

# Washburn University Interdisciplinary Studies Review Form

	Chair/Direct Report Signature	Recommendation	Review Date
	Tom Schmiedeler	Approve	
Department/Area	_____	_____	_____
	Laura Stephenson	Approve	
Dean/Direct Report	_____	_____	_____
	Nancy Tate	Approve	Sept. 11, 2014
Interdisciplinary Committee	_____	_____	_____

## Part I General Information

1. Exact proposed catalog:

- a. Course Number: IS340
- b. Course Title: Kansas Studies
- c. Number of Credits: 1-3 (see syllabus for further clarification)
- d. Prerequisites: None
- e. Schedule Type (e.g., Lecture, Lecture/Lab, Online, Seminar, etc.): Lecture
- f. Grade Mode (Standard Grade or Credit/No Credit): Standard Grade
- g. Course Description:

A multidisciplinary course taught by faculty members of the Center for Kansas Studies that stresses the interrelationships among all aspects of Kansas including anthropology, archaeology, ethnicity, fine arts, geography, geology, history, literature, politics and religion.

2. Rationale for offering this course:

At the most elementary level, the tremendous need for knowledge about the region in which one resides and its place within the broader world provides a suitable rationale for Kansas Studies. Knowledge of the physical, cultural, economic and political characteristics of Kansas will provide an understanding of the importance of the state in the national culture, and impart an abiding appreciation of the state's diversity and unique physical and cultural attributes.

An additional rationale for the Kansas Studies course stems from the five-year, program-review process for Kansas Studies completed in the fall of 2013. Review committee members believed that although the performance of the Kansas Studies unit "Meets Expectations," the number of students who minor in Kansas Studies, which directly relates to Kansas Studies faculty and curriculum, was lagging. To increase Kansas Studies minors, the committee suggested an integrative course be offered by the Center for Kansas Studies that might attract students, particularly international students, who will have the opportunity to learn about the setting for their international university experience. This course proposal,

then, is a direct response to correcting the most salient deficiency cited in the review of the Kansas Studies unit.

Finally, the Kansas Studies course is being submitted as a 300-level, general education course (social science or arts and humanities, to be determined by the general education committee). General education status will encourage student enrollment and because relatively few general education courses are offered at the 300 level, the course will be an opportunity for upper-level students or transfers who still need a general education course and upper-division credit hours to earn them, thereby assisting them in graduating in a timely manner.

3. Does this represent an added course to your curriculum?

a. No  Which course(s) is it replacing?

b. Yes  How is the cost to be underwritten? Guest instructor honorariums will be paid by grants from the Office of Vice President for Academic Affairs and by the College of Arts and Sciences. These funds have been secured as of April 4, 2014.

4. What will be the extent and nature of the reading required for this course?

Individual faculty will assign readings about their topic to students a week in advance of their presentations/lectures. These readings will be made available online. A reading list is provided in syllabus

5. Can this course be repeated for additional credit? If so, how many times or how many hours?

No

## Part II Content Considerations

6. Will this course be proposed as a General Education course?

Yes  No

If yes, please indicate the General Education goals to be served by this course.

Kansas Studies will be the most multi-disciplinary course offered at Washburn. Faculty come from a variety of disciplines and will teach course topics that include concepts from geography, anthropology, history, ethnicity, religion, geology, politics, urban planning and the arts of Kansas. In this context, among the most prominent goals served by this course would be integrative knowledge, the appreciation of historical context, and common themes of human experience. As a highly integrative course, Kansas Studies will also require that students engage in analytical reasoning in order to understand Kansas as a holistic region and the evolving place of Kansas in the modern world.

**NOTE: The deadline for submission to the General Education Committee approval is October for existing courses and February for newly approved courses**

7. How will student performance be assessed?

Student performance will be assessed through the course objectives and rubric given below. **A course syllabus is attached at the end of this document.**

The course will have seven objectives and, as indicated below, course objectives numbers 2, 4, 6 and 7 will be used as part of the General Education, University SLO assessment.

**Course Objective 1:** At the completion of this course students will be able to locate and describe the geology and physiography of Kansas and explain the processes that have shaped the landscape and contributed to the state's natural resources

**Assessment(s) for course objective 1:** one essay during the semester; one section of their final project

**Measure(s) for course objective 1:** Essay and paper are graded using a rubric. Scores range from 4 = 90-100%; 3 = 80-89%; 2 = 70-79%; 1 = 60-69%; 0 = 0-59%

Course Objective 1 is part of the General Education – university SLO assessment? No

**Course Objective 2:** At the completion of this course students will be able to interpret the archaeological and anthropological contributions of indigenous people and others to the cultural foundations of the state.

**Assessment(s) for course objective 2:** one essay during the semester; one section of their final project

**Measure(s) for course objective 2:** Essay and paper are graded using a rubric. Scores range from 4 = 90-100%; 3 = 80-89%; 2 = 70-79%; 1 = 60-69%; 0 = 0-59%

Course Objective 2 is part of the General Education – university SLO assessment? Yes

**Course Objective 3:** At the completion of this course students will be able to explain the unique contributions of Kansas to the tumultuous period of American history leading up to and including the American Civil War

**Assessment(s) for course objective 3:** one essay during the semester; one section of their final project

**Measure(s) for course objective 3:** Essays and paper are graded using a rubric. Scores range from 4 = 90-100%; 3 = 80-89%; 2 = 70-79%; 1 = 60-69%; 0 = 0-59%

Course Objective 3 is part of the General Education – university SLO assessment? No

**Course Objective 4:** At the completion of this course students will be able to interpret the significance of the historical geography of settlement in Kansas including specific European contributions of groups such as Volga Germans and Mennonites

**Assessment(s) for course objective 4:** one essay during the semester; one section of their final project

**Measure(s) for course objective 4:** Essay and paper are graded using a rubric. Scores range from 4 = 90-100%; 3 = 80-89%; 2 = 70-79%; 1 = 60-69%; 0 = 0-59%

Course Objective 4 is part of the General Education – university SLO assessment? Yes

**Course Objective 5:** At the completion of this course students will be able to explain the most significant contributions to Kansas literature and how they have generated an understanding of Kansas culture

**Assessment(s) for course objective 5:** one essay during the semester; one section of their final project

**Measure(s) for course objective 5:** Essay and paper are graded using a rubric. Scores range from 4 = 90-100%; 3 = 80-89%; 2 = 70-79%; 1 = 60-69%; 0 = 0-59%

Course Objective 5 is part of the General Education – university SLO assessment? No

**Course Objective 6:** At the completion of this course students will be able to analyze the influence of religion on the state’s politics and social life

**Assessment(s) for course objective 6:** one essay during the semester; one section of their final project

**Measure(s) for course objective 6:** Essay and paper are graded using a rubric. Scores range from 4 = 90-100%; 3 = 80-89%; 2 = 70-79%; 1 = 60-69%; 0 = 0-59%

Course Objective 6 is part of the General Education – university SLO assessment? Yes

**Course Objective 7:** At the completion of this course students will be able to interpret the most important mediums for the expression of Kansas art

**Assessment(s) for course objective 7:** One essay during the semester; one section of their final project

**Measure(s) for course objective 7:** Essay and paper are graded using a rubric. Scores range from 4 = 90-100%; 3 = 80-89%; 2 = 70-79%; 1 = 60-69%; 0 = 0-59%

Course Objective 7 is part of the General Education – university SLO assessment? Yes

**Rubric**

**Kansas Studies (IS 307) will fulfill the General Education Learning Outcome of Global Citizenship, Ethics and Diversity. Specifically, the course will have an emphasis on Diversity**

<b>Skill</b>	<b>Advanced 4</b>	<b>Target 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>
Knowledge of Historical Context	Demonstrates sophisticated understanding of the relationship between the historical development of religion and politics in Kansas	Demonstrates adequate understanding of the relationship between the historical development of religion and politics in Kansas	Demonstrates partial understanding of the relationship between the historical development of religion and politics in Kansas	Demonstrates little to no understanding of the relationship between the historical development of religion and politics in Kansas
Conceptual Understanding	Demonstrates sophisticated understanding of how American	Demonstrates adequate understanding of how American	Demonstrates partial understanding of how American	Demonstrates little or no understanding of how American

	and European ethnicity contributed to the diversity in the regional and social geography of Kansas	and European ethnicity contributed to the diversity of regional and social geography of Kansas	and European ethnicity contributed to the diversity of regional and social geography of Kansas	and European ethnicity contributed to the diversity of regional and social geography of Kansas
Application of Diversity	Demonstrates sophisticated understanding and can explain how the arts and literature that evolved in Kansas became expressions of the state's cultural diversity and critiques of Kansas life	Demonstrates adequate understanding and can explain adequately how the arts and literature that evolved in Kansas became expressions of the state's cultural diversity and critiques of Kansas life	Demonstrates partial understanding and can explain partially how the arts and literature that evolved in Kansas became expressions of the state's cultural diversity and critiques of Kansas life	Demonstrates little or no understanding and can explain little about how the arts and literature that evolved in Kansas became expressions of the state's cultural diversity and critiques of Kansas life

8. Does the department/area consider the proposed course will primarily attract:  
 Department majors  Non-majors  Department majors and majors from specific other departments; which departments?

Kansas Studies is an area that does not have a major.

### Part III Financial/Resource Considerations

9. Has the department/area proposing the course addition reviewed the University Catalog and determined that the proposed course does not duplicate in title or content existing courses?  
 Yes  No

10. How often does the department/area anticipate the proposed course will be offered?  
 Every Semester  Every other semester  Every three semesters  Irregularly

It's possible the course could be taught every other semester depending on demand and the enrollments from international students

11. Has the proposed course been offered as a special topic?  
 Yes  No

If yes, when was it offered? \_\_\_\_\_ Enrollment

12. Are current library holdings adequate?  Yes  No If the answer is "no," what would be necessary to bring the collection to an acceptable standard for this course offering?

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Signature of Librarian

Do you currently have the equipment and facilities (including sufficient WWW access, computer software, hardware) to teach this class?

Yes

13. If the answer to #12 is “no,” what additional equipment and/or facilities will be needed? (Be specific as regards any technology needs in the way of WWW access, and computer software or hardware.)

14. What status will the proposed course have within the department’s/area’s overall curriculum?

Elective     Required

15. Financial Impact:

a. Who will teach this course: current or new faculty, full, part-time, or adjunct?

Current faculty

b. If current faculty, how will their other assigned course load be taught?

This course will meet once a week and faculty will teach as guest lecturers for one session except for the facilitator and coordinator of the course, who will attend every class and will also teach sessions on Kansas topics. The course will be part of his or her normal teaching load per semester.

c. What is the expected cost?

The expected cost is \$1,000 annual honorariums in support of faculty lecturers. Each of the ten guest faculty lecturers will receive a \$100 honorarium. The facilitator and coordinator of the course will **not** be considered for an honorarium.

d. Please provide an explanation of any other expenses incurred with this proposed course.

Do not anticipate any other expenses.

## Kansas Studies Spring 2015

**Course Number and Title:** IS 340, Kansas Studies

### **Course Description:**

Kansas Studies is a multi-disciplinary course taught by Washburn faculty that emphasizes the interrelationships among the natural, cultural, political and economic phenomena of the state, and the processes through which these phenomena have given the state its distinctive character. This course satisfies general education requirements.

### **Course Instructor/Facilitator Information:**

Name: Dr. Tom Schmiedeler  
Office: HC 225  
Phone: 785 670-1559  
E-mail: tom.schmiedeler@washburn.edu  
Office Hours: M,W 9:00-12:00; T 1:30-2:30

If it is impossible for you to meet with Dr. Schmiedeler during the above times, please contact him and schedule an appointment.

### **Texts:**

Homer Socolofsky and Huber Self. *Historical Atlas of Kansas*, 2nd ed. (Norman: University of Oklahoma Press, 1988).

Laura Lu Tolsted and Ada Swineford, *Kansas Rocks and Minerals*,  
Revised by Rex Buchanan. (Lawrence: Kansas Geological Survey, 1998).

### **Supplemental Texts: see Reading List**

### **Websites**

Kansas on the Net <http://www.skyways.org/kansas.html>  
Kansas Geological Survey <<http://www.kgs.ku.edu/>>  
Blue Skyways <<http://www.skyways.org/>>  
Official website, state of Kansas <<http://www.kansas.gov/>>  
Kansas State Historical Society <<http://www.kshs.org/>>  
Center for Kansas Studies, Kansas Photographers  
<http://www.washburn.edu/reference/cks/mapping/photographers/>  
Center for Kansas Studies, Map of Kansas Literature  
<http://www.washburn.edu/reference/cks/mapping/index.html>  
Center for Kansas Studies, Map of Kansas Movies  
<http://www.washburn.edu/reference/cks/mapping/movies/mapfilmed/index.html#ksmovies>  
Center for Kansas Studies, Kansas Institute for Politics  
<http://www.washburn.edu/reference/cks/politics/index.html>

## **Distribution Area:**

Social Science

## **Primary Student Learning Outcome: Global Citizenship, Ethics and Diversity**

Global Citizenship refers to the broad understanding of peoples and cultures in the United States and around the world, and to humankind's place and effects in the world. Global Citizenship includes a respect for the commonalities and differences in peoples, including an understanding of values, beliefs and customs. It places an emphasis on the economic, religious, political, geographic, linguistic, historic, environmental and social aspects that define cultures. It places an emphasis on ethics, equality and human rights, an appreciation for diversity, the interconnectedness of societies and cultures, and a commitment to finding solutions to problems that can affect the world.

## **Course Objectives:**

1. **Locate and describe the geology and physiography of Kansas and understand the processes that have shaped the natural landscape and contributed to the state's natural resources.**
- 2.\* **Identify and evaluate the archaeological and anthropological contributions of indigenous people and others to the diversity of cultural foundations in Kansas.**
3. **Explain the unique contributions of Kansas to the tumultuous period of American history leading up to and including the American Civil War**
- 4.\* **Describe the historical geography of Mennonite settlement in Kansas including the contributions of this ethnic group to the social structure and economy of the state.**
5. **Identify the most significant contributions to Kansas literature and how they have generated an understanding of Kansas culture.**
- 6.\* **Know and understand how the interaction between the evolution of political ideology and religion in Kansas has influenced the state's politics and social life.**
- 7.\* **Identify and locate the most important mediums for the expression of Kansas art.**

## **Final Course Grade will be assigned as follows:**

Grade of **A** if weighted average of components listed above is greater than or equal to 90%  
Grade of **B** if weighted average of components listed above is greater than or equal to 80%  
Grade of **C** if weighted average of components listed above is greater than or equal to 70%  
Grade of **D** if weighted average of components listed above is greater than or equal to 60%  
Grade of **F** if weighted average of components listed above is less than 60%

## **Methods of Instructions:**

Lecture using power point presentations and interactive group discussions will be the standard methods of instruction. Lectures will expand and clarify the given topic. Discussion will focus on the topic and reading assigned for the day. **Student questions and participation are greatly encouraged at all times.** Lectures will be supplemented with films and handouts. You will be responsible for all materials presented in class and contained in your readings. Taking notes is part of the college experience and is absolutely necessary for



success in this class.

Your grade, depending on the hours in which you enrolled, will be based on your performance on one map quiz, seven short essay assignments and a research paper or poster (both described below), plus classroom participation and attendance. Specific grade allocations are:

Evaluation	Points	Score
Map Quiz: Kansas Cities & Regions	25	_____
Essay I Geology and Physiography	25	_____
Essay II Mennonites & Bleeding Kansas	25	_____
Essay III Natural Resources	25	_____
Essay IV Ethnic Settlement & Bleeding Kansas	25	_____
Essay V Small Towns & Literature	25	_____
Essay VI Religion & Politics	25	_____
Essay VII Place of Art, Artists and their Work	25	_____
Research Paper or Poster (details below)	150	_____
Participation and Attendance	<u>50</u>	_____
TOTAL	400	

### **Course Rationale:**

At the most elementary level, the tremendous need for knowledge about the region in which one resides and its place within the broader world provides a suitable rationale for learning about the state of Kansas. Knowledge of Kansas will provide an understanding of the importance of the state in the national culture and its links with a global economy, and impart an abiding appreciation of the state's diversity and unique physical and cultural attributes.

### **Course Organization:**

The organization of Kansas Studies is based on topical or systematic approach to learning about the diversity of the state. The course will begin with a section on "The Land," which will include geology, physiography, climate and vegetation. "Early Cultures," primarily focusing on anthropological and archaeological sources and on migratory and sedentary Native peoples, will follow. Settlement specifically that by German and Russian Mennonites, will be next and followed by antebellum Kansas topics including John Brown. Urbanization, which will focus on the decline of small towns is next, followed by surveys of Kansas literature, religion, politics and art. This course also requires a **research paper or a poster presentation**. Details are given below.

### **Kansas Studies Minor**

This course is one of a number of diverse courses offered by the Center for Kansas Studies that can be taken to fulfill requirements for a Kansas Studies minor. To obtain the optional minor in Kansas Studies, a student must complete at least 15 hours of courses from among those listed below with at least 6 of those hours at the upper-division level. If you wish to earn a Kansas Studies minor, contact the Director of the Center for Kansas Studies, Dr. Tom Schmiedeler, ([tom.schmiedeler@washburn.edu](mailto:tom.schmiedeler@washburn.edu) x1559) who serves as a mentor for Kansas Studies minors and as department chair for certification that a student has successfully met the requirements for this optional minor.

### **Kansas Studies Courses**

AN 225	Kansas Archaeology
AR 114	Art and Architecture of Kansas
AR 399	Documentary Photography (Small Kansas Towns)
BI 280	Special Topics (when taught as Kansas Amphibians, Turtles & Reptiles or Kansas Birds)
CN 330	Communication and Conflict in Negotiation (Kansas emphasis)
EN 138	Kansas Literature
EN 190	Film Appreciation, Kansas in the Movies
EN 199, 299	Special Topics (when taught as 399 Kansas Characters, Kansas Folklore or Mapping Kansas Literature)
GG 304	Kansas Geography
GL 103	Historical Geology (Kansas emphasis)
HI 300	Topics in History, Kansas Characters
HI 300	Topics in History, John Brown
HI 322	Kansas History
HI 397	Internship in Historical Agencies
IS 307	Kansas Studies
IS 400	Topics in Interdisciplinary Studies, Kansas Characters
LS 590	Mapping Kansas Literature
PO 107	American State and Local Government
PO 309	Kansas Legislative Experience
PO 307	Internship in State and Local Government

### **Writing Assignments**

For 3-hours credit this course requires seven written essays of 2-3 pages each and a 10-12 page research paper OR a poster on a place in Kansas. Those taking the course for 2-hours credit, must complete all of the essay writing assignments. Those taking the course for 1-hour credit will write four of the seven essays.

### **Essays**

The course is broadly organized around seven pairs of integrated topics including geology and physiography, archaeology and anthropology, ethnic settlement and Bleeding Kansas, minerals and water resources, small towns and literature, politics and religion, and fine art and its locations (see topic outline). For each pair of integrated topics, the two faculty members, who will be teaching their paired topics as separate lectures over two class periods, will submit to students two questions each or four questions total. These questions will be derived directly from lecture material on the topics and some of them will be related to the broader course objectives and student learning outcomes. Students will then choose to write a 2-3 page response on **one** of the **four questions**. A total of seven essays will be assigned throughout the semester.

### **Research Paper/Poster (required for three credits)**

One means of integrating the diverse cultural and physical elements of Kansas is to focus on a place, which also gives us the opportunity to combine field work with our reading and lectures. Your assignment is to prepare a geographical overview and interpretation of a particular place within Kansas **either in the form of a 10-12 page research paper or a poster**. Most counties and small cities are suitable units for study, but places such as Wichita, Topeka, Kansas City, Lawrence, and Johnson County are too large. Regions of such large places, locales such as Potwin, Oakland (Topeka), Strawberry Hill, Leawood (Kansas City) and Old West Lawrence would work fine, however. You may want to select your home area, one with particular ethnic flavor (e.g. Hillsboro or Buhler), a place with past and present religious affiliation (e.g. Atchison: Benedictine College; Concordia: Sisters of St. Joseph), a place with a history of distinguished literary figures (e.g. Iola: William Inge and William Inge Festival) or one known for a single industry or physical characteristic (e.g. Liberal or Cheyenne Bottoms). The only firm restriction on areas is to avoid duplication with classmates. I will accept your choices on a first-come, first-served basis at the beginning of class on Monday, February 9. It is not necessary that you select your locale this early, however.

Whether you complete your project in the form of a paper or poster, the goal is to integrate all aspects of a place so that you understand the overall character and image of the place, including the rudiments of its setting and development and its current economic role within the state (including its chief employers). An account of basic social and cultural conditions (e.g. income levels, racial composition/ethnic diversity, age distribution) also is essential, as is a description of how local people and outsiders view the place. I want your research to include interviews with at least five local residents or former residents (fellow students and telephone conversations are acceptable). Good beginning sources for history are the Federal Writer's Project text (see reading list) and the *History of the State of Kansas* edited by William G. Cutler available at Mabee Library and on line at <http://www.kancoll.org/books/cutler/>. For current social and economic conditions see the "community profiles" prepared for each city by the Kansas Department of Commerce and the U.S. Census. For ethnicity see J. Neale Carman's atlas *Foreign-Language Units of Kansas* (1962) and/or *Peopling the Plains* (1995) by James R. Shortridge, both in Mabee Library. For places of more than 1000 people see James R. Shortridge's *Cities on the Plains: the Evolution of Urban Kansas* (2004). Also consult the websites listed above.

Posters will be presented in the class room on the last day of class. If you write a paper, a ten minute oral presentation on your findings will be given during the last class meeting (May 4) and a **typed, double spaced, written version of 10-12 pages is due then also**.

### TOPIC OUTLINE

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
January 20	Course Introduction; Kansas Geology	Syllabus; Map Quiz handouts <i>Kansas Rocks and Minerals</i>
THE LAND		
January 27	Kansas Physiography	<i>Kansas Landscapes: A Geologic Diary</i>
February 3	Kansas Archaeology	Hoard, <i>Kansas Archaeology</i>
February 10	Anthropology: Indigenous Peoples of Kansas	WPA Guide, pp. 25-38

CULTURAL BEGINNINGS:  
NATIVE PEOPLES, SETTLEMENT & HISTORICAL TOPICS

February 17	European Settlement: Mennonites in Kansas	Goossen, "A Prairie People"
February 24	Antebellum Kansas: Bleeding Kansas & John Brown	<i>Life and Letters of John Brown</i>

#### NATURAL RESOURCES

March 3	Oil and Gas	Shortridge, <i>Cities on the Plains</i> , pp. 183-201, 336-337
March 10	SPRING BREAK	
March 17	Water	KGS Public Information Circular 18

#### ASPECTS OF KANSAS CULTURE

March 24	Settlement and Small Towns	To be assigned
March 31	Kansas Literature	To be assigned
April 7	Religion in Kansas	To be assigned
April 14	Kansas Politics	To be assigned
April 21	The Place of Art in Kansas	To be assigned
April 28	Kansas Artists and their Work	To be assigned
May 6	Research Posters and Presentations	

### **Kansas Studies** Reading List

Averill, Thomas Fox, Editor. *What Kansas Means to Me: Twentieth Century Writers on the Sunflower State*, (Lawrence: University Press of Kansas), 1991.

Beatty, Bob and Lyall Ford. *The Kansas Governor Documentary*, March 8, 2013,  
[http://www.youtube.com/watch?v=jwcvQ\\_F3jBg](http://www.youtube.com/watch?v=jwcvQ_F3jBg)

Buchanan, Rex C. and J. R. McCauley. *Roadside Kansas: A Traveler's Guide to its Geology and Landmarks*, (Lawrence: University Press of Kansas), 1987.

Dean, Virgil, Editor. *John Brown to Bob Dole: Movers and Shakers in Kansas History*. (Lawrence: University of Kansas Press), 2006.

Etcheson, Nicole. "The Great Principle of Self-Government: Popular Sovereignty and Bleeding Kansas"  
*Kansas History: A Journal of the Central Plains* 27 (Spring–Summer 2004): 14–29.

- Federal Writers' Project of the Works Project Administration for the state of Kansas. *The WPA guide to 1930s Kansas*, (Lawrence, Kansas: University Press of Kansas), 1984.
- Frank, Thomas. *What's the Matter With Kansas?: How Conservatives Won the Heart of America*, (New York: Metropolitan Books), 2004.
- Goossen, Rachel W. "Prairie People: A Swiss Volhynian Kaleidoscope of Images," *Mennonite Life*, 55(June, 2000).
- Hoard, R.J. and W.E. Banks. *Kansas Archaeology*, Kansas State Historical Society, University Press of Kansas, 2006.
- Ise, John. *Sod and Stubble: The Unabridged and Annotated Edition*, (Lawrence: University Press of Kansas), 1996.
- Richardson, Jim. "The Great Plains: Thirty Years of Life in Cuba." *National Geographic Magazine*, May, 2004. <http://ngm.nationalgeographic.com/ngm/0405/feature2/index.html>
- Rydjord, John. *Kansas Place Names*, (Norman: University of Oklahoma Press), 1972.
- Sanborn, F.B. Brown, *The Life and Letters of John Brown: Liberator of Kansas and Martyr of Virginia*, (Boston: Roberts Brothers), 1885, pp. 204-205, 222-223, 236-241
- Shortridge, James R. *Peopling the Plains: Who Settled Where in Frontier Kansas*, (Lawrence: University Press of Kansas), 1995.
- Shortridge, James R. *Cities on the Plains: the Evolution of Urban Kansas*, (Lawrence: The University Press of Kansas), 2004.
- Socolofsky, Homer and Huber Self. *Historical Atlas of Kansas*, 2nd ed. (Norman: University of Oklahoma Press, 1988).
- Sumner, Charles. "The Crime against Kansas: the Apologies for the Crime, the True Remedy, May 18, 1856. [http://www.sewanee.edu/faculty/Willis/Civil\\_War/documents/Crime.html](http://www.sewanee.edu/faculty/Willis/Civil_War/documents/Crime.html)
- Tolsted Laura Lu and Ada Swineford, *Kansas Rocks and Minerals*, Revised by Rex Buchanan. (Lawrence: Kansas Geological Survey, 1998).
- Unrau, William E. *The Kansa Indians: A History of the Wind People, 1673-1873*, (Norman: University of Oklahoma Press), 1971.
- Wedel, Waldo R. *An Introduction to Kansas Archaeology*, (Washington D.C.: Smithsonian Institution, Bureau of American Ethnology, Bulletin 174), 1959. [http://archive.org/stream/bulletin1741959smit/bulletin1741959smit\\_djvu.txt](http://archive.org/stream/bulletin1741959smit/bulletin1741959smit_djvu.txt).
- Wilson, Frank. *Kansas Landscapes: a Geologic Diary*, (Lawrence, Kansas Geological Survey), 1978.
- Wood, Richard E. *Survival of Rural America: Small Victories and Bitter Harvests*, (Lawrence: University Press of Kansas), 2008.
- The WPA Guide to 1930s Kansas*. (Lawrence: University Press of Kansas), 1984, [original 1939].

## UNIVERSITY ADDITIONS – COURSE SYLLABUS

### **Mission of the University:**

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

### **Definition of a Credit Hour:**

For every credit hour awarded for a course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.

### **Academic Misconduct Policy:**

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult <http://www.washburn.edu/copyright>. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: <http://www.washburn.edu/academic-impropriety>.

### **Student Health Services:**

Student Health Services (SHS) provides support for students experiencing challenges with learning and adapting to university life. SHS offers urgent care for illness and injury; sports, school, and travel abroad physicals (including TB testing); well woman exams; STD and pregnancy testing; immunizations/vaccinations; and care of chronic illness. Services are provided by Board Certified Advanced Practice Registered Nurses (APRN) who collaborate with WU Student Counseling Services and physicians in the Topeka area. More information can be found at <http://www.washburn.edu/health>

### **WU Counseling Services**

Licensed mental health professionals are available in the Counseling Services' office for personal, academic, and mental health support. This is accomplished by providing a variety of counseling services as well as resources and referrals to students. More information can be found at <http://www.washburn.edu/counseling>

### **Disability Services:**

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Memorial Student Union/Mosiman Room (MOVED effective 1/6/2014)

Web: <http://www.washburn.edu/student-services>

Phone: 785-670-1629

E-Mail: [student-services@washburn.edu](mailto:student-services@washburn.edu)

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

### **Center for Student Success:**

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Student Success (Office of Academic Advising, University Tutoring and Writing Center, First-Year Experience, and Testing and Assessment) is available to help students either directly through academic advising, mentoring, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact the center at 785-670-1942, [advising@washburn.edu](mailto:advising@washburn.edu), or visit Mabee Library, Room 201.

### **Withdrawal Policy:**

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a “W” is recorded for any dropped course. After the eleventh week, there are NO withdrawals, and a grade will be assigned for the course. These deadlines will be different for short-term, out-of-sequence, or summer courses. To view the deadline dates for your courses visit the “Last Day” Deadlines web page at: <https://www2-prod.washburn.edu/self-service/coursedates.php> Depending on the timing of the request to withdraw from a course, students may be responsible for repaying all or a portion of their financial aid. **Students who do not attend their courses and fail to officially withdraw themselves will receive a grade of “F” and may also be required to repay all or a portion of their financial aid based on their non-attendance.** For further information, contact the Financial Aid Office at 785.670.1151 or e-mail [financialaid@washburn.edu](mailto:financialaid@washburn.edu).

### **Attendance/Administrative Withdrawal:**

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question. The inclusion of this information in the course syllabus is considered due notice.

### **Official E-Mail Address:**

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. Students who prefer to use an alternate e-mail address to receive official University notices should make certain they have implemented the mail forward option in **Office 365** using the instructions available at the following url. <http://www.washburn.edu/a-z-index/its/files/training/office365/ForwardEmailOutlookWeb.pdf>

It is the student’s responsibility to ensure that the official Washburn e-mail box does not exceed the message quota resulting in the inability of e-mail messages to be accepted into the mailbox.

### **Success Week:**

Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. For academic programs, the following guidelines apply:

A. Faculty are encouraged to utilize Success Week as a time for review of course material in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last **three** days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.

B. Major course assignments (extensive research papers, projects, etc.) should be due on or before the Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If major course assignments must be given during Success Week, they should be due in the first **three** days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.

The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.

