational courses for this major.

Biological Orientation Seminar. Satisfied by:
- BIOL 105

Chemistry I. Satisfied by one of the following:
- CHEM 130
- CHEM 190

Chemistry II. Satisfied by one of the following:
- CHEM 135
- CHEM 195

Organic Chemistry I. Satisfied by one of the following:
- CHEM 330
- CHEM 380

Organic Chemistry I Laboratory. Satisfied by:
- CHEM 331

Organic Chemistry II. Satisfied by one of the following:
- CHEM 335

Calculus. Satisfied by one of the following:
- MATH 115
- MATH 116

Statistics. Satisfied by one of the following:
- BIOL 570
- MATH 366
- PSYC 210

https://next.catalog.ku.edu/courseleaf/approve/
Physics I. Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHSX 114</td>
<td>College Physics I</td>
</tr>
<tr>
<td>PHSX 211</td>
<td>General Physics I</td>
</tr>
<tr>
<td>&amp; PHSX 216</td>
<td>and General Physics I Laboratory</td>
</tr>
<tr>
<td>PHSX 213</td>
<td>General Physics I Honors</td>
</tr>
</tbody>
</table>

Physics II. Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHSX 115</td>
<td>College Physics II</td>
</tr>
<tr>
<td>PHSX 212</td>
<td>General Physics II</td>
</tr>
<tr>
<td>&amp; PHSX 216</td>
<td>and General Physics II Laboratory</td>
</tr>
<tr>
<td>PHSX 214</td>
<td>General Physics II Honors</td>
</tr>
</tbody>
</table>

Molecular, Cellular, and Developmental Biology Requirements (0)

Satisfied by completing courses below. These additional science courses are included in the MCDB major hours and GPA calculations.

Prerequisites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 150</td>
<td>Principles of Molecular and Cellular Biology</td>
</tr>
<tr>
<td>BIOL 151</td>
<td>Principles of Molecular and Cellular Biology, Honors</td>
</tr>
</tbody>
</table>

Principles of Organismal Biology. Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 152</td>
<td>Principles of Organismal Biology</td>
</tr>
<tr>
<td>BIOL 153</td>
<td>Principles of Organismal Biology, Honors</td>
</tr>
</tbody>
</table>

Principles of Genetics. Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 260</td>
<td>Principles of Genetics</td>
</tr>
<tr>
<td>BIOL 260</td>
<td>Principles of Genetics, Honors</td>
</tr>
</tbody>
</table>

Evolutionary Biology. Satisfied by:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 412</td>
<td>Evolutionary Biology</td>
</tr>
</tbody>
</table>

Laboratory in Genetics / Cell Biology. Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 406</td>
<td>Laboratory in Genetics</td>
</tr>
<tr>
<td>BIOL 426</td>
<td>Laboratory in Cell Biology</td>
</tr>
</tbody>
</table>

Cell Structure and Function. Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIOL 416</td>
<td>Cell Structure and Function</td>
</tr>
<tr>
<td>BIOL 536</td>
<td>Cell Structure and Function (Honors)</td>
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</tbody>
</table>

Biology of Development. Satisfied by:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 417</td>
<td>Biology of Development</td>
</tr>
</tbody>
</table>

Introduction to Neurobiology. Satisfied by:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 435</td>
<td>Introduction to Neurobiology</td>
</tr>
</tbody>
</table>

Senior Seminar in MCDB. Satisfied by:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 699</td>
<td>Senior Seminar -__ (in MCDB. Must be taken in senior year)</td>
</tr>
</tbody>
</table>

Introductory Biochemistry. Satisfied by:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 600</td>
<td>Introductory Biochemistry, Lectures</td>
</tr>
</tbody>
</table>

Advanced Neurobiology / Gene Expression / Mol. Biology Cancer. Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 650</td>
<td>Advanced Neurobiology</td>
</tr>
<tr>
<td>BIOL 672</td>
<td>Gene Expression</td>
</tr>
<tr>
<td>BIOL 688</td>
<td>The Molecular Biology of Cancer</td>
</tr>
</tbody>
</table>

Molecular, Cellular, and Developmental Biology Required Electives (0)

Satisfied by 12 hrs of any BIOL courses numbered 400 or higher; no more than 3 hrs of BIOL 423-Non-Lab Independent Study, and/or BIOL 424-Independent Study (combined) can be used to fulfill the elective requirement.

Rationale for proposal

BIOL 408, a plant and animal physiology course, is being replaced by two separate courses BIOL 501, a plant physiology course, and BIOL 544, an animal physiology course. Stand alone plant and animal physiology courses give instructors greater flexibility and time to cover material in their respective fields.
Program Change Request

Date Submitted: 11/05/17 3:12 pm

Viewing: POLS-MIN: Political Science Minor

Last approved: 01/26/17 10:06 am
Last edit: 11/05/17 3:12 pm
Changes proposed by: kjh

Catalog Pages Using this Program

- Minor in Political Science

Program Description

The minor is a general political science minor that allows students to take coursework across the different subfields in political science. This provides options to students beyond the major to broaden student learning and understanding in an important discipline that will impact their lives beyond college. Students in more than one minor offered through the political science department cannot overlap more than one course between two minors.

Requirements for the Minor

Students in more than one minor offered through the Political Science department cannot overlap more than one course between two minors. (See also general regulations for minors in the Liberal Arts and Sciences section of the catalog)
General Option  

**Requirements for the Minor**

The minor requires 18 credit hours of coursework in Political Science, 12 of which must be taken at the junior/senior level.

- Students in more than one minor offered through the political science department cannot overlap more than one course between two minors. (See also general regulations for minors in the Undergraduate tab of the Liberal Arts and Sciences section of the catalog)

### Global Security Option

**Required Courses**

One of the following:

- **POLS 170** Introduction to International Politics  
- **POLS 171** Introduction to International Politics Honors  
- **POLS 110** Introduction to U.S. Politics  
- **POLS 111** Introduction to U.S. Politics Honors

and

**Elective Upper Division Courses (5 courses-15 credits- must be selected from this list) (15)**

- **POLS 582** Transnational Terrorism  
- **POLS 625** Extremist Groups and Government Response  
- **POLS 661** Politics of the Middle East  
- **POLS 667** Islam and Politics  
- **POLS 670** United States Foreign Policy  
- **POLS 672** International Political Economy  
- **POLS 673** International Organization  
- **POLS 677** U.S. National Security Policy  
- **POLS 682** Trafficking, Organized Crime and Terrorism: U.S. Government Response  
- **POLS 689** Topics in International Relations:  
- **POLS 493** Directed Readings

**Minor Hours & GPA**

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

- **Minor Hours**  
  Satisfied by 18 hours of minor courses.

- **Minor Hours in Residence**  
  Satisfied by a minimum of 9 hours of junior/senior (300+) hours of KU resident credit in the minor.

- **Minor Junior/Senior Hours**  
  Satisfied by a minimum of 12 hours from junior/senior courses (300+) in the major.

- **Minor Graduation GPA**  
  Satisfied by a minimum of a 2.0 KU GPA in all courses in the minor. GPA calculations include all departmental courses in the field of study including F's and repeated courses. See the [Semester/Cumulative GPA Calculator](#).

---

**Rationale for proposal**

We wish to create a Global Security track within the Political Science minor that allows students to focus their studies on security issues in domestic and international politics. High interest in our existing security courses from non-majors and KU's application for a new grant, Kansas Consortium for Intelligence and Security Studies (now received), has led to this request. This is based on current courses that faculty are already teaching.

**Additional Information**

There are not comparable programs in the state, other than some courses being offered by partners in the Kansas Consortium for Intelligence and Security Studies.

**Supporting Documents**

**Program Reviewer Comments**

Karen Ledom (kjh) (11/05/17 3:13 pm): intended as a track within POLS minor. Originally submitted as new minor, so I administratively re-submitted with dept. chair approval.
Program Description

The KU Urban Planning Program proposes to create an accelerated undergraduate-graduate degree track to allow highly qualified students to graduate in five years with a Bachelor of Arts in Environmental Studies and a Master of Urban Planning. The 4+1 model is increasingly common among our peer institutions. Urban Planning has had a successful 4+1 Program in place with the B.A. in Architectural Studies for over five years. The College launched its first 4+1 in 2014, and now has four such programs in place. We believe the creation of 4+1 options with the Master’s of Urban Planning will be very attractive to motivated, academically successful students who intend to pursue planning and planning-related careers.

A student in the Environmental Studies B.A. degree program will complete a pre-admission application for the Urban Planning Program in the spring semester of their junior year (Year 3) for permission to start the accelerated track. If the student has completed all core course and major requirements for the B.A., and is accepted by the Program to start the 4+1 track, s/he will enroll during the senior year (Year 4) in the same coursework as a student who is beginning the 2-year MUP. This consists of 12 hours in both fall and spring semesters. 12 of these credits will count toward both undergraduate and graduate degree requirements.

During the spring semester of the student’s senior year (Year 4), s/he will formally apply to the Urban Planning graduate degree program via the Graduate Studies’ regular application and admissions process. Following completion of the bachelor’s degree at the end of the spring semester in Year 4, the student will then enroll in at least 24 graduate credit hours total during the summer and/or Year 5 to complete the requirements of the Master of Urban Planning degree. The student will thereby complete the same 48 credit hours in Urban Planning as those pursuing the 2-year MUP.

Demand/Need for the Program

The KU Urban Planning Program proposes to create an accelerated undergraduate-graduate degree track to allow highly qualified students to graduate in five years with a Bachelor of Arts in Environmental Studies and a Master of Urban Planning. The 4+1 model is increasingly common among our peer institutions. Urban Planning has had a successful 4+1 Program in place with the B.A. in Architectural Studies for over five years. The College launched its first 4+1 in 2014, and now has four such programs in place. We believe the creation of 4+1 options with the Master’s of Urban Planning will be very attractive to motivated, academically successful students who intend to pursue planning and planning-related careers.

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Demand/Need for the Program
Regardless of discipline, accelerated undergraduate-graduate degree tracks are becoming progressively more common among our peer institutions and other major universities in the United States. Programs often use 4+1 options as a recruitment tool for incoming freshman, as a master’s degree is increasingly seen by students and their parents as essential to future career success. According to higher education researcher Sean Gallagher, 75% of incoming freshman in the U.S. anticipate getting a graduate degree, while master’s enrollments have more than doubled since 1990.

The current 4+1 degree Urban Planning offers with Architectural Studies has proven to be increasingly popular. After several years of only one or two students expressing interest each year, we now see four or five students moving forward with this path each year. In addition, our Associate Dean reports that some undergraduate students are expressing interest in this program at the beginning of their KU studies, as opposed to discovering it in their sophomore or junior year.

A master’s degree in urban planning is a professional degree, and is widely considered as the necessary credential to practice and advance in the field of planning. As an interdisciplinary, social science-based field, urban planning graduate students come from a variety of undergraduate majors, including Environmental Studies, Geography, History, and Political Science. Because our degree is focused on policy-planning (as opposed to urban design), the program is an excellent complement to a CLAS undergraduate major. Job growth in urban planning fields continues at a steady pace with 6% growth anticipated through 2024. This accelerated undergraduate and professional master’s degrees will offer highly qualified Environmental Studies students the opportunity to combine their academic passions with timely career options.

**Comparative/Locational Advantage**

As noted above, the Urban Planning Program already offers an accelerated 4+1 program with the B.A. in Architectural Studies: https://architecture.ku.edu/sites/architecture.ku.edu/files/docs/BA-MUP%20Plan.pdf.

Kansas State University offers an accelerated 5-year degree program in urban planning for undergraduates in its College of Architecture, Planning and Design: http://apdesign.k-state.edu/larcp/academics-/regional-and-community-planning.html.

Regionally, the University of Illinois at Urbana Champaign offers a 4+1 degree with its Bachelor of Urban Planning degree: http://www.urban.illinois.edu/prospective-students/academic-programs/master-of-urban-planning/4-1-program.

This program, as well as several others in development with other KU undergraduate major options, will be unique in combining a degree in the liberal arts with the Urban Planning professional master’s.

**Admission Requirements**

Careful course selection and steady progression through the undergraduate career is necessary to ensure all requirements for both degrees may be completed within the 5-year timeframe. All prospective students should discuss their interest with the undergraduate advisor for Environmental Studies and the Chair of Urban Planning as soon as possible. A meeting with the Chair of Urban Planning should take place no later than the student’s Junior year (Year 3) to discuss possible admission to the 4+1 track.

Prospective student are eligible to apply to the graduate program in Spring semester of their Junior year. The following requirements must be met by this time:

- Major and cumulative GPA of at least 3.25;
- On track to complete all requirements for a B.A. or B.G.S. degree in Environmental Studies from KU by the Spring semester of the Senior Year (Year 4)

Applicants must complete an Application for Graduate Study online. The following information should be gathered in advance and uploaded with the application:

- Statement of interest that succinctly summarizes the students’ interests, education, their long-term career goals, and how the accelerated degree program will help them achieve those goals;
- A copy of the student’s Advising Report
- The names of three persons qualified to comment on the applicant’s academic abilities and probable success in graduate study. These individuals will be asked to provide a letter of recommendation. At least two should be faculty members who have had the student in class.

Upon review of the Application for Admission, Urban Planning will notify the student of his or her eligibility to begin coursework in the program. Final acceptance to the Master of Urban Planning graduate program will be contingent upon the following:

- Successful completion of all requirements for the bachelor’s degree;
- Grades of B or above in all Urban Planning graduate-level coursework taken in Year 4

Any student who does not meet this minimum grade requirement may continue in the program but must repeat any graduate course for which they did not earn a B or above. Students should still aim to complete all requirements by the end of Year 5. Students may also elect to earn only the bachelor’s degree and re-apply to the graduate program at a later time.

**Degree Requirements**

This accelerated program uses a carefully planned combination of pre-requisite coursework, graduate-level courses taken for both undergraduate and graduate credit in Year 4, and graduate credit courses taken in Year 5. Please see the Sample Academic Plan for more information.

**Requirements for the Bachelor's Degree**

**Environmental Studies Introduction to Science and Culture (16)**

Majors must complete both of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVRN 140</td>
<td>Global Environment I: The Discovery of Environmental Change</td>
<td>5</td>
</tr>
<tr>
<td>or EVRN 144</td>
<td>Global Environment I: Discovery of Environmental Change, Honors</td>
<td></td>
</tr>
<tr>
<td>EVRN 142</td>
<td>Global Environment II: The Ecology of Human Civilization</td>
<td>5</td>
</tr>
<tr>
<td>or EVRN 145</td>
<td>Global Environment II: The Ecology of Human Civilization, Honors</td>
<td></td>
</tr>
<tr>
<td>Research Methods. Satisfied by one of the following:</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

https://next.catalog.ku.edu/courseleaf/approve/
**EVRN-CONC: Environmental Studies/Urban Planning 4+1**

**ECON/EVRN 550**  
Environmental Economics

**EVRN/GEOG 433**  
Biogeography Field and Laboratory Techniques

**EVRN 410**  
Environmental Applications of Geographic Information Systems

**EVRN 510**  
Advanced Environmental Applications in Geospatial Techniques

**GEOL 351**  
Environmental Geology

**GEOG 510**  
Human Factors

**Statistics. Satisfied by one of the following:**  
- MATH 365  
- GEOG 316  
- BIOL 570

**Environmental Studies Core Knowledge and Skills (12)**

Majors must complete each of the following:

- **EVRN 320**  
  Environmental Policy Analysis  
  
- **EVRN 332**  
  Environmental Law  
  
- **EVRN 460**  
  Field Ecology  
  
- **EVRN 615**  
  Capstone Project  

**Environmental Studies Required Electives/Options (12)**

- **UBPL 736**  
  Planning Institutions  
  
- **UBPL 738**  
  Environmental Planning Techniques  
  
Complete two of the following courses:

- **UBPL 710**  
  Introduction to Housing Policy  
  
- **UBPL 720**  
  Plans and Planning Processes  
  
- **UBPL 750**  
  Introduction to Transportation Planning  
  
- **UBPL 765**  
  Introduction to Sustainable Land Use Planning  

Students should seek guidance from their advisor and refer to the degree plan for the specific enrollment sequence.

**Major Hours & Major GPA**

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

- **Major Hours**
  Satisfied by 40 hours of major courses.

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

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

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

---

**Faculty Profile**

<table>
<thead>
<tr>
<th>Name of Faculty and Rank</th>
<th>Highest Degree</th>
<th>Number of Faculty FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacey Swearingen White</td>
<td>PhD</td>
<td>1</td>
</tr>
<tr>
<td>Bonnie Johnson</td>
<td>PhD</td>
<td>1</td>
</tr>
<tr>
<td>Ward Lyles</td>
<td>PhD</td>
<td>1</td>
</tr>
<tr>
<td>Kirk McClure</td>
<td>PhD</td>
<td>1</td>
</tr>
</tbody>
</table>

**Student Profile**

<table>
<thead>
<tr>
<th>Anticipated student enrollment</th>
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<th>Part Time</th>
<th>Total</th>
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<tr>
<td>Year 1</td>
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<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Year 2</td>
<td>8</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Year 3</td>
<td>13</td>
<td>0</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anticipated number of program graduates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>After 5 Years</td>
<td>15</td>
</tr>
<tr>
<td>After 7 Years</td>
<td>25</td>
</tr>
</tbody>
</table>

**Academic Support**

No additional academic support resources needed.

**Facilities and Equipment**

No additional facilities or equipment needed.
In addition to regular mandated University review, the Urban Planning Program is fully accredited by the Planning Accreditation Board (PAB). We also have an External Advisory Board (EAB) to provide review and oversight. Our Advisory Board members come from planning professionals, including some alumni, who work in the public, private, and not-for-profit sectors.

### Costs, Financing

<table>
<thead>
<tr>
<th></th>
<th>Salaries</th>
<th>OOE</th>
<th>Equipment</th>
<th>Other</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Year 2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Year 3</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

What is the source of the new funds?

NA

### Rationale for proposal

Accelerated undergraduate-graduate programs are often use 4+1 options to recruit incoming freshman, as a master’s degree is increasingly seen by students & parents as essential to future career success. Job growth in urban planning fields continues at a steady pace. This accelerated undergraduate and professional master’s degrees will offer highly qualified EVRN students the opportunity to combine their academic passions with timely career options.

### Additional Information

As of 10/5/17, the Environmental Studies BA program had 62 majors. For the 2016-2017 academic year (Summer 2016 to Spring 2017), 15 students graduated with a BA in Environmental Studies. Of these, 11 students had cumulative GPA over 3.25. The Master of Urban Planning Program has 41 students. Approximately 10% of these students were KU Environmental Studies undergraduates.

Please see attached sample course plan mapping out possible course sequences for the B.A. and B.G.S. Environmental Studies/Master of Urban Planning 4+1 accelerated track, plus the standard curriculum for the Master of Urban Planning degree

### Supporting Documents

Kristine Latta (klatta) (10/26/17 3:33 pm): Please see Urban Planning graduate concentration proposal of the same name for the graduate portion of this 4+1 curriculum.

Kristine Latta (klatta) (10/26/17 3:36 pm): David Fowle and Stacey White are the faculty contacts for this proposal.

Kristine Latta (klatta) (10/26/17 3:37 pm): Approved by Dean Lejuez on 10/26
Program Change Request

New Program Proposal

Date Submitted: 10/18/17 4:49 pm

Viewing: UBPL-CONC : Environmental Studies/Urban Planning 4+1

Last edit: 10/20/17 2:36 pm

Changes proposed by: dianak

A. CLAS Dean or Associate Dean
B. Provost's Office
C. COGA Director
D. CGS Committee
E. CAC
F. CLAS Final Approval
G. Graduate Studies
H. OIRP CIP Approval
I. Provost's Office
J. COCAO 1st Reading
K. Future Academic Catalog

In Workflow

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Location(s) of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Studies/Urban Planning 4+1</td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

Do you intend for this program to be offered online?
No

Effective Catalog 2018 - 2019

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**Admission Requirements**

Careful course selection and steady progression through the undergraduate career is necessary to ensure all requirements for both degrees may be completed within the 5-year timeframe. All prospective students should discuss their interest with the undergraduate advisor for Environmental Studies and the Chair of Urban Planning as soon as possible. A meeting with the Chair of Urban Planning should take place no later than the student’s Junior year (Year 3) to discuss possible admission to the 4+1 track.

Prospective student are eligible to apply to the graduate program in Spring semester of their Junior year. The following requirements must be met by this time:

- Major and cumulative GPA of at least 3.25;
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Applicants must complete an Application for Graduate Study online. The following information should be gathered in advance and uploaded with the application:

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- Grades of B or above in all Urban Planning graduate-level coursework taken in Year 4

Any student who does not meet this minimum grade requirement may continue in the program but must repeat any graduate course for which they did not earn a B or above. Students should still aim to complete all requirements by the end of Year 5. Students may also elect to earn only the bachelor’s degree and re-apply to the graduate program at a later time.

**Degree Requirements**

**Requirements for the Master’s Degree**

During the Senior Year (Year 4), the student must take the following Urban Planning graduate coursework, in addition to the Major Requirements noted above:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>UBPL 741</td>
<td>Quantitative Methods I</td>
<td>3</td>
</tr>
<tr>
<td>UBPL 815</td>
<td>History and Theory of Planning</td>
<td>3</td>
</tr>
<tr>
<td>UBPL 742</td>
<td>Quantitative Methods II</td>
<td>3</td>
</tr>
<tr>
<td>UBPL 705</td>
<td>Economic Analysis for Planners</td>
<td>3</td>
</tr>
<tr>
<td>UBPL 736</td>
<td>Planning Institutions</td>
<td>3</td>
</tr>
<tr>
<td>UBPL 738</td>
<td>Environmental Planning Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

In Year 5, after the conferral of the undergraduate degree, the student will complete a total of 24 post-baccalaureate graduate credit hours, consisting of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>UBPL 763</td>
<td>Professional Practice</td>
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</tr>
<tr>
<td>UBPL 850</td>
<td>Urban and Regional Theory</td>
<td>3</td>
</tr>
<tr>
<td>UBPL Elective or Specialization Courses</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Students in the 4+1 must successfully pass a comprehensive exam. The examination provides a learning experience that encourages the student to synthesize the knowledge gained through course work and tests the student’s competence as a generalist/specialist planner. The examination consists of the student responding to a scenario or case study in which one is asked to synthesize knowledge gained in one's course work and apply it within a particular context. No academic credit is given for the examination.

Each student’s progress will be monitored at various points during the program:
A. Upon pre-admission acceptance to the 4+1 track, the student will meet with the UBPL Chair to plan the final year of undergraduate courses, graduate UBPL courses to be taken for elective undergraduate credit, and to outline the schedule of courses.

A. Prior to applying for admission to Graduate Studies in the final spring semester of undergraduate study (Year 4), the student will meet with the UBPL Chair to review the student’s performance in UBPL courses. The student must earn a grade of “B” or better in these courses to be eligible for regular admission to the Master of Urban Planning degree.

A. Following completion and award of the undergraduate degree (end of Spring Semester Year 4), the admitted student will again meet with the UBPL Chair to review the course plan for the fifth year of study and update as needed. The student’s performance in the graduate-level courses taken as an undergraduate will be evaluated. To continue in the track, students must earn a combined minimum GPA of 3.25 for these courses. At this time, the student will select a specialization area within the planning degree, and will meet with a faculty advisor who is overseeing that specialization to ensure the course plan is accurate.

A. For those students who do not meet the minimum GPA requirement of 3.25 in the first semester of Year 5 an alternative plan of study to address the student’s deficiencies may be developed, at the department’s sole discretion. Students may also be dismissed from the program.

A. If the baccalaureate degree is not completed at the end of Year 4, the student will not be permitted to enroll in courses for graduate credit toward the MUP degree until the baccalaureate degree has been conferred.

Students should complete all requirements for the master’s degree within one year of receiving the bachelor’s degree. If unforeseen circumstances prevent the timely completion of the master’s degree, the student must consult with their graduate advisor to develop an alternative plan for completion.

### Faculty Profile

<table>
<thead>
<tr>
<th>Name of Faculty and Rank</th>
<th>Highest Degree</th>
<th>Number of Faculty FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacey Swearingen White</td>
<td>PhD</td>
<td>1</td>
</tr>
<tr>
<td>Bonnie Johnson</td>
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<tr>
<td>Ward Lyles</td>
<td>PhD</td>
<td>1</td>
</tr>
<tr>
<td>Kirk McClure</td>
<td>PhD</td>
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### Anticipated student enrollment

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<tr>
<td>Year 3</td>
<td>13</td>
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</tr>
</tbody>
</table>

### Anticipated number of program graduates

- **After 5 Years**: 15
- **After 7 Years**: 25

### Academic Support

No additional academic support resources needed.

### Facilities and Equipment

No additional facilities or equipment needed.

### Program Review, Assessment, Accreditation

In addition to regular mandated University review, the Urban Planning Program is fully accredited by the Planning Accreditation Board (PAB). We also have an External Advisory Board (EAB) to provide review and oversight. Our Advisory Board members come from planning professionals, including some alumni, who work in the public, private, and not-for-profit sectors.

### Costs, Financing

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<thead>
<tr>
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<th>Equipment</th>
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<td>0</td>
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</tbody>
</table>

### What is the source of the new funds?

NA
### Rationale for proposal

Accelerated undergraduate-graduate programs are often use 4+1 options to recruit incoming freshman, as a master's degree is increasingly seen by students & parents as essential to future career success. Job growth in urban planning fields continues at a steady pace. This accelerated undergraduate and professional master’s degrees will offer highly qualified EVRN students the opportunity to combine their academic passions with timely career options.

### Additional Information

As of 10/5/17, the Environmental Studies BA program had 62 majors. For the 2016-2017 academic year (Summer 2016 to Spring 2017), 15 students graduated with a BA in Environmental Studies. Of these, 11 students had cumulative GPA over 3.25. The Master of Urban Planning Program has 41 students. Approximately 10% of these students were KU Environmental Studies undergraduates.

Please see attached sample course plan mapping out possible course sequences for the B.A. and B.G.S. Environmental Studies/Master of Urban Planning 4+1 accelerated track, plus the standard curriculum for the Master of Urban Planning degree.

### Supporting Documents

Kristine Latta (klatta) (10/26/17 3:34 pm): Please see Environmental Studies undergraduate concentration proposal of the same name for the undergraduate portion of this 4+1 curriculum.

Kristine Latta (klatta) (10/26/17 3:36 pm): David Fowle and Stacey White are the faculty contacts for this proposal.

Kristine Latta (klatta) (10/26/17 3:36 pm): Approved by Dean Lejuez on 10/26.
Program Change Request

New Program Proposal

Date Submitted: 11/06/17 8:59 am

Viewing: HA-CONC : History of Art 4+1 (East Asian)

Last edit: 11/06/17 8:59 am

Changes proposed by: lstudley

Academic Career: Graduate, Lawrence
Program Type: Concentration
Department/Program: History of Art
School/College: College of Lib Arts & Sciences
Consulting School(s)/College(s):
Consulting Department(s):
Program Name: History of Art 4+1 (East Asian)
Location(s) of Instruction: Lawrence
Do you intend for this program to be offered online?: No
Effective Catalog: 2018 - 2019

Program Description

The 4+1 M.A. program enables qualified KU students to earn a Bachelor's degree in art history and count 12 hours of 500-level-or-above course work in the major completed in Year 4 of study for both the Bachelor's and M.A. degrees. The M.A. degree is completed in the fifth year.

The M.A. may be pursued as a terminal degree or as preparation to petition for admission to doctoral studies at KU or to apply elsewhere.

Demand/Need for the Program

An M.A. degree in art history or a related discipline is an increasingly necessary qualification for an entry-level position in an arts-focused institution or business (e.g. a museum, art center, or commercial art gallery). KU's well-regarded M.A. program in art history attracts dozens of applications annually, including some from our own undergraduate majors. Most of our M.A.-holding alumni get good jobs upon graduation in museums or other arts-related organizations. So there is a clear and well-justified demand for the KU M.A. degree in art history and we see the development of a 4+1 program as a way of capitalizing on that demand by offering an expedited path to the degree.

Comparative/Locational Advantage

We are aware of two existing 4+1 M.A. programs in art history in the U.S., at Tulane University (http://www2.tulane.edu/liberal-arts/art/4-plus-1-art-masters.cfm) and at Brown University (https://www.brown.edu/academics/art-history/undergraduate/bama-program/bama-program).

We sense a comparative advantage over these programs since: 1) our art history department has a larger faculty and thus more and a broader range of course offerings than both Tulane and Brown; 2) we have a Ph.D. program, unlike Tulane, which only offers an M.A.; 3) KU's in-state tuition is lower than Tulane's and Brown's tuition; 4) our M.A. program, unlike Tulane's and Brown's, does not require a thesis or qualifying paper; 5) our M.A. program requires proficiency in one foreign language, whereas Brown requires proficiency in two foreign languages.

Admission Requirements

Careful course selection and steady progression through the undergraduate career is necessary to ensure all requirements for both degrees may be completed within the 5-year time-frame. All prospective students should discuss their interest in admission to the 4+1 track with both the Undergraduate Advisor and the Director of Graduate Studies no later than the student's Junior year (Year 3). Prospective students are eligible to apply to the graduate program in the spring semester of their Junior year. The following requirements must be met by this time:

- Major GPA of at least 3.25 and cumulative GPA of at least 3.00;
- On track to complete all requirements for a B.A. degree in History of Art from KU by the spring semester of the Senior Year (Year 4)

Applicants must complete an Application for Graduate Study online. The following information should be gathered in advance and uploaded with the application:

- Two letters of recommendation (preferably from professors in the major). You will be asked to enter the names and e-mail addresses for two recommenders while completing the online application. Your recommenders will automatically receive an e-mail requesting their letters when you submit the application. It is not necessary for your recommenders to send hard copies of their letters to the department if they submit their letters electronically. Should a recommender feel uncomfortable with the online submission process, please contact the department for more options.
Résumé or curriculum vitae
A one-page statement of educational and career objectives
A writing sample, preferably from an art history course, 5-10 pages of text not including the bibliography, endnotes, or images following endnotes.

Upon review of the Application for Admission, the History of Art Department will notify the student of his or her eligibility to begin coursework in the program. Final acceptance to the graduate program will be contingent upon the following:
- Successful completion of all requirements for the Bachelor's degree;
- Grades of B+ or above in all History of Art graduate-level coursework taken in Year 4

### Degree Requirements

The course requirements for this accelerated program are fulfilled by a combination of graduate-level courses taken for both undergraduate and graduate credit in Year 4, and graduate credit courses taken in Year 5. Numerous graduate-level courses are regularly offered that fulfill distribution requirements for both the Bachelor's and M.A. degrees.

The student must be approved to begin coursework toward the 4+1 prior to enrolling in any 500 level or above courses that are to count for both undergraduate and graduate credit.

### Requirements for the B.A. or B.G.S. Major

1. **Foundation Courses:** (9)
   - **HA 150** History of Western Art: Ancient Through Medieval
   - or **HA 160** History of Western Art: Ancient Through Medieval, Honors
   - **HA 151** History of Western Art: Renaissance to Contemporary
   - or **HA 161** History of Western Art: Renaissance to Contemporary, Honors
   and either
   - **HA 165** Introduction to Asian Art
   - or **HA 166** The Visual Arts of East Asia

2. **Breadth Courses:** Complete one course in each of the following six categories. At least one must be completed at the 500 level or above.

   **A. Art after 1900 course must be in an East Asian Topic.** (18)

   3. **A. Art between 400-1400:** European, Mediterranean, or Near Eastern
      - **HA 393** Special Study in Medieval Art: _____
      - **HA 506** Early Medieval and Romanesque Art
      - **HA 507** Gothic Art
      - **HA 510** Medieval Manuscripts and Early Printed Books
      - **HA 527** Late Medieval Art in Italy
      - **HA 593** Special Study in Medieval Art: _____

   4. **B. Art between 1300-1600:** European, Mediterranean, or Near Eastern
      - **HA 330** Italian Renaissance Art
      - **HA 331** Northern European Art from Van Eyck to Brueghel
      - **HA 394** Special Study in Renaissance Art: _____
      - **HA 500** Prints and Printmakers
      - **HA 511** From Court to City: Northern Art
      - **HA 512** Humanism and Reform: 16th Century Northern European Art
      - **HA 530** Renaissance Art in Italy: The 15th Century
      - **HA 531** Renaissance Art in Italy: The 16th Century
      - **HA 594** Special Study in Renaissance Art: _____

   5. **C. Art between 1600 and 1700:** European or American
      - **HA 372** Baroque Art in Europe
      - **HA 395** Special Study in Baroque Art: _____
      - **HA 576** Art in the Age of Rubens, Rembrandt and Vermeer: Northern Baroque
      - **HA 577** Italian Baroque Art
      - **HA 579** Southern Baroque Art
      - **HA 595** Special Study in Baroque Art: _____

   6. **D. Art between 1700 and 1900:** European or American
      - **HA 370** American Art
      - **HA 533** European Art 1789-1848: Gender and Revolution
      - **HA 534** Art in France 1848-1900: Modernisms
      - **HA 342** Special Study in 18th/19th-Century European or American Art: _____
      - **HA 542** Special Study in 18th-19th Century European or American Art: _____
      - **HA 570** American Art
      - **HA 581** American Art to 1860: Inventing a Nation
      - **HA 582** American Art 1860-1900: Gilded Age

   7. **E. Asian Art before 1900**
      - **HA 340** Special Study in Asian Art Before 1900: _____
      - **HA 354** Japanese Prints
      - **HA 361** Buddhist Art of Korea
      - **HA 362** Ceramics of Korea
      - **HA 367** Art and Culture of Japan
HA-CONC: History of Art 4+1 (East Asian)

In addition to the 12 credit hours of graduate coursework taken during the senior year, students must complete an additional 18 credit hours of graduate coursework, for a total of 30 hours of graduate credit.

In the 4+1 program, students must earn a grade of B+ or better in each of these courses to be eligible for regular admission to the master's degree.

The student's performance in the graduate-level courses taken as an undergraduate will be evaluated.

3. Following completion and award of the undergraduate degree, the admitted student will again meet with the DGS to review the course plan for the fifth year of study and update as needed.

4. For those students who do not meet the minimum GPA requirement of 3.0 in the first semester of Year 5, the department may, at its discretion, devise a plan of study to address the student’s deficiencies, or may dismiss the student from the program.

The student’s performance in the graduate-level courses taken as an undergraduate will be evaluated.

Specific courses completed during the final year of the program or Year 5 will depend upon graduate coursework completed during Year 4, but the full 30 hours must include:

At least 5 graduate seminars, including 2 at the 800 level or above (the latter also count toward the required 15 hours of 700 level or above).

At least 15 total credit hours at the 700 level or above.

In addition to the 12 credit hours of graduate coursework taken during the senior year, students must complete an additional 18 credit hours of graduate coursework, for a total of 30 hours of graduate credit.

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At least 5 graduate seminars, including 2 at the 800 level or above (the latter also count toward the required 15 hours of 700 level or above).

These courses should represent a balanced distribution of graduate-level (500 level or above) courses in Chinese, Japanese, and Korean art history.

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These courses should represent a balanced distribution of graduate-level (500 level or above) courses in Chinese, Japanese, and Korean art history.

Written Comprehensive Examination

A general written examination in East Asian art must be passed for the M.A. degree.

A detailed presentation of departmental degree requirements and regulations is included in the department's Graduate Student Handbook, available online.

Progression Requirements

Given the accelerated nature of this program, each student’s progress will be closely monitored at various points during the program:

1. Once approved to begin graduate coursework, the student must meet with the DGS to plan the final year of undergraduate study.

2. At the end of the final semester of undergraduate study (Year 4), the department will review the student's performance in graduate-level HA courses taken in Year 4. The student must earn a grade of B+ or better in each of these courses to be eligible for regular admission to the master's degree.

3. Following completion and award of the undergraduate degree, the admitted student will again meet with the DGS to review the course plan for the fifth year of study and update as needed. The student’s performance in the graduate-level courses taken as an undergraduate will be evaluated.

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5. The student will not be permitted to enroll in additional courses for graduate credit toward the master's degree until the baccalaureate degree has been conferred.

Students should complete all requirements for the 4+1 within one year of receiving the bachelor's degree. If unforeseen circumstances prevent the timely completion of the master's degree, the student must consult with their graduate advisor to develop an alternative plan for completion.

Master's Degree Requirements

Proiciency in a foreign language is required for the M.A. degree. Students in the 4+1 program should complete at least the fourth semester of a relevant foreign language (normally Chinese, Korean, or Japanese) with a grade of B or better by the end of Year 4 or be prepared to demonstrate proficiency by passing the department's language proficiency exam at the beginning of Year 5. Should the student not pass the proficiency exam, s/he will be expected either to enroll in the appropriate level of language study or establish a plan for passing the language exam at the start of the second semester of Year 5.

In addition to the 12 credit hours of graduate coursework taken during the senior year, students must complete an additional 18 credit hours of graduate coursework, for a total of 30 hours of graduate credit.

Specific courses completed during the final year of the program or Year 5 will depend upon graduate coursework completed during Year 4, but the full 30 hours must include:

At least 5 graduate seminars, including 2 at the 800 level or above (the latter also count toward the required 15 hours of 700 level or above).

All students must be enrolled in 12 graduate credit hours to be eligible for regular admission to the master's degree.

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1. Once approved to begin graduate coursework, the student must meet with the DGS to plan the final year of undergraduate study.

2. At the end of the final semester of undergraduate study (Year 4), the department will review the student's performance in graduate-level HA courses taken in Year 4. The student must earn a grade of B+ or better in each of these courses to be eligible for regular admission to the master's degree.

3. Following completion and award of the undergraduate degree, the admitted student will again meet with the DGS to review the course plan for the fifth year of study and update as needed. The student’s performance in the graduate-level courses taken as an undergraduate will be evaluated.

4. For those students who do not meet the minimum GPA requirement of 3.0 in the first semester of Year 5, the department may, at its discretion, devise a plan of study to address the student’s deficiencies, or may dismiss the student from the program.

5. The student will not be permitted to enroll in additional courses for graduate credit toward the master's degree until the baccalaureate degree has been conferred.

Students should complete all requirements for the 4+1 within one year of receiving the bachelor's degree. If unforeseen circumstances prevent the timely completion of the master's degree, the student must consult with their graduate advisor to develop an alternative plan for completion.

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Students should complete all requirements for the 4+1 within one year of receiving the bachelor's degree. If unforeseen circumstances prevent the timely completion of the master's degree, the student must consult with their graduate advisor to develop an alternative plan for completion.
**Faculty Profile**

<table>
<thead>
<tr>
<th>Name of Faculty and Rank</th>
<th>Highest Degree</th>
<th>Number of Faculty FTE</th>
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<tbody>
<tr>
<td>David Cateforis, Professor</td>
<td>Ph.D.</td>
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<tr>
<td>Charles C. Eldredge, Hall Distinguished Professor</td>
<td>Ph.D.</td>
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<tr>
<td>Sherry Fowler, Professor</td>
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<tr>
<td>Anne D. Hedeman, Judith Harris Murphy Distinguished Professor</td>
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<tr>
<td>Maki Kaneko, Associate Professor</td>
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<td>Marni Kessler, Associate Professor</td>
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<tr>
<td>Jungsil Jenny Lee, Visiting Assistant Professor (2015-2018)</td>
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<tr>
<td>Areli Marina, Associate Professor</td>
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<tr>
<td>Amy McNair, Professor</td>
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<tr>
<td>John Pultz, Associate Professor</td>
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<tr>
<td>Maya Still, Assistant Professor</td>
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<tr>
<td>Linda Stone-Ferrier, Professor</td>
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**Student Profile**

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<tr>
<td>Year 3</td>
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**Academic Support**

The department’s existing resources are adequate to support this program. Students who have indicated an interest in the 4 + 1 degree will be advised by the department’s undergraduate advisor in Years 1-3. The DGS will also work with those students and will become their primary advisor in Year 4.

**Facilities and Equipment**

None

**Program Review, Assessment, Accreditation**

This degree will be reviewed under any mandated program review.

The department will establish a tracking sheet customized to the requirements of the 4 + 1 M.A. degree that we will employ to monitor the progress-to-degree of students enrolled in the program. Students in Year 5 of the 4 + 1 program will undergo the standard departmental spring semester review of M.A. students.

Assessment: we will employ the department’s existing Bachelor’s and M.A. degree assessment plans, which are applicable to students in the 4 + 1 M.A. degree program.

The assessment plan for the Bachelor’s degree:

The assessment plan for the MA degree:

Accreditation: n/a

Costs, Financing
What is the source of the new funds?

n/a

### Rationale for proposal

The art history department sees an opportunity to grow our M.A. program in a revenue-positive way by encouraging our best undergraduate majors to remain at KU an extra year and earn an M.A. degree in an expedited fashion. We believe we can attract them to this opportunity by demonstrating that holding the M.A. rather than only a Bachelor’s degree will position them for greater success on the job market. This degree will also qualify them to pursue a Ph.D.

### Additional Information

Sample academic plan attached

### Supporting Documents

Sample Academic Plan for History of Art (East Asian).docx

### Program Reviewer Comments

Rachel Schwien (rshwien) (11/01/17 11:07 am): Rollback: per request

Kristine Latta (klatta) (11/01/17 11:56 am): Rollback: Needs to be submitted as a concentration

Kristine Latta (klatta) (11/02/17 9:40 am): Rollback: As requested
New Program Proposal

Program Description

The 4+1 M.A. program enables qualified KU students to earn a Bachelor's degree in art history and count 12 hours of 500-level-or-above course work in the major completed in Year 4 of study for both the Bachelor's and M.A. degrees. The M.A. degree is completed in the fifth year.

The program has two tracks, one leading to an M.A. in European and American art and one leading to an M.A. in East Asian art. The M.A. may be pursued as a terminal degree or as preparation to petition for doctoral studies at KU or to apply elsewhere.

Demand/Need for the Program

An M.A. degree in art history or a related discipline is an increasingly necessary qualification for an entry-level position in an arts-focused institution or business (e.g., a museum, art center, or commercial art gallery). KU's well-regarded M.A. program in art history attracts dozens of applications annually, including some from our own undergraduate majors. Most of our M.A.-holding alumni get good jobs upon graduation in museums or other arts-related organizations. So there is a clear and well-justified demand for the KU M.A. degree in art history and we see the development of a 4+1 program as a way of capitalizing on that demand by offering an expedited path to the degree.

Comparative/Locational Advantage

We are aware of two existing 4+1 M.A. programs in art history in the U.S., at Tulane University (http://www2.tulane.edu/liberal-arts/art/4-plus-1-art-masters.cfm) and at Brown University (https://www.brown.edu/academics/art-history/undergraduate/bama-program/bama-program).

We sense a comparative advantage over these programs since: 1) our art history department has a larger faculty and thus more and a broader range of course offerings than both Tulane and Brown; 2) we have a Ph.D. program, unlike Tulane, which only offers an M.A.; 3) KU's in-state tuition is lower than Tulane's and Brown's tuition; 4) our M.A. program, unlike Tulane's and Brown's, does not require a thesis or qualifying paper; 5) our M.A. program requires proficiency in one foreign language, whereas Brown requires proficiency in two foreign languages.

Admission Requirements

Careful course selection and steady progression through the undergraduate career is necessary to ensure all requirements for both degrees may be completed within the 5-year timeframe. All prospective students should discuss their interest in admission to the 4+1 track with both the Undergraduate Advisor and the Director of Graduate Studies no later than the student's Junior year (Year 3). Prospective students are eligible to apply to the graduate program in the spring semester of their Junior year. The following requirements must be met by this time:

- Major GPA of at least 3.25 and cumulative GPA of at least 3.00;
- On track to complete all requirements for a B.A. degree in History of Art from KU by the spring semester of the Senior Year (Year 4)

Applicants must complete an Application for Graduate Study online. The following information should be gathered in advance and uploaded with the application:

- Two letters of recommendation (preferably from professors in the major). You will be asked to enter the names and e-mail addresses for two recommenders while completing the online application. Your recommenders will automatically receive an e-mail requesting their letters when you submit the application. It is not necessary for your recommenders to send hard copies of their letters to the department if they submit their letters electronically.
Should a recommender feel uncomfortable with the online submission process, please contact the department for more options.

- Résumé or curriculum vitae
- A one-page statement of educational and career objectives
- A writing sample, preferably from an art history course, 5-10 pages of text not including the bibliography, endnotes, or images following endnotes. 

Upon review of the Application for Admission, the History of Art Department will notify the student of his or her eligibility to begin coursework in the program. Final acceptance to the graduate program will be contingent upon the following:

- Successful completion of all requirements for the Bachelor's degree;
- Grades of B+ or above in all History of Art graduate-level coursework taken in Year 4

### Degree Requirements

The course requirements for this accelerated program are fulfilled by a combination of graduate-level courses taken for both undergraduate and graduate credit in Year 4, and graduate credit courses taken in Year 5. Numerous graduate-level courses are regularly offered that fulfill distribution requirements for both the Bachelor's and M.A. degrees.

The student must be approved to begin coursework toward the 4+1 prior to enrolling in any 500 level or above courses that are to count for both undergraduate and graduate credit.

## Requirements for the B.A. or B.G.S. Major

### 1. Foundation Courses (9)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 150</td>
<td>History of Western Art: Ancient Through Medieval</td>
</tr>
<tr>
<td>or HA 160</td>
<td>History of Western Art: Ancient Through Medieval, Honors</td>
</tr>
<tr>
<td>HA 151</td>
<td>History of Western Art: Renaissance to Contemporary</td>
</tr>
<tr>
<td>or HA 161</td>
<td>History of Western Art: Renaissance to Contemporary, Honors</td>
</tr>
</tbody>
</table>

and either

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 165</td>
<td>Introduction to Asian Art</td>
</tr>
<tr>
<td>or HA 166</td>
<td>The Visual Arts of East Asia</td>
</tr>
</tbody>
</table>

### 2. Breadth Courses: Complete one course in each of the following six categories. At least two must be completed at the 500 level or above and at least one must be completed at the 700 level or above. (18)

#### A. Art between 400-1400: European, Mediterranean, or Near Eastern

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 393</td>
<td>Special Study in Medieval Art: _____</td>
</tr>
<tr>
<td>HA 506</td>
<td>Early Medieval and Romanesque Art</td>
</tr>
<tr>
<td>HA 507</td>
<td>Gothic Art</td>
</tr>
<tr>
<td>HA 510</td>
<td>Medieval Manuscripts and Early Printed Books</td>
</tr>
<tr>
<td>HA 527</td>
<td>Late Medieval Art in Italy</td>
</tr>
<tr>
<td>HA 593</td>
<td>Special Study in Medieval Art: _____</td>
</tr>
<tr>
<td>HA 706</td>
<td>Seminar: _____ (Topic must fall within breadth area)</td>
</tr>
</tbody>
</table>

#### B. Art between 1300-1600: European, Mediterranean, or Near Eastern

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 330</td>
<td>Italian Renaissance Art</td>
</tr>
<tr>
<td>HA 331</td>
<td>Northern European Art from Van Eyck to Brueghel</td>
</tr>
<tr>
<td>HA 394</td>
<td>Special Study in Renaissance Art: _____</td>
</tr>
<tr>
<td>HA 500</td>
<td>Prints and Printmakers</td>
</tr>
<tr>
<td>HA 511</td>
<td>From Court to City: Northern Art</td>
</tr>
<tr>
<td>HA 512</td>
<td>Humanism and Reform: 16th Century Northern European Art</td>
</tr>
<tr>
<td>HA 530</td>
<td>Renaissance Art in Italy: The 15th Century</td>
</tr>
<tr>
<td>HA 531</td>
<td>Renaissance Art in Italy: The 16th Century</td>
</tr>
<tr>
<td>HA 594</td>
<td>Special Study in Renaissance Art: _____</td>
</tr>
<tr>
<td>HA 706</td>
<td>Seminar: _____ (Topic must fall within breadth area)</td>
</tr>
</tbody>
</table>

#### C. Art between 1600 and 1700: European

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 372</td>
<td>Baroque Art in Europe</td>
</tr>
<tr>
<td>HA 395</td>
<td>Special Study in Baroque Art: _____</td>
</tr>
<tr>
<td>HA 576</td>
<td>Art in the Age of Rubens, Rembrandt and Vermeer: Northern Baroque</td>
</tr>
<tr>
<td>HA 577</td>
<td>Italian Baroque Art</td>
</tr>
<tr>
<td>HA 579</td>
<td>Southern Baroque Art</td>
</tr>
<tr>
<td>HA 595</td>
<td>Special Study in Baroque Art: _____</td>
</tr>
<tr>
<td>HA 706</td>
<td>Seminar: _____ (Topic must fall within breadth area)</td>
</tr>
</tbody>
</table>

#### D. Art between 1700 and 1900: European or American

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 370</td>
<td>American Art</td>
</tr>
<tr>
<td>HA 533</td>
<td>European Art 1789-1848: Gender and Revolution</td>
</tr>
<tr>
<td>HA 534</td>
<td>Art in France 1848-1900: Modernisms</td>
</tr>
<tr>
<td>HA 342</td>
<td>Special Study in 18th/19th-Century European or American Art: _____</td>
</tr>
<tr>
<td>HA 542</td>
<td>Special Study in 18th-19th Century European or American Art: _____</td>
</tr>
<tr>
<td>HA 570</td>
<td>American Art</td>
</tr>
<tr>
<td>HA 581</td>
<td>American Art to 1860: Inventing a Nation</td>
</tr>
<tr>
<td>HA 582</td>
<td>American Art 1860-1900: Gilded Age</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>HA 706</td>
<td>Seminar: _____ (Topic must fall within breadth area)</td>
</tr>
<tr>
<td>E. Asian Art before 1900:</td>
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</tr>
<tr>
<td>HA 340</td>
<td>Special Study in Asian Art Before 1900: _____</td>
</tr>
<tr>
<td>HA 354</td>
<td>Japanese Prints</td>
</tr>
<tr>
<td>HA 361</td>
<td>Buddhist Art of Korea</td>
</tr>
<tr>
<td>HA 362</td>
<td>Ceramics of Korea</td>
</tr>
<tr>
<td>HA 367</td>
<td>Art and Culture of Japan</td>
</tr>
<tr>
<td>HA 368</td>
<td>Art and Culture of China</td>
</tr>
<tr>
<td>HA 369</td>
<td>Art and Culture of Korea</td>
</tr>
<tr>
<td>HA 467</td>
<td>Art and Culture of Japan, Honors</td>
</tr>
<tr>
<td>HA 468</td>
<td>Art and Culture of China, Honors</td>
</tr>
<tr>
<td>HA 469</td>
<td>Art and Culture of Korea, Honors</td>
</tr>
<tr>
<td>HA 488</td>
<td>Chinese Painting, Honors</td>
</tr>
<tr>
<td>HA 539</td>
<td>History of Japanese Buddhist Art</td>
</tr>
<tr>
<td>HA 540</td>
<td>Special Study in Asian Art Before 1900: _____</td>
</tr>
<tr>
<td>HA 545</td>
<td>Early Chinese Art</td>
</tr>
<tr>
<td>HA 546</td>
<td>Chinese Sculpture</td>
</tr>
<tr>
<td>HA 549</td>
<td>Chinese Painting</td>
</tr>
<tr>
<td>HA 554</td>
<td>Japanese Prints</td>
</tr>
<tr>
<td>HA 561</td>
<td>Buddhist Art of Korea</td>
</tr>
<tr>
<td>HA 562</td>
<td>Ceramics of Korea</td>
</tr>
<tr>
<td>HA 568</td>
<td>The Art of Buddhism</td>
</tr>
<tr>
<td>HA 586</td>
<td>Japanese Painting</td>
</tr>
<tr>
<td>HA 597</td>
<td>Japanese Sculpture</td>
</tr>
<tr>
<td>F. Art after 1900</td>
<td></td>
</tr>
<tr>
<td>HA 343</td>
<td>Special Study in 20th/21st-Century Art: _____</td>
</tr>
<tr>
<td>HA 363</td>
<td>Modern Korean Art and Culture</td>
</tr>
<tr>
<td>HA 380</td>
<td>History of Photography</td>
</tr>
<tr>
<td>HA 388</td>
<td>Modern and Contemporary Visual Arts of Japan</td>
</tr>
<tr>
<td>HA 543</td>
<td>Special Study in 20th/21st-Century Art: _____</td>
</tr>
<tr>
<td>HA 564</td>
<td>European Art, 1900-1945</td>
</tr>
<tr>
<td>HA 566</td>
<td>Art From 1945 to the 1980s: Modernism to Post-Modernism</td>
</tr>
<tr>
<td>HA 567</td>
<td>Contemporary Art</td>
</tr>
<tr>
<td>HA 571</td>
<td>Modern Sculpture</td>
</tr>
<tr>
<td>HA 580</td>
<td>History of Photography</td>
</tr>
<tr>
<td>HA 583</td>
<td>American Art 1900-1945: Rise of Modernism</td>
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<tr>
<td>HA 584</td>
<td>Kansas Art, History, and Popular Culture</td>
</tr>
<tr>
<td>HA 588</td>
<td>Modern and Contemporary Visual Arts of Japan</td>
</tr>
<tr>
<td>HA 589</td>
<td>Japanese Artistic Encounters with Europe and the United States</td>
</tr>
<tr>
<td>HA 708</td>
<td>Seminar: _____ (Topic must fall within breadth area)</td>
</tr>
</tbody>
</table>

3. Complete a 500 level or above art history course (3 hours) approved for Goal 6 in the KU Core. (The Goal 6 art history course may also fulfill one of the breadth requirements above, in which case an elective course should be taken for the final 3 required hours of art history.) (3)

4. Art history elective (0-3 hours; see number 3 above). (0)

Total Hours: (30) 30

Note: HA 100/HA 300 is a 1-semester survey of Western art history intended for non-majors and does not count toward the 30 required hours in art history. A student who takes HA 100 or HA 300 and then decides to major in art history must then also take either HA 150 or HA 151 (or both). A student who already has credit in either HA 150 or HA 151, however, should not take HA 100 or HA 300.

**Major Hours & Major GPA**

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

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

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

- **Major Junior/Senior Hours**
  Satisfied by a minimum of 12 hours from junior/senior courses (300+) in the major.

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

**Master's Degree Requirements**

Proficiency in a foreign language is required for the M.A. degree. Students in the 4+1 program should complete at least the fourth semester of a relevant foreign language (normally French, German, Italian, or Spanish) with a grade of B or better by the end of Year 4 or be prepared to demonstrate proficiency by passing the department's language proficiency exam at the beginning of Year 5. Should the student not pass the proficiency exam, s/he will be expected.
either to enroll in the appropriate level of language study or establish a plan for passing the language exam at the start of the second semester of Year 5. In addition to the 12 credit hours of graduate coursework taken during the senior year, students must complete an additional 18 credit hours of graduate coursework, for a total of 30 hours of graduate credit.

The full 30 hours must include:

- At least 15 credit hours at the 700 level or above
- At least 6 graduate seminars, including 2 at the 800 level or above (the latter also count toward the required 15 hours of 700 level or above)
- One course in at least three of these areas:
  1. 400-1400: Europe, the Mediterranean, or Near East
  2. 1300-1700: Europe, the Mediterranean, or Near East
  3. 1700-1900: Europe or America
  4. Post-1900: Europe or America

**Written Comprehensive Examination**

A general written examination in European/American art must be passed for the M.A. degree. A detailed presentation of departmental degree requirements and regulations is included in the department's Graduate Student Handbook, available online.

**Progression Requirements**

Given the accelerated nature of this program, each student's progress will be closely monitored at various points during the program:

1. Once approved to begin graduate coursework, the student must meet with the DGS to plan the final year of undergraduate study.
2. At the end of the final semester of undergraduate study (Year 4), the department will review the student's performance in graduate-level HA courses taken in Year 4. The student must earn a grade of B+ or better in each of these courses to be eligible for regular admission to the master's degree.
3. Following completion and award of the undergraduate degree, the admitted student will again meet with the DGS to review the course plan for the fifth year of study and update as needed. The student's performance in the graduate-level courses taken as an undergraduate will be evaluated.
4. For those students who do not meet the minimum GPA requirement of 3.0 in the first semester of Year 5, the department may, at its discretion, devise a plan of study to address the student's deficiencies, or may dismiss the student from the program.
5. The student will not be permitted to enroll in additional courses for graduate credit toward the master's degree until the baccalaureate degree has been conferred.

Students should complete all requirements for the 4+1 within one year of receiving the bachelor's degree. If unforeseen circumstances prevent the timely completion of the master's degree, the student must consult with their graduate advisor to develop an alternative plan for completion.
Anticipated number of program graduates

| After 7 Years | 4 |

Academic Support

The department's existing resources are adequate to support this program. Students who have indicated an interest in the 4 + 1 degree will be advised by the department's undergraduate advisor in Years 1-3. The DGS will also work with those students and will become their primary advisor in Year 4.

Facilities and Equipment

None

Program Review, Assessment, Accreditation

This degree will be reviewed under any mandated program review.

The department will establish a tracking sheet customized to the requirements of the 4 + 1 M.A. degree that we will employ to monitor the progress-to-degree of students enrolled in the program. Students in Year 5 of the 4 + 1 program will undergo the standard departmental spring semester review of M.A. students.

Assessment: we will employ the department's existing Bachelor's and M.A. degree assessment plans, which are applicable to students in the 4 + 1 M.A. degree program.

The assessment plan for the Bachelor's degree:

The assessment plan for the MA degree:

Accreditation: n/a

Costs, Financing

<table>
<thead>
<tr>
<th>Salaries</th>
<th>OOE</th>
<th>Equipment</th>
<th>Other</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
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<td>Year 2</td>
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<tr>
<td>Year 3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

What is the source of the new funds?

n/a

Rationale for proposal

The art history department sees an opportunity to grow our M.A. program in a revenue-positive way by encouraging our best undergraduate majors to remain at KU an extra year and earn an M.A. degree in an expedited fashion. We believe we can attract them to this opportunity by demonstrating that holding the M.A. rather than only a Bachelor's degree will position them for greater success on the job market. This degree will also qualify them to pursue a Ph.D.

Additional Information

Sample academic plan attached.

Supporting Documents

Sample Academic Plan for History of Art (European American).docx

Program Reviewer Comments

Rachel Schwien (rschwien) (11/01/17 11:07 am): Rollback; per request
Kristine Latta (klatta) (11/01/17 11:55 am): Rollback; Needs to be submitted as a concentration.
Kristine Latta (klatta) (11/02/17 9:40 am): Rollback; As requested
We are requesting two new degrees; Bachelor of Science and Bachelor of Arts in Molecular, Cellular, and Developmental Biology (MCDB).

Importantly, the B.S. degree in MCDB is currently a sub-plan under the B.S. in Biology. There are no changes to the curriculum being requested for the B.S. - only adding a new stand-alone B.S. in MCDB degree and eliminating the sub-plan offering.

The B.A. degree in MCDB is a new degree. The curriculum for the B.A. is very similar to the B.S. degree, with a reduction of general science and degree specific requirements to enable second language proficiency course work.

Demand/Need for the Program

Over 240 students are current BS Biology sub-plan MCDB majors. Among the reasons for this request is a response to students' desire (and disappointment). Students have frequently expressed their disappointment that their degree name (just Biology) does not reflect the sub-plan focus.

Most importantly, the degree nomenclature does not fully reflect their expertise/knowledge when applying for employment or professional development, possibly placing them at a disadvantage.
Additionally, these modifications reflect the emphasis and diversity in contemporary Biology. These modifications would mirror the other stand-alone B.S. and B.A. degrees in Microbiology and Biochemistry, as well as the Ph.D. offerings in the Department of Molecular Biosciences.

Moving these sub-plans into stand-alone degrees would enhance the exposure to already popular degrees, likely increasing the awareness and attraction for coming to KU for these degrees.

Lastly, many top tier Universities offer undergraduate degrees in Molecular, Cellular, and Developmental Biology. These include Yale, Michigan, Colorado, Ohio State, Iowa State, UCLA, Illinois-Chicago, UC Santa Barbara, Washington, and UC Santa Cruz.

**Comparative/Locational Advantage**

With the exception of Colorado and Iowa State, regional state Universities do not offer a degree in MCDB – including other Kansas Board of Regent’s Universities. Given the excellent Universities (above) that do offer this degree, a stand-alone degree provides a recruiting/exposure advantage for the University of Kansas.

**Admission Requirements**

Same as all other degrees offered within Molecular Biosciences (KU admission requirements).

**Degree Requirements**

**General Science Requirements (28-31)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 105</td>
<td>Biology Orientation Seminar</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 130</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 135</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 310</td>
<td>Fundamentals of Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>or CHEM 330</td>
<td>Organic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHEM 331</td>
<td>Organic Chemistry I Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MATH 121</td>
<td>Calculus I</td>
<td>4-6</td>
</tr>
<tr>
<td>or MATH 115</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>&amp; MATH 116</td>
<td>Calculus I and Calculus II</td>
<td></td>
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<tr>
<td>or MATH 125</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>PHSX 114</td>
<td>College Physics I</td>
<td>8-9</td>
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<td>&amp; PHSX 115</td>
<td>and College Physics II</td>
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<td>or PHSX 211</td>
<td>General Physics I</td>
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<td>&amp; PHSX 216</td>
<td>and General Physics I Laboratory</td>
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<tr>
<td>&amp; PHSX 212</td>
<td>and General Physics II</td>
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<tr>
<td>&amp; PHSX 236</td>
<td>and General Physics II Laboratory</td>
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**Molecular, Cellular & Developmental Biology Requirements (31-34)**

<table>
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</thead>
<tbody>
<tr>
<td>BIOL 150</td>
<td>Principles of Molecular and Cellular Biology</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 151</td>
<td>Principles of Molecular and Cellular Biology, Honors</td>
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<tr>
<td>BIOL 152</td>
<td>Principles of Organismal Biology</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 153</td>
<td>Principles of Organismal Biology, Honors</td>
<td></td>
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<tr>
<td>BIOL 350</td>
<td>Principles of Genetics</td>
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</tr>
<tr>
<td>or BIOL 360</td>
<td>Principles of Genetics, Honors</td>
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<tr>
<td>BIOL 405</td>
<td>Laboratory in Genetics</td>
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<td>or BIOL 426</td>
<td>Laboratory in Cell Biology</td>
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<td>BIOL 412</td>
<td>Evolutionary Biology</td>
<td>4</td>
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<tr>
<td>BIOL 416</td>
<td>Cell Structure and Function</td>
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<tr>
<td>or BIOL 536</td>
<td>Cell Structure and Function (Honors)</td>
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<td>BIOL 417</td>
<td>Biology of Development</td>
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<td>or BIOL 545</td>
<td>Evolution of Development</td>
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<td>BIOL 600</td>
<td>Introductory Biochemistry, Lectures</td>
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</tr>
<tr>
<td>BIOL 435</td>
<td>Introduction to Neurobiology</td>
<td>3</td>
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<tr>
<td>or BIOL 672</td>
<td>Gene Expression</td>
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</tr>
<tr>
<td>or BIOL 688</td>
<td>The Molecular Biology of Cancer</td>
<td></td>
</tr>
<tr>
<td>BIOL 599</td>
<td>Senior Seminar: _____</td>
<td>1</td>
</tr>
</tbody>
</table>

**Laboratory Requirement (2-3)**

2-3

One of the following laboratory courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 402</td>
<td>Fundamentals of Microbiology Laboratory</td>
</tr>
<tr>
<td>BIOL 405</td>
<td>Laboratory in Genetics</td>
</tr>
<tr>
<td>BIOL 426</td>
<td>Laboratory in Cell Biology</td>
</tr>
<tr>
<td>BIOL 519</td>
<td>Microbial Genetics Laboratory</td>
</tr>
<tr>
<td>BIOL 545</td>
<td>Evolution of Development</td>
</tr>
<tr>
<td>BIOL 637</td>
<td>Introductory Biochemistry Laboratory</td>
</tr>
</tbody>
</table>

**Molecular, Cellular & Developmental Biology Electives (6)**

Any Biology course numbered 400 or higher. No more than 3 hours of **BIOL 423**: Non-Lab Independent Student and/or **BIOL 424**: Independent Study (combined) may be used to fulfill the elective requirement.
Major Hours & Major GPA

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

**Major Hours**
Satisfied by 68-74 hours of major courses.

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

**Major Junior/Senior Hours**
Satisfied by a minimum of 36-37 hours from junior/senior courses (300+) in the major.

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

### Faculty Profile

<table>
<thead>
<tr>
<th>Name of Faculty and Rank</th>
<th>Highest Degree</th>
<th>Number of Faculty FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Ackley, Associate Professor</td>
<td>Ph.D.</td>
<td>1</td>
</tr>
<tr>
<td>Mizuki Azuma, Associate Professor</td>
<td>Ph.D.</td>
<td>1</td>
</tr>
<tr>
<td>Yoshiaki Azuma, Professor</td>
<td>Ph.D.</td>
<td>1</td>
</tr>
<tr>
<td>Matthew Buechner, Associate Professor</td>
<td>Ph.D.</td>
<td>1</td>
</tr>
<tr>
<td>William Dentler, Professor</td>
<td>Ph.D.</td>
<td>1</td>
</tr>
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<td>T. Christopher Gamblin, Professor</td>
<td>Ph.D.</td>
<td>1</td>
</tr>
<tr>
<td>Erik Lundquist, Professor</td>
<td>Ph.D.</td>
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<td>Stuart Macdonald, Associate Professor</td>
<td>Ph.D.</td>
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<td>Ph.D.</td>
<td>1</td>
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<td>Lisa Timmons, Associate Professor</td>
<td>Ph.D.</td>
<td>1</td>
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<td>Robert Unckless, Assistant Professor</td>
<td>Ph.D.</td>
<td>1</td>
</tr>
<tr>
<td>Robert Ward, Associate Professor</td>
<td>Ph.D.</td>
<td>1</td>
</tr>
<tr>
<td>Liang Xu, Professor</td>
<td>Ph.D.</td>
<td>1</td>
</tr>
</tbody>
</table>

### Student Profile

<table>
<thead>
<tr>
<th>Anticipated student enrollment</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Total</th>
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<tr>
<td>Year 1</td>
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<tr>
<td>Year 2</td>
<td>250</td>
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</tr>
<tr>
<td>Year 3</td>
<td>250</td>
<td>0</td>
<td>250</td>
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<table>
<thead>
<tr>
<th>Anticipated number of program graduates</th>
<th>250</th>
</tr>
</thead>
<tbody>
<tr>
<td>After 5 Years</td>
<td></td>
</tr>
<tr>
<td>After 7 Years</td>
<td></td>
</tr>
</tbody>
</table>

### Academic Support

No new support needed. Existing degree program with existing resources.

### Facilities and Equipment

No new support needed. Existing degree program with existing resources.

### Program Review, Assessment, Accreditation

As part of the Department of Molecular Biosciences, this degree and associated educational components are reviewed approximately every nine years. Our program is undergoing a review in 2017-18.

### Costs, Financing

<table>
<thead>
<tr>
<th>Salaries</th>
<th>OOE</th>
<th>Equipment</th>
<th>Other</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Salaries</td>
<td>OOE</td>
<td>Equipment</td>
<td>Other</td>
<td>TOTAL</td>
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<tr>
<td>Year 1</td>
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<td>0</td>
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<td>0</td>
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<td>Year 2</td>
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<tr>
<td>Year 3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**What is the source of the new funds?**

No new support needed. Existing degree program with existing resources.

**Rationale for proposal**

Over 240 students are current BS Biology sub-plan MCDB majors. Among the reasons for this request is a response to students’ desire (and disappointment). Students have frequently expressed their disappointment that their degree name (just Biology) does not reflect the sub-plan focus. Most importantly, the degree nomenclature does not fully reflect their expertise/knowledge when applying for employment or professional development, possibly placing them at a disadvantage.

**Additional Information**

Additionally, these modifications reflect the emphasis and diversity in contemporary Biology. These modifications would mirror the other stand-alone B.S. and B.A. degrees in Microbiology and Biochemistry, as well as the Ph.D. offerings in the Department of Molecular Biosciences. Moving these subplans into stand-alone degrees would enhance the exposure to already popular degrees, likely increasing the awareness and attraction for coming to KU for these degrees. Lastly, many top tier Universities offer undergraduate degrees in Molecular, Cellular, and Developmental Biology. These include Yale, Michigan, Colorado, Ohio State, Iowa State, UCLA, Illinois-Chicago, UC Santa Barbara, Washington, and UC Santa Cruz. There is a relative paucity of MCDB degree offerings by regional Universities.
Program Change Request

New Program Proposal

Date Submitted: 08/16/17 9:43 am

Last edit: 11/10/17 8:44 am

Changes proposed by: johnconn

<table>
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<th>Undergraduate, Lawrence</th>
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</thead>
<tbody>
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<td>Program Type</td>
<td>Degree/Major</td>
</tr>
<tr>
<td>Department/Program</td>
<td>Biology</td>
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<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Degree Code</td>
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</tr>
<tr>
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<td>College of Lib Arts &amp; Sciences</td>
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<td>Consulting Department(s)</td>
<td>Microbiology</td>
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<td>CIP Code</td>
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</tr>
<tr>
<td>Program Name</td>
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</tr>
<tr>
<td>Do you intend to offer a track(s)?</td>
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</tr>
<tr>
<td>Location(s) of Instruction</td>
<td>Lawrence</td>
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<tr>
<td>Do you intend for this program to be offered online?</td>
<td>No</td>
</tr>
<tr>
<td>Effective Catalog</td>
<td>2018 - 2019</td>
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</tbody>
</table>

Program Description

We are requesting two new degrees; Bachelor of Science and Bachelor of Arts in Molecular, Cellular, and Developmental Biology (MCDB).

Importantly, the B.S. degree in MCDB is currently a sub-plan under the B.S. in Biology. There are no changes to the curriculum being requested for the B.S. - only adding a new stand-alone B.S. in MCDB degree and eliminating the sub-plan offering.

The B.A. degree in MCDB is a new degree. The curriculum for the B.A. is very similar to the B.S. degree, with a reduction of general science and degree specific requirements to enable second language proficiency course work.

Demand/Need for the Program

Over 240 students are current BS Biology sub-plan MCDB majors. Among the reasons for this request is a response to students' desire (and disappointment). Students have frequently expressed their disappointment that their degree name (just Biology) does not reflect the sub-plan focus.

Most importantly, the degree nomenclature does not fully reflect their expertise/knowledge when applying for employment or professional development, possibly placing them at a disadvantage.
Additionally, these modifications reflect the emphasis and diversity in contemporary Biology. These modifications would mirror the other stand-alone B.S. and B.A. degrees in Microbiology and Biochemistry, as well as the Ph.D. offerings in the Department of Molecular Biosciences.

Moving these sub-plans into stand-alone degrees would enhance the exposure to already popular degrees, likely increasing the awareness and attraction for coming to KU for these degrees.

Lastly, many top tier Universities offer undergraduate degrees in Molecular, Cellular, and Developmental Biology. These include Yale, Michigan, Colorado, Ohio State, Iowa State, UCLA, Illinois-Chicago, UC Santa Barbara, Washington, and UC Santa Cruz.

**Comparative/Locational Advantage**

With the exception of Colorado and Iowa State, regional state Universities do not offer a degree in MCDB – including other Kansas Board of Regent's Universities. Given the excellent Universities (above) that do offer this degree, a stand-alone degree provides a recruiting/exposure advantage for the University of Kansas.

**Admission Requirements**

Same as all other degrees offered within Molecular Biosciences (KU admission requirements).

**Degree Requirements**

**General Science Requirements (34-38)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 105</td>
<td>Biology Orientation Seminar</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 130</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 135</td>
<td>General Chemistry II</td>
<td>5</td>
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<tr>
<td>CHEM 330</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 331</td>
<td>Organic Chemistry I Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 335</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 115</td>
<td>Calculus I</td>
<td>4-6</td>
</tr>
<tr>
<td>&amp; MATH 116</td>
<td>and Calculus II</td>
<td></td>
</tr>
<tr>
<td>or MATH 121</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>or MATH 125</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>BIOL 570</td>
<td>Introduction to Biostatistics</td>
<td>3-4</td>
</tr>
<tr>
<td>or MATH 365</td>
<td>Elementary Statistics</td>
<td></td>
</tr>
<tr>
<td>PHSX 114</td>
<td>College Physics I</td>
<td>8-9</td>
</tr>
<tr>
<td>&amp; PHSX 115</td>
<td>and College Physics II</td>
<td></td>
</tr>
<tr>
<td>or PHSX 211</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>&amp; PHSX 216</td>
<td>and General Physics I Laboratory</td>
<td></td>
</tr>
<tr>
<td>&amp; PHSX 212</td>
<td>and General Physics II</td>
<td></td>
</tr>
<tr>
<td>&amp; PHSX 236</td>
<td>and General Physics II Laboratory</td>
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</table>

**Molecular, Cellular & Developmental Biology Requirements (34-37)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIOL 150</td>
<td>Principles of Molecular and Cellular Biology</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 151</td>
<td>Principles of Molecular and Cellular Biology, Honors</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 152</td>
<td>Principles of Organismal Biology</td>
<td>4</td>
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<tr>
<td>or BIOL 153</td>
<td>Principles of Organismal Biology, Honors</td>
<td></td>
</tr>
<tr>
<td>BIOL 350</td>
<td>Principles of Genetics</td>
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<tr>
<td>or BIOL 360</td>
<td>Principles of Genetics, Honors</td>
<td></td>
</tr>
<tr>
<td>BIOL 412</td>
<td>Evolutionary Biology</td>
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</tr>
<tr>
<td>BIOL 405</td>
<td>Laboratory in Genetics</td>
<td>2-3</td>
</tr>
<tr>
<td>or BIOL 426</td>
<td>Laboratory in Cell Biology</td>
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</tr>
<tr>
<td>BIOL 416</td>
<td>Cell Structure and Function</td>
<td>3</td>
</tr>
<tr>
<td>or BIOL 536</td>
<td>Cell Structure and Function (Honors)</td>
<td></td>
</tr>
<tr>
<td>BIOL 417</td>
<td>Biology of Development</td>
<td>3-5</td>
</tr>
<tr>
<td>or BIOL 545</td>
<td>Evolution of Development</td>
<td></td>
</tr>
<tr>
<td>BIOL 435</td>
<td>Introduction to Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 600</td>
<td>Introductory Biochemistry, Lectures</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 650</td>
<td>Advanced Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>or BIOL 672</td>
<td>Gene Expression</td>
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</tr>
<tr>
<td>or BIOL 688</td>
<td>The Molecular Biology of Cancer</td>
<td></td>
</tr>
<tr>
<td>BIOL 599</td>
<td>Senior Seminar: ______</td>
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</tr>
</tbody>
</table>

**Laboratory Requirement (2-3)**

2-3

One of the following laboratory courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 402</td>
<td>Fundamentals of Microbiology Laboratory</td>
</tr>
<tr>
<td>BIOL 405</td>
<td>Laboratory in Genetics</td>
</tr>
<tr>
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</tr>
<tr>
<td>BIOL 519</td>
<td>Microbial Genetics Laboratory</td>
</tr>
<tr>
<td>BIOL 545</td>
<td>Evolution of Development</td>
</tr>
<tr>
<td>BIOL 637</td>
<td>Introductory Biochemistry Laboratory</td>
</tr>
</tbody>
</table>

**Molecular, Cellular & Developmental Biology Electives (12)**

12
Any Biology courses numbered 400 or higher. No more than 3 hours of BIOL 423: Non-Lab Independent Study and/or BIOL 424: Independent Study (combined) may be used to fulfill the elective requirement.

**Major Hours & Major GPA**

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

**Major Hours**  
Satisfied by 83-90 hours of major courses.

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

**Major Junior/Senior Hours**  
Satisfied by a minimum of 51-53 hours from junior/senior courses (300+) in the major.

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

---

**Faculty Profile**

<table>
<thead>
<tr>
<th>Name of Faculty and Rank</th>
<th>Highest Degree</th>
<th>Number of Faculty FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Ackley, Associate Professor</td>
<td>Ph.D.</td>
<td>1</td>
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<td>Mizuki Azuma, Associate Professor</td>
<td>Ph.D.</td>
<td>1</td>
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<tr>
<td>Yoshiaki Azuma, Professor</td>
<td>Ph.D.</td>
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<td>Matthew Buechner, Associate Professor</td>
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<td>William Dentler, Professor</td>
<td>Ph.D.</td>
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<td>Ph.D.</td>
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<td>Erik Lundquist, Professor</td>
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<td>Robert Ward, Associate Professor</td>
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<tr>
<td>Liang Xu, Professor</td>
<td>Ph.D.</td>
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</tbody>
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**Student Profile**

<table>
<thead>
<tr>
<th>Anticipated student enrollment</th>
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</thead>
<tbody>
<tr>
<td><strong>Full Time</strong></td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Anticipated number of program graduates</th>
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</thead>
<tbody>
<tr>
<td><strong>After 5 Years</strong></td>
</tr>
<tr>
<td><strong>After 7 Years</strong></td>
</tr>
</tbody>
</table>

**Academic Support**  
No new support needed. Existing degree program with existing resources.

**Facilities and Equipment**  
No new support needed. Existing degree program with existing resources.

**Program Review, Assessment, Accreditation**  
As part of the Department of Molecular Biosciences, this degree and associated educational components are reviewed approximately every nine years. Our program is undergoing a review in 2017-18.

**Costs, Financing**
### Rationale for proposal

Over 240 students are current BS Biology sub-plan MCDB majors. Among the reasons for this request is a response to students' desire (and disappointment). Students have frequently expressed their disappointment that their degree name (just Biology) does not reflect the sub-plan focus. Most importantly, the degree nomenclature does not fully reflect their expertise/knowledge when applying for employment or professional development, possibly placing them at a disadvantage.

Additionally, these modifications reflect the emphasis and diversity in contemporary Biology. These modifications would mirror the other stand-alone B.S. and B.A. degrees in Microbiology and Biochemistry, as well as the Ph.D. offerings in the Department of Molecular Biosciences. Moving these subplans into stand-alone degrees would enhance the exposure to already popular degrees, likely increasing the awareness and attraction for coming to KU for these degrees. Lastly, many top tier Universities offer undergraduate degrees in Molecular, Cellular, and Developmental Biology. These include Yale, Michigan, Colorado, Ohio State, Iowa State, UCLA, Illinois-Chicago, UC Santa Barbara, Washington, and UC Santa Cruz. There is a relative paucity of MCDB degree offerings by regional Universities.

### Supporting Documents

- MCDB BA.pdf
- MCDB BS.pdf

---

**What is the source of the new funds?**

No new support needed. Existing degree program with existing resources.
### Course Inventory Change Request

**Viewing:** PORT 347: Brazilian Studies: _____

**Last edit:** 11/21/17 2:55 pm

Changes proposed by: v867g341

| Catalog Pages referencing this course | College of Liberal Arts & Sciences  
<table>
<thead>
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<tbody>
<tr>
<td>Programs</td>
<td>Department of Spanish and Portuguese</td>
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<td>Department</td>
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<td></td>
<td>Spanish &amp; Portuguese</td>
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<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

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

No

**Title**

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 Brazilian literary and cultural history. 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. Although the course may cover multiple genres and periods, it always emphasizes the plurality of Brazilian people, its history of slavery and immigration, diverse ethnic composition, rich religious milieu, and complex class system. The course may cover multiple genres and periods. Students also discuss the differences between the geographical regions course conducted in the country, Portuguese and discuss controversial topics such as may be repeated for credit as racism and religion. The topic varies. 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. 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.

**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?**

Yes

**Credits**

3

**Course conducted in**

Portuguese

**Is this course approved for University Honors Program?**

No

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

Yes

**Typically Offered**

Yes

**Repeatable for credit?**

Yes

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

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

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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 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-
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.
Instructor Information

Instructor’s Name: Antonio Luciano Tosta, Ph.D.
Email: lucianotosta@ku.edu
Office Phone: 785 864-1133
Office Location: Wescoe Hall 2630
Office Hours: Tuesdays & Thursdays from 4:00 to 5:15 or by appointment

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, Benedita 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](http://www.ku.edu/~ssdis). Please also contact me privately in regard to your needs in this course.

4. Course Overview

<table>
<thead>
<tr>
<th>01/20</th>
<th>Introduction to the course. Expectations, requirements, etc. The Afro-Brazilian Heritage (Darcy Ribeiro’s <em>O Povo Brasileiro</em> – Matriz Africana)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/22</td>
<td>Continuation of viewing of <em>O Povo Brasileiro</em> – Matriz Afro.</td>
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<tr>
<td>Date</td>
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<tr>
<td>01/27</td>
<td><em>Xica da Silva</em> (Film)</td>
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<td></td>
<td>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; *essays are divided among students for reading.</td>
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<tr>
<td>01/29</td>
<td>Carl Degler’s <em>Neither Black nor White: Slavery &amp; Race Relations in Brazil &amp; the United States.</em> (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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<td>02/17</td>
<td><em>Quanto Vale ou é Por Quilo?</em> (Film)</td>
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<td>02/19</td>
<td>Thomas Skidmore’s <em>Black into White: Race and Nationality in Brazilian Thought.</em></td>
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<td>02/26</td>
<td><em>O Pagador de Promessas</em> (Film); Robert Stam’s “Slow Fade to Afro: The Black Presence in Brazilian Cinema,” Sheila Walker’s “Everyday and Exoteric Reality in the Afro-Brazilian Candomblé” &amp; Júlio Braga’s “Candomblé in Bahia: Repression and Resistance” in Black Brazil.</td>
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<td>02/28</td>
<td>Anderson’s “The Quilombo of Palmares: A New Overview of a Maroon State in Seventeenth-Century Brazil,” Lavergne’s “Quilombo Cafundó: Today’s Cultural Resistance in Brazil, Struggle Against Its Disappearance” &amp; class viewing of scenes from Quilombo Country &amp; Quilombos da Bahia</td>
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<td>03/03</td>
<td>Maria José França’s &quot;Candomblé and Community&quot; in <em>Black Brazil,</em> 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>
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<td>03/05</td>
<td>Jorge Amado’s <em>O Compadre de Ogum</em> (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.*</td>
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<td>03/10</td>
<td>John Burdick’s <em>Blessed Anastasia; Women, Race and Christianity in Brazil.</em></td>
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<tr>
<td>03/12</td>
<td>Class discussion of documentary <em>I Saw Good Death Smile</em> (Sisterhood of the Good Death) &amp; Mulvey’s Slave Confraternities in Brazil: Their Role in Colonial Society.</td>
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<td>03/17</td>
<td>NO CLASS (Spring Break)</td>
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<td>03/19</td>
<td>NO CLASS (Spring Break)</td>
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<td>03/24</td>
<td><em>A Negação do Brasil: O Negro nas Telenovelas Brasileiras</em> (Documentary)</td>
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<td>03/26</td>
<td><em>Filhas do Vento</em> (Film)</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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<td>04/02</td>
<td>Bollig’s &quot;White Rapper/Black Beats: Discovering a Race Problem in the Music of</td>
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<td>04/07:</td>
<td>Orfeu (Film) Stam’s &quot;The Favela: From Rio 40 Graus to Black Orpheus, 1954-1959&quot; in Tropical Multiculturalism.</td>
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<td>04/14:</td>
<td>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</td>
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<td>04/21:</td>
<td>Aluisio Azevedo’s Mulatto (novel) Marchant’s “Naturalism, Race, and Nationalism in Aluísio Azevedo's O mulato.”</td>
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<td>04/23:</td>
<td>Aluisio Azevedo’s Mulatto (novel) Marchant’s “Naturalism, Race, and Nationalism in Aluísio Azevedo's O mulato.”</td>
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<td>05/05:</td>
<td>Luís Fulano de Tal’s A Noite dos Cristais</td>
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<tr>
<td>05/07:</td>
<td>End of course</td>
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</tbody>
</table>

**Important Dates:**

- March 26: Midterm paper due
- May 12: Final paper due
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/20/17 2:08 pm

Viewing: FREN 481: Science-Fiction and Fantasy in French

Last edit: 10/24/17 10:20 am

Changes proposed by: pascott

<table>
<thead>
<tr>
<th>Academic Career</th>
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<tr>
<td>Subject Code</td>
<td>FREN</td>
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<td>Course Number</td>
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<td>French, Francophone, and Italian Studies</td>
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<td>College of Lib Arts &amp; Sciences</td>
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<td>Locations</td>
<td>Lawrence</td>
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Do you intend to offer any portion of this course online? No

Title: Science-Fiction and Fantasy in French

Transcript Title: Sci-Fi & Fantasy in French

Effective Term: Fall 2018

Catalog Description: Study of the key works in different media in French dealing with the theme and traces the development of science-fiction and fantasy from its beginnings to the present day.

Prerequisites: FREN 326

Cross Listed Courses:

Credits: 3

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

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

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

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? Yes

Typically Offered: Once a Year, Usually Fall

Repeatable for credit? No

Principal Course Designator: H - Humanities

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

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

Which Program(s)?

Program Code - Name

(FREN-BA) French, B.A.

Describe how: FREN 481 will count as a French Minor class and as one of the elective options in track II of the French Major.
Rationale for Course Proposal

The class has been previously taught as part of a more general themed class, FREN 480, but given its wide scope and use of literature, film, and TV, its own designation is more appropriate.

KU Core Information

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

Yes

Name of person giving departmental approval | Bruce Hayes  
---|---
Date of Departmental Approval | 09/20/2017

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.

The class studies literary, TV, and movies in French dealing with the theme of science-fiction or fantasy thereby introducing students to material on a familiar theme from another culture. This familiar theme, the science-fiction and fantasy genre, will be studied in the light of cultural-specific elements with respect to the student's own culture and involve investigating "what is science-fiction", "what is fantasy", "how is this work show a French/Canadian/Belgian identity", "what are the similarities and differences between this work and comparable works in English".

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.)

The class involves considering a range of works in different media, film, TV, novels, short stories, graphic novels, scientific treatises, to gain a general overview of the genre of science-fiction and fantasy in the French language and in particular French communities in Quebec, Belgium, and France. These works will be studied, discussed in class, and a semester-long scaffolded research paper will be an analysis of work/s in French dealing with this theme.

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.)

The class deals with some common tropes and characters, namely the vampire, aliens, and zombies and while studying each work, a primary question will be the cultural specificity of it and how cultural production reflects the society and social codes in which it was produced. When dealing with each category, students will compare the works in French to American or English-language works in the same field. The study of a French TV zombie show will involve direct comparisons to shows in the US, UK, and Australia in order to detect and discuss how each show is uniquely American, French, British, or Australian, thereby revealing the diversity as well as the individuality of each specific culture.

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 class is taught in French and all the readings primarily concern French-language works meaning that students will gain a detailed knowledge of different perspectives on literature and culture and the issues that they deal with, life, humanity, death, love, and society. Students will be encouraged and taught the ways in which similarly themed works can have a uniquely specific slant in connection with the language, faith, or cultural community that produced it. A major goal is therefore that students learn to recognize and appreciate difference.

State what assignments, readings, class discussion, and lectures will be used to evaluate students' work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)
A scaffolded research paper in French will deal with French-language treatments of science-fiction and fantasy and a major part of its assessment will be a rubric category of the identification and analysis of different cultural and value assumptions in the relevant works in French.
Course Texts

*Contes de fées*. Pdf provided.
Vampires – 2 early modern case studies. Pdf provided.

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

Movies and TV


Schedule

Jan 18 W Introduction
20 F Qu’est-ce que c’est la science-fiction, le fantastique et la fantasy ?
23 M *Les Revenants* – episode 1 (Camille) and episode 1 of *Glitch* (Netflix)
25 W *Contes de fées*
27 F *Contes de fées*
30 M Mme Leprince de Beaumont, *La Belle et la Bête* (novel)

Feb 1 W Cocteau, *La Belle et la Bête* (movie)
3 F Cocteau, *La Belle et la Bête* (movie)
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>6</td>
<td>M</td>
<td>L’intoxication alimentaire</td>
</tr>
<tr>
<td>8</td>
<td>W</td>
<td>Voltaire, <em>Micromégas</em></td>
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<tr>
<td>10</td>
<td>F</td>
<td>Library Instruction Session on the Zombie Project</td>
</tr>
<tr>
<td>13</td>
<td>M</td>
<td><em>L’An 2440</em></td>
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<tr>
<td>15</td>
<td>W</td>
<td><em>Les Revenants</em> Draft Outline due</td>
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<tr>
<td>17</td>
<td>F</td>
<td>Meliès, <em>Voyage dans la Lune</em></td>
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<tr>
<td>20</td>
<td>M</td>
<td>Serafini, <em>Codex Seraphianus</em></td>
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<tr>
<td>22</td>
<td>W</td>
<td><em>Tintin</em></td>
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<tr>
<td>24</td>
<td>F</td>
<td><em>Tintin</em></td>
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<tr>
<td>27</td>
<td>M</td>
<td>Boulle, <em>La Planète des singes</em></td>
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<tr>
<td>Mar</td>
<td>1</td>
<td>Boulle, <em>La Planète des singes</em> Outline due</td>
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<td>3</td>
<td>Boulle, <em>La Planète des singes</em></td>
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<tr>
<td>6</td>
<td>M</td>
<td><em>Planet of the Apes</em> movie (1968)</td>
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<td>8</td>
<td>W</td>
<td><em>Planet of the Apes</em> movie (2001)</td>
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<tr>
<td>10</td>
<td>F</td>
<td>Valérian Draft Version of Zombie Project Due</td>
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<td>11</td>
<td>Sa</td>
<td>Annotated Bibliography due</td>
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<tr>
<td>13</td>
<td>M</td>
<td><em>La Planète sauvage</em></td>
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<tr>
<td>15</td>
<td>W</td>
<td>Mœbius et Valérian</td>
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<tr>
<td>17</td>
<td>F</td>
<td>No Class – Take-home midterm</td>
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<tr>
<td>20</td>
<td>M</td>
<td>Spring Break</td>
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<tr>
<td>22</td>
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<tr>
<td>24</td>
<td>F</td>
<td>Spring Break</td>
</tr>
<tr>
<td>27</td>
<td>M</td>
<td><em>Le Cinquième Élément</em></td>
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<tr>
<td>29</td>
<td>W</td>
<td><em>Les Revenants</em> – Group Presentation 2</td>
</tr>
<tr>
<td>31</td>
<td>F</td>
<td><em>Les Revenants</em> – Group Presentation 3</td>
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<tr>
<td>April</td>
<td>3</td>
<td><em>Les Revenants</em> – Group Presentation 4</td>
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<tr>
<td>5</td>
<td>W</td>
<td>No class – 1-to-1 meeting on paper</td>
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<td>7</td>
<td>F</td>
<td><em>Les Revenants</em> – Group Presentation 1</td>
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<tr>
<td>10</td>
<td>M</td>
<td>Rosny, <em>Les Navigateurs</em></td>
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<td>12</td>
<td>W</td>
<td>Rosny, <em>Les Navigateurs</em></td>
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<td>14</td>
<td>F</td>
<td>Rosny, <em>Les Navigateurs</em> – Overview with Christina Lord</td>
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<td>17</td>
<td>M</td>
<td>Visit to the Spencer Research Library</td>
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<tr>
<td>19</td>
<td>W</td>
<td>Review and Overview</td>
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<tr>
<td>21</td>
<td>F</td>
<td><em>Lucy</em></td>
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<tr>
<td>26</td>
<td>W</td>
<td>Verne, <em>Paris</em></td>
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Disabilities

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

Course Aims and CORE Goal

French 481 looks at some striking examples of fantasy in French (from France, Belgium, and Québec) from the 17th century to the present day, covering literature, scientific works, film, TV shows, and comic books. Particular emphasis will be paid to the deep subversive potential of fantasy to challenge the status quo and prevailing attitudes to gender, sexuality, and authority as well as a discussion of the differences—and convergences—to be found between English-language fantasy and the French-language tradition.

This course satisfies the requirement for CORE Goal 4.2:

Upon reaching this goal, students will be able to examine a variety of perspectives in the global community, distinguish their own cultural patterns, and respond flexibly to multiple worldviews.
Requirements

A take-home midterm paper (with the midterm being a five-day take-home examination given on March 6 and due by midnight on March 10); one scaffolded semester paper of 2,000 words on a topic agreed with the professor related to the class (themes or works), with different stages of a research outline (also known as an abstract), annotated bibliography, first draft, one-to-one meeting with the professor, final version); one group presentation on Les Revenants covering a class period (March 27, 29, 31, and April 3); a reading journal to be submitted every Friday by midnight in a submission folder in Blackboard based on reactions to the readings/visual media of the previous week; active participation in class discussions (not just being in class, since a stuffed badger could fulfil this requirement but meaningful engagement with discussion). Even if you dislike a work, it can be very productive and interesting to analyze the reasons for this. I have written articles as the result of ideas and reflections that students have shared in class, different perspectives on works I personally know very well. Please speak!

Assignments

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

Grades

15% Take-home midterm question (March 13)
20% Group presentation (March 27, 29, 31 and May 1)
5% Research paper outline (March 3)
5% Research paper annotated bibliography (March 11)
5% Research paper first draft (April 23)
25% Semester research paper (May 12)*
10% Reading journal entries
15% class (daily preparation and participation)

*This final research paper will be assessed for student outcomes using the rubric for CORE Goal 4 found on our Blackboard site. Assessment will include the acquisition of a broad base of knowledge of different versions and values of literature and culture in the French
language through the different genres of science-fiction and fantasy and the ability to produce an analytical paper on a specific topic related to Francophone literature or culture that identifies and comments on its cultural-specific aspects with respect to US culture.

**Group Presentation: The Zombie Project**

*Description:* The zombie aspect of the class concerns the first season 2012 Emmy-winning French TV series *Les Revenants* (not be confused with the absolutely ghastly English version made by A&E in 2015 based on the French one for those who find reading subtitles too burdensome and canceled after one season). The show deals with zombies in an unusual way in that it has a blend of elements of crime thrillers, supernatural mysteries, and classic representation of zombies, so it is difficult to categorize in terms of genre. This makes it an ideal work to study since it raises questions about how to categorize art and literature in addition to the underlying purpose of artistic creations and viewer response. The research project will be an in-class research presentation on the show of a small group of 4-5 students working together on one of the following themes:

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

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

*Aims:* This research project will involve an introduction to, and consolidation of, locating and incorporating source material, preparing a useful bibliography, and presenting arguments and conclusions in an oral presentation which also has a written component in the handout and, crucially, which may be continued as an individual written assignment. Where the project goes beyond the normal research requirements of this level and in our major is in to critically analyzing something with which they are familiar (the zombie genre has had a surge in recent years with a spate of movies and also successful shows such as AMC’s *The Walking Dead* or the BBC’s *In the Flesh*) and to see how a TV show raises and deals with important questions such as identity, death, alienation, and humanity. In essence, you will go beyond seeing a show merely as entertainment and evaluate the cultural importance of its writings and themes.

*Stages:* The timetable for the Zombie Project is as follows:

- **January 23:** Class devoted to the first episode (“Camille” – each of the 8 episodes is named after and focuses on one character) of *Les Revenants* serving as an introduction to the series. The four groups will be assigned during this class.
- **February 10:** Library Instruction Session on the Zombie Project (regular class time at Watson).
- **March 11:** Draft version of project (PowerPoint slide and notes) due. Feedback will be provided on March 24.
- **March 27, 29, 31, and April 1:** In-class Presentations.
Grading: The presentation will be graded in the following way out of 50 points which will be converted into a percentile:

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

Grade Points

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

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

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

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

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

Attendance

Please notify me in advance of any absences. If you are absent for a class, it is your responsibility to find out what was covered in class and to prepared to participate fully at the
following class. Excessive absences (more than 3) will lower your overall class grade on the following scale: 2% per absence. If you do have a valid excuse for missing a syllabus assignment (illness, injury, family emergency, etc.), then please contact me to discuss arrangements. If you miss a scheduled examination (or class test) without a valid excuse, then you will receive a zero for that assignment. It is also your responsibility to show up in a timely fashion for class; persistent tardiness (i.e. arriving after class has begun) will result in the students’ participation grade being penalized according to exactly the same system as excessive absences, commencing with the second tardy arrival to class.

Environmental Consciousness

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

Class Conduct

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

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

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

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.

**Departmental Policy on Electronic Resources and Translation Programs**

**IMPORTANT NOTES about acceptable online/electronic resources:** If you wish to use an online dictionary or app, you may only use the dictionary function; you may not use any Discussion Forum function, and you may not use any other online resources linked to the site, unless approved for a specific assignment.

If you wish to use an app in class, it must be approved in advance by your instructor. During activities in which use of a dictionary is permitted, your instructor may ask you to sit so that use of the app may be observed by him/her.

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

**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

Validity of Syllabus

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

Final Remark

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

Course Inventory Change Request

Date Submitted: 10/25/17 3:43 pm

Viewing: GEOL 542: Energy and Society

Last edit: 10/27/17 8:57 am

Changes proposed by: olcott

Academic Career: Undergraduate, Lawrence
Subject Code: GEOL
Course Number: 542
Academic Unit: Geology
School/College: College of Lib Arts & Sciences
Locations: Lawrence

Title: Energy and Society
Transcript Title: Energy and Society
Effective Term: Spring 2018

Catalog Description: In this course, you will gain the necessary understanding of energy technologies and policies to evaluate options for energy usage and its socioeconomic and environmental impacts. You will analyze different opportunities and impacts of energy systems that exist within and between groups defined by national, regional, household, ethnic, and gender distinctions. Analysis of the range of current and future energy choices will be stressed, as well as the role of energy in determining local environmental conditions and global climate.

Prerequisites: A course in Biology, Chemistry, Physics, or Geology

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: Once a Year, Usually Spring
Repeatable for credit?: No

Principal Course Designator: N - Natural Sciences

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

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

Rationale for Course Proposal: The structure of the world’s energy system and the looming consequences of climate change represent one of the largest ethical issues currently faced by humans. This course will allow students to explore these issues from the point of view of multiple stakeholders.

Supporting Documents:
- GEOL 542-S18Syllabusv1.docx
- GEOL 542_FinalProject_Rubric.docx
The structure of the world’s energy system and the looming consequences of climate change represent one of the largest ethical issues currently faced by humans. For instance, studies have shown that the consequences of the energy decisions made by rich countries are felt 200-300 times more in poorer countries than they are in the rich countries. However, the issue is more complicated than it might appear: although the consequences of too-much energy use such as pollution and waste are clear to many, there are equally dire consequences from not having enough energy, such as poverty and lack of clean water.

Selected Learning Outcome(s):

Goal 5, Learning Outcome 1
State how your course or educational experience will present and apply distinct and competing ethics theories, each of which articulates at least one principle for ethical decision-making. (Please limit responses to 1000 characters.)

The course will be structured on the three main categories of Ethical theory: Consequentialist, Non-consequential, and Agent-centered theories. Consequentialist theories (including The Utilitarian Approach, The Egoistic Approach, and The Common Good Approach) are primarily concerned with the ethical consequences of particular actions. Non-consequentialist theories (including The Duty-Based Approach, The Rights Approach, and The Justice Approach) are more broadly concerned with the intentions of the person making ethical decisions than about particular actions. Agent-centered theories (including The Virtue Approach and The Feminist Approach), are more concerned with the overall ethical status of individuals, or agents, and are less concerned to identify the morality of particular actions.

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

Based upon the 3 categories of traditional ethical theories discussed above, the course will follow 3 frameworks to guide ethical decision-making: The Consequentialist (focusing on the future effects of the possible courses of action, considering the people directly or indirectly affected), The Non-Consequentialist (focusing on the duties and obligations that we have in a given situation, and considering what ethical obligations we have), and the Agent-Centered Virtue (to identify the character traits, positive or negative, that might motivate us in a given situation). Throughout the course, students are asked to analyze an ethical dilemma using their own ethical reasoning and the likely reasoning of at least two different stakeholders. This process encourages them to realize that while each of the 3 frameworks is useful for making ethical decisions, none is perfect. Knowing the advantages and disadvantages of the frameworks is helpful in the decision-making process.

State what assignments, readings, class discussions, and lectures will present and apply particular ethics codes. (Please limit responses to 1000 characters.)
Weekly readings focus on certain aspects of these ethical codes: their historical basis in the context of energy issues, the application of these codes in specific issues, or debates between these viewpoints. Each week students also research current issues relating to different types of energy and articulate the ethical basis for the competing sides. Class time is largely spent having discussions about different ethical viewpoints, and having the students do group activities where they use ethical reasoning to manage an energy 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.)
Throughout the course students will be asked to either debate or write an opinion statement from a specific stakeholders’ perspective for different case studies. This will include explicitly stating their values and objectives. Students write a final policy memo and do a final presentation about a specific energy type and a specific geographic region, examining the ethical dilemmas from the viewpoints of different stakeholders applying the ethical frameworks learned over the semester.
Energy and Society (GEOL 542; KU Core Goal 5.1)
Spring Semester 2018

In this course, you will gain the necessary understanding of energy technologies and policies to evaluate options for energy usage and its socioeconomic and environmental impacts. You will analyze different opportunities and impacts of energy systems that exist within and between groups defined by national, regional, household, ethnic, and gender distinctions. Analysis of the range of current and future energy choices will be stressed, as well as the role of energy in determining local environmental conditions and global climate.

Class Meetings: TBA
Course Instruction Team
Instructor: Dr. Jennifer Roberts; jenrob@ku.edu; 864-1960; Lindley Hall, Room 120
Office Hours: Office hours for all instructors are posted on the Blackboard site under the “Instructor Information” link in the left-hand menu. If you are unable to attend regularly scheduled office hours, email me and I will be happy to meet with you outside of the designated times.

I will not respond to questions about grades or grading via email. To discuss grades, you must attend in-person office hours (scheduled or arranged). We will not respond to emails that are not respectful in tone, so please be professional in all correspondence.

Required materials
- A number of web-based readings will be assigned via our course Blackboard site.
- i>clicker Remote. These are available at the bookstore as well. If you have a current-model i>clicker from a previous class, you can re-use it by registering it for this class on the course Blackboard site. Select “Student Tools” on the left-hand menu, then choose “i>clicker Student Registration” at the end of the list.

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

Course Outcomes and Expectations
If you fully engage in the course material and apply yourself to the assignments and activities you should be able to: Evaluate different energy systems, including their basis in earth materials and processes, for their socioeconomic and environmental impact as a function of national, regional, ethnicity and gender.

The format for this course may be different from those you have encountered in other large lecture classes and is consistent with best practices for enhanced student learning and recent polls of employers’ expectation across all fields. In-class time will involve:
- abundant work in assigned groups,
• activities that will ask you to think deeply and collect evidence to support a conclusion, and
• i>clicker questions that will ask you to consider a difficult problem and commit to an answer
  before seeking additional information.
In order to get the most from in-class time it is essential that you come to class prepared to think
and interact. To prepare for these meetings, outside of class, you will:
• research and read
• collaborate with your peers on projects and assignments.

**Group Etiquette**
This course will include abundant work in assigned groups. Over the course of the semester you
are likely to act as both a teacher and a student in your peer groups, and you will benefit from both
roles.
The following guidelines will help your group achieve a smooth working relationship:
• Always be respectful and open to working with everyone in your group. Everyone brings a
different background, level of interest, and set of skills to the group and task at hand. For
everyone to feel comfortable contributing, all group members must be encouraging and helpful.
• Pay attention to the activity, and be willing to contribute even (or especially) if you are not sure
of the value of your contribution. Often one person has a question that is shared by others, but
no one wants to be the one to ask.
• Complete readings and assignments on time, and come prepared with questions and ready to
explain what you have done and read to your group.
• Do not be late. If this is unavoidable, let you classmates know if/when to expect you.
Exchange contact information with your group and use face-to-face meetings to make
plans, give your availability, etc.

**Graded Work**
Coursework is divided among several different activities, and to perform well in the class you
must focus on all of them. Grades will be uploaded to Bb. Your grade in this course will be worth a
total of 1000 points, which you will earn in the following ways:
• **Policy Memo and Poster presentation**—400 points (memo is 200 points, poster is 150
  points, and presentation is 50 points)
• **In-class assignments**—200 points
• **I-Clicker Questions**—150 points
• **Reading Quizzes**—150 points
• **Surveys and Pre/Post Assessments**—100 points (20 points each)

• **Policy Memo**: You will produce a policy memo for a specific energy type and an associated
geographic region (local, regional, national). Specific details will given prior to Spring Break. Note in
advance: It will be relatively easy to find and copy material from the internet to complete this major
assignment; however, we will use the Backboard tool (Safe Assign) that assess the uniqueness
percentage of your work, and copied text/graphics that are not correctly referenced (plagiarism) will
merit a grade of zero. Your final product will be submitted through Safe Assign on the Blackboard
Site.

• **Assignments**: In-class and independent assignments are built around the philosophy that we
cannot fill you with knowledge, but we can guide you through the process of acquiring knowledge
by creating opportunities for you to construct meaningful questions, identify your prior misconceptions, and seek ways to reason through your questions to arrive at answers supported by evidence. To be successful in this class, you should complete all assignments with enthusiasm and an open, analytical mind.

- **Late in-class assignments and Policy Memos** will be penalized as follows: -10% for one school day late, -20% for two school days late, -30% for three school days late, and zero credit will be given thereafter. Assignments collected at the beginning of the class period will be marked a day late if they are submitted during or after the class period. Please submit late in-class assignments to Dr. Roberts’s mailbox in Lindley 120 and write the submission date at the top. Late mini-projects can be submitted on Blackboard.

- **I-Clicker Questions:** i>clicker questions are intended to allow us to communicate with one another, despite the large class size. Some questions will review previous material or ask you to draw conclusions based on the previous activity. All i>clicker questions will be graded for participation only (if you answer the factual questions incorrectly, you will still receive credit for trying!), and each question will be worth 1 point. At the end of the semester, we will drop ~10% of the i>clicker points. For example, if there are a total of 80 i>clicker points, you will be graded out of 72 points. So, if you miss a class for any reason or forget your clicker, do not ask to make up the questions, borrow an i>clicker, etc.

- **Reading Quizzes:** For our in-class time to be utilized effectively, you will need to come to class with a basic level of knowledge, including a clear understanding of geology-specific vocabulary. Most Sundays, we will have a short online quiz that covers the basic concepts and terms covered in the assigned reading. **Late quizzes will receive no credit.**

- **Surveys:** We will ask you to complete three surveys through Blackboard. Surveys may ask your opinions, understanding of activities, study habits, or other details. This information will affect how we proceed from one week to the next, and will help us determine how best to help students succeed in the course, now and in the future. Please complete these surveys as honestly and openly as possible, and give careful thought to your responses. **No late submissions will be accepted.**

- **Final Grades:** Final grades will be computed as follows: A >900 points, B = 800-899 points, C = 700-799 points, D = 600-699 points, F < 600 points. At the end of the semester, we may examine borderline grades and decide whether to move you up to the next grade category based on attendance and effort put forth over the course of the semester.
Suggestions for Success in this Course

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

- Plan to **complete all required work.** Students in previous classes have lost one or more letter grades by skipping the surveys and other assignments with low point values. Similarly, while we will drop your lowest quiz score, your lowest assignment grade, and 10% of clicker scores, emergencies and technical glitches happen often, and we will not drop additional scores because of them.

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

- **Attend office hours** if you want clarification or help on a textbook section, help on an in-class or out-of-class assignment, assistance preparing for an exam, or if you just want to discuss Geology! The instructional team for this class is large and diverse, so there’s probably a time we can meet with you. *Don’t let yourself get frustrated with this class—let us point you in the right direction.*

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

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

- **Develop a strong, professional working relationship with your group,** and remember that you are all responsible to one another. To be successful with the Mini Projects, group exams, and in-class assignments, you will all need to be prepared to collaborate, discuss, and actively contribute.

- **Study by explaining concepts** to other students, and having them ask you questions about your explanation (and then doing the same for them).
  - If you find that you are having any trouble making sense of the material, **seek help from the instructors or TAs early and often! We are always available to help!**
**Academic Integrity**

Academic integrity is a central value in higher education. It rests on two principles: first, that academic work is represented truthfully as to its source and its accuracy; and second, that academic results are obtained by fair and authorized means. “Academic misconduct” occurs when either of these principles is knowingly violated. Unprosecuted academic misconduct devalues the degree every student receives, and devalues the institution in the eyes of potential employers and donors. By submitting any paper or electronic assignments you, automatically confirm they are your own work (or the work of your group where appropriate). For more information visit [this link](https://studentaffairs.ku.edu/academic-integrity) and [https://provost.ku.edu/memos/20090814](http://provost.ku.edu/memos/20090814).

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

- **Sharing completed answers or materials, completing them for another student, or plagiarizing existing materials from the internet or other sources** will result in an automatic zero for all participating students on that product (see below). All written answers are submitted to the plagiarism-checking site SafeAssign, which compares them to all available published materials as well as all papers that have been submitted in GEOL 101 during this semester and in past semesters. Long passages (e.g., a sentence or more) with a high degree of similarity (≥70% match in SafeAssign) are considered plagiarism, except in obvious circumstances (like a question copied from the assignment, or the text of a bibliographic citation used by multiple students). Check your submitted work well before the deadline, but viewing your SafeAssign report. **If you have any doubts or questions about what is considered plagiarism, please email Dr. Roberts.** You are encouraged to discuss in- and out-of-class assignments with your group members when indicated in the assignment instructions, but you are **always** expected to submit your own answers in your own words.

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

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

- **Clicking in to answer an i>clicker question using a remote that is registered to another student** will result in an automatic zero for the entire category of i>clicker questions (100 points) for all participating students.

- Additional academic integrity infractions will be determined according to the definitions and guidelines set forth above.

**If you commit academic misconduct on an assignment, quiz, mini-project, or exam:**

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

Charges and/or sanctions may be appealed by the student. See [this document](https://studentaffairs.ku.edu/academic-integrity) for more details.
Notes:

- The Academic Achievement & Access Center (AAAC), 22 Strong Hall, phone number 785-864-4064 (V/TTY), 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. Information about their services can be found at http://disability.ku.edu. Please contact me personally during the first week of class with regard to your needs in this course.

- For assistance with scientific writing, contact the KU writing center. www.writing.ku.edu/

- Mandated religious observances: please check if a scheduled examination conflicts with a mandated religious observance for you. If that is the case, please identify yourselves privately to the instructor so that a make-up examination may be scheduled at a mutually acceptable time.
**Topics and Schedule:**
Over the semester we will take a roughly chronological tour of the major fuel types used in human civilization. From there we will begin a broad-ranging analysis of the energy resource, combustion or conversion processes, application, waste, economic, social, political, cultural, and environmental impacts and options associated with these fuels and with the changing mix of fuels used within and across societies around the globe.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Lecture #/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. How Energy Use Shapes Society &amp; the Environment</td>
</tr>
</tbody>
</table>
| 2  | 2. Energy Toolkit I: Units, Forecasts, and the Back-of-the-Envelope  
| 3  | 4. Energy for ‘the South’ I: Energy Transitions and Development  
    5. Energy for ‘the South’ II: Biomass, Households, and Gender |
| 4  | 6. Energy Toolkit III: Energy Thermodynamics  
    7. Energy Toolkit IV: Thermodynamics of Modern Power Plants |
| 5  | 8. ‘Hydrocarbon Man’  
    9. Evolution of the Modern Energy Economy |
| 6  | 10. Energy Toolkit V: Economic Analysis of Energy Systems  
    11. Energy Toolkit VI: Life-Cycle and Cost-Benefit Analysis |
| 7  | 12. Energy Efficiency I: Devices  
| 8  | 14. Electricity Grids: Managing the Network  
    15. Natural Gas, Fracking, and Carbon Capture and Storage |
    17. Nuclear Energy II: Waste, Risk & Economics |
| 10 | 18. Energy and Environmental Justice / Designing Policy Memos  
| 12 | 22. Renewable Energy IV: Industrial Bioenergy& Land Use  
| 13 | 24. Transportation systems and policies  
    25. Climate Change I: Energy and Climate |
| 14 | 26. Climate Change II: Energy Policy  
    27. EPA’s Clean Power Plan |
<table>
<thead>
<tr>
<th></th>
<th>28. Peer review of policy memos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29. Peer review of policy memos</td>
</tr>
<tr>
<td></td>
<td><strong>Poster session</strong></td>
</tr>
</tbody>
</table>
Student Consent Form – Sharing Course Work

We typically select several students whose work is copied and included in an archive of student work that we keep for this course. That archive is important to our continued reflection on how well students are learning. In addition, we may develop a course portfolio in which we write about the quality of student performance that we generate in the course. Ultimately, these examples are a very important piece of our work that we show to other professors to indicate how much and how deeply students are learning. Once a course portfolio is completed, it can also be made available to a wider audience of professors on a public web site on teaching and learning in higher education (www.cte.ku.edu/gallery).

This form requests your consent to have your work possibly included in discussions of understanding for future students and in any versions of our writing about teaching in a portfolio, at a conference, or in a publication. There is only a small chance your work would be included in our archive for any assignment, but we ask all students for their permission should that be the case. Note that you have the choice to have your work be anonymous or have your name be part of the work.

Please check the following purposes (if any) to which you give your consent:

_____I am willing to have copies of my coursework available so later students can use it for preparation.
_____I am willing to have copies of my coursework included in my professor's course portfolio.
_____I am willing to have copies of my coursework included in public presentations or publications.

Please check one of the following:

_____I wish to have my name remain on any work that is used.
_____I wish to have my name removed on any work that is used.

Additional restrictions on the use of my materials (please specify):

Print Name________________________________________ Date________________________

Phone Number________________________ Email________________________

Course Title________________________________________ Professor________________________

By signing below, you give your permission that work you produce for this course may be used with the restrictions and for the purposes you indicated above. You understand that your grade is NOT connected in any way to your participation in this project, and we will not receive the list of students who have given permission to have their work shared until after we have turned in the grades for the course. Your anonymity will be maintained unless you designate otherwise. Finally, you understand that you are free to withdraw consent at any time, now or in the future, without being penalized.

Signature________________________________________

Please address questions to: Jennifer Roberts at jenrob@ku.edu
Your policy memo project is worth 40% of your grade. 80% of that grade will come from the rubric below (the other 20% will be from your poster presentation, which will be assessed with the presentation rubric provided separately)

<table>
<thead>
<tr>
<th>Exceeds Expectation 4</th>
<th>Expected 3</th>
<th>Satisfactory 2</th>
<th>Unacceptable 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Memo defines and analyzes a real-world problem from an ethical perspective</strong></td>
<td>Clearly defines a real-world problem and provides an in-depth analysis from a well-delineated ethical perspective.</td>
<td>Clearly defines a real-world problem and provides a basic analysis from a well-delineated ethical perspective.</td>
<td>Clearly defines a real-world problem and provides a basic analysis from an ethical perspective that is briefly outlined.</td>
</tr>
<tr>
<td><strong>Memo situates the problem in the context of other contemporary problems</strong></td>
<td>Proposes and justifies a particular level of attention to and investment in the problem in the context of other relevant contemporary problems.</td>
<td>Situates the problem in the context of other contemporary problems and shows their relevance in terms of comparative ethical significance and competition for resources.</td>
<td>Identifies other contemporary problems and suggests how consideration of those problems is relevant to an ethical understanding of the problem at issue.</td>
</tr>
<tr>
<td><strong>Memo situates the ethical perspective in the context of competing ethical perspectives</strong></td>
<td>Compares and contrasts the most relevant competing ethical perspectives.</td>
<td>Compares and contrasts relevant competing ethical perspectives.</td>
<td>Compares and contrasts competing ethical perspectives.</td>
</tr>
<tr>
<td><strong>Memo presents and communicates the problem and ethical perspective</strong></td>
<td>Communicates clearly and fluently an understanding of social responsibility and ethical behavior using compelling content and high quality relevant supporting materials.</td>
<td>Communicates clearly an understanding of social responsibility and ethical behavior using appropriate content and relevant supporting materials.</td>
<td>Communicates an understanding of social responsibility and ethical behavior using appropriate content and relevant supporting materials.</td>
</tr>
<tr>
<td><strong>Sources and Evidence</strong></td>
<td>Demonstrates skillful use of high-quality, credible, relevant sources to develop</td>
<td>Demonstrates consistent use of credible, relevant sources to support ideas</td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that</td>
</tr>
<tr>
<td>Control of Style, Syntax, and Mechanics</td>
<td>ideas that are appropriate for the discipline and genre.</td>
<td>ideas that are situated within the discipline and genre.</td>
<td>ideas that are appropriate for the discipline and genre of the writing; additional support for key ideas would strengthen the document.</td>
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<tr>
<td>Control of Style, Syntax, and Mechanics</td>
<td>Uses graceful language that skillfully and economically communicates meaning to readers with clarity and fluency and is virtually error-free.</td>
<td>Uses straightforward language that conveys meaning to readers. The language in the document has few errors in syntax and mechanics.</td>
<td>Uses language that generally conveys meaning to readers. Errors in syntax and mechanics occasionally interfere with meaning.</td>
</tr>
</tbody>
</table>
**Course Inventory Change Request**

### New Course Proposal

**Date Submitted:** 10/10/17 1:48 pm

**Viewing:** HIST 110: Introduction to History (Non-Western/Category II):

**Last edit:** 11/02/17 4:23 pm

Changes proposed by: acon

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
<th>HIST-BA/BGS: History, B.A./B.G.S.</th>
</tr>
</thead>
</table>

#### Academic Career
Undergraduate, Lawrence

#### Subject Code
HIST

#### Academic Unit
Department: History

#### School/College
College of Lib Arts & Sciences

#### Locations
Lawrence

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Introduction to History (Non-Western/Category II):______</th>
</tr>
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<tbody>
<tr>
<td>Transcript Title</td>
<td>Intro to Hist(Non-West/Cat II)</td>
</tr>
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</table>

**Effective Term**
Fall 2018

#### Catalog Description
An introduction to the study of history focusing on a topic in non-Western History. The course will expose the student to the major issues and methods of historical study through the study of a specific historical period or topical area. In the study of this period or topic, students will be introduced to schemes of interpretation, critical readings and analysis, primary sources, and evaluation of evidence.

**Prerequisites**
None

#### Credits
1-3

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

**Associated Components**
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 KUCORE?**
Yes

**Typically Offered**
Typically Every Semester

**Repeatable for credit?**
Yes

**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

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**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. 11/02/17 4:25 pm
   Rachel Schwien (rschwien):
   Approved for CLAS Undergraduate Program and Course Coordinator
2. 11/21/17 3:31 pm
   Rachel Schwien (rschwien):
   Approved for CUSA Subcommittee
Rationale for Course Proposal

New course proposal to match course change for HIST 101. We need two topics numbers at the 100 level, one that will fulfill the department's Western history elective requirement (Category I) and another that will fulfill the Non-Western elective requirement (Category II). This will allow us to better program our DPR and make fewer substitution requests.

KU Core Information

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

Name of person giving departmental approval: Eve Levin
Date of Departmental Approval: 9/20/2017

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 is a topics course and so each class offering will vary slightly. This course number is paired with HIST 101 which has been approved for Goal 1.1. That number offers History Category I elective credit (Western History). This number will offer History Category II elective credit (Non-Western). Instruction will help students develop their critical thinking within the context of historical study. As an introductory class, students will be exposed to primary sources as the basic building block of historical study. Students will be asked to analyze primary sources for their content, claims, and assumptions. Students will also be asked to evaluate multiple sources in order to craft a basic historical argument supported by evidence and analysis. Students may be asked to evaluate the claims of secondary sources based on the evidence presented. Students critical thinking will be assessed through a variety of short answer and essay prompts.

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).

The specific historical topics of this course will vary by instructor. All instructors teaching this course agree to use instructional time (lecture/discussion) to help teach students the fundamental principals of historical analysis especially the central importance of critically evaluating primary and secondary sources. Using a variety of written assignments and class discussions, instructors will develop students’ ability to critically read such sources in order to identify their claims, judgements, and assumptions. Instructional time, and course assignments, will require students to assess sources and craft evidence-based historical arguments. Instructors will use lectures and course readings to model such critical thinking by and presenting historical analyses appropriate to the topic and content of the course.
List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.) *

Students may be asked to write a short analysis of a single primary source. Such an analysis would identify the basic content of the source, any explicit argument being made, possible biases contained in the source or of the author, and make basic claims about how the source could be used to craft a historical argument. Students may be asked to craft a short argumentative essay that requires them to analyze and assess a small pool of primary sources and craft an evidence based historical argument from those sources. Students may be asked to evaluate the claims of a secondary source. This may include identifying the author’s thesis, the evidence presented, and evaluating how the evidence presented supports the thesis claims.

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. *

Instructors agree to use a variety of written assignments focused on critical thinking for a super-majority of the course. Such assignments will focus on the analysis of primary and secondary sources for their content, assumptions and judgement as well as assignments that require students to craft critical claims based on an evaluation of multiple sources. The attached syllabus comes from a previous offering of HIST 177, a first-year seminar. FYS courses are approved for Goal 1.1 and as such the syllabus offers a good view of a 100 level history course designed to develop and assess students’ critical thinking skills.
HIST 177: Notorious Pirates: From Swashbuckling to the Internet Age

Dr. Adrian Finucane
Department of History
University of Kansas

“A merry life, and a short one, shall be my motto.”
- Captain Bartholomew Roberts

Pirates menaced global trade and forced the hands of empires in the ancient world and throughout the early modern period. Today, pirates with different technologies but some similar motivations threaten international shipping off the coast of Somalia. The media has labeled those who illegally download music and other digital media as pirates, too.

In this first-year seminar, students will use historical methods to investigate why piracy, whether maritime or digital, has proven so persistent, the contexts in which it has flourished, and governmental responses to this recurring threat to order. We will use the history of piracy as a window into the economic, military, political, and social histories of global interconnection, the development of labor relations, and international law.

“No man will be a sailor who has contrivance enough to get himself into jail; for being in a ship is being in a jail, with the chance of being drowned.” – Samuel Johnson
Course Goals and Methods

Students in this course will be introduced to the basic methods used by historians, including the reading and interpretation of a variety of primary and secondary sources. We will develop critical thinking skills through close readings and discussions of sources concerning historical piracy. Class activities will foster the ability to differentiate among and critique historical arguments. Throughout the semester, we will explore a variety of ways of developing historical knowledge, including analyzing written materials from the past, interpreting art objects, and communicating findings orally and in writing.

In order to build both college-level and historians’ skills, students will complete a number of writing and research assignments throughout the course of the semester, building toward a final 8-page paper based on a combination of primary and secondary sources. In preparation for this paper, our class will visit the Spencer Library and see objects from the Spencer Museum of Art to interact with a variety of sources, and engage in a semester-long investigation of historians' methods of interpretation. Through presentation, peer-review, and revision of these essays in dialogue with the professor and the Writing Center, students will enhance their communication skills and develop positive writing habits. A final exam will allow students to synthesize the information they have learned throughout the semester.

This course fulfills KU Core Goal 1.1: "Upon reaching this goal, students will be able to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools." kucore.ku.edu

Course Policies

Complete your course readings well ahead of time, and keep notes on what you read. We will discuss strategies for note-taking early in the semester.

Eight times during the semester you will have the opportunity to write a short reflection on your reading or what we’ve seen in class, based on prompts on this syllabus; you will be required to complete six of these reflections, of your choice. This will be graded and you will receive comments from me. These are a great forum to work on your historical thinking and clear expression before and between the longer writing assignments.

Ask questions early and often. Start writing assignments early, and seek help from me or from the Writing Center if you have any difficulties with the assignment. If you are concerned about class participation, contact me, and we’ll discuss strategies for improvement.
Course Policies, cont.

Class discussions will be a crucial part of this semester’s learning. This includes consistent and conscientious preparation by all students. While you will disagree with your classmates from time to time, a productive discussion requires that you do so respectfully, and encourage the expression of a variety of points of view in the classroom. Disruptive or disrespectful behavior towards others in the course will not be tolerated.

Academic misconduct, including plagiarism, will be penalized by failure of the assignment and, in cases of repeated academic misconduct, failure of the course. Class discussion and debate is highly encouraged, but interactions with others must remain respectful.

According to university guidelines, "Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research." (USRR 2.6.1)

Papers for this course will be submitted through SafeAssign on the course Blackboard website and filtered through antiplagiarism software.

The KU Writing Center has a number of resources designed to help you with your writing, including sections on plagiarism and citation, grammar, and the writing process. You are encouraged to make use of the Writing Center as you work through your essays for this course. http://www.writing.ku.edu/

The KU Academic Achievement and Access Center 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 yet contacted AAAC, please do so as soon as possible. Please also contact me privately. http://access.ku.edu/

No cell phone use is permitted during the class meetings, including texting. Any student using a cell phone during class, except in the case of an emergency, will be required to leave for the remainder of the class period.

Students should check the course Blackboard website regularly for any changes to the class schedule.
Course Policies, cont.: Accessing Readings

Students are required to have the following texts, available at the KU bookstore and online, as well as on 2-hour reserve through KU’s Watson Library:


Additional readings will be available through the KU library website, lib.ku.edu, through the indicated databases.

Readings not available in the required books or through the KU libraries site will be posted on the class Blackboard website, either in full text or as links. These readings are marked (BB) in the syllabus.

Students are required to complete the reading and exploration assignments for the week by Monday’s course meeting, and are to come ready to discuss these sources. Students should come to every class meeting with the week’s readings on hand, for easy reference during discussion. For web-based sources, be sure to print out a copy of the reading, or to have it downloaded onto your computer for quick access.

Office Hours

Students are required to visit office hours for either Professor Finucane or the Peer Mentor at least two times during the semester. At least one of these appointments should be with Professor Finucane.

The Peer Mentor for this course is Matthew Dunn. His office hours will be Mondays and Wednesdays, 12-1pm in Room 320-F, Learning Studio, Anschutz Library.
Assignments and Grading

The main work of history is reading and writing: because of this, there will be reading and writing assigned each week. Throughout the semester, you will do short writing exercises that will build to a final research project. Other weeks, you will write short reflections on your reading, based on prompts in the syllabus.

Writing reflections will be graded on a ten-point scale, based on specific analysis of readings and clarity of expression. Students are required to submit 6 out of 8 of these shorter assignments. Due dates for these shorter assignments are listed on the syllabus. Grades on longer written assignments will be determined in reference to a rubric, which will be distributed at least one week before the assignment is due. Papers turned in late without a prior extension will result in the loss of 5% of the paper grade per day late.

Attendance is required for this course. You may miss up to 3 class meetings without repercussions; subsequent missed classes will result in a loss of 10 points from your class participation grade per absence.

Participation will be graded as follows:

A-level Participation: Attends class consistently and always contributes actively and insightfully to the discussion. Comments are judicious and succinct. Student demonstrates engagement with the reading and the class discussion, and asks questions that advance the conversation.

B-level Participation: Attends consistently, and often contributes substantively to the discussion. Demonstrates a considerable effort to understand the material and advances the class discussion. Student asks good questions.

C-level Participation: Student participates infrequently, in ways that suggest a lack of preparation.

D-level Participation: Student is present but unengaged in the discussion. Contributions are very infrequent or unproductive. Does not advance the class discussion.

F-level Participation: Student is absent.

Grading System

Short weekly writing assignments (Do 6 of 8 prompts, 10 points each, total 60 points) (12%)
First primary source paper (40 points) (8%)
Second primary source identification (15 points) (3%)
Second primary source paper (50 points) (10%)
Second primary source paper presentation and handout (25 points) (5%)
Annotated bibliography (25 points) (5%)
Outline and introduction (25 points) (5%)
Colloquium Participation (10 points) (2%)
Final Paper (75 points) (15%)
Final Exam (75 points) (15%)
Class participation (100 points) (20%)
A 465-500; A- 450-464; B+ 430-449; B 415-429; B- 400-414; C+ 380-399; C 365-379; C- 350-364; D+ 330-349; D 315-329; D- 300-314; F 299 and below
## Course Schedule

**Week 1 Skill Focus: Note-Taking**

**Read:** Robert C. Ritchie, *Captain Kidd and the War Against the Pirates* (Cambridge: Harvard University Press, 1986), p. 1-26. (The first week's reading will also be posted on Blackboard, under the "Course Documents" tab.)

**Write:** Take thorough notes on the Ritchie reading, either externally (by hand or electronically) or in the margins of the book. This first assignment is due in class on August 27th and will count toward your participation grade.

| August 25 | Introduction |
| August 27 | The Long History of Piracy |

**Week 2 Skill Focus: Historiography**

**Read:**

**Write:** Based on your reading this week, how have historians disagreed about pirates and piracy? What about these interpretations surprises you? What questions arise? What kinds of sources might you look at to learn more? (250 words, Due September 3rd, 9am via Blackboard)

| September 1 | Understanding Sources |
| September 3 | Understanding Historiography |
Week 3 Skill Focus: Identifying Scholarly Sources


Write: Based on your reading this week, characterize the relationships between pirates and governments in the sixteenth and seventeenth centuries. Did pirates help governments? Harm them? When and how? (250 words, Due September 10, 9am, via Blackboard)

September 8  Pirates and Naval Power: Drake and Morgan
September 10  Challenging and Supporting Empires

Week 4 Skill Focus: Analyzing Primary Sources


Write: Based on your reading this week as well as the maps we saw at the Spencer Library, what kinds of knowledge did the pirates produce or collect? What were their reasons for recording this knowledge? What kinds of uses could this knowledge be put to? What further questions arise as you consider this material? (250 words, Due September 18, 9am, via Blackboard)

September 15  Governments v. Pirates
September 17  Map Day at Spencer Library – Meet in lobby of Spencer Library
**Week 5 Skill Focus: Writing**


**Explore:** National Maritime Museum: Click on “Collections” and search for the word “pirate” (BB)

**Write:** First Primary Source Paper Due. Further information to be provided in class. (600 words, Due September 24th, 9am, via Blackboard)

**September 22**  **Pirate Economies, Local and Global**

**September 24**  **Museums and Piracy: Classroom Visit**

**Week 6 Skill Focus: Reading Journal Articles**


**Write:** As described in this week’s reading, what were the major features of life on a pirate ship? How did life among the pirates differ from the life of a regular seaman? What further questions do you have about this group? (250 words, Due October 1st, 9am, via Blackboard)

**September 29**  **Life and Labor at Sea**

**October 1**  **Pirate Societies**
Week 7 Skill Focus: Thesis Statements

Read:  


Write:  
How do the accounts of pirate trials in this week’s readings of differ from modern legal proceedings? What are the social expectations for these pirates before their executions? What surprised you, and what questions do you still have? (250 words, due October 6th, 9am, via Blackboard)

October 6  Piracy, Law, and Religion
October 8  Pirates on Trial

Week 8 Skill Focus: Libraries and Databases

Write:  
Identify one primary source for use in your second primary source paper. Submit a short, 100-word description of this source, based on the databases and search strategies discussed in our library session. You must receive Professor Finucane’s approval on this source before turning in your second primary source paper. (Due October 16, 5pm via Blackboard)

October 13  NO CLASS MEETING – FALL BREAK
October 15  Identifying and Using Primary Sources - Instruction Session

Week 9 Skill Focus: Citing Sources: How and Why

Read:  

Write:  
Second primary source paper due. Further information to be provided in class. You will give a class presentation on your chosen source in Week 10. (600 words, Due October 23th, 9am via Blackboard)

October 20  Barbary Pirates
October 22  Barbary Pirates
**Week 10 Skill Focus:** Writing

**Read:**
- Treaty of Peace and Friendship, Signed at Tripoli November 4, 1796 (BB)
- Treaty of Peace and Amity, Signed at Tripoli June 4, 1805 (BB)

**Write:**
Primary Source Presentation handout. You must bring 20 copies of your handout to our class meeting on October 27th. Include an image or set of quotes from your document, a full citation, and a concise statement of an argument you could make about your source in the context of the material we have already covered in class. In our Monday class meeting you will be asked to give a 5-minute presentation on your source and respond to questions from other students. More information will be provided in class.

**October 27**  
**Primary Source Presentations**

**October 29**  
**The New United States and the Trouble with Pirates**

**Week 11 Skill Focus:** Asking Historical Questions

**Read:**
- “Dead Men Tell No Tales” *The Economist* December 16, 1999 (BB)

**Listen:**

**Write:**
Annotated bibliography due. Minimum of 2 primary and 4 secondary sources from list provided, not including sources from the syllabus. (Due November 6, 9am, via Blackboard)

**November 3**  
**Modern Piracy**

**November 5**  
**Piracy in Somalia**
Week 12 Skill Focus: Structuring and Outlining Papers

Read:

Bart Cammaerts et al., "Copyright and Creation: A Case for Promoting Inclusive Online Sharing," London School of Economics Media Policy Brief 9 (BB)

Office of Provost and Executive Vice Chancellor Policy, “Unauthorized Peer-to-Peer File Sharing,” KU Policy Library (BB)

Write:
Based on your experience and this week's readings, what are the differences between piracy as traditionally conceived and internet or intellectual piracy? Is there a qualitative difference? A moral difference? What questions do you have after these readings? (250 words, Due November 10, 9am, via Blackboard)

November 10 What “Counts” as Piracy?

November 11 3:30-5pm First-Year Seminar Colloquium, The Commons, Spooner Hall (This is a required class event; if you cannot make it, contact Professor Finucane early in the semester for a make-up assignment.)

November 12 Intellectual and Digital Piracy

Week 13 Skill Focus: Writing is Rewriting

Read:
Charles Johnson, A General History of the Robberies & Murders of the Most Notorious Pirates (Selections – ECCO)

Ernest Hemingway, A Farewell to Arms, Appendix II, 303-322.

Write:
Outlines and introductions for final paper (Minimum 1000 words, Due November 19, 9am, via Blackboard; bring 3 hard copies to class meeting)

November 17 Literary Pirates: Johnson and Exquemelin

November 19 Peer Review of Introductions and Outlines

Last day to withdraw from any KU course this semester.
**Week 14 Skill Focus: Time Management**


**Write:** Based on what we’ve learned in this course about historical piracy, how does Stevenson’s tale differ? Why might Stevenson be telling a different sort of story about piracy than the primary sources we’ve read? (250 words, Due November 24th, 9am, via Blackboard)

November 24  **Literary Pirates: Treasure Island**

November 26  **NO CLASS MEETING – THANKSGIVING BREAK**

**Week 15 Skill Focus: Synthesis**

**Watch:** Pirates of the Caribbean: The Curse of the Black Pearl (2003)

Trailers, Captain Phillips (2013) (BB)

Trailers, Captain Blood (1935) (BB)


**Write:** How do the presentations of pirates in these films differ from historical reality, or Stevenson’s novel? How do these representations challenge or complicate our understanding of historical or modern piracy? (250 words, Due December 1st, 9am, via Blackboard)

December 1  **Pirates on Film**

December 3  **Final Exam Study Session**

**Week 16 Skill Focus: Looking Ahead**

December 8  **Pirates on Film**

December 10  **Wrap-up**

**Write:** Final Papers Due December 10th, 9am, via Blackboard)

**FINAL EXAM DECEMBER 16th, 10:30am**
# Course Inventory Change Request

**Viewing:** ANTH 367: Introduction to Economic Anthropology

**Last edit:** 11/07/17 10:26 am

Changes proposed by: siccmade

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
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<tr>
<td>ANTH-BA/BGS: Anthropology, B.A./B.G.S.</td>
</tr>
<tr>
<td>LAA-BA/BGS: Latin American Area and Caribbean Studies, B.A./B.G.S.</td>
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## Academic Career
- **Undergraduate, Lawrence**

## Subject Code
- **Subject Code:** ANTH
- **Course Number:** 367

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

## Title
- **Title:** Introduction to Economic Anthropology

## Transcript Title
- **Transcript Title:** Intro to Economic Anthropology

## Effective Term
- **Effective Term:** Spring 2018

## Catalog Description
This course uses ethnographic case materials to explore the ways humans provision themselves under different social and environmental conditions. It introduces the basic theories, concepts, and debates of economic anthropology and provides a foundation for more advanced courses in this subdiscipline.

## Prerequisites
- **ANTH 108 or ANTH 308, or ANTH 160 or ANTH 360, or permission of instructor.**

## Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Type</strong></td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td><strong>Grading Basis</strong></td>
<td>A-D(+/-)FI (G11)</td>
</tr>
</tbody>
</table>

## Approval Path
1. 11/10/17 8:40 am
   - Rachel Schwien (rschwien):
     - Approved for CLAS Undergraduate Program and Course Coordinator
2. 11/21/17 3:31 pm
   - Rachel Schwien (rschwien):
     - Approved for CUSA Subcommittee

## KU Core Information
- **Has the department approved the nomination of this course to KU Core?** No
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 are introduced to the fundamental principles, theories, and methods of economic anthropology through an in-depth examination of ethnographic case studies and films. Assigned texts and films are drawn from a range of disciplines including anthropology, sociology, and economics. Ethnographic examples are used to introduce students to critical concepts in economic anthropology (e.g., exchange, political economy, value). Lectures and in-class discussions serve to reinforce these concepts. Students will make two individual (10-15 minute) presentations, and they will write a short 5-page paper and a longer 10-15-page term paper using the principles, theories, and methods of economic 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.)
Lectures will cover multiple examples of the methodology of economic anthropology, highlighting how anthropologists use data based on observation, analysis, and interpretation. Readings are drawn from various social science disciplines—anthropology, sociology, and economics—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 economic anthropology. Students will write a 5-page paper that requires them to critically analyze the economy of a country that describes itself as a socialist system, drawing upon and synthesizing theories in economic anthropology to develop their argument. Students will write a 10-15-page paper on a topic of interest to them or chosen from a list provided in the syllabus, such as feudalism, transnational capitalism, payday lending. Students will present the findings of these two projects in class.

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.)
At the start of the course, students are asked to write a short in-class response to gauge their background and prior knowledge of economic anthropology. Students are assigned 60 to 80 pages of text per week, including excerpts from full-length ethnographic works or short academic articles from social science 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 economic anthropology. The two projects, which each include an oral and written component, allow students to synthesize the course materials and demonstrate their knowledge of the principles, theories, and analytical methods of economic anthropology. At the end of the course, the final project presentation and term paper provide the means for evaluating their learning during the course.

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)
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 economic 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 to the ethnographic study of economic systems. The two projects will require students to analyze contemporary issues in economic anthropology 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 will begin the semester by writing a short reflection piece on their understanding of economic anthropology as a discipline as well as its methods and theories. In-class participation in discussions, debates, and other activities will be used to gauge the...
students’ learning development throughout the semester. Students will be required to demonstrate their knowledge of the principles, theories, and methods of sociocultural anthropology in the two course projects, which require students to give two in-class presentations and write two papers.
Syllabus
Anth 367
Economic Anthropology
Spring 2017
TR 9:30-10:45, 225 Fraser Hall

Instructor: Dr. Jane W. Gibson
Office: 630 Fraser Hall
Office Hours: 11-noon TR, and by appointment
Phone: 785-864-2635 to leave a message
Email: jwgc@ku.edu

An economy is a socially- and ecologically-embedded system of social and material relationships, discourses, and ideologies through which production of goods and services, exchange, consumption, and waste disposal occur. The study of economic anthropology is a cross-cultural investigation of such systems. In this class, students will be introduced to concepts, controversies, and theories of economy, and will consider the implications of their application.

“The “master narrative” of financial probity that dominates American culture at this historical moment makes it almost impossible to see the financial behavior of low- and middle-income Americans without a strong punitive bias. This dominant narrative focuses on living well within one’s means, using credit cards responsibly, saving for financial milestones, and managing one’s credit score. It refuses to acknowledge that wage stagnation, underemployment, and rising costs of health care and education leave vast numbers of Americans with insufficient income to cover basic expenses. When we consider financial actions and decisions from the inside out, in their full complexity and in the context of meaningful relationships and life choices, it becomes readily apparent that struggle, hard work, ingenuity, and bad luck are much more common than financial irresponsibility or ignorance.”
https://fairnetwork.org/2015/03/16/good-with-money-2/#comments

Course Goals
At the end of this semester, you should understand

- the history of economic anthropology as it informs current debates and discussions
- the ideological and political nature of economy
- different theories about how capitalism works and doesn’t work
- what neoliberalism is and some of its implications
- some economic arrangements that are not capitalist
Reading and Video Assignments
Most readings and video assignments are available on Blackboard or online, as indicated on the schedule of work below. In addition to these, students will read two ethnographies which can be purchased in hard copy from Amazon (or other preferred book seller) or in an electronic format for online reading. The latter is the least expensive method on Amazon where a kindle application is free and available for both PC and Mac platforms. The required ethnographies are:

Hamer, Jennifer

Stuesse, Angela

Oral Presentations
Students will contribute to class discussions of all assigned readings and videos. In addition to this requirement, students will participate in a debate and will present two modest research projects orally.

Formalist-Substantivist Debate – February 14th
Students will be divided into two teams, one presenting and defending the formalist position, the other presenting and defending the substantivist position.
Each group will build on course materials but will not be limited to those. That is to say that the expectation is further research to strengthen the team’s position and prepare to discredit the other team’s positions.

Groups will be formed January 31st and will meet outside of class as well as in class on February 9th to prepare for this debate.

The Debate: In class on February 14th, each group will
a) present its own position in 15 minutes.
b) interrogate the other group’s position for 15-20 minutes. This means that each student must not only understand her/his group’s arguments but also understand and prepare for the other group’s views. That is, you must prepare questions citing evidence that challenges their views.

Grading will be based on how well the student:
 a. Demonstrates understanding of the material, pro and con.
b. Presents cogent arguments in a respectful and reasoned way.

Project presentations
Project 1: Students will research any country defines itself as “socialist.” The presentation will answer the following questions in 10 minutes:
a) What does socialism mean in the particular context? 
b) How is the economic system organized? How does it function? 
c) How does the country compare on quality of life indicators such as life expectancy, child mortality, literacy, healthcare, and so on?
Project 2: Students may choose any topic in economic anthropology not covered in the class for further exploration. A list of options is found after the work schedule on this syllabus, but, with approval of the instructor, students may choose a topic not included on the list. These projects will form the basis for the final paper (see below) as well as a 15-minute oral presentation. Oral presentation grades will be based on
a) how well organized
b) how effective
c) professionalism

Written Assignments
The two research projects that will be presented orally will also be written and turned in.

Project 1: The written paper on a self-described socialist system should cover the questions above for the oral presentation. It should also offer a critique of the system based on how well it succeeds in producing the goals of equality and wellbeing among its citizens. The paper should not exceed five double-spaced pages with 1" margins in 11-12 pt font. It will be graded on the quality of the research, the relevance of the research, the organization of the paper, and the quality of the writing. The paper should be fully cited following the style of the American Anthropologist. The paper is due in class on March 2.

Project 2
Term paper
This more challenging research paper will give you a chance to explore a subject of particular interest in greater depth than an introductory course can cover. The paper should be between ten and fifteen pages, excluding references cited. As in the first writing assignment, the paper should be fully cited following the style of the American Anthropologist. It will be graded on the basis of the same criteria. The paper is due in class May 4.

Classroom Policies
Attendance: Attendance is required for this course that will meet 25 times during the semester, barring unforeseen events. Students should expect to share responsibility for teaching and learning, so the absence of any student costs everyone in the class the contribution that student would have made. With 25 class meetings, each unexcused absence will cost 1.67 points against the class participation score. Ten unexcused absences, however, are the equivalent of missing 40% of the class and will produce an automatic F for the final course grade. An unexcused absence is an avoidable absence the determination of which rests with the instructor. Excused absences almost always can be anticipated such that notice to the instructor precedes them.

Late Work: Work is to be turned in on time. Late work will be accepted, but it will be penalized one letter grade if turned in up to one week late and another letter grade up to two weeks late and so on. The best strategy for learning and enjoying this class, not to mention getting a good grade in it, is to show up, keep up, and participate.

Plagiarism: Students caught plagiarizing the work of others will receive an F on the stolen assignment and will then be referred to the Committee on Academic Misconduct. An understanding of plagiarism and how to avoid it can be found here: http://www.writing.ku.edu/students/guides.shtml
KU's policy on academic misconduct can be found here:
http://www.registrar.ku.edu/~registrar/current/acad_misconduct.shtml

**Grading**

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<td>In-Class participation</td>
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<td>Debate</td>
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<td>Total points</td>
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In this class, 0<60 = F; 60-63 = D-; 64-66 = D; 67-69 = D+; 70-73 = C- ... and so on.

### SCHEDULE OF WORK

<table>
<thead>
<tr>
<th>Day</th>
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<th>READINGS</th>
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<tr>
<td></td>
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<td>Syllabus</td>
<td>Introductions</td>
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<tr>
<td>T</td>
<td>Jan/17</td>
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<tr>
<td>R</td>
<td>J/19</td>
<td>Hayek; Friedman</td>
<td>Why governments should stay out of the economy</td>
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<td>T</td>
<td>J/24</td>
<td>Heilbroner chs 2, 3, and 5</td>
<td>How capitalism works</td>
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<td>J/26</td>
<td>Smith; Lubasz</td>
<td>Invisible hands</td>
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<td>J/31</td>
<td>Herskovitz; Cook</td>
<td>Assign groups for debate. Formalist views and a theory of human nature</td>
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<td>R</td>
<td>Feb/2</td>
<td>Dalton; Polanyi</td>
<td>Substantivism and Embeddedness</td>
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<td>T</td>
<td>F/7</td>
<td>Malinowski; Sahlins; and</td>
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<td><a href="http://anthro.palomar.edu/economy/econ_3.htm">http://anthro.palomar.edu/economy/econ_3.htm</a></td>
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<tr>
<td>R</td>
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<td>Gibson away: students meet in two groups to prepare for the debate</td>
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<td>F/14</td>
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<td>Formalist-substantivist debate</td>
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<td>R</td>
<td>F/16</td>
<td><a href="http://blog.peerform.com/top-ten-most-socialist-countries-in-the-world/">http://blog.peerform.com/top-ten-most-socialist-countries-in-the-world/</a></td>
<td>Ricardo's theory of lab or value; Marx's theory of capitalism; contradictions; revolution; crisis</td>
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<td><a href="https://www.youtube.com/watch?v=euH3pAuLuko">https://www.youtube.com/watch?v=euH3pAuLuko</a> [Richard Wolff: How class works]</td>
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<td>Richard Wolff II</td>
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<td>F/28</td>
<td>Finland; Sweden; Denmark; Bolivia; Ecuador; China; Ireland, or other</td>
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<td>Cuba; Venezuela; Nicaragua (pre 1990); USSR; Canada; New Zealand or other</td>
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<td>M/7</td>
<td>Abandoned in the Heartland</td>
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<td>M/16</td>
<td>Abandoned in the Heartland</td>
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<td>Chapters 6, 7 and Epilogue</td>
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<tr>
<td>T</td>
<td>M/21</td>
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<td>A/6</td>
<td>FILM</td>
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<td>David Harvey 120-206</td>
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<td>R</td>
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<td>Student project presentations</td>
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</table>
Some topics not covered in the class and therefore available for student research projects.

Any non-mainstream or experimental economic arrangement
  The Tumin, Mexico
  Other Local Currencies (e.g. REAL Dollars in Lawrence)
  Worker Coops, Argentina (or elsewhere)
  Barter systems
  Ecovillages (e.g. Dancing Rabbit)
  Survivalists
  The Farm (Tennessee)
  The Occupy Movement
  The Sharing Economy

Feudalism
Transnational Capitalist Class
Disaster capitalism (Naomi Klein; David Harvey; others)
Debt: Graber
Work & Gender
Work & Religion (Rudnycky)
Work Ethic(s) (Zigmunt Bauman)
Consumption and consumerism
  Bourdieu on taste
Advertising and Culture
  Jerry Mander
  Raymond Williams
Social life of things (Appadurai)
Value and meaning
Corporate personhood and culture
Megachurch economics
Payday Lenders and other middle and low-income strategies
  Lisa Servon: The Unbanking of America: How the New Middle Class Survives
  Fairnetwork.org: Good with Money
ANTH 604: The First Americans

Course Inventory Change Request

Date Submitted: 11/07/17 10:36 am

Viewing: ANTH 604: The First Americans

Last approved: 12/29/16 4:31 am
Last edit: 11/07/17 10:36 am
Changes proposed by: siccmade

Programs referencing this course

ANTH-MIN: Anthropology, Minor

Academic Career
Undergraduate, Lawrence

Subject Code
ANTH

Course Number
604

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 First Americans

Transcript Title
The First Americans

Effective Term
Spring 2018 2017

Catalog Description
This class will review the ongoing scientific debate concerning the routes and chronologies of the earliest human migrations into the Americas. It surveys the history of the dispute over the antiquity of archaeological sites in North and South America, and investigates the paleontological, genetic, geological, and archaeological records for clues to the various peopling models and processes. As a counterpoint to the scientific approach, it also explores public arguments over the issue, to assess the socio-cultural and political repercussions of archaeological discoveries.

Prerequisites
ANTH 110 or permission of the 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 No

Typically Offered
On a Rotating Basis

Repeatable for credit?
No

Principal Course Designator

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?
Yes

Which Program(s)?
Describe how: (ANTH-MIN) Anthropology, Minor  

elective option within the minor

Rationale for Course Proposal
Adding major courses to the KU Core

Supporting Documents
ANTH 604 First Americans Syllabus.pdf

KU Core Information

Has the department approved the nomination of this course to KU Core?
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 examines ongoing scientific debates surrounding the origins, migrations, and social relations of the earliest humans in the Americas from the perspectives of three subdisciplines of anthropology: archaeology, biological anthropology, and sociocultural anthropology. Through the examination of a number of paleoindian and contemporary peoples, the course addresses the diversity of indigenous peoples in the Americas from a holistic anthropological perspective. The course covers a number of interdisciplinary topics such as early migrations into the Americas, Clovis and Folsom culture, indigenous identity, and ethical issues (e.g., NAGPRA). Students will be required to critically engage with the course readings through Blackboard and in-class discussions. They will also be required to write a 12-page research paper on a topic pre-approved by the instructor.

Selected Learning Outcome(s):

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

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

This course draws upon the holistic nature of anthropology by approaching the peopling of the Americas from three different subdisciplines of anthropology. The course begins by examining the earliest migrations into the Americas through paleo-archaeological and genetic evidence. There is an emphasis on debates surrounding the peopling of the Americas (e.g., biological anthropology and multiple migrations, archaeology with Clovis versus Folsom technology, and even contemporary debates from sociocultural anthropology on the shared ontologies of Amerindians). The remainder of the course examines the recent history and contemporary lifeways of indigenous peoples of the Americas. In the 12-page term paper, students are required to integrate the knowledge of these disciplines to answer a research question. This requires students to approach their issue from a new perspective and generate new ideas in response to the question.

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

Students are required to submit a 12-page research paper focused on a topic that has been pre-approved by the instructor. This paper requires students to closely review and synthesize literature which is relevant to their topic from the subdisciplines of anthropology. Students will develop a paper proposal in the first half of the semester, where they identify readings from the...
subdisciplines of anthropology and develop a basic thesis for the term paper. The term paper should actively integrate the subdisciplines of anthropology, drawing upon data from archaeology, biological anthropology, and sociocultural anthropology to craft their argument.

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

Students will be graded based on their performance on two exams, in-class participation, written summaries and critical discussions of research articles, and the 12-page term paper. The majority of the course grade comes from the short summaries and term paper, which together account for 60% of the final grade for the course. The paper itself will be graded according to a rubric which ensures that students are actively integrating the subdisciplines of anthropology in their research. Finally, the two exams count for 30% and attendance rounds out the last 10% of the final grade.
Who were the first Americans? Where did they come from? When did they reach North and South America? Did they come by boat or by land? What kind of archaeological record did they leave behind?
Answering these questions appears simple on the surface and should have been resolved long ago. Yet, there is an endless stream of new discoveries from archaeology and other disciplines, such as genetics, that generate an ongoing scientific discord. This class surveys the current knowledge on the topic and tries to identify core issues that are central to solving the puzzle of the origin of the first Americans.

The weekly lectures are designed to provide the foundational knowledge in any of the covered topics. They will be followed by a research seminar on related issues. The mandatory readings will be posted on BlackBoard. We will proceed as follows:

**Course Schedule:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Lectures</th>
<th>Research topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Aug. 23</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>Aug. 25</td>
<td>The establishment of human antiquity in North America</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Aug. 30</td>
<td>Paleoenvironments, glaciers and land bridge</td>
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<tr>
<td></td>
<td>Sept. 1</td>
<td>Research seminar</td>
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<tr>
<td></td>
<td></td>
<td>• Radiocarbon plateau</td>
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<td>• Younger Dryas</td>
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<td></td>
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<td>• Comet impact</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Sept. 6</td>
<td>Megafauna extinction</td>
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<tr>
<td></td>
<td>Sept. 8</td>
<td>Research seminar</td>
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<tr>
<td></td>
<td></td>
<td>• Extinctions in Australia</td>
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<tr>
<td></td>
<td></td>
<td>• Extinctions in South America</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Extinctions in Europe</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Sept. 13</td>
<td>Routes of entry</td>
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<tr>
<td></td>
<td>Sept. 15</td>
<td>Research seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How many colonizers?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Santa Rosa and San Miguel islands</td>
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<tr>
<td></td>
<td></td>
<td>• Cinmar</td>
</tr>
<tr>
<td>Week 5</td>
<td>Sept. 20</td>
<td>Paleo-anthropological evidence</td>
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<tr>
<td></td>
<td>Sept. 22</td>
<td>Research seminar</td>
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<td></td>
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<tr>
<td>Week 6</td>
<td>Sept. 27</td>
<td>Genetic evidence</td>
</tr>
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<td></td>
<td>Sept. 29</td>
<td>Research seminar</td>
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<tr>
<td></td>
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<tr>
<td>Week 7</td>
<td>Oct. 4</td>
<td>A historical overview of Pre-Clovis research: did we cross the Rubicon?</td>
</tr>
<tr>
<td></td>
<td>Oct. 6</td>
<td>Midterm exam</td>
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<tr>
<td>Week 8</td>
<td></td>
<td>Fall Break Oct. 8-11</td>
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<td></td>
<td>Oct. 13</td>
<td>Research seminar</td>
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<tr>
<td>Week 9</td>
<td>Oct. 18</td>
<td>The earliest North American evidence</td>
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<td></td>
<td>Oct. 20</td>
<td>Research seminar</td>
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<tr>
<td>Week 10</td>
<td>Oct. 25</td>
<td>The earliest South American evidence</td>
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<td></td>
<td>Oct. 27</td>
<td>Research seminar</td>
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<tr>
<td>Week 11</td>
<td>Nov. 1</td>
<td>Clovis adaptations Western US</td>
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<td></td>
<td>Nov. 3</td>
<td>Research seminar</td>
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<tr>
<td></td>
<td></td>
<td>Clovis sites</td>
</tr>
<tr>
<td>Week 12</td>
<td>Nov. 8</td>
<td>Clovis adaptations eastern US</td>
</tr>
<tr>
<td></td>
<td>Nov. 10</td>
<td>Research seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clovis sites</td>
</tr>
<tr>
<td>Week 13</td>
<td>Nov. 15</td>
<td>Folsom</td>
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<tr>
<td></td>
<td>Nov. 17</td>
<td>Research seminar</td>
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<td></td>
<td></td>
<td>Mountaineer</td>
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<td></td>
<td>Barger Gulch</td>
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<td></td>
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<td>Shifting Sands</td>
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<tr>
<td>Week 14</td>
<td>Nov. 22</td>
<td>Goshen, Agate Basin and Hell Gap</td>
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<tr>
<td></td>
<td></td>
<td>Thanksgiving break Nov. 23-27</td>
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<tr>
<td>Week 15</td>
<td>Nov. 29</td>
<td>Cody and other Late Paleoindian complexes</td>
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<td></td>
<td>Dec. 1</td>
<td>Research seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medicine Lodge Creek</td>
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<td></td>
<td></td>
<td>Hudson Meng</td>
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</tbody>
</table>
A few notes you should read:

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

**My office hours** are W 1-2PM and F 10AM-noon or by appointment. My office is located on the sixth floor of Fraser Hall, room 637 (mailbox: 621 Fraser). My phone number is (785) 864-1042; you can also contact me via email at fsellet@ku.edu.

**Grades:** You are responsible for attending class. I will not share my notes; therefore, if you miss a lecture you do so at your own risk. Keep in mind that all exams will strongly emphasize the lecture and discussion materials.

Your final grade will use the following scale:

<table>
<thead>
<tr>
<th>Numeric grade, or % of possible score</th>
<th>Letter grade</th>
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</thead>
<tbody>
<tr>
<td>&lt;59.9</td>
<td>F</td>
</tr>
<tr>
<td>60 to 62.9</td>
<td>D-</td>
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<tr>
<td>63 to 66.9</td>
<td>D</td>
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<tr>
<td>67 to 69.9</td>
<td>D+</td>
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<tr>
<td>70 to 72.9</td>
<td>C-</td>
</tr>
<tr>
<td>73 to 76.9</td>
<td>C</td>
</tr>
<tr>
<td>77 to 79.9</td>
<td>C+</td>
</tr>
<tr>
<td>80 to 82.9</td>
<td>B-</td>
</tr>
<tr>
<td>83 to 86.9</td>
<td>B</td>
</tr>
<tr>
<td>87 to 89.9</td>
<td>B+</td>
</tr>
<tr>
<td>90 to 92.9</td>
<td>A-</td>
</tr>
<tr>
<td>93 to 100</td>
<td>A</td>
</tr>
</tbody>
</table>

**Attendance grades** will be based on the scale below. Note that if your attendance grade is an F, the highest final grade you can achieve in the class is a C, regardless of your scores on the class tests:

<table>
<thead>
<tr>
<th>Unexcused absences</th>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or more</td>
<td>50</td>
<td>F</td>
</tr>
<tr>
<td>4</td>
<td>65</td>
<td>D</td>
</tr>
</tbody>
</table>
1) Undergraduate Students

Your course grade will be based on two exams, an attendance grade and a research grade. Each exam will count for 20% of your final grade, attendance for 10%, the research assignment grade for 30%, and the paper for 20%. You can already mark your calendar for the exams. You can already mark your calendar for the exams. The first one will be on Thursday, Oct. 6th. The final will take place on Dec. 14th from 7:30 to 10:30AM in Fraser 225. The exams are not cumulative and will cover the material from our lectures as well as our class discussions.

Research assignment grade: This will be based on an aggregate of all research scores. Each week, you will be evaluated using the following criteria (for a maximum of 10pts):

1) Summary of one of the mandatory readings (one or two paragraphs): (not completed: 0; unclear: 1pt; satisfactory: 2pts; superior 3pts).
2) Critical discussion of the reading (one or two paragraphs): (not completed: 0; substandard: 1pt; satisfactory: 2pts; superior 3pts)
3) Uploading the material on Blackboard at least 24hrs in advance of our meeting: 4pts.

Extra credit opportunities: You will be given the opportunity to earn 4 extra points each week (which will be added to your aggregate score) by selecting one of the graduate research assignments instead of the required reading.

Research paper

Your research paper should be 8 to 10 pages in length (double spaced 12pt Calibri font), excluding the title page with your name, and the references. For this paper, you will select a given archaeological site, a dataset or a major publication and critically discuss its contribution to the debate on the peopling of the Americas. In order to do so you will contextualize the material by integrating the knowledge gained from several relevant disciplines.

A hard copy of the paper is due on Nov. 22nd in class. No exceptions will be made. I will subtract 10 points per days your paper is late and 10 points per page short of the required minimal length. Bibliography and citation should be based on American Antiquity style.

2) Graduate Students

Your course grade will be based on two exams, an attendance grade, a research grade and a research paper. Each exam will count for 20% of your final grade, attendance for 10%, the research assignment grade for 30%, and the paper for 20%. You can already mark your calendar for the exams. The first one will be on Thursday, Oct. 6th. The final will take place on Dec. 14th from 7:30 to 10:30AM in Fraser 225. The exams are not cumulative and will cover the material from our lectures as well as our class discussions.

Research assignment grade: This will be based on an aggregate of all research scores. Each week, you will explore one of the research topics using the following criteria (for a maximum of 20pts):
1) Identifying relevant scholarly references (use *American Antiquity* style; references omitted 0pt, marginally relevant 1pt, relevant to highly relevant 2-4pts)

2) Summary of the readings (one or two paragraphs): (not completed: 0; unclear: 1pt; satisfactory: 2pts; superior 3pts). Two summaries for a maximum total of 6pts

3) Critical discussion of the reading (one or two paragraphs): (not completed: 0; substandard: 1pt; satisfactory: 2pts; superior 3pts). Two discussions for a maximum total of 6pts

4) Uploading the material on Blackboard at least 24hrs in advance of our meeting: 4pts.

**Research paper**

Your research paper should be 15 to 20 pages in length (double spaced 12pt Calibri font), excluding the title page with your name, and the references. The topic is open, but needs to be approved in advance. A hard copy of the paper is due on Nov. 22nd in class. No exceptions will be made. I will subtract 10 points per day your paper is late and 10 points per page short of the required minimal length. Bibliography and citation should be based on *American Antiquity* style.

**General course policies…**

No make-up exam will be given *under any circumstances* unless you have a written note from your Academic Advisor or appropriate health-related documents explaining your absence. In the exams, or all matters related to the course, you will be expected to follow the KU honor code. Cheating and plagiarism will result in a failing grade in the class and additional discipline from KU. In case you did not know: plagiarism is the use (intentional or unintentional) of someone else’s ideas or writing, without proper acknowledgment, credit, or citation. Needless to say also that all assignments need to be absolutely original and cannot have been prepared for another class (even partially).

Copying, recording, or disseminating the content of this course without permission is prohibited.

Pursuant to the University of Kansas’ [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted in ANTH 500. 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.
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

Programs
- LAA-MA: Latin American and Caribbean Studies, M.A.

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?
- 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.

Cross Listed Courses:

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
- 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 KU course below

KU Core Information

Has the department approved the nomination of this course to KU Core?
- Yes No
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 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...E escrever...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 you 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.

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: 95-100%=A 90-94=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-
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.

<table>
<thead>
<tr>
<th>Week 1 – Janeiro nome do seu colega:</th>
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<tbody>
<tr>
<td>T  1/17</td>
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<tr>
<td>W  1/18</td>
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<td>R  1/19</td>
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<tr>
<th>Week 2</th>
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<tr>
<th>Week 3- Fevereiro</th>
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<tr>
<td>M  1/30</td>
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<td>T  1/31</td>
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<tr>
<td>W  2/1</td>
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<td>R  2/2</td>
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<td>F  2/3</td>
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<tr>
<th>Week 4</th>
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<tr>
<td>M  2/6</td>
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<td>T  2/7</td>
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<td>W  2/8</td>
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<td>R  2/9</td>
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<td>F  2/10</td>
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<th>Week 5</th>
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<tr>
<td>M  2/13</td>
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<td>T  2/14</td>
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<td>Week 6</td>
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<td><strong>R 2/23</strong></td>
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<td><strong>F 2/24</strong></td>
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<td><strong>Week 7 - Março</strong></td>
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<td><strong>M 2/27</strong></td>
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<td><strong>T 2/28</strong></td>
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<td><strong>Week 8</strong></td>
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<td><strong>Week 9 -</strong></td>
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<td><strong>R 3/16</strong></td>
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<td><strong>F 3/17</strong></td>
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<tr>
<td><strong>Week 10 - Spring Break</strong></td>
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<td><strong>M 3/20–3/24</strong></td>
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<td><strong>Week 11</strong></td>
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<td><strong>M 3/27</strong></td>
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<td><strong>T 3/28</strong></td>
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<td><strong>R 3/30</strong></td>
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<td><strong>Week 12 - Abril</strong></td>
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<td><strong>M 4/3</strong></td>
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<td><strong>R 4/6</strong></td>
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<td><strong>F 4/7</strong></td>
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</tbody>
</table>
### Week 13

| M  4/10  | **Prova** Unidade 13 | Manual de Exercícios Unidade 13 |
| T  4/11  | Apresentações        |                                  |
| W  4/12  | Unidade 14           | Região Sul                       |
| R  4/13  |                        |                                  |
| F  4/14  |                        |                                  |

### Week 14

| M  4/17  | Unidade 14, cont.   |                              |
| T  4/18  |                        |                              |
| W  4/19  |                        |                              |
| R  4/20  |                        |                              |
| F  4/21  | Redação #6            |                              |

### Week 15

| M  4/24  | Unidade 14, cont.   |                              |
| T  4/25  |                        |                              |
| W  4/26  | Redação #6 rewrite   |                              |
| R  4/27  |                        |                              |
| F  4/28  | **Prova** Unidade 14 | Manual de Exercícios Unidade 14 |

### Week 16 - Maio

| M  5/1   | Rever para a Exame Final | **Redação #7**, opcional |
| T  5/2   | Rever para a Exame Final |                        |
| W  5/3   | Avaliações              |                          |
| R  5/4   | Rever para a Exame Final |                        |
| F  5/5   | **Stop Day**            |                          |

**Exame Final:**

Port 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  
**Last edit:** 10/11/17 6:40 pm  
Changes proposed by: v867g341

**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
- LAA-BA/BGS: Latin American Area and Caribbean Studies
- R A / R A / S

### Academic Career
- Undergraduate, Lawrence

### Subject Code
- PORT

### Academic Unit
- Department: Spanish & Portuguese  
- School/College: College of Lib Arts & Sciences

### 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:
- No

### 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 (KU CORE)

### KU Core Information

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

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Scale</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>15%</td>
<td>100 - 93</td>
<td>A</td>
</tr>
<tr>
<td>Mid-Term (Avaliação Parcial)</td>
<td>15%</td>
<td>92 - 90</td>
<td>A-</td>
</tr>
<tr>
<td>2 Quizzes (Provas)</td>
<td>15%</td>
<td>89 - 87</td>
<td>B+</td>
</tr>
<tr>
<td>Lab Reports</td>
<td>10%</td>
<td>86 - 83</td>
<td>B</td>
</tr>
<tr>
<td>Film Reports (5)</td>
<td>10%</td>
<td>82 -80</td>
<td>B-</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
<td>79 -77</td>
<td>C+</td>
</tr>
<tr>
<td>2 Compositions (2 Redações)</td>
<td>10%</td>
<td>76 -73</td>
<td>C</td>
</tr>
<tr>
<td>1 Apresentação</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Readings</td>
<td>10%</td>
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</tr>
</tbody>
</table>

**Final Exam:** Tuesday, May 9<sup>th</sup>, 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: Notícias 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

**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 involving 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

### 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:

### 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)
PORT 611: Accelerated Basic Portuguese for Spanish Speakers

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: 10/11/2017

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.

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 (e.g., migration, sports, economics) specific to the Luso-Brazilian region., 3. An Individual Poster Project (20%) on an additional cultural topic (e.g., 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__ – Portugese 611 – Accel. Basic Brazilian Portugese 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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SPRING BREAK: A partir de sábado, 12 de março até domingo, 20 de março

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Quinta-feira, 14 de abril de 2016

Terça-feira, 19 de abril de 2016

Quinta-feira, 21 de abril de 2016

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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

Quinta-feira, 5 de maio de 2016, Último dia de aulas: apresentações individuais

Sexta-feira, 6 de maio de 2016 – Stop Day

Segunda-feira, 9 de maio 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.
Course Description

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) to speak the Portuguese language and also speak the Luso-Brazilian culture during classes; (4) to 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) to 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  76.49-73.50 C</td>
</tr>
<tr>
<td>2. Collaborative Poster Project</td>
<td>20%</td>
<td>93.49-90.00 A^- 73.49-70.00 C^-</td>
</tr>
<tr>
<td>3. Individual Poster Project</td>
<td>20%</td>
<td>89.99-86.50 B^+ 69.99-66.50 D^+</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^- 66.49-63.50 D^-</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>100%</td>
<td>83.49-80.00 B^+ 63.49-60.00 D^+</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>79.99-76.50 C^+ 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.
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.

**1. Terça-feira, 19 de janeiro de 2016: Primeiro dia de aula**
- Orientação
- **Para quinta-feira:** Estudar toda a introdução do livro, páginas 1-34, exceto a parte de Leitura
  - Avançada (pp. 19-20). Essas páginas (19-20) podem ser lidas “em diagonal”. Na quinta, faremos atividades de aula baseadas nessas páginas.
- Estes links poderão lhe ajudar mais tarde no semestre:
  - [http://guides.lib.ku.edu/spanlinguistics](http://guides.lib.ku.edu/spanlinguistics)
  - [http://guides.lib.ku.edu/research](http://guides.lib.ku.edu/research)

**2. Quinta-feira, 21 de janeiro de 2016**
- Tarefa para terça-feira: Estudar Unit 1 – Primeiros contatos, páginas 35-42 e fazer todos os exercícios nessas páginas.
- Perguntas e respostas sobre a Introdução do livro *Pois não*;
- Atividades direcionadas ao uso da língua.

**3. Terça-feira, 26 de janeiro de 2016**
- Chamada e anúncios;
- 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;
- Perguntas e respostas;
- Atividades direcionadas ao uso da língua (ver plano de aula).

**4. Quinta-feira, 28 de janeiro de 2016**
- Chamada e anúncios;
- 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;
- Decidir sobre as primeiras apresentações breves;
- Perguntas e respostas;
- Atividades direcionadas ao uso da língua (ver plano de aula).

**5. Terça-feira, 2 de fevereiro de 2016**
- Chamada;
- 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. ;
- **Tarefa para quinta:** 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;
- Decidir sobre as próximas apresentações breves;
- 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, traguem 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

- 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 concluido 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 Unidade 4: 220-22 e Unidade 5: 227-36.

**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. Ensaiar 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 compartilhá-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;
• Preparar 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 (CASP$LaP$) e apresentar um dos meus trabalhos de pesquisa: [https://u.osu.edu/casp$LaP$osu2016/](https://u.osu.edu/casp$LaP$osu2016/).

**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. 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;
  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.

**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.**