

The University of Kansas
College of Liberal Arts & Sciences
COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING

AGENDA

APRIL 28, 2009, 11:00AM
STRONG HALL – ROOM 210

- I. Approval of CUSA Minutes from April 14, 2009
- II. Chair's Report
- III. Dean's Office Report
- IV. CLA&S Student Academic Services Report
- V. Subcommittee Chair Reports
 - A. Advising & Awards
 - B. Curricular Changes/Degree Requirements
 - 1. Curricular Changes for Approval: CHIN 102, CHIN 106, EALC 302, EALC 411, GEOG 370, HWC 338, HWC 340, HWC 350, HWC 360, REES 532, REES 646, REES 687
 - 2. Degree Requirements for Approval:
 - a) Non-Western Culture Status for GINS 600, 602, 613, 614, 673
 - b) Change to Existing Jewish Studies Minor
 - c) Change to English Major – Traditional Emphasis
 - d) Change to BS Economics General Education Requirements
 - C. Academic Standards
- VI. Old Business
 - A. Continued discussion of CUSA consideration of NM Courses: EECS 128 and EECS 138 (Attachment 2)
 - B. Deletion of HL Principal Course Status for ENGL 308
Additional Rationale for Request (Attachment 3)
- VII. New Business
 - A. Clarification needed in Non-major BGS degree track (now approved): Under the Natural Science & Math Requirement for the non-major BGS, there was a concern that students may believe that they can fulfill the requirement for two natural science courses by taking one course and the lab section accompanying it.

COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING

Minutes of the Meeting for April 14, 2009

The committee met on Tuesday, April 14, 2009, at 11:00 a.m. in Room 210 Strong Hall. The following were present: Banwart, Blackmore, Bradley, Burrett, Coon, Crosby, Cudd, Dickey, Dozier, Krzysztof, Ledom, Madden, Manning, McNeley, Mielke, Phillips, Roberts, Rudolph, Tucker
Also attending: Marilu Goodyear and Dan Mueller, Edwards Campus

MINUTES A motion was made and seconded to approve the March 24, 2009 minutes of the Committee on Undergraduate Studies & Advising with no corrections. The motion was approved unanimously.

CHAIR'S REPORT Professor Madden reported he contacted EECS to request information about the mathematical content of EECS 128 and EECS 138 per discussion in the March 24 meeting, but he had not yet received the information, so would share that information at the next meeting.

DEAN'S REPORT Associate Dean Cudd had no report.

CLA&S STUDENT ACADEMIC SERVICES REPORT Assistant Dean McNeley reported that the ballot [for the Non-Major BGS degree track and Majors Admissions Criteria] was out and at the time of this meeting, the majority of votes cast were for approval.

SUBCOMMITTEE CHAIR REPORTS

- A. ADVISING & AWARDS – Professor Kuczera reported the award applications were in (250 of them) and the subcommittee was preparing to review them.
- B. CURRICULAR CHANGES/DEGREE REQUIREMENTS -- AMS 312, ANTH 570, ABSC 100, CLSX 151, CLSX 152, LAT 100, LAT 101, LAT 104, LAT 105, LAT 108, LAT 109, LAT 112, LAT 113, LAT 200, LAT 201, LAT 300, LAT 301, LAT 302, LAT 303, LAT 304, LAT 305, COMS 356, COMS 411, COMS 412, COMS 525, COMS 554, COMS 557, COMS 656, EALC 410, EALC 527, ECON 104, FMS 413, FMS 498, GEOL 302, HIST 312, HA 502, HA 506, HA 507, HWC 104, HWC 105, HWC 108, HWC 305, HWC 330, PUAD 694, SPLH 566

Professor Manning presented for the subcommittee and asked if there were any questions. One question was raised about the rationale for the change in level of CLSX 152 to CLSX 351, and Professor Manning explained it had to do with the type of additional reading that will be required in the honors section and it is much more engaged with critical debates and field work. A motion was made to approve the above curricular changes. It was seconded and the motion passed unanimously.

Degree Requirements for Approval

- a) Non-Western Culture Status for FMS 315, GINS 601, GINS 603, GINS 612, GINS 670, HIST 369
There were no questions, so a motion was made to approve the above. It was seconded and unanimously approved.
- b) Deletion of HL Principal Course Status for ENGL 308
Clarification was made that the English Dept. is making ENGL 308 a degree requirement for their majors, and that another course, ENGL 315, is planned to be submitted for approval as an HL Principal Course. After further discussion, Dr. Madden requested additional information regarding how many students would be affected and what other English courses fulfill the HL requirement, so this request was tabled until that information could be obtained.
- c) Change to Existing Major for Microbiology
A motion was made to approve the above change and it was seconded and unanimously approved.
- d) Change to Existing Major for Sociology
Dr. Manning noted that there was a change (numbers 2. and 3. of the proposal) in how the distribution of credit hours must be obtained. There were some concerns raised that specifying

courses must be taken in a lecture setting would essentially place a limit on the number of courses that could be taken online, as well as restrict the number of participation or field work credits. Discussion included points that online course content is guaranteed to be of equivalent quality to the lecture format; that College online courses will not have the facilities for proctored exams (unlike some courses offered through KUCE); and that departments usually desire a certain amount of face-to-face contact with students in their majors. There was general agreement that more information was needed about all the issues involved. Dr. McNeley was aware of some other departments considering the same kinds of limits (SOC, ENGL, PSYC) and it was agreed to ask those departments to share with CUSA their concerns and reasons for wanting to place these limits, and to solicit feedback from departments that do not feel it would be a good idea to establish those types of limits. Dr. McNeley will talk with some of these departments and invite them to a CUSA meeting, and this request was tabled until additional feedback and information is received.

C. ACADEMIC STANDARDS – No Report.

OLD BUSINESS

Dr. McNeley opened the (continued) discussion of a Two-Plus-Two Program by introducing guests Marilu Goodyear and Dan Mueller from Edwards Campus, who attended the meeting to share their ideas and goals about a program of this type. Dr. Goodyear, Chair of the Public Administration Department, discussed a desire and goal to better reach underserved student populations and increase minority enrollment in their major. She gave some background on various ways they have researched to accomplish this and contacts they have had about this issue with KCKCC as well as JCCC. She reported that their department is very interested in being part of a pilot program to determine how well this kind of program might better serve some of these populations and help their department achieve their goals. Dr. Goodyear then gave the floor to Dan Mueller, who added that they work closely with JCCC and KCKCC already, and mentioned that KCKCC has a pre-Public Administration program, so this kind of program would be an added incentive for them, as well, if they could promote their program as a “pipeline” to a Bachelor’s degree at KU, and possibly make them eligible for scholarship funding. Both JCCC and KCKCC were very interested in participating in a program of this kind.

The purpose of beginning with a pilot program is there are multiple factors, institutions, and departments involved in a program of this kind, so a pilot program with these particular schools and the Public Administration Dept. would be a manageable size (approx. 20 students at this time), with good opportunity to easily travel to and from each institution involved for direct communication as the program is developed and evolves. The point was made that a program of this type also would likely fit well into UKanTeach programs.

Further discussion ensued after the guests left, covering each of the points detailed on the proposal (Attachment 1). A concern was mentioned about the name, in that “Two-Plus-Two” might imply a guarantee that students accepted into this program, after completing two years at a community college, would certainly graduate with their Bachelor’s degree in another two years and that may not be the case. There was general agreement to change the name to “Degree Partnership Program” as noted on Attachment 1. There was additional discussion about the requirements to stay in the program (GPA, consecutive enrollment in both Fall and Spring semesters, transfer work), and about the kind of evaluation, advising and communication that would be given to students in the program. Clarification was made that advising about the appropriate courses to take at the community college to fulfill plan requirements would be given at the community college. Concerns about departments’ ability to advise a potentially large number of students were addressed by amending the CLAS Advising Support portion of the proposal, item 2.c., to specify that a faculty advisor would be assigned the term prior to matriculation at KU if declared and/or admitted into major (amendment already made on Attachment 1).

A motion to approve the Degree Partnership Program, as amended, was made, seconded, and unanimously approved.

The meeting continued with discussion about the CUSA-approved proposed revisions to the Incomplete Policy, with a report that the full discussion in University Senate had been tabled due to some concerns in how incompletes are handled at the graduate level. The point was made that within University Senate, a College or school can have a more restrictive policy than what the broader policy states, so a proposal for handling incompletes at the College undergraduate level only, not graduate-level, was discussed. The purpose for these revisions is to set clear expectations to help students learn their responsibility in satisfying incompletes. The proposed revisions for College undergraduates are as follows:

Undergraduate Incomplete Policy Proposal
CUSA
April 14, 2009

The letter I should not be used when a definite grade can be assigned for the work done. It shall not be given for the work of a student in any course except to indicate that some part of the work has, for ~~good~~ ~~reason~~ **reasons beyond the student's control**, not been done, while the rest has been satisfactorily completed. At the time an I is reported **on the electronic roster**, the character and amount of work needed, **as well as the date required for completion and lapse grade if further work is not completed by this date**, should be indicated ~~on the "Explanation of Incomplete" card for the student's dean.~~

An I posted for courses must be made up ~~in the next semester of enrollment, except when the removal of the I involves the repetition of a portion of the classroom work, in which case it shall be removed in the first semester of residence in which the course is offered. An I not removed according to this rule shall be regarded as a grade of F, U, or NC on request of the student's dean, with the consent of the instructor, if possible, or the department chairperson if the instructor is not available, and so indicated on the permanent record. Extensions to the time limit may be granted by the dean's representative.~~ **by the date determined by the instructor, which may not exceed one calendar year, or the last day of the term of graduation, whichever comes first. An I not removed according to this rule shall automatically convert to a grade of F or U, or the lapse grade assigned by the course instructor if the student does not complete the work within the time allowed, and shall be indicated on the student's record. Extensions to the time limit may be granted by the dean's representative upon submission of a petition from the student containing the endorsement of the course instructor who assigned the I grade, or the department chairperson if the instructor is unavailable. After the I grade is converted to a grade of F or U, the grade may only be changed in accordance with USRR Article II, Section 3.**

A motion for approval of these revisions was made, seconded, and the proposal was unanimously approved.

NEW BUSINESS

There was no new business to discuss.

The meeting was adjourned at 12:35 p.m.

CLAS Degree Partnership Program Proposal
(Commonly Referred to as a Two-Plus-Two Program)
CUSA
April 14, 2009

Academic Administration

1. CLAS degree requirements will be determined based upon the term of matriculation to the community college partner or KU. Matriculation may not occur prior to high school graduation.
2. Students must meet admission requirements for both the community college partner and KU to be admitted into the Two-Plus-Two program.
3. Students will be eligible to continue in the Two-Plus-Two program by:
 - a. Meeting CLAS academic progress expectations based on GPA standards calculated from transferable (no vocational, technical or medical) CLAS coursework. As remedial courses currently contribute (i.e. MATH 002) to the KU GPA, remedial courses in CLAS academic areas will contribute to the GPA for evaluation of progress. All CLAS academic standing, probation, and dismissal policies apply.
 - b. Maintaining consecutive enrollment in both Fall and Spring terms at the community college or KU.
 - c. Transferring academic work completed at the community college by the 20th day of the following term.
4. Students not eligible or dismissed from the program would not forfeit the right to apply to KU through traditional admission process. If dismissed from the Two-Plus-Two program, degree requirements would be determined by the term of the student's matriculation to KU. No exemptions will be made through appeal due to the availability of the traditional admission process.

CLAS Advising Support

1. Student progress will be evaluated on the 20th day of each term.
2. Advising resources will be provided through:
 - a. Full access to the ARTS report (or equivalent degree progress tracking system of KU).
 - b. Electronic advising communications through access to KU email and Kyou portal.
 - c. Assignment of a faculty advisor in term prior to KU matriculation if declared and/or admitted into major.

Mathematics in EECS 128 and EECS 138

A primary objective of both the 128 and 138 classes is to help students develop their problem solving or mathematical-thinking skills. Currently, two versions of 128 and five versions of 138 are offered. While there may be differences in specific content and emphasis for the different versions with the same course number, all cover most if not all of the topics listed below:

EECS 128

1. Number systems including binary arithmetic and conversion between, decimal, hexadecimal and binary
2. Basic logic including truth tables, evaluation of logical expressions, and if statements in Excel and programming
3. Understanding, construction, and use of mathematical functions such as those found in Excel for averaging and summations
4. Evaluation of arithmetic formulas using the order of operations
5. Mathematical concepts used in the unit on programming including: for and while loops; conditional statements; operators such as less than and greater than; use of variables; understanding of the flow of control in a program
6. Construction of queries both in web search engines and in databases
7. Understanding of exponential notation and the meaning of prefixes such as kilo-, giga-, terra-
8. Evaluation of different computer systems to determine which is most appropriate for a user taking into consideration things such as the number of pixels in a display, speed of the processor, amount of RAM needed, and hard drive capacity (taking into account storage required for digital pictures and music downloads for example)
9. Calculation of the seek time/latency of a hard drive
10. Comparison of the price, size and capabilities of mobile devices and media players
11. Design of algorithms to solve simple problems (such as finding the largest number in a list) and tracing of algorithms
12. Computer network topologies (graphs)

EECS 138

EECS 138 students choose one of the following languages: C++, Fortran, Java, Visual Basic, or Web Programming. Mathematics is frequently required in completion of programming assignments, and examples used in the text (such as income tax calculation, temperature conversion, bank account simulations). Among the topics covered in the programming classes are

1. Use of basic mathematical operators, order of operations, exponentiation
2. Construction and evaluation of logical expressions, if-else statements, using loops to perform mathematical computations (such as finding the average of a set of numbers)
3. Understanding, construction, and use of mathematical functions to find volume and area of geometric objects, square roots, factorials, polynomial evaluation, matrix operations
4. Data encapsulation and abstraction in the creation of classes and associated functions, and objects of that class
5. Memory requirements for different data types (integers, reals, character, arrays, ...) and memory addressing
6. Integer division and the mod function
7. Searching and sorting algorithms
8. Vectors
9. Dynamic and multidimensional arrays
10. Recursion
11. Representation of sets and definition of set operations
12. Estimating time and space requirements of a program based on the complexity of the algorithm being used and the size of the data set

Deletion of HL Principal Course Status for ENGL 308

Additional Rationale for Request:
HL Courses offered in English

As proposals forwarded to CUSA have indicated, the English Department would like to drop the HL designation for English 308 Introduction to Literary Theory and Criticism and instead designate English 315 Studies in British Literature as an HL course.

English 315, which is part of the annual British Summer Institute Study Abroad program, enrolls extremely well, and averages 2/3 non-major enrollment in a class that usually fills at approximately 30 students depending on staff available (enrollment for SU 09 is 28 with 9 students currently waitlisted; 9 were also waitlisted in SU 08). If 315 earned the students HL credit, then that figure would be even higher. The content of the course is appropriate for an HL, since it covers multiple genres and a broad period of English literature.

English 308 has been offered each semester for the past 3 semesters, during which time it has been an HL course. It currently enrolls approximately 1/3 non-majors in a class that is capped at 25. However, experience teaching the course has shown it is too specialized to represent general education for these non-major students. (Students clearly recognize this, since our other HL courses, English 309 The British Novel, 387 Introduction to the English Language, and especially 325 Recent Popular Fiction, fill more quickly than 308.) We consider this course to be enormously valuable to our beginning majors, and hence we are proposing to require it for the major. All three faculty members who have taught the course feel that the specialized skills of close reading and literary-critical research that it teaches are appropriate for students pursuing a major or minor in English. Non-majors are much better served in our discipline by the College-required 200-level Introduction to Literature courses and by the other HL courses that we offer.

1. Curricular Changes for Approval

EAST ASIAN LANGUAGES & CULTURES

CHANGE: COURSE DESCRIPTION, CREDIT

CHIN 102 BEGINNING CHINESE I 5 U
(OLD) Taught mainly in the summer, this course covers about half of the material in CHIN 104, upon which this course is modeled. LEC

CHIN 102 BEGINNING CHINESE I 4 U
(NEW) Taught mainly in the summer, this course covers about 75% of the material in CHIN 104, upon which this course is modeled. LEC

CHANGE: COURSE DESCRIPTION, CREDIT

CHIN 106 BEGINNING CHINESE II 5 U
(OLD) Takes students to the end of CHIN 104 and into the first third of CHIN 108. LEC

CHIN 106 BEGINNING CHINESE II 4 U
(NEW) Continuation of CHIN 102. Takes students through the end of CHIN 104 and the first half of CHIN 108. LEC

CHANGE: DESCRIPTION, TITLE

EALC 302 CIVILIZATIONS OF JAPAN AND KOREA 3 H, W, NW
(OLD) An introductory course designed to provide students with the broad outlines of Japanese and Korean culture. Course materials include translations of folklore, literary works, films, and other writings. The class will identify cultural commonalities and differences in these two important Northeast Asian societies. The course is designed for students with no background in Asian culture. LEC

EALC 302 CULTURAL TRADITIONS OF JAPAN AND KOREA 3 H, W, NW
(NEW) A wide-ranging examination of the similarities and difference between Japanese and Korean culture through folklore, literature, film, and other texts. Format: Lecture and discussion. Designed for students with no background in Asian culture. LEC

CHANGE: DESCRIPTION, TITLE

EALC 411 ASOBI: PLAY IN JAPAN, HONORS 3 H, W, NW
(OLD) Originally designating the songs and dances of early Shinto religious ritual, "asobi" (play) has been a significant force shaping Japanese culture over the centuries. This course examines the function and patterns of play found in Shinto, the court culture of the aristocrats, the values and practices of the medieval samurai, the popular culture of Edo townspeople, and the postmodern consumer society of Japan today. No language prerequisite. Prerequisite: Membership in the University Honors Program or consent of instructor. LEC

EALC 411 THE CULTURE OF PLAY IN JAPAN, HONORS 3 H, W, NW
(NEW) Play ("asobi") has been a significant force shaping Japanese culture over the centuries, beginning with the songs and dances of early Shinto religious ritual. This course examines the function and patterns of play found in Shinto, the court culture of ancient aristocracy, the values and practices of medieval samurai, the popular culture of Edo townspeople, and the postmodern consumer society of Japan today. Prerequisite: Membership in the University Honors Program or consent of instructor. LEC

GEOGRAPHY

CHANGE: NEW COURSE

GEOG 370 INTRODUCTION TO CULTURAL GEOGRAPHY 3 H
Charts some of the major lines of research in cultural geography, including critical theory, political economy, poststructuralist thought, feminism, and global consumption. Through fieldwork, diverse research methods are applied to issues such as community development, cultural patterns on the landscape and global impacts on local economies. Prerequisite: GEOG 100, 101, 102 or 103; or consent of instructor. LEC

HUMANITIES & WESTERN CIVILIZATION

CHANGE: DELETE COURSE

HWC 338 HUMANITIES IV THE MODERN ERA 4 H
An introduction to the poetry, philosophy and history of the modern age, beginning with the Renaissance, through study of major primary texts. Prerequisite: HWC 330. LEC

CHANGE: DELETE COURSE

HWC 340 THE RENAISSANCE 3 H
An integrated study of several disciplines such as history, philosophy, art, music, and literature as they relate to the fourteenth through the seventeenth centuries. May emphasize several national literatures, the Renaissance culture of one country or one historical period. LEC

CHANGE: DELETE COURSE

HWC 350 THE ENLIGHTENMENT 3 H
An interdisciplinary study of several disciplines such as history, philosophy, art, music, and literature as they relate to the seventeenth and eighteenth centuries. May emphasize several national literatures, the enlightenment culture of one country, or one century. LEC

CHANGE: DELETE COURSE

HWC 360 THE NINETEENTH CENTURY 3 H
An integrated study of several disciplines such as history, philosophy, art, music, and literature as they relate to the nineteenth century. May emphasize several national literatures, the nineteenth century in one country, one historical or aesthetic movement occurring during this time. LEC An integrated study of several disciplines such as history, philosophy, art, music, and literature as they relate to the nineteenth century. May emphasize several national literatures, the nineteenth century in one country, one historical or aesthetic movement occurring during this time. LEC

RUSSIAN, EAST EUROPEAN & EURASIAN STUDIES

CHANGE: NEW COURSE

REES 532 RUSSIAN STRATEGY AND MILITARY POWER 3 H
Examines the central role the Russian military has played in its country's politics, society, and culture in the modern period. Treats Russia's victories and defeats in war, the course highlights the continuities in Russian strategic practices and illuminates the current and future strategic policies and military developments of the contemporary Russian state. LEC

CHANGE: NEW COURSE

REES 646 TRANSLATION IN THEORY AND PRACTICE 3 H
Students undertake substantial work in the translation of non-technical writing, (e.g. poems, short stories, novels, essays, works of history, scientific treatises), from any REES language into English, and examine the practical and theoretical problems encountered in translation from the source to the target language. Prerequisite: BCRS 508, PLSH 508 RUSS 508, or permission of instructor. LEC

CHANGE: NEW COURSE

REES 687 BIOGRAPHY OF A CITY: ST. PETERSBURG 3 H
Examination in depth of the historical, social, intellectual, and artistic development of St. Petersburg as a major urban center. LEC

2. Degree Requirements for Approval

- a) Non-Western Culture Status for GINS 600, 602, 613, 614, 673

JUSTIFICATION FOR ALL GINS REQUESTS BELOW (COURSE SPECIFIC JUSTIFICATIONS LISTED WITH COURSE TITLES):

The Global Indigenous Nations Studies Program currently offers the M.A. degree. It is a small program established almost ten years ago. The program is poised to have a stronger presence on campus and to have an intellectual impact on undergraduate students through the strategic development of undergraduate courses. At present, the program seeks to strategically identify courses that may attract undergraduate students and also contribute to meeting the requirement for knowledge of a non-Western culture. The purpose of non-Western culture courses is “to acquaint students with the culture, society, and values of a non-Western people. This must be understood to include peoples indigenous to Asia, the Pacific Islands, the Middle East, and Africa, as well as autochthonous Native American cultures” (College of Liberal Arts and Sciences, memo, October 30, 1985, provided by Karen Ledom).

Existing Course
GINS 600

RESEARCH METHODS AND INDIGENOUS PEOPLES DESCRIPTION:

This course is an introduction to the social science methods of investigation and analysis that are used in Indigenous Nations Studies as a discipline. The nature of Indigenous Nations Studies data sources and methods of data collection, the logic of social scientific inquiry, and key methods of data analysis are emphasized. In addition, the social and educational implications of the results are examined. Prerequisite: Permission from instructor. LEC

JUSTIFICATION:

The proposed course establishes a basis for the comparative analysis of indigenous cultures. This will be an undergraduate version of GINS 800 Research Methods and Indigenous Peoples. The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 800.

Existing Course
GINS 602

INDIGENOUS DECOLONIZATION AND EMPOWERMENT DESCRIPTION:

An Indigenous focus of the foundation and impact of colonization, decolonization empowerment and nation-building. Prerequisite: Permission from instructor. LEC

JUSTIFICATION:

The proposed course establishes a basis for the comparative analysis of indigenous cultures. This will be an undergraduate version of GINS 802 Indigenous Decolonization and Empowerment. The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 802.

Existing Course
GINS 613

ISSUES FACING INDIGENOUS PEOPLES DESCRIPTION:

This course explores the theories and methods of selected cultural, environmental, legal, political, and socio-economical issues confronting Indigenous societies throughout the world. Prerequisite: Permission from instructor. LEC

JUSTIFICATION:

The proposed course establishes a basis for the comparative analysis of indigenous cultures. This will be an undergraduate version of GINS 813 Issues Facing Indigenous Peoples. The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 813.

Existing Course
GINS 614

DECOLONIZING NARRATIVES

DESCRIPTION:

With the decolonizing potential of Indigenous literary and cultural productions, this course seeks to both answer and explore such questions as: How can literary and cultural texts such as novels, poetry, music, and film from world Indigenous communities function as decolonizing tools? Can decolonizing methodologies be applied to such texts? How do such texts contribute to and strengthen Indigenous political, intellectual, cultural, visual and rhetorical sovereignty? An overview will be presented from Indigenous literature, films and documentaries from North America, the Pacific, Australia, and New Zealand.

Prerequisite: Permission from instructor. LEC

JUSTIFICATION:

The proposed course establishes a basis for the comparative analysis of indigenous cultures. This will be an undergraduate version of GINS 814 Decolonizing Narratives. The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 814.

Existing Course
GINS 673

ENVIRONMENTAL JUSTICE

DESCRIPTION:

An examination of the impact of environmental justice and security in Indigenous communities throughout the world with a focus on tactics and strategies that incorporate Indigenous perspectives in responses and mitigation schemes. A survey of mining, dumping and storage of toxic and radioactive waste activities as related to Indigenous peoples. Case study analyses of economic, military and mining interests contrasted with perspectives emerging from cultural traditions and beliefs of Indigenous peoples and communities. Prerequisite: Permission from instructor. LEC

JUSTIFICATION:

The proposed course establishes a basis for the comparative analysis of indigenous cultures. This will be an undergraduate version of GINS 873 Environmental Justice. The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 873.

b) Change to Existing Jewish Studies Minor

PROPOSAL:

Change wording for the directed study requirement of the Jewish Studies minor.

CURRENT REQUIREMENTS:

18 credit hours are required to complete the minor, 12 of which must be taken at the Junior/Senior level.

Specific requirements:

6 credit hours of course work must be chosen from the list of courses that have the JWSH rubric

CURRENT WORDING: In addition, students must complete JWSH 490 (3) or JWSH 491 (3), which are both courses that investigate a special topic or project selected by the student, which must be approved by the Director of Jewish Studies.

The 9 hours of JWSH course work above must be taken in residence at KU.

9 additional credit hours which must be from at least one, preferably two disciplines, departments, or programs aside from JWSH. These courses must contain approximately 50% Jewish content. One course in Yiddish (YDSH) or one course above 200-level in Hebrew may count among these credit hours. Within these credit hours students must complete one course that focuses on the ancient world and one course whose focus is the modern.

*Please note that if one of the following courses, HEBR 210, HEBR 220, YDSH 104, or YDSH 108, is counted towards the minor requirements, this will result in a JWSH minor program of 20 credit hours. A list of these courses can be found below. *(Not included in agenda for space reasons as it is not relevant to the proposed change to the minor.)*

Courses taken abroad may count towards the minor as long as they meet the requirement of at least 50% Jewish content. Prior to enrolling, the course must be tentatively reviewed by the Director who will give final approval only after seeing the syllabus and the student's written work for the course, and determining that this course meets the standards for a KU course.

PROPOSED REQUIREMENTS:

18 credit hours are required to complete the minor, 12 of which must be taken at the Junior/Senior level.

Specific requirements:

6 credit hours of course work must be chosen from the list of courses that have the JWSH rubric

NEW WORDING:

Our minor does not require the completion of a thesis. Nevertheless, students must complete a capstone assignment involving a research paper or project. To do so students should enroll in either JWSH 490 (3) or JWSH 491 (3), with a faculty member of their choice, or, with the permission of the Director, any JWSH or JWSH cross-referenced course in which they complete their capstone project.

The 9 hours of JWSH course work above must be taken in residence at KU.

9 additional credit hours which must be from at least one, preferably two disciplines, departments, or programs aside from JWSH. These courses must contain approximately 50% Jewish content. One course in Yiddish (YDSH) or one course above 200-level in Hebrew may count among these credit hours. Within these credit hours students must complete one course that focuses on the ancient world and one course whose focus is the modern.

*Please note that if one of the following courses, HEBR 210, HEBR 220, YDSH 104, or YDSH 108, is counted towards the minor requirements, this will result in a JWSH minor program of 20 credit hours. A list of these courses can be found below. *(Not included in agenda for space reasons as it is not relevant to the proposed change to the minor.)*

Courses taken abroad may count towards the minor as long as they meet the requirement of at least 50% Jewish content. Prior to enrolling, the course must be tentatively reviewed by the Director who will give final approval only after seeing the syllabus and the student's written work for the course, and determining that this course meets the standards for a KU course.

JUSTIFICATION:

To broaden the context in which students do capstone papers or projects, and to clarify the reason for the directed study requirement.

c) Change to English Major – Traditional Emphasis

Proposal to add English 308 as an additional core requirement for the English Major, and to change the number of required elective hours for the traditional emphasis

Current Requirements from Undergraduate Catalog

Requirements for the B.A. or B.G.S. Major. The department offers two emphases and an Honors variation on each. The Traditional English emphasis and the Creative-writing English emphasis both require at least 30 hours of junior/senior courses (numbered 300 or above). All English majors must take at least two courses (6 hours) numbered 500 or above. The Honors version of each emphasis adds 3 hours to the requirement.

Core requirements are identical for both emphases.

1. ENGL 312 Major British Writers to 1800 or any other English course numbered 300 or above that focuses on British literature of at least one of the literary periods from the Middle Ages to 1800, excluding Shakespeare (3 hours).
2. ENGL 314 Major British Writers after 1800 or any other English course numbered 300 or above that focuses on British literature of at least one of the literary periods from the Romantic Period to the present (3 hours).
3. A course in Shakespeare (ENGL 332, ENGL 626, or ENGL 627) (3 hours).
4. ENGL 320 American Literature I or any other English course numbered 300 or above that focuses on American literature of at least one of the literary periods from Colonial times to 1865 (3 hours).
5. ENGL 322 American Literature II or any other English course numbered 300 or above that focuses on American literature of at least one of the literary periods from 1865 to the present (3 hours).

The *Traditional English emphasis*, in addition, requires completion of 15 junior/senior hours of electives. A single creative-writing course at the 300 level can be applied to this requirement.

One course in the HWC 304/HWC 308/HWC 312 sequence may be applied as an elective. ENGL 495 Directed Study: _____ and ENGL 496 Internship may be applied only as electives.

Proposed Changes

Requirements for the B.A. or B.G.S. Major. The department offers two emphases and an Honors variation on each. The Traditional English emphasis and the Creative-writing English emphasis both require at least 30 hours of junior/senior courses (numbered 300 or above). All English majors must take at least two courses (6 hours) numbered 500 or above. The Honors version of each emphasis adds 3 hours to the requirement.

Traditional majors must take 18 core hours and 12 hours of English electives at 300-level or above. Creative writing majors must take 15 or the 18 core hours (any combination) and 15 hours of creative writing electives

1. English 308 Introduction to Literary Criticism and Theory

1. ENGL 312 Major British Writers to 1800 or any other English course numbered 300 or above that focuses on British literature of at least one of the literary periods from the Middle Ages to 1800, excluding Shakespeare (3 hours).
2. ENGL 314 Major British Writers after 1800 or any other English course numbered 300 or above that focuses on British literature of at least one of the literary periods from the Romantic Period to the present (3 hours).
3. A course in Shakespeare (ENGL 332, ENGL 626, or ENGL 627) (3 hours).
4. ENGL 320 American Literature I or any other English course numbered 300 or above that focuses on American literature of at least one of the literary periods from Colonial times to 1865 (3 hours).
5. ENGL 322 American Literature II or any other English course numbered 300 or above that focuses on American literature of at least one of the literary periods from 1865 to the present (3 hours).

The *Traditional English emphasis*, in addition, requires completion of **12 junior/senior hours of electives**. A single creative-writing course at the 300 level can be applied to this requirement.

One course in the HWC 304/HWC 308/HWC 312 sequence may be applied as an elective. ENGL 495 Directed Study: _____ and ENGL 496 Internship may be applied only as electives.

On March 3, 2009, the English Department voted to add English 308: Introduction to Literary Criticism and Theory (or equivalent) as a core requirement for all traditional majors and to reduce the required number of major elective courses from 15 to 12 hours (for a total of 30 hours of major coursework).

Rationale: This course teaches the fundamental skills of literary criticism: close reading, research techniques, and commonly-used critical schools or methodologies. Requiring this course will improve student performance in other literature courses and prepare students to take 500-level courses in the major, which expect they already know how to

write a research paper. We cannot require 308 as a prerequisite for 500-level courses for scheduling reasons, but we can encourage students in advising and on the English website to take the course in their first or second semester of major coursework. Several faculty members who have recently taught 308 are willing to teach it as a large class (70 or more students) with GTAs leading discussion sections. This would enable us to offer an honors discussion section, taught by the professor. Since we restructured the course and began offering it in Spring '08, 4 additional faculty members have signed up to teach the course and several others have indicated an interest in teaching it some time in the near future.

While we see this course as especially valuable for traditional majors, who need to learn a particular set of skills in order to succeed in the major. A similar proposal to be incorporated into the creative writing emphasis will be forthcoming.

In order to preserve flexibility in the face of occasional fluctuations in the number of staff available to teach the course (particularly as resources are stretched in the current economy), we will allow for substitutions at the department level. The undergraduate director, in consultation with instructors, will allow a course to be considered equivalent to 308. For a course to be considered equivalent, its approaches to teaching all or most texts must include significant attention to critical methodology.

Since majors can already take equivalent courses to satisfy the survey requirements (English 312, 314, 320 and 322)--courses that were previously only offered as electives--12 additional hours of electives still enables them to pursue particular interests and to allow for scheduling flexibility.

Although approved changes normally take effect the semester following the approval, **we are proposing that the 308 requirement become effective Spring 2010 rather than Fall 2009.** The reason for this is that non-majors will be enrolling in the course for Fall 09 because it is currently an HL course. We are requesting (in a separate proposal) that the HL assignment be removed from English 308 so that there are enough spots in the available sections for our majors. This would not be effected until Spring 2010.

d) Change to BS Economics General Education Requirements

It has always been the intention of the Economics department for students who complete MATH 121 as a part of the required Mathematics sequence of MATH 115, MATH 116 and MATH 122 OR MATH 121 and MATH 122, to be allowed to also use MATH 121 to fulfill the Principal Course requirement for an NM as a part of completing the general education requirements for the BS in Economics. The Principal course requirements for the BS are the same as those for a BA (3 natural science, 3 social science, 3 humanities).

It was recently discovered that the current requirements do not clearly reflect this and that ARTS is not programmed to "double count" this course to fulfill these two general education requirements. The Economics department therefore requests this change so that MATH 121 may count for both the mathematics requirement and the NM principal course option for students completing the BS in Economics.