

Undergraduate Council (UGC)

Wednesday, February 18, 2015, 3:00pm-4:30pm

**LOCATION SSB 238**

All documents available on the UGC1415 UCMCROPS site

- I. Chair’s Report – Jack Vevea** **5 min**
- A. DivCo/CAPRA Meeting – February 12, 2015
- B. Reminder: Expansion of Admissions Subcommittee Charge  
*At the last meeting, members were asked to contact Senate Analyst with questions about the various committee structures.*
- II. Consent Calendar**
- A. Approval of the Agenda
- III. Systemwide Committee Reports** **10 min**
- A. [2/2/15 UCEP Meeting](#) – Chair Vevea (p. 3)
- B. [2/6/15 BOARS Meeting](#) – Vice Chair Viney (p.4)
- IV. Reports from Vice Chair Viney and Dr. Lwin** **10 min**
- A. 2/18/15 PROC Meeting (pp. 5-7)
- B. [General Education Program Review](#) Site Visit
- V. Report from CRF Subcommittee** **20 min**
- Members: Jack Vevea, Christopher Viney, Carrie Menke, Sholeh Quinn*
- CRFs are hyperlinked below and appended as PDF files (pp. 8-98)
- Action Requested: Discuss Subcommittee’s recommendations and approve proposed CRFs
- 1) [GASP 033: Popular Bombay Cinema](#) (pp. 8-11) Cross-listed with ARTS 033 - #6 below
  - 2) [ENG 033: Literature and Sexuality](#) (pp. 12-15)
  - 3) [PSY 147: Health Psychology](#) (pp. 16-26) Discontinued – replaced with PSY 120 - #11 below
  - 4) [ENG 021: Jane Austen and Popular Culture](#) (pp. 27-30)
  - 5) [PSY 131: Social Psychology](#) (pp. 31-42) Discontinued – replaced with PSY 156 - #13 below
  - 6) [ARTS 033: Popular Bombay Cinema](#) (pp. 43-46) Cross-listed with GASP 033
  - 7) [WRI 104: Personal Style and Formal Writing](#) (pp. 47-50)
  - 8) [USTU 010: Introduction to Undergraduate Studies](#) (pp. 51-59)
  - 9) [ENG 166: Nineteenth Century Drama and Adaptation](#) (pp. 60-63)
  - 10) [WRI 121: International Rhetoric](#) (pp. 64-67)
  - 11) [PSY 120: Health Psychology](#) (pp. 68-78)

This agenda may contain confidential and privileged material for the sole use of UGC Members.

12) [PSY 152: Psychological Perspectives on Cultural, Racial and Ethnic Diversity](#) (pp. 79-82)

13) [PSY 156: Social Psychology](#) (pp. 83-94)

14) [PSY 150: Psychological Perspectives on Culture, Race, and Ethnicity](#) (pp. 95-98)

Discontinued – renumbered to PSY 152 -#12 above

**VI. PROC Memo to UGC and GC - Advanced Notifications of Program Review 10 min**

The Periodic Review Oversight Committee (PROC) asked UGC (and GC) to contact programs scheduled for review in AY 2016-2017 to request confirmation of the scheduled review date.

Undergraduate Program Review Schedule available [here](#)

GC discussed this request recently and agreed that advanced notification of program review would prepare programs to successfully complete the review on schedule. In Fall 2015, GC will contact programs scheduled to undergo review in AY2017-2018.

Action Requested: Discuss request from PROC and send advance notification to programs scheduled for review.

- PROC Memo (p. 99)
- GC Response (pp. 100-101)

**VII. Bioengineering Program Response to UGC re: Program's PLOs 10 min**

Background: In Sept. 2014, the BioE program requested to change its current program learning outcomes to the ABET (Accreditation Board for Engineering and Technology) A-K outcomes, in preparation for programmatic accreditation. ABET requires that engineering programs regularly assess the A-K learning outcomes. In its December 2014 memo to BIOE, UGC recommend that BIOE consider either (1) adapting the program-specific criteria (which map to ABET's a-k criteria) into their PLOs or (2) including PLOs that are specific to the BIOE program in addition to the a-k criteria.

On Feb. 3, 2014, the BioE faculty requested that UGC reconsider its recommendation and allow the BioE major to adopt ABET A-K outcomes.

Action Requested: Discuss BIOE's appeal and send recommendation to program.

- BIOE original request and UGC response (pp. 102-104)
- BIOE 2/3/15 response (pp. 105-111)

**VIII. Grade Appeals Policy – Dr. Carrie Menke 15 min**

*Members: Elizabeth Whitt, Anne Zanzucchi, Carrie Menke, Christopher Viney, Charles Nies*

Action Requested: Review and approval of proposed draft policy. (pp. 112-114)

Comments will be solicited from the Provost, General Counsel, GC, Title IX, and Registrar.

**IX. Review of UGC Bylaws – All 10 min**

DivCo has asked standing Senate committees to review their respective sections of the Division Bylaws and submit any revisions to the Committee of Rules and Elections (CRE).

Action Requested: Review the UGC bylaws and determine if any revisions are needed. (pp. 115-116)

Comments due by March 18, 2015

**This agenda may contain confidential and privileged material for the sole use of UGC Members.**

UNIVERSITY OF CALIFORNIA  
ACADEMIC SENATE  
UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY  
Notice of Meeting  
Monday, February 2, 2015, 10:00 a.m. – 3:30 p.m.

**Item**

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- I. Welcome and Announcements**
- II. Consent Calendar**
- III. Consultation with the Office of the President**
- IV. Consultation with the Academic Senate Office**
- V. Standardization of the Awarding of Advanced Placement Credit Across the UC System**
- VI. Five Year Planning Perspectives .**
- VII. Undergraduate Completions Conference**
- X. New Business**
- XI. Executive Session (if necessary)**

**UNIVERSITY OF CALIFORNIA ACADEMIC SENATE  
BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)**

***Notice of Meeting***

Friday, February 6, 2015  
10:00 a.m. – 4:00 p.m.  
UC Office of the President

**AGENDA**

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- I. Consent Calendar**
  - BOARS draft minutes of January 9, 2015
  
- II. Announcements**
  - Ralph Aldredge, BOARS Chair
  
- III. Consultation with UCOP – Office of Admissions**
  - Judy Sakaki, Vice President, Student Affairs
  - Stephen Handel, Associate Vice President, Undergraduate Admissions
  - Michael Treviño, Director of Undergraduate Admissions
  - Monica Lin, Associate Director of Undergraduate Admissions
  - Shawn Brick, Associate Director, Undergraduate Admissions
  - Adam Parker, Admissions Policy Coordinator
  
- IV. Transferrable Course Agreement (TCA) Guidelines Review**
  - Monica Lin, Associate Director of Undergraduate Admissions
  
- V. Compare Favorably Reports**
  
- VI. Campus Reports/Member Items**
  
- VII. Executive Session**
  
- VIII. Consultation with President Napolitano**
  
- IX. Consultation with Academic Senate Leadership**
  - Mary Gilly, Academic Senate Chair
  - Dan Hare, Academic Senate Vice Chair
  
- X. Open Discussion**

**PROC Agenda**  
**February 17, 2015, 2:30-4:00pm**  
**Location – KL232**

**Teleconference Number: 1-866-740-1260 and access code: 7244980#**

- I. Announcements – Co-Chairs Peterson and Ricci** **10 min**
- A. Welcome Kerry Clifford, Program Review Manager
- B. Summary [General Education Site Visit](#)
- C. Assessment as Research Symposium
- II. Update on Principles of Periodic Review – Professor Dawson** **10 min**
- Action requested: review and approval of final draft Principles of Program Review  
*Draft Principles will be finalized at the 2/13 PROC, GC, UGC Policy Subcommittee meeting*
- III. Update on PROC-GC-UGC joint subcommittee review of [academic review policies](#)** **10 min**  
**Professor Dawson**
- IV. Administrative Periodic Review Schedule (pp. 4-5) – Co-Chair Peterson** **10 min**
- A. Discuss review schedule for Business and Financial Services (BAS units), and proposal for reviewing by functional area - VCBAS Michael Reese**
- BAS: Business and Administration Services will have completed its fifth administrative/organizational review by spring: Business and Financial Services, Human Resources, Public Safety, Early Childhood and Education Center, and Facilities Management (blue font on [schedule](#)). However, these were conducted with minimal faculty input. Therefore two questions:
- Do these count in the eyes of PROC?
  - If so, it would seem we need to relook at the schedule and push out some of the proposed reviews?
- VCBAS Reese would welcome reassessments in the appropriate time, particularly of BFS and Human Resources. BFS is close to ready. HR should be given another 18 months to two years.
- Proposal: Consider aligning and even enhancing the efforts of workforce planning by carefully reviewing those functions, rather than organizations, that lend themselves to a consolidated review. E.g. a combined review of HR and Academic Personnel functions, given the changes that will be required by UC Path. Others?
- B. Review revised schedule and rebalance, as needed –Co-Chair Peterson**
- V. [Campus Climate Action Plan](#) (p. 6) – ALO/CIA Laura Martin** **10 min**
- Under Goal 2, the Campus Climate Action Plan proposes to “*Explore opportunities for engagement of employees (academic and non-academic) from various levels and divisions to work toward common institutional goals (i.e., initiatives, committees).*”

Proposed PROC Response:

- (1) Suggest development of a campus strategic plan for diversity, equity and inclusion as a means for defining common institutional goals, objectives and metrics.
- (2) Highlight academic and administrative periodic review processes as a key mechanism for advancing goals outlined in the strategic plan.

**VI. Discuss [ORU review policy](#) (pp. 7-14) – COR Vice Chair Deborah Wiebe 10 min**

Following review by the Senate, VCR Traina feels the draft represents the set of information the OERC and Senate want in evaluating these units. The review follows UCSD's approach.

Senate Committee Comments:

- [Graduate Council](#), pp. 15-16
- [Faculty Welfare](#), p.17
- [Committee on Academic Planning and Resource Allocation](#) (CAPRA), p. 18
- [Committee on Research](#) (lead reviewer), p.19
- [Current Senate Policy](#), drafted by COR in AY 13-14, pp. 20-33

Action Requested: review draft policy for the review of ORUs and send comments to VC Traina.

**VII. Undergraduate Academic Program Reviews – Co-Chairs Peterson and Ricci 20 min**  
***Program Review documents are provided as hyperlinks only***

**A. Psychology**

- [Self-Study](#)
- Review Team [Report](#)
- [Corrections](#) from the PSYCH faculty

The Senate has received the review team report and corrections from the Psychology faculty. As stated in the program review policy, "After the review team report is received, the PRC Chair will send a copy to the program coordinator. The Program Chair will have the opportunity to review the report for factual inaccuracies and misperceptions; any corrections should be submitted to the PRC within two weeks. The PRC will forward the review team report, along with any corrections submitted by the program, to UGC. UGC will receive the report, and forward it to the Chair of the Program, the relevant Dean, the VPUE, the EVC, and any other relevant parties."

Action Requested: PROC forwards the review team report and Committee comments to UGC.

**B. Chemistry**

- [Self-Study and Appendices](#)
- [UGC Memo to PROC](#) (9/25/14)
- [PROC Response to UGC](#) (11/18/14)
- [UGC Memo to PROC](#) (1/22/15)

PROC recommended that the CHEM review be closed with the provision that the program faculty and SNS Dean re-engage in discussing the review team recommendations and report

back to PROC. In its memo dated 1/22, UGC recommended that the review not be closed.

Action Requested: Discuss UGC's response and plan of action for this review.

**VIII. Executive Session – PROC Members Only Please**

**10 min**

# GASP 033: Popular Bombay Cinema

<b>Course Title</b>	Popular Bombay Cinema
<b>Abbreviated Course Title</b>	Popular Bombay Cinema
<b>Course Subject</b>	GASP
<b>Course Number</b>	033
<b>School Submitting Request</b>	SSHA
<b>Division</b>	Lower Division
<b>Effective Term</b>	Fall 2015
<b>Discontinuance Term</b>	----
<b>Lower Unit Limit</b>	4
<b>Upper Unit Limit</b>	
<b>Prerequisites</b>	
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	This course will introduce students to commercial Hindi cinema (â Bollywoodâ ). Among other things, this course will address Indiaâ s nation building project, depictions of urban spaces, gender roles, the Indian diaspora, and the cultural politics of Hindi films and songs. Close attention will be paid to cinematic and musical production techniques.
<b>TIE Code</b>	T: Lecture
<b>Reasons for Request</b>	New Course
<b>Brief Explanation of Change(s)</b>	
<b>Total Contact/Non-contact Hours Per Week</b>	Lecture: 4 contact, 8 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
<b>Total Hours Per Week</b>	12
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	49
<b>Maximum Enrollment Reason</b>	----
<b>Cross-listing</b>	ARTS 033
<b>Conjoined</b>	
<b>Cross-listed Schools</b>	SSHA
<b>Can this course be repeated?</b>	No
<b>How many times?</b>	



**Resource Requirements**

Standard classroom space for Music & Arts Courses  
(ex: SSM 116)

**Does this satisfy a General Education Requirement?** Yes

**Course Outline and/or Additional Documentation**  [ARTS\\_GASP 033 Course Outline.pdf \(46Kb\)](#)

## **Popular Bombay Cinema (ARTS 033/GASP 033)**

### **Course Description:**

This course will introduce students to commercial Hindi cinema (“Bollywood”). Among other things, this course will address India’s nation building project, depictions of urban spaces, gender roles, the Indian diaspora, and the cultural politics of Hindi films and songs. Close attention will be paid to cinematic and musical production techniques.

### **Course Goals:**

This class is designed to give students an in-depth understanding of the narrative, visual, and aural conventions of Hindi language cinema.

### **Course Learning Outcomes:**

By the end of this course, student will demonstrate the following:

- 1) Implement film and music analytical skills
- 2) Identify and analyze common narrative and song conventions in Hindi films
- 3) Identify and analyze the production aesthetics of Hindi films
- 4) Explain the cultural history of South Asia

**To support student success coherently across the ARTS/GASP coursework, the above Course Learning Outcomes help students to reach the expectations of the ARTS minor *Program Learning Outcomes (PLOs)*:**

Outcome 4 serves PLO 1 (introduce students to the history, theory and practice of the arts in a global context); all four outcomes serve PLO 2 (Guide students in studying all fields of creative expression in cultures throughout the world); Outcome 1 and 2 serve PLO 3 (Help students develop the skills they need to critically engage culturally diverse media and to explore creative processes and material connections).

### **This course fulfills the following guidelines for general education:**

This course fulfills the general education guideline for *Decision Making* by introducing students to the production aesthetics of Hindi films and the kinds of decisions made during production. *Communication* by having students analyze a film narrative in a weekly worksheets and final analytic paper; *Self and society* watching and discussing Indian cultural production, students will come to understand how film is a dominant mode of representation in Indian society; *Ethics and Responsibility* as students learn ethical modes of cultural representation, responsible consumption of global film products, engagement with diverse worldviews; It fulfills the general education requirement in *aesthetic understanding and creativity* by granting them a socially contextualized understanding and appreciation of human creative expression through music and film.

### **Evaluation**

Grading will be based on attendance and participation (20%), weekly film viewing worksheets (20%), midterm exam (25%), and a final paper analysis of a film (35%).

### **Course Materials**

Course materials will be scholarly articles made available through the library and required film viewings.

### **Prerequisite**

None

### **Course Schedule**

Week 1: Introduction to Indian Film

Week 2: 1950s: Cinema in the new nation [Film: *Shree 420* (1955)]

Week 3: 1950s: Early song production practices [Film: *Pyaasa* (1957)]

Week 4: 1960s: Adaptations [Film: *Guide* (1965)]

Week 5: 1960s: Lyrics and language politics

Week 6: 1970s: The Angry Young Man [Film: *Deewar* (1975)]  
Week 7: 1970s: The Rock Turn [Film: *Sholay* (1975)]  
Week 8: 1980s: Courtesan Films and Islamicate Representations [Film: *Umrao Jaan* (1981)]  
Week 9: 1990s: India at Home and Abroad [Film: *Dilwale Dulhania Le Jayenge* (1995)]  
Week 10: 1990s: A.R. Rahman and World Music  
Week 11: 2000s: Internationalization of Bollywood Film [Film: *Zindagi Na Milegi Dobara* (2011)]  
Week 12: 2000s: India Abroad [Film: *Monsoon Wedding* (2001)]  
Week 13: 2010s: Bollywood Influences [Film: *Slumdog Millionaire* (2008)]  
Week 14: Course Conclusion

# ENG 033: Literature and Sexuality

<b>Course Title</b>	Literature and Sexuality
<b>Abbreviated Course Title</b>	Literature and Sexuality
<b>Course Subject</b>	ENG
<b>Course Number</b>	033
<b>School Submitting Request</b>	SSHA
<b>Division</b>	Lower Division
<b>Effective Term</b>	Fall 2015
<b>Discontinuance Term</b>	----
<b>Lower Unit Limit</b>	4
<b>Upper Unit Limit</b>	
<b>Prerequisites</b>	
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	Over the last 300 years,â sexualityâ has gradually displaced â soulâ and â mindâ as the most essential ingredient in modern subjectivity. How has Western literature grappled with, embraced, or resisted the sexualization of subjectivity? From Freud to Foucault, Sade to Nabokov, we will map the uneasy alliance between literature and sexuality.
<b>TIE Code</b>	T: Lecture
<b>Reasons for Request</b>	New Course
<b>Brief Explanation of Change(s)</b>	
<b>Total Contact/Non-contact Hours Per Week</b>	Lecture: 4 contact, 8 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
<b>Total Hours Per Week</b>	12
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	60
<b>Maximum Enrollment Reason</b>	----
<b>Cross-listing</b>	
<b>Conjoined</b>	
<b>Cross-listed Schools</b>	----

**Can this course be repeated?**

No

**How many times?**


**Resource Requirements**

classroom with large screen, A/V  
equipment, projector for powerpoint,  
reliable sound system

**Does this satisfy a General Education Requirement?**

Yes

**Course Outline and/or Additional Documentation**

 [ENG 033 Course  
Outline.pdf \(65Kb\)](#)

## English 033: Literature and Sexuality

### COURSE DESCRIPTION

Over the last 300 years, the concept of “sexuality” has gradually displaced “soul,” “mind,” and “character” as the most essential and salient ingredient in modern subjectivity, as the “truth” of the self. How has Western literature grappled with, embraced, or stubbornly resisted the sexualization of subjectivity? From Freud to Foucault, the Marquis de Sade to Pauline Réage, D.H. Lawrence to Vladimir Nabokov, we will map the uneasy alliance between – and intertwining histories of – literature and sexuality.

### COURSE GOALS

Class time and assignments are structured to develop several skills: the ability to identify and interpret representations of sexualized subjectivity from literatures of various times and places; a basic understanding of the historical contexts that shaped these texts; the ability to close-read texts, understanding how authors create meaning and also leave interpretive choices for readers; and enhanced interpretive skills gained through discussions in section.

### COURSE LEARNING OUTCOMES (CLOS):

After engaging with this course actively and thoughtfully, students will be able to do the following. These items are linked to the Program Learning Outcomes expected of all majors:

1. **Identify** a variety of novelistic representations of sexuality from the French Revolution to the present, as well as the men and women, places, and events that shaped the worlds in which these texts were written. (Addresses PLO 1)
2. **Appreciate** the aesthetic qualities and ethical and psychological complexities of these texts, and appreciate the genre of the novel itself. (Addresses PLO 2)
3. **Empathize** with historical, sexual, gender, and cultural diversity by reading literary works written across time and space that deal with social issues, political problems, and the depths of human emotions. (Addresses PLO 3)
4. **Interpret** texts through both literary-critical frame, with due sensitivity to both textual and contextual cues. (Addresses PLO 1)
5. **Use honed close reading skills**, understanding how literary, rhetorical, and formal choices create meaning and ambiguity in representations of sexuality. (Addresses PLOs 1 and 4)
6. **Articulate evaluations** of literary representations of sexuality, in speech and writing, focusing on close analyses of language. (Addresses PLOs 1 and 2 and 5)
7. **Apply** interpretive strategies developed in historical literary study, as well as Foucauldian and Freudian theory, to other academic and professional contexts. (Addresses PLO 4)

All above CLOs are applicable to the Literature and English Major, and to the General Education program as well.

### PLANNED LEARNING OUTCOMES (PLOS) FOR THE ENGLISH MAJOR

1. Interpret texts with due sensitivity to both textual and contextual cues.

2. Articulate an appreciation of the aesthetic qualities of texts by the standards of their times and places.
3. Demonstrate historical, geographic, and cultural empathy by reading texts written in other times, places, and cultures.
4. Apply interpretive strategies developed in literary study to other academic and professional contexts.
5. Write cogently and with sensitivity to context.

#### GENERAL EDUCATION GUIDING PRINCIPLES

This course particularly emphasizes the following four General Education Guiding Principles:

**Communication:** analyzing literary works as forms of communication, and communicating responses to these texts to the class and faculty member; developing public speaking skills through performance.

**Aesthetic understanding:** appreciating the unique qualities of various kinds of erotic literature, despite or perhaps because of their difference to students' own historical and geographic contexts and previous understanding of sexual literature.


**Creativity:** appreciating the creativity of canonical and noncanonical authors by reading several works of literature in detail; responding creatively to that work through writing and collaborative projects.

**Appreciation of diverse perspectives in both global and community contexts:** learning the historical and geographic context of several writers (including many LGBT authors) from North America, Eastern Europe, France, and Great Britain, different as they are from our own.

# PSY 147: Health Psychology

<b>Course Title</b>	Health Psychology
<b>Abbreviated Course Title</b>	Health Psychology
<b>Course Subject</b>	PSY
<b>Course Number</b>	147
<b>School Submitting Request</b>	SSHA
<b>Division</b>	Upper Division
<b>Effective Term</b>	Fall 2015
<b>Discontinuance Term</b>	Fall 2015
<b>Lower Unit Limit</b>	4
<b>Upper Unit Limit</b>	
<b>Prerequisites</b>	PSY 001
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
 <b>Course Description</b>	 This course will introduce students to a breadth of topics in health psychology, behavioral medicine, and public health. Particular emphasis is placed on the roles of psychological processes in altering physical and mental health, promoting well-being, preventing illness, and treating disease.
 <b>TIE Code</b>	
 <b>Reasons for Request</b>	 New Course Number Discontinuance
 <b>Brief Explanation of Change(s)</b>	 This course is being renumbered from 147 to 120; a partner CRF for 120 is also being submitted thus this CRF is being discontinued.
 <b>Total Contact/Non-contact Hours Per Week</b>	 Lecture: 3 contact, 9 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
 <b>Total Hours Per Week</b>	 12
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	120
<b>Maximum Enrollment Reason</b>	----
<b>Cross-listing</b>	
<b>Conjoined</b>	



<b>Cross-listed Schools</b>	----
<b>Can this course be repeated?</b>	No
<b>How many times?</b>	
<b>Resource Requirements</b>	Usual Class room with audiovisual projection.
<b>Does this satisfy a General Education Requirement?</b>	Yes
<b>Course Outline and/or Additional Documentation</b>	 <a href="#">PSY 120 Course Outline.pdf (206Kb)</a>

University of California, Merced  
**PSY 120 Health Psychology**

**Office hours**

Office hours span across different days during the week to create a convenient schedule for students. Due to potential scheduling conflicts, it will not be possible to accommodate special appointments outside office hours that are requested less than 48 hours in advance. Therefore, last-minute appointments cannot be accommodated.

**Course description**

The major objective of this course is to introduce students to a breadth of topics in health psychology, behavioral medicine, and public health. Particular emphasis is placed on the roles of psychological processes in altering physical and mental health, promoting well-being, preventing illness, and treating disease.

**Course Goals**

These are aims we hope to accomplish in the course:

1. To introduce major theories, concepts, perspectives, and empirical findings in health psychology, behavioral medicine, and public health
2. To explain how psychological theory and empirical research are used to help explain health behavior and well-being in individuals, groups, and society as a whole
3. To show how researchers utilize methods and techniques to investigate empirical questions in health psychology
4. To present how practitioners, medical care providers, and policy makers use health psychology in practice
5. To help students acquire and hone critical thinking skills to dissect and integrate scientific information
6. To expose students to multiple disciplines represented in health psychology

**Course Learning Outcomes (CLOs)**

At the end of the semester, students should be able to:

1. Describe major theories, concepts, perspectives, empirical findings, methods, and techniques used in health psychology, behavioral medicine, and public health (Assessed by exams and assignments)
2. Implement the major theories, concepts, perspectives, and empirical findings in health psychology to explain health behavior and well-being (Assessed by assignments)
3. Integrate different perspectives discussed in class to explain health behavior and well-being (Assessed by assignments)
4. Critically dissect, integrate, and use scientific literature (Assessed by exams and assignments)

Below are the four Program Learning Outcomes (PLOs) for the Psychology program. Students who complete the Psychology major will:

1. Show knowledge of the key substantive content of the field of psychology, including memory and thinking, sensory psychology and physiology, developmental psychology, clinical and abnormal psychology, and social psychology.
2. Demonstrate that they understand the basic principles of and correctly interpret applications of the designs and methods that psychologists use to gather data.
3. Show that they can understand and correctly interpret the statistical analyses psychologists use to analyze data.
4. Show that they understand and can apply the writing style used in psychological literature (APA style).

The CLOs for this course coherently support students' engagement with PLOs 1, 2, and 4.

### **General Education Principles**

This course counts towards General Education credits. The course aligns with the following three Principles.

- **Communication:** Students will practice their writing skills with attention to APA formatting practices. Students will also practice presenting in front of peers, as well as working in a team.
- **Self and Society:** Students will be exposed to diverse perspectives of modern society in order to work knowledgeably in an ethnically and culturally diverse setting.
- **Ethics and Responsibility:** Students will follow ethical guidelines in their writing and presenting assignments.

### **Format, procedures, and expectations**

The following expectations are to enhance your ability to learn in this class, to avoid disruption and distraction, and to improve the quality of the classroom experience. Repeated failure to meet these expectations may result in a lower grade for the course<sup>1</sup>.

Students are expected to take an active role in course participation. This includes regular engagement in discussion of course readings and concepts. Students are invited to ask questions, 1: UC Merced Office of Student Judicial Affairs material presented, and demonstrate respect and sensitivity to individual differences and opinions. Awareness of the discussion topic and context is expected. Thus, class attendance is fundamental to student learning. Students are expected to attend all classes, **read all designated articles and chapters prior to class meetings**, and complete assignments according to the schedule. Any **assignments turned in late will automatically receive a grade zero**, unless prior arrangements have been made with the instructor. Promptness to class is expected, unless the instructor is notified in advance.

Each student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, take frequent breaks, interrupt the class by coming to class late, engage in loud or distracting behaviors, use cell phones or pagers in class, use inappropriate language, are verbally

abusive, display defiance or disrespect to others, or behave aggressively toward others could be asked to leave the class and be subjected to disciplinary action. Use of internet browsing, e-mail exchange, text messaging, or instant messaging during class will not be tolerated.

No taping, filming, or photography in class without prior permission. Such activities are distracting and may infringe upon privacy or copyright.

### **Email etiquette<sup>1</sup>**

You are expected to write as you would in any professional correspondence. Email communication should be courteous and respectful in manner and tone. Do not send emails that are curt or demanding. Also, do not expect an immediate response via email. Normally, a response will be sent within two business days. If your email/question is sent at the last minute, it may not be possible to send you a response before an assignment is due or a test is given.

### **Attendance**

Attendance is not mandatory during the first 12 weeks of the semester, although attending every lecture is highly recommended. Note that there are no scheduled lectures during week 13 (November 25 and 27; Thanksgiving). **Attendance is mandatory during week 14-15 of the semester**, when students will present their group project. Attendance will be checked in week 14-15 and failure to attend those lectures will result in a lower grade for the course.

### **Textbook**

Straub, R.O. (2012). Health Psychology: a biopsychosocial approach (3rd edition). New York: Worth Publishers.

### **Additional readings**

To be announced during lectures and posted on UCM Crops.

### **Grading**

Your grade consists of 3 exam scores, discussion participation & summary, a group assignment and a movie report. Your letter grade will be assigned according to the following percentage scale:

97-100=A+	87-89=B+	77-79=C+	67-69=D+	0-59=F
94-96=A	84-86=B	74-76=C	64-66=D	
90-93=A-	80-83=B-	70-73=C-	60-63=D-	

A grade of 'I' (Incomplete) will be assigned only at the discretion of the instructor and only in the event of extraordinary circumstances. A written request must be filed and a written approval granted before the Incomplete may be taken.

Exams: Two Midterms (2x 15%) and one Final Exam (30%)

There will be 3 exams given during the semester: two midterms and a final exam. These exams are comprised of multiple-choice questions, with the possibility of some true-false, matching, and short answer questions. The midterms will each count for 15%. The final exam will count for 30%.

Study guides will **not** be provided. All exams consist of questions based on the textbook, all material covered during lectures, videos shown during lectures, handouts given in class, and the assigned readings.

#### Class Discussion and reports (15%)

During the course of the semester, we will break out into small discussion groups to critically examine empirical articles or a problem in health psychology. After class, there will be a short writing assignment that summarizes each groups' discussion. These summaries will be graded.

#### Group assignment (20%)

Students will be asked to complete a group project relating to the aspects of health psychology that will be covered in the course. The project will be discussed in class in the fourth week of the semester. Groups will consist of approximately 6 students. Groups will be expected to meet various deadlines for components of their project throughout the semester, and will be required to give a presentation of the project to the class at the end of the semester. Group members will be asked to evaluate their (and their group members') contributions to the project.

All assignments and an individual report are to be completed and submitted via UCM Crops.

#### Movie Report (5%)

During the semester, a movie on genetics will be shown. Students are expected to write a short individual report based on this movie. The report has to be submitted via UCM Crops and will be graded.

**All assignments are to be uploaded in the ASSIGNMENTS link on UCM Crops.**

**Do NOT use the Dropbox.** If you place assignment in the dropbox without uploading into the proper assignment page, they will not be graded and you will not received points for that assignment. Assignments are to be turned in by 11:55 PM the day it is due. UCMCrops is programmed to close submissions at 11.55 pm. Computer-related issues are not accepted excuses for missed or late assignments.

Make-ups for missed exams or assignments are permissible only for serious medically-related issues. In this case, the student should provide the professor with written documentation from the student health center or a doctor. The ability to make up an exam is determined solely by professor Tiemensma. Depending on the circumstances of the make-up exam or assignment, the right is reserved to give a make-up consisting entirely of essay questions.

### **Academic Honesty**

University policy mandates that the highest level of academic integrity be maintained on this campus. Infringements include cheating on exams in any form, representing the work of others as your own, and plagiarizing/failing to properly acknowledge the intellectual property of others. This policy will be strongly adhered to in this course. Violation of academic integrity policies can result in an assignment of zero points to the work in question, assignment of a failing grade in the course, and/or a report to the Office of Judicial Affairs.

Academic Senate policy requires professors to complete a Faculty Report Form for Academically Related Misconduct, meet with the student, and submit the form to the Dean of their school and Student Judicial Affairs.

### **Academic Integrity**

Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy (for a copy, see

<http://studentlife.ucmerced.edu/files/public/documents/academichonestypolicy.pdf>).

Any work submitted by a student in this course for academic credit will be the student's own work.

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a usb-stick, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.

**During examinations, you must do your own work.** Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any

way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

### **Accommodations for Students with Disabilities**

The University of California Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. Please inform me immediately to discuss appropriate academic accommodations that may be required for student with disabilities. Please see me privately after class or at my office. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately to discuss his or her specific needs. Also contact the Disability Services Center at (209)228-7884 as soon as possible to become registered and thereby ensure that such accommodations are implemented in a timely fashion.

### **Important dates**

#### Deadlines

30 September: Assignment A  
16 October: Report Class Discussion I  
30 October: Movie report  
13 November: Report Class Discussion II  
24 November: Assignment B  
24 November: Individual report  
1 December: PowerPoint presentation

#### Group presentation schedule

2 December: group 1-4  
4 December: group 5-9  
9 December: group 10-13

#### Exams

Midterm I: 9 October  
(Chapters 1-4, lectures week 1-5, and assigned readings week 5)

Midterm II: 6 November  
(Chapters 5-6, lectures week 7-9, and assigned readings week 8. Note: NOT the assigned readings of week 9)

Final exam: 13 December  
(Chapters 1-6, 8, 10, 12, all lectures, and all assigned readings)

## Tentative Weekly Schedule

The instructor reserves the right to make any changes to the course syllabus and/or schedule at anytime during the course as appropriate. Students will be informed of all changes in advance. The following is a tentative schedule that should be adhered to unless otherwise informed.

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Deadlines / Assessments</b>
Intro 8/28	Introduction	-	
Week 1 9/2, 9/4	Introducing health psychology Research Methods	Chapter 1 Chapter 2	
Week 2 9/9, 9/11	Anatomy and systems	Chapter 3	
Week 3 9/16, 9/18	Group assignment (9/16) Library Instruction	-	
Week 4 9/23, 9/25	Stress	Chapter 4	
Week 5 9/30, 10/2	Catch-up Class Discussion I (10/2)	Assigned readings	Assignment A (9/30)
Week 6 10/7, 10/9	Review session Midterm (10/9)	-	<b>Midterm 1 (October 9<sup>th</sup>)</b>
Week 7 10/14, 10/16	Stress and coping	Chapter 5	Report Discussion I (10/16)
Week 8 10/21, 10/23	Genetics (movie)	Assigned readings	
Week 9 10/28, 10/30	Prevention Class Discussion II (10/28)	Chapter 6 Assigned readings	Movie Report (10/30)
Week 10 11/4, 11/6	Review session Midterm	-	<b>Midterm 2 (November 6<sup>th</sup>)</b>
Week 11 11/13	Substance abuse	Chapter 8	Report Discussion II (11/13)
Week 12 11/18, 11/20	Cancer Health care setting	Chapter 10 Chapter 12	
Week 13 11/25, 11/27	Thanksgiving: No lectures	-	Assignment B (11/24) Individual Report (11/24)
Week 14 12/2, 12/4	Group presentations	-	PowerPoint (12/1)
Week 15 12/9, 12/11	Group presentations Review session	-	<b>Final Exam! 13 December</b>



## **Appendix A: Psychology Program Learning Outcomes**

Below are the four Program Learning Outcomes for the Psychology program. Students who complete the Psychology major will:

1. Show knowledge of the key substantive content of the field of psychology, including memory and thinking, sensory psychology and physiology, developmental psychology, clinical and abnormal psychology, and social psychology.
2. Demonstrate that they understand the basic principles of and correctly interpret applications of the designs and methods that psychologists use to gather data.
3. Show that they can understand and correctly interpret the statistical analyses psychologists use to analyze data.
4. Show that they understand and can apply the writing style used in psychological literature (APA style).

The CLOs for this course align with PLOs 1, 2, and 4.

## **Appendix B: UC Merced Guiding Principles**

- Scientific Literacy: To have a functional understanding of scientific, technological and quantitative information, and to know both how to interpret scientific information and effectively apply quantitative tools;
- Decision Making: To appreciate the various and diverse factors bearing on decisions and the know-how to assemble, evaluate, interpret and use information effectively for critical analysis and problem solving;
- Communication: To convey information to and communicate and interact effectively with multiple audiences, using advanced skills in written and other modes of communication;
- Self and Society: To understand and value diverse perspectives in both the global and community contexts of modern society in order to work knowledgeably and effectively in an ethnically and culturally rich setting;
- Ethics and Responsibility: To follow ethical practices in their professions and communities, and care for future generations through sustainable living and environmental and societal responsibility;
- Leadership and Teamwork: To work effectively in both leadership and team roles, capably making connections and integrating their expertise with the expertise of others;
- Aesthetic Understanding and Creativity: To appreciate and be knowledgeable about human creative expression, including literature and the arts; and
- Development of Personal Potential: To be responsible for achieving the full promise of their abilities, including psychological and physical well-being

# ENG 021: Jane Austen and Popular Culture

<b>Course Title</b>	Jane Austen and Popular Culture
<b>Abbreviated Course Title</b>	Jane Austen and Popular Cultur
<b>Course Subject</b>	ENG
<b>Course Number</b>	021
<b>School Submitting Request</b>	SSHA
<b>Division</b>	Lower Division
<b>Effective Term</b>	Fall 2015
<b>Discontinuance Term</b>	----
<b>Lower Unit Limit</b>	4
<b>Upper Unit Limit</b>	
<b>Prerequisites</b>	
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	This course will explore Austen's contribution to literary and cultural history and her enduring popularity, first through an examination of her novels, and then through a study of their remarkably prolific, creative, and diverse adaptations.
<b>TIE Code</b>	T: Lecture plus Supplementary Activity
<b>Reasons for Request</b>	New Course
<b>Brief Explanation of Change(s)</b>	New course to contribute to English major and minor and to General Education. Lecture: 3 contact, 8 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 1 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
<b>Total Contact/Non-contact Hours Per Week</b>	
<b>Total Hours Per Week</b>	12
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	60
<b>Maximum Enrollment Reason</b>	----
<b>Cross-listing</b>	
<b>Conjoined</b>	
<b>Cross-listed Schools</b>	----
<b>Can this course be repeated?</b>	No
<b>How many times?</b>	
<b>Resource Requirements</b>	

Audio visual equipment including reliable sound. TA.

**Does this satisfy a General Education Requirement?**

Yes

**Course Outline and/or Additional Documentation**



[ENG 021 Course Outline.pdf \(80Kb\)](#)

## English 021: Jane Austen and Popular Culture

### COURSE DESCRIPTION

From Rudyard Kipling's World War I "Janeites" to the BBC's wildly popular 1995 *Pride and Prejudice* mini-series to the 2004 Bollywood-style *Bride and Prejudice* to the 2012 web series *The Lizzy Bennet Diaries*, Austenmania has hardly waned. More so than perhaps any other nineteenth-century author, Jane Austen has maintained a significant position in popular culture, through the nineteenth, twentieth, and now twenty-first century. This course will explore Austen's contribution to literary and cultural history and her enduring popularity, first through an examination of her novels, and then through a study of their remarkably prolific, creative, and diverse adaptations. In order to do so, we will ground ourselves both in Austen's historical context, reading selections from Austen's contemporaries and studying Romantic era Britain, and in recent conversations in adaptation theory, treating adaptation as interpretation. What aspects of Austen's work are highlighted? Ignored? Exaggerated? Transformed? And to what effect? Why did particular "versions" of Austen appear when they did. What might an adaptation tell us about the cultural moment that produced it?

### COURSE GOALS

Class time and assignments are structured to develop several skills: the ability to identify, close-read, and interpret several novels of Jane Austen's as well as poems, stories, movies, and other culture artifacts written in response to her work; an understanding of the historical contexts that shaped Austen's writing and various responses to it; the capacity to do advanced library and internet research and synthesize the secondary and primary sources into an argumentative paper; and an understanding of adaptation theory.

### COURSE LEARNING OUTCOMES (CLOs):

After engaging with this course actively and thoughtfully, students will be able to do the following. These items are linked to the Program Learning Outcomes expected of all majors:

1. **Identify** the particular and specific writing style of Jane Austen, as well as the people, places, literature, and events that shaped the contexts in which novels were written, perceived, and adapted. (Addresses PLO 1)
2. **Appreciate** the aesthetic qualities of these novels and responses to them (Addresses PLO 2)
3. **Empathize** with historical, geographic, and cultural diversity by reading novels from 19<sup>th</sup> century England and responses from around the world. (Addresses PLO 3)
4. **Interpret** novels, stories, poems, plays, and films with due sensitivity to both textual and contextual cues. In particular, be able to **formally analyze** lyric poetry, understanding how choices of meter, rhyme, and punctuation create meaning (Addresses PLO 1)
5. **Analyze** and **synthesize** the critical responses of other scholars to Austen works and adaptations, **evaluating** the formal and theoretical arguments they make.
6. **Practice advanced research skills:** locate secondary and primary sources found in books, articles, and databases; synthesize those sources to support your argument; write a paper supported by research; and document that research according to academic standards. (Addresses PLOs 1 and 4 and 5)

7. **Articulate your evaluations** of Austen's works and adaptations of it, in speech and writing, cogently and with sensitivity to context. (Addresses PLOs 1 and 2 and 5)
8. **Apply** interpretive strategies developed in literary study to other academic and professional contexts. (Addresses PLO 4)

All above CLOs are applicable to the Literature and English Major, and to the General Education program as well.

#### PLANNED LEARNING OUTCOMES (PLOS) FOR THE ENGLISH MAJOR

1. Interpret texts with due sensitivity to both textual and contextual cues.
2. Articulate an appreciation of the aesthetic qualities of texts by the standards of their times and places.
3. Demonstrate historical, geographic, and cultural empathy by reading texts written in other times, places, and cultures.
4. Apply interpretive strategies developed in literary study to other academic and professional contexts.
5. Write cogently and with sensitivity to audience.

#### GENERAL EDUCATION GUIDING PRINCIPLES

This course particularly emphasizes the following four General Education Guiding Principles:

**Communication:** analyzing Austen's writing, writing of her contemporaries, and adaptations of Austen works and communicating responses to these texts to the class and faculty member; learning about adaptation theories.

**Aesthetic understanding:** appreciating the unique qualities of Austen's novels, and the varying responses her works have produced by varying cultures and in various media.

**Creativity:** appreciating Austen's creativity by of her works, and understanding and contemplating the creative responses to her work in novels, short stories, comic books, TV shows, and movies.

**Appreciation of diverse perspectives in both global and community contexts:** learning about Austen's historical and geographic context, thinking about how her particular circumstances shaped her writing, and considering how and why Austen's have remained popular and influential for almost 200 years.

# PSY 131: Social Psychology

<b>Course Title</b>	Social Psychology
<b>Abbreviated Course Title</b>	Social Psychology
<b>Course Subject</b>	PSY
<b>Course Number</b>	131
<b>School Submitting Request</b>	SSHA
<b>Division</b>	Upper Division
<b>Effective Term</b>	Fall 2015
<b>Discontinuance Term</b>	Fall 2015
<b>Lower Unit Limit</b>	4
<b>Upper Unit Limit</b>	
<b>Prerequisites</b>	PSY 001
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	Behavior of the individual in social situations, surveying problems of social cognition, social interaction, group tensions, norm development, attitudes, values, public opinion, status.
<b>TIE Code</b>	
<b>Reasons for Request</b>	New Course Number Discontinuance
<b>Brief Explanation of Change(s)</b>	We are renumbering this course from 131 to 156; a partner CRF for 156 has been submitted. We discontinue the use of 131. Lecture: 3 contact, 9 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
<b>Total Contact/Non-contact Hours Per Week</b>	
<b>Total Hours Per Week</b>	12
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	120
<b>Maximum Enrollment Reason</b>	----
<b>Cross-listing</b>	
<b>Conjoined</b>	
<b>Cross-listed Schools</b>	SSHA
<b>Can this course be repeated?</b>	No
<b>How many times?</b>	

**Resource Requirements**

Usual Classroom with AV projection

**Does this satisfy a General Education Requirement?**

Yes

**Course Outline and/or Additional Documentation**



[PSY 156 Course Outline.pdf \(112Kb\)](#)



# **PSY 156: Social Psychology**

## **COURSE DESCRIPTION**

In this class, you will learn about some of the fundamental principles underlying social psychology, many of which you will find to be very applicable to your everyday life. By the end of the class, you will be able to answer such questions as: Why does working in groups sometimes hurt performance? Under what circumstances are people most likely to conform to social pressures? Why is it sometimes better to make decisions without focusing on the reasons for them? What can I do to change people's attitudes? How can people overcome their biases and stereotypes? I encourage you to think critically about the material and to ask questions. Class discussion will be a major component of this course as you will be challenged to think about how your personal experiences can be better understood with social psychological theory.

## **COURSE LEARNING GOALS**

- To introduce major theories, concepts, perspectives and empirical findings in social psychology.
- To explain how psychological theory and empirical research are used to help explain human behavior in individuals and groups.
- To show how researchers utilize methods and techniques to investigate empirical questions in social psychology.
- To help students acquire and hone critical thinking skills to dissect and integrate scientific information.

## **COURSE LEARNING OBJECTIVES**

By the end of this course, students will accomplish the following:

- Compare and contrast the major theories, concepts, empirical findings, methods and techniques used in social psychology (assessed by in-class exercises, assignments, quizzes, and exams).
- Critique the major theories, concepts, perspectives, and empirical findings in social psychology (assessed by in-class exercises, assignments, quizzes, and exams).
- Implement major theories, concepts, perspectives, and empirical findings in social psychology to explain human behavior (assessed by in-class exercises, assignments, quizzes, and exams).
- Integrate different perspectives discussed in class to explain human behavior in everyday life (assessed by in-class exercises and assignments).

## **PSYCHOLOGY PROGRAM LEARNING OUTCOMES**

Students who complete the Psychology major will:

1. Show knowledge of the key substantive content of the field of psychology, including memory and thinking, sensory psychology and physiology, developmental psychology, clinical and abnormal psychology, and social psychology.
2. Demonstrate that they understand the basic principles of and correctly interpret applications of the designs and methods that psychologists use to gather data.
3. Show that they can understand and correctly interpret the statistical analyses psychologists use to analyze data.
4. Show that they understand and can apply the writing style used in psychological literature (APA style).

The Course Learning Objectives for this course coherently support students' engagement with Program Learning Outcomes 1, 2, and 4.

## GENERAL EDUCATION PRINCIPLES

This course counts towards General Education credits. The course aligns with the following three Principles:

- **Communication:** Students will practice their writing skills with a focus of applying concepts and theories learned in class to explaining their own and others' behaviors. In addition, students will engage in small group assignments and in-class discussions that will require them to share their opinions, experiences, and knowledge in the context of course material.
- **Self and Society:** Students will be expected to implement concepts and theories so as to better understand and improve themselves and society. In particular, students will be expected to value diversity as they learn about cross-cultural practices generally across all content, and specifically in studying prejudice, stereotyping, and discrimination focusing on how to prevent bias from negatively impacting people's lives.
- **Ethics and Responsibility:** Students will learn about ethical considerations when conducting psychological research, as classic and modern experiments are discussed. In addition, academic honesty and integrity will be emphasized across all course assignments and examinations.

## TEXTBOOK

Aronson, E., Wilson, T. D., & Akert, R. M. (2013). *Social Psychology* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

*Although the basic content is similar across different editions of this text, significant revisions have been made for the 8<sup>th</sup> edition. If an earlier edition is being used, there may be many places in which your reading does not correspond to the lectures and exams. Thus, I do not recommend using other editions of the textbook.*

Because the hard cover of this textbook is expensive, I have worked to find cheaper options. Thus, below are three options to access the text. Options 1 and 2 can be found at the bookstore, whereas option 3 must be completed online:

- (1) Buy a new or used hardcover version of the textbook.
- (2) Buy an unbound copy of the textbook. You will receive loose leaf versions of the text pages, with no cover or binding to hold it all together, but everything else is identical. Although you will need to buy a binder and make sure you do not lose pages, this comes out to be about \$100 cheaper than the bound copy!
- (3) An even cheaper version of the text (about \$75) is available if students are willing to only have an online version of the text. Here you can sign online using the instructions below and gain access to the e-text and MyPsychLab, which will give you additional resources for the class, such as interesting videos and study aides. To do the e-text version, complete the following steps:
  1. Go to [pearsonmylabandmastering.com](http://pearsonmylabandmastering.com).
  2. Under Register, click Student.
  3. Enter your instructor's course ID: `zawadzki97584`, and click Continue.
  4. Sign in with an existing Pearson account or create an account:
    - If you have used a Pearson website (for example, MyITLab, Mastering, MyMathLab, or MyPsychLab), enter your Pearson username and password. Click Sign in.

- If you do not have a Pearson account, click Create. Write down your new Pearson username and password to help you remember them.
- 5. Select an option to access your instructor's online course:
  - Use the access code that came with your textbook or that you purchased separately from the bookstore.
  - **Buy access using a credit card or PayPal.**
- 6. Click Go To Your Course on the Confirmation page. Under MyLab & Mastering New Design on the left, click MyPsychLab for Aronson, Wilson and Akert, Social Psychology, 8e - Spring 2015 to start your work.

Also, please purchase one red enrollment form Scantron (F-288-PAR-L) for the first exam, and four red Scantron forms (F-289-PAR-L) for the remaining exams. Forms are available at the bookstore.

## **CLASSROOM CIVILITY**

Students are expected to take an active role in course participation. This includes regular engagement in discussion of course readings and concepts. Students are invited to ask questions, express their thoughts regarding the material presented, and demonstrate respect and sensitivity to individual differences and opinions. Awareness of the discussion topic and context is expected. Thus, class attendance is fundamental to student learning. Students are expected to attend all classes, read all designated chapters prior to class meetings, and complete assignments according to the schedule. Promptness to class is expected, unless the instructor is notified in advance.

Each student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, take frequent breaks, interrupt the class by coming to class late, engage in loud or distracting behaviors, use cell phones or pagers in class, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others could be asked to leave the class and be subjected to disciplinary action. Use of internet browsing, e-mail exchange, text messaging, or instant messaging during class will not be tolerated. No taping, filming, or photography in class without prior permission; such activities are distracting and may infringe upon privacy or copyright.

## **E-MAIL ETIQUETTE**

You are expected to write as you would in any professional correspondence. Email communication should be courteous and respectful in manner and tone. Do not send emails that are curt or demanding. Also, do not expect an immediate response via email. Normally, a response will be sent within two business days. If your email/question is sent at the last minute, it may not be possible to send you a response before an assignment is due or a test is given.

## **GRADES**

Grades will be based on participating in in-class exercises (will receive credit for 10 out of 12), online open book quizzes (the best 10 out of 13 will be used), assignments (must complete both assignments), and exams (the best 4 out of 5 exam scores will be used). The point distribution is as follows:

- 50 points (10%): In-class exercises/participation (each worth 5 points, will receive credit for up to 10 out of 12)

- 100 points (20%): Online open book quizzes (each worth 10 points, will receive credit for best 10 quizzes out of 13)
- 25 points (5%): Assignment 1 – Popular press critique
- 25 points (5%): Assignment 2 –Violate a social norm
- 75 points (15%): Exam 1
- 75 points (15%): Exam 2
- 75 points (15%): Exam 3
- 75 points (15%): Exam 4
- Exam 5 takes place during finals week. It is an optional cumulative exam that will replace your lowest Exam 1 to 4 grade, and will be worth 75 points like the other exams. Exam 5 will be dropped if it is the lowest exam; thus taking it CANNOT hurt your grade.

There are 500 total points. Final grades will be calculated using the following curve:

Minimum Points Needed	Grade
485	A+
470	A
450	A-
435	B+
420	B
400	B-
385	C+
370	C
350	C-
335	D+
320	D
300	D-
299 or less	F

*A grade of 'I' (Incomplete) will be assigned only at the discretion of Dr. Z and only in the event of extraordinary circumstances. A written request must be filed and a written approval granted before the Incomplete may be taken.*

The gradebook is posted on CatCourses. Grades are calculated based on the total number of points earned in the class. You can use the gradebook to keep track of your scores, however do not rely on it to calculate your grade as errors can occur (instead use the table above). If for some reason the grading curve is too harsh, Dr. Z reserves the right to make it less stringent (it will never be changed to make it more difficult to get a better grade!).

**Keep in mind that if you miss the next highest grade by even half a point, your grade will NOT be changed.** In the past, students have hurt their grade by missing a lot of in-class exercises or not taking the final even though performance on an earlier exam was poor. These are opportunities to significantly improve your grade and should be taken.

## **IN-CLASS EXERCISES AND PARTICIPATION**

There will be 12 in-class exercises on random days during the semester. Each in-class exercise is worth 5 points. To get all 50 points you must complete 10 of them (50 points total). If you do not complete 10,

you will receive partial credit for each in-class exercise you did complete. If you complete more than 10, you will not receive more credit - 50 points is the max. These exercises consist of group discussions, relating a concept discussed in class to your own life, reacting to a video, etc. Typically you will be asked to write a few sentences about the activity and to turn those in at the end of class.

*Because people are sick, have random emergencies, or just have something else to do, you are allowed to miss 2 exercises (i.e. only 10 out of 12 exercises count). Because you can miss 2 exercises and students typically get all 5 points for the exercise, make-ups are typically NOT offered for them. **HOWEVER**, if you end up missing 2 in-class exercises for legitimate reasons and fear missing a 3<sup>rd</sup>, please contact Dr. Z ASAP.*

## ONLINE OPEN-BOOK QUIZZES

Students will be asked to complete a brief online quiz after each chapter. The quizzes will consist of 4 multiple choice items worth 2.5 points each, for a total of 10 points per quizzes. Once a quiz is begun, students will have 15 minutes to complete the quiz. The 10 best quiz scores will be used out of the 13 total quizzes (meaning the lowest 3 quiz scores will be dropped). Students can access the quizzes on the “QUIZZES” tab on CatCourses. When a chapter is finished in class, students have until 11:55pm of the next class day to complete the quiz for that chapter – for example, Chapter 4 is completed on Wednesday, 2/18 so students will have to 11:55pm Friday, 2/20 to complete the quiz for chapter 4. Due dates for the quizzes can be found on the course schedule and important dates box below. The purpose of the quizzes are to encourage students to engage with the course material on a regular basis rather than waiting only until test days. The quiz items are similar to those on each exam and thus also provide practice for each exam. As such, students are allowed to use their textbook and class notes when completing the quizzes (they are open book); however, students are expected to complete each quiz **ALONE**, and should not have other classmates with them while completing the quizzes.

## ASSIGNMENTS

Students will be asked to complete two assignments over the course of the semester. The purpose of these assignments are to challenge you to apply social psychological concepts to your own life. As such, each assignment consists of two parts: (1) an interaction with or observation of the world around you, and (2) a reflection on how those interactions/observations relate to what was discussed in class. You will then be asked to do a brief (2-3 pages) write-up about these two parts. These assignments are intended to be fun, allowing you to reflect and apply what you have learned. Thus, you are not required to do extensive research relating your interactions/observations to empirical and theoretical articles, although doing so is not discouraged. **However, you MUST relate your reflections back to course material** (most notably, by referencing and quoting material from the text). Students lose the most points on these assignments by failing to relate back to course material, and therefore not demonstrating an application of knowledge from the class.

**All assignments are to be uploaded in the ASSIGNMENTS link on CatCourses.** There are separate links for the two assignments so be sure to upload the correct assignment. Assignments will **NOT** be accepted in any other format (for example, you cannot e-mail the assignment directly to Dr. Z or the TA, or turn in a hard copy in class). Assignments are to be turned in by 11:55PM the day it is due. CatCourses is programmed to close submissions at 11:55pm and thus will not accept submissions after 11:55PM. Computer-related issues are not accepted excuses for missed or late assignments. Any assignments turned in late will automatically receive a grade of 0, unless prior arrangements have been made with Dr. Z.

## EXAMS

Exams will be given on specified dates. Each exam will cover material primarily discussed in class, videos shown during lecture, and the material from the assigned chapters. Exams 1 to 4 are non-cumulative, whereas Exam 5 is cumulative but heavily weighted towards the final chapter discussed the last week of class. Exams will consist of multiple choice items. A portion of each class prior to the exam days will be dedicated to review. **Remember to bring a #2 pencil with a good eraser, your ID card so you can enter your ID on the Scantron, and a red enrollment form Scantron (F-288-PAR-L) for the first exam or a red Scantron forms (F-289-PAR-L) for the remaining exams. Forms are available at the bookstore**

During exams, do NOT have your cell phones, computers, papers, textbook, etc. out during the exam. If there is an emergency situation and you are expecting a call, please notify Dr. Z prior to the exam so that he is aware of the situation. Once you have received a test, you CANNOT leave the room until you have turned your test in. Once your test is turned in, you CANNOT get it back to make changes on it. If you arrive late, you will NOT be allowed to take the test if others have already finished it and left the room. Every student must turn in a Scantron and a SIGNED copy of the exam. If only the Scantron is turned in, your exam will not be graded and you will receive a score of 0 with no opportunity to make it up. Exams are copyrighted information. Possessing a copy of the exam or providing students with a copy of the exam (current or an old exam) will be considered academic dishonesty and handled accordingly. Dr. Z does not release the exams to students. If you would like to review an exam, please contact Dr. Z or the TA and review it during their weekly office hours (or to schedule an appointment to see it).

You are highly advised to make every effort possible to be present for the exams when scheduled. If you know that you will not be able to attend an exam for an unavoidable and serious reason, contact Dr. Z who will make alternate arrangements for you to take a make-up exam, if deemed appropriate. The decision to allow a make-up is made on a case-by-case basis by Dr. Z. Legitimate reasons for missing class are being ill, death in the family, religious event, etc. Illness excuses will only be accepted with a note from a medical professional (RN, PA, DO, or MD), which Dr. Z will verify. According to university policy, false claims by a student regarding the reason for missing class may be considered violations of the policy on Academic Integrity. They could result in you failing the test and the class. After receiving approval from Dr. Z, you should then speak with the TA to arrange a make-up time. ALL MAKE-UP EXAMS must be taken **within 2 weeks** of the last day of your absence.

*Keep in mind that you are allowed to drop one exam. This policy was implemented in order to accommodate people who might end up missing exams because of things such as vacations, oversleeping, etc. If you miss class due to these types of reasons, you will NOT get a make-up.*

## MISSED WORK

Please do NOT come to class and office hours if you are sick. Also, unless you are missing an exam or missing enough class to hurt your grade, you do NOT need to e-mail Dr. Z to let him know of your situation. Only e-mail him if you are missing an exam, missing a scheduled meeting with him, or have been absent a lot and are concerned about missing a lot of in-class exercises. If, for some reason, you have a medical issue or personal issue that results in you missing a lot of class, tell Dr. Z immediately so that a solution can be worked out – please do NOT wait till the end of the semester as options will be severely limited at that point. All reasons for missing in-class exercises must be discussed in a timely manner of

them first coming to light. Do not email Dr. Z if you are merely sick and missing one class; if you miss that class and an exercise, it will just count towards one of your 2 misses.

## **ACADEMIC INTEGRITY**

University policy mandates that the highest level of academic integrity be maintained on this campus. The University of California has outlined a general code of student conduct that you are responsible for knowing (<http://policy.ucop.edu/doc/2710530/PACAOS-100>). In addition, you are responsible for knowing the policy of Academic Honesty at UC Merced (<http://studentlife.campuscms.ucmerced.edu/files/page/documents/academiconestypolicy.pdf>). All academic work that you complete in this course (and all other courses) is expected to be in compliance with this code. Infringements include cheating on exams in any form, representing the work of others as your own, and plagiarizing/failing to properly acknowledge the intellectual property of others. This policy will be strongly adhered to in this course. Violation of academic integrity policies can result in an assignment of 0 points to the work in question, assignment of a failing grade in the course, and/or a report to the Office of Judicial Affairs. Academic Senate policy requires professors to complete a Faculty Report Form for Academically Related Misconduct, meet with the student, and submit the form to the Dean of their school and Student Judicial Affairs.

## **ACADEMIC ASSISTANCE**

Dr. Z and the TA can help you understand the relevant course material and what is required of you in this course. Stop by during scheduled office hours or make an appointment to get help when you need it. However, if you need help more generally with your academic skills and approach to learning, please turn to the Calvin E. Bright Success Center, which has numerous resources that can be helpful to you. Go to: <http://learning.ucmerced.edu/>.

## **SPECIAL NEEDS**

The University of California Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design, and diversity. Please inform Dr. Z immediately to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Any student who feels he or she may need an accommodation based on the impact of a disability should contact Dr. Z privately to discuss his or her specific needs. Also contact the Disability Services Center at (209) 228-6996 or [disabilityservices@ucmerced.edu](mailto:disabilityservices@ucmerced.edu) as soon as possible to become registered and thereby ensure that such accommodations are implemented in a timely fashion.

## **IMPORTANT DATES**

Date	Event
1/28	Ch. 1 Quiz Due by 11:55pm
2/2	Ch. 2 Quiz Due by 11:55pm
2/9	Ch. 3 Quiz Due by 11:55pm
	Exam 1

2/20 Ch. 4 Quiz Due by 11:55pm  
2/25 Assignment 1 Due by 11:55pm  
2/27 Ch. 5 Quiz Due by 11:55pm  
3/6 Ch. 6 Quiz Due by 11:55pm  
Exam 2  
3/16 Ch. 7 Quiz Due by 11:55pm  
4/1 Ch. 8 Quiz Due by 11:55pm  
4/3 Assignment 2 Due by 11:55pm  
4/8 Ch. 9 Quiz Due by 11:55pm  
Exam 3  
4/17 Ch. 11 Quiz Due by 11:55pm  
4/24 Ch. 12 Quiz Due by 11:55pm  
5/1 Ch. 13 Quiz Due by 11:55pm  
Exam 4  
5/8 Ch. 10 Quiz Due by 11:55pm  
5/15 Exam 5

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*Important dates for the university and registrar can be found here:*  
<http://studentsfirst.ucmerced.edu/datesdeadlines>



## COURSE SCHEDULE (subject to change)

Read the indicated text book chapter prior to the specified class meeting.

Monday		Wednesday		Friday	
1/19	<b>No Class – Martin Luther King Jr. Day</b>	1/21	Course & Syllabus Overview	1/23	Ch 1: What is Social Psychology?
1/26	Ch 1/2: What is Social Psych? & Methodology	1/28	Ch 2: Methodology <b>Ch. 1 Quiz Due</b>	1/30	Ch 2: Methodology
2/2	Ch 3: Social Cognition <b>Ch. 2 Quiz Due</b>	2/4	Ch 3: Social Cognition	2/6	Ch 3: Social Cognition & Exam 1 Review
2/9	<b>Exam 1: Ch 1 to 3 Ch. 3 Quiz Due</b>	2/11	Ch 4: Social Perception	2/13	Ch 4: Social Perception
2/16	<b>No Class – Presidents Day</b>	2/18	Ch 4: Social Perception	2/20	Ch 5: The Self <b>Ch. 4 Quiz Due</b>
2/23	Ch 5: The Self	2/25	Ch 5: The Self <b>Assignment #1 Due</b>	2/27	Ch 6: Dissonance <b>Ch. 5 Quiz Due</b>
3/2	Ch 6: Dissonance	3/4	Ch 6: Dissonance & Exam 2 Review	3/6	<b>Exam 2: Ch 4 to 6 Ch. 6 Quiz Due</b>
3/9	Ch 7: Attitudes	3/11	Ch 7: Attitudes	3/13	Ch 7: Attitudes
3/16	Ch 8: Conformity <b>Ch. 7 Quiz Due</b>	3/18	Ch 8: Conformity	3/20	<b>TBA</b>
3/23	<b>No Class – Spring Recess</b>	3/25	<b>No Class – Spring Recess</b>	3/27	<b>No Class – Cesar Chavez Day</b>
3/30	Ch 8: Conformity	4/1	Ch 9: Group Processes <b>Ch. 8 Quiz Due</b>	4/3	Ch 9: Group Processes <b>Assignment #2 Due</b>
4/6	Ch 9: Group Processes & Exam 3 Review	4/8	<b>Exam 3: Ch 7 to 9 Ch. 9 Quiz Due</b>	4/10	Ch 11: Prosocial Behavior
4/13	Ch 11: Prosocial Behavior	4/15	Ch 11: Prosocial Behavior	4/17	Ch 12: Aggression <b>Ch. 11 Quiz Due</b>
4/20	Ch 12: Aggression	4/22	Ch 12: Aggression	4/24	Ch 13: Prejudice <b>Ch. 12 Quiz Due</b>
4/27	Ch 13: Prejudice	4/29	Ch 13: Prejudice & Exam 4 Review	5/1	<b>Exam 4: Ch 11 to 13 Ch. 13 Quiz Due</b>
5/4	Ch 10: Interpersonal Attraction	5/6	Ch 10: Interpersonal Attraction	5/8	Exam 5 Review <b>Ch. 10 Quiz Due</b>

Finals Week is Saturday, 5/9 and Monday, 5/11 to Friday, 5/15 – **Exam 5 will be administered during the final exam time on Friday, 5/15 from 9:00-10:00am in 209 Kolligian.**

- **WARNING:** If you think there is even the slightest possibility of having to take Exam 5, you should plan on being here during finals week. I will NOT offer make-ups (unless you have a VALID excuse – wanting to go home early is NOT a valid excuse).
- I CANNOT change the date and time of the final exam.

## **UC Merced Guiding Principles**

- **Scientific Literacy:** To have a functional understanding of scientific, technical and quantitative information, and to know both how to interpret scientific information and effectively apply quantitative tools;
- **Decision Making:** To appreciate the various and diverse factors bearing on decisions and the know-how to assemble, evaluate, interpret and use information effectively for critical analysis and problem solving;
- **Communication:** To convey information to and communicate and interact effectively with multiple audiences, using advanced skills in written and other modes of communication;
- **Self and Society:** To understand and value diverse perspectives in both the global and community contexts of modern society in order to work knowledgeably and effectively in an ethnically and culturally rich setting;
- **Ethics and Responsibility:** To follow ethical practices in their professions and communities, and care for future generations through sustainable living and environmental and societal responsibility;
- **Leadership and Teamwork:** To work effectively in both leadership and team roles, capably making connections and integrating their expertise with the expertise of others;
- **Aesthetic Understanding and Creativity:** To appreciate and be knowledgeable about human creative expression, including literature and the arts; and
- **Development of Personal Potential:** To be responsible for achieving the full promise of their abilities, including psychological and physical well-being

# ARTS 033: Popular Bombay Cinema

<b>Course Title</b>	Popular Bombay Cinema
<b>Abbreviated Course Title</b>	Popular Bombay Cinema
<b>Course Subject</b>	ARTS
<b>Course Number</b>	033
<b>School Submitting Request</b>	SSHA
<b>Division</b>	Lower Division
<b>Effective Term</b>	Fall 2015
<b>Discontinuance Term</b>	----
<b>Lower Unit Limit</b>	4
<b>Upper Unit Limit</b>	
<b>Prerequisites</b>	
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	This course will introduce students to commercial Hindi cinema (â Bollywoodâ ). Among other things, this course will address Indiaâ s nation building project, depictions of urban spaces, gender roles, the Indian diaspora, and the cultural politics of Hindi films and songs. Close attention will be paid to cinematic and musical production techniques.
<b>TIE Code</b>	T: Lecture
<b>Reasons for Request</b>	New Course
<b>Brief Explanation of Change(s)</b>	
<b>Total Contact/Non-contact Hours Per Week</b>	Lecture: 4 contact, 8 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
<b>Total Hours Per Week</b>	12
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	49
<b>Maximum Enrollment Reason</b>	----
<b>Cross-listing</b>	GASP 033
<b>Conjoined</b>	
<b>Cross-listed Schools</b>	SSHA
<b>Can this course be repeated?</b>	No
<b>How many times?</b>	

**Resource Requirements**

Standard classroom space for Music & Arts Courses  
(ex: SSM 116)

**Does this satisfy a General Education Requirement?** Yes

**Course Outline and/or Additional Documentation**  [ARTS\\_GASP 033 Course Outline.pdf \(46Kb\)](#)

## **Popular Bombay Cinema (ARTS 033/GASP 033)**

### **Course Description:**

This course will introduce students to commercial Hindi cinema (“Bollywood”). Among other things, this course will address India’s nation building project, depictions of urban spaces, gender roles, the Indian diaspora, and the cultural politics of Hindi films and songs. Close attention will be paid to cinematic and musical production techniques.

### **Course Goals:**

This class is designed to give students an in-depth understanding of the narrative, visual, and aural conventions of Hindi language cinema.

### **Course Learning Outcomes:**

By the end of this course, student will demonstrate the following:

- 1) Implement film and music analytical skills
- 2) Identify and analyze common narrative and song conventions in Hindi films
- 3) Identify and analyze the production aesthetics of Hindi films
- 4) Explain the cultural history of South Asia

**To support student success coherently across the ARTS/GASP coursework, the above Course Learning Outcomes help students to reach the expectations of the ARTS minor *Program Learning Outcomes (PLOs)*:**

Outcome 4 serves PLO 1 (introduce students to the history, theory and practice of the arts in a global context); all four outcomes serve PLO 2 (Guide students in studying all fields of creative expression in cultures throughout the world); Outcome 1 and 2 serve PLO 3 (Help students develop the skills they need to critically engage culturally diverse media and to explore creative processes and material connections).

### **This course fulfills the following guidelines for general education:**

This course fulfills the general education guideline for *Decision Making* by introducing students to the production aesthetics of Hindi films and the kinds of decisions made during production. *Communication* by having students analyze a film narrative in a weekly worksheets and final analytic paper; *Self and society* watching and discussing Indian cultural production, students will come to understand how film is a dominant mode of representation in Indian society; *Ethics and Responsibility* as students learn ethical modes of cultural representation, responsible consumption of global film products, engagement with diverse worldviews; It fulfills the general education requirement in *aesthetic understanding and creativity* by granting them a socially contextualized understanding and appreciation of human creative expression through music and film.

### **Evaluation**

Grading will be based on attendance and participation (20%), weekly film viewing worksheets (20%), midterm exam (25%), and a final paper analysis of a film (35%).

### **Course Materials**

Course materials will be scholarly articles made available through the library and required film viewings.

### **Prerequisite**

None

### **Course Schedule**

Week 1: Introduction to Indian Film

Week 2: 1950s: Cinema in the new nation [Film: *Shree 420* (1955)]

Week 3: 1950s: Early song production practices [Film: *Pyaasa* (1957)]

Week 4: 1960s: Adaptations [Film: *Guide* (1965)]

Week 5: 1960s: Lyrics and language politics

Week 6: 1970s: The Angry Young Man [Film: *Deewar* (1975)]  
Week 7: 1970s: The Rock Turn [Film: *Sholay* (1975)]  
Week 8: 1980s: Courtesan Films and Islamicate Representations [Film: *Umrao Jaan* (1981)]  
Week 9: 1990s: India at Home and Abroad [Film: *Dilwale Dulhania Le Jayenge* (1995)]  
Week 10: 1990s: A.R. Rahman and World Music  
Week 11: 2000s: Internationalization of Bollywood Film [Film: *Zindagi Na Milegi Dobara* (2011)]  
Week 12: 2000s: India Abroad [Film: *Monsoon Wedding* (2001)]  
Week 13: 2010s: Bollywood Influences [Film: *Slumdog Millionaire* (2008)]  
Week 14: Course Conclusion

# WRI 104: Personal Style and Formal Writing

<b>Course Title</b>	Personal Style and Formal Writing
<b>Abbreviated Course Title</b>	Personal Writing Style
<b>Course Subject</b>	WRI
<b>Course Number</b>	104
<b>School Submitting Request</b>	SSHA
<b>Division</b>	Upper Division
<b>Effective Term</b>	Fall 2015
<b>Discontinuance Term</b>	----
<b>Lower Unit Limit</b>	3
<b>Upper Unit Limit</b>	
<b>Prerequisites</b>	WRI 10
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	Examining current and historical issues of grammar, style, and usage, students in WRI 104 will refine their personal style as writers while they also strengthen their command of formal academic discourse.
<b>TIE Code</b>	T: Lecture
<b>Reasons for Request</b>	New Course
<b>Brief Explanation of Change(s)</b>	
<b>Total Contact/Non-contact Hours Per Week</b>	Lecture: 3 contact, 6 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
<b>Total Hours Per Week</b>	9
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	20
<b>Maximum Enrollment Reason</b>	----
<b>Cross-listing</b>	
<b>Conjoined</b>	
<b>Cross-listed Schools</b>	----
<b>Can this course be repeated?</b>	No
<b>How many times?</b>	

**Resource Requirements**

Standard classroom with IT resources.

**Does this satisfy a General Education Requirement?**

Yes

 [WRI 104](#)

**Course Outline and/or Additional Documentation**

[Course  
Outline.pdf](#)  
(116Kb)



## New Course Proposal: WRI 104 Personal Style and Formal Writing

Merritt Writing Program

Robert Ochsner

### Course Purpose:

Examining current and historical issues of grammar, style, and usage, students in WRI 104 will refine their personal style as writers while they also strengthen their command of formal academic discourse. Standard “prescriptive” rules of grammar will be examined to determine their origins and to assess their current significance for acceptable formal expression. Although this course will not be appropriate for students who need instruction in remedial grammar and writing, it will help those who wish to become better writers as they become more informed about appropriate uses of personal style, standard usage, and traditional grammar.

### Course Goals:

This course will also introduce students to issues of social conventions in writing, or what is partly a matter of accepted traditions (e.g., lexical differences in British vs. American vs. other variants of Commonwealth prose) and partly a matter of divided usages (e.g., when to use relative pronouns such as *that*, *which*, and *who*). In a broader sense, WRI 1104 is intended for students who wish to derive the maximum benefit from understanding the practical applications of personal style to their own writing with intentional adjustments made for purpose and audience.

The linguistic and semiotic study of style, grammar, and usage often becomes a variant analysis of language politics-- the declining acceptance of third person singular “he” as a generic reference demonstrates this point. As a political issue students should realize that changes in usage such as the substitution of gender neutral phrasing to avoid sexism is a relatively trivial linguistic problem but a significantly complex one for cultural acceptance. Other matters of personal style and accepted usage intersect current political and cultural issues such as the teaching of variant “Englishes” in lieu of standard English, or the understanding of “netiquette” rules for sending electronic messages versus the rules of conventional usage for expression in traditional static print.

### Course/Student Learning Outcomes

After completing WRI 104, students should be able to identify and define distinctive characteristics of personal and formal styles in writing; explain the appropriate contexts for using these styles; and in their own writing generate examples of a deliberately constructed personal identity. Another outcome will demonstration of a student’s basic understanding of English grammar.

- Identify, generate, and explain defining features of the major form classes
- Analyze and correctly label lexical, syntactic, semantic, and discourse-level features of written texts
- Recognize and indicate grammatical issues/problems in current and historical contexts (in quizzes ad written assignments)
- Recognize and indicate grammatical issues/problems from opposing or complementary perspectives (in quizzes ad written assignments)
- Provide helpful, supportive evaluations of peers’ writing and other course work
- Revise writing by incorporating relevant advice for changes
- Collaborate successfully on group tasks and class projects
- Support your classmates as members of the same learning community

This course also attends directly to the American Association of Colleges and Universities (AAC&U) “value” rubrics for “Written Communication” and “Critical Thinking.”

**To support student success coherently across the MWP coursework, the above Course-specific Learning Outcomes help students to reach the expectations of the MWP Program Learning Outcomes:**

This course meets all five of the MWP's Program Learning Outcomes: Process, Rhetoric, Collaboration, Research Ethics and Craft. The process outcome requires critical reading, formal writing and development of public speaking which will be met with the inclusion of formal writing assignments and individual presentations. Rhetorical forms of expressions and craft awareness will be accomplished through writing after students have carefully identified conventions standard usage in English. For collaboration, students will be participating routinely in class group work, peer review, and a group project. All assignments will require students to know and perform the ethical standards of academic research in order to find and utilize academically reliable sources.

### **Connection to MW Program and GE Guiding Principles**

Of the eight general education guiding principles, students will be practicing leadership and team work in their group presentations and through everyday collaborative activities in the classroom. They will be able to effectively communicate the principles of various disciplines and practice their craft through a variety of writing formats. For the purpose of self and society, students will attain understanding of a broader cultural context by learning about formal and informal standards for English usage and thus better realize how language signals their place in a discourse community both inside and outside of UCM. This course also feeds into the guiding principles of aesthetic understanding and creativity because all students will be exposed to a wide range of written style that will enhance their comprehension and use of creative expression. With these principles in mind, the course aims to broaden student perspectives to recognize and value appropriate uses of written English inside and outside the classroom.

### **Assessment of Student Learning**

For learning assessment and curriculum evaluation, the course will include two initial drafts of approximately 2-3 pages each and a cumulative final draft of about 6 pages. Students will also complete weekly in-class "minute" writings and maintain an annotated portfolio of their course work including self-assessments of progress and about eight quizzes; the total number of will vary depending on the progress of the entire class. There will also be a midterm and final exam. Regular attendance, sustained effort to participate in class activities, and timely completion of online exercises will also affect a final grade. To inform adjustments in subsequent delivery of this course, the Students Assessing Teaching and Learning program will conduct focus group sessions with students before the midpoint of the semester and after the course has ended. If any WRI 104 students are also completing a minor in writing, we will ask them to participate in a subsequent focus group that addresses issues of integrated learning across the minor curriculum. The schedule of this longitudinal assessment will vary according to the progress of individual students in their completion of the minor in writing.

# USTU 010: Introduction to Undergraduate Studies

<b>Course Title</b>	Introduction to Undergraduate Studies
<b>Abbreviated Course Title</b>	Intro to Undergraduate Studies
<b>Course Subject</b>	USTU
<b>Course Number</b>	010
<b>School Submitting Request</b>	SSHA
<b>Division</b>	Lower Division
<b>Effective Term</b>	Fall 2015
<b>Discontinuance Term</b>	----
<b>Lower Unit Limit</b>	1
<b>Upper Unit Limit</b>	
<b>Prerequisites</b>	
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	Restricted to freshmen (under 30 units accrued for graduation)
<b>Course Description</b>	Combining weekly, large-group, interactive lectures and small-group discussion sessions, this course focuses on topics related to navigating campus life and strategies for effective learning at UC Merced. Includes reflective writings and engagement in activities on campus that promote self-empowerment and academic success.
<b>TIE Code</b>	T: Lecture
<b>Reasons for Request</b>	Other
<b>Brief Explanation of Change(s)</b>	We would like to update the repeat policy on USTU 10, adding no opportunities to repeat the course for credit. Because USTU 10 is a pass/fail course (and is not thematic/topics-based), the ability to repeat the course for credit would be counter-productive.
<b>Total Contact/Non-contact Hours Per Week</b>	Lecture: 1 contact, 2 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
<b>Total Hours Per Week</b>	3
<b>Grading Options</b>	Pass/No Pass Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	35

**Maximum Enrollment Reason** ----  
**Cross-listing**  
**Conjoined**

**Cross-listed Schools** ----

**Can this course be repeated?** No

**How many times?** 0

**Resource Requirements**

A standard classroom assignment is requested; no special IT needs are necessary. Personnel includes Student Affairs staff, in addition to faculty (this course is team taught between Student and Academic Affairs units).

**Does this satisfy a General Education Requirement?** No

**Course Outline and/or Additional Documentation**  [USTU 10 Course Outline.pdf \(58Kb\)](#)

**UNIVERSITY OF CALIFORNIA, MERCED**  
**USTU 010 Freshman Year Experience**

Welcome to USTU 010. Our goal in this course is to offer you one of the most empowering and valuable learning experiences of your college career. Even if you have struggled in the past academically, this course will—if you read the materials and complete all of the assignments—help you to succeed in the future.

Please read this syllabus with care, because we can reach our goal only with your full commitment and cooperation. In fact, your first quiz will cover this syllabus' content.

- I. Course Description:** USTU 010 Freshman Year Experience is for every kind of learner. This course is designed to help you create greater success in college and in life. In the coming weeks, you will learn many proven strategies for optimizing your effectiveness in every kind of class that you take. In addition, we explore the life applications of learning and success strategies, to help you develop habits that will enhance your personal and professional life, now and into the future.

Your textbook, *On Course: Strategies for Creating Success in College and in Life*, has been enjoyed by tens of thousands of college freshmen across the country. You will see passages in it written by past students, who help to demonstrate the value of the course. You also will notice that the book is interactive, and it differs from most of your other course textbooks. Dedication to completing every book and class assignment – readings, exercises, and written reflections alike, is a requirement of this course, and is critical to keeping up with class discussions. You must enter the classroom on time every time, ready for a 5-minute quiz on the most recent reading assignment.

We meet just once a week, but you will find that this course's topics blend into your daily existence, as you grow increasingly mindful of how each chapter applies to the choices you make, how you speak to yourself about your own potential, how you spend your time, and the steps that you take every day toward realization of your short-term and long-term dreams. Your weekly reflective writing assignments permit you the opportunity to track and acknowledge your growing awareness of what it means to be “on course.” Are you a *creator* or a *victim*? This course teaches you the meaning of these words, and techniques for adhering to the outlook, lifestyle, and learning methods of the former, even in the most challenging situations.

**II. Course Goals and Outcomes:**

<p><b>Course Goals:</b> Students who participate fully and complete this course will learn and practice techniques revolving around:</p>		<p><b>Learning Outcomes:</b> At the end of this course, students will be able to demonstrate the following:</p>	<p><b>i.</b> Define terms relevant to self-awareness, goal setting, and academic and personal motivation. Apply the terms to your own experiences.</p>	<p><b>ii.</b> Demonstrate techniques for effective learning and studying, and explain orally and in writing how they are accomplished and their perceived effectiveness.</p>	<p><b>iii.</b> Collaborate with classmates and Peer Mentors in class discussions, exercises, and informal presentations.</p>	<p><b>iv.</b> Adopt and articulate new positions on future goals, self-worth, self-talk, and self-acceptance.</p>	<p><b>v.</b> Create a portfolio of reflective written pieces and exercises that demonstrate the meaning of being <i>on course</i> as a successful student and future professional.</p>
<p><b>Self Management and Personal Responsibility:</b> Effective methods for advancing and understanding emotional intelligence and time management.</p>			X	X	X	X	X
<p><b>Learning Effectiveness and Study Skills:</b> Understand current research about how the brain learns, discover your learning style, and try new techniques to accommodate your preferred learning methods.</p>				X	X		X
<p><b>Self-Motivation and Self-Esteem:</b> Create greater inner motivation by discovering your own personally meaningful values, goals and dreams; Begin to develop self-acceptance, self-confidence, self-respect, self-love, and a firm sense of self-worth, particularly in the academic setting.</p>			X		X	X	X

### III. Format and Procedures:

Class begins promptly at 3:30 on Wednesdays and written work is turned in no later than 3:31, on paper, in class. Electronic submissions via e-mail are not accepted. Please arrive on time, with your work ready to submit. Every class session opens with a 5-minute quiz, and the quiz will be easy to pass if you have arrived ready for class, with the reading assignment complete. No make-up quizzes are available, so don't be late.

Class begins every day with a large-group lecture, or a demonstration or discussion related to the week's assigned chapter. Class sessions conclude in small groups led by student Peer Instructors and the professional instructors, where you will engage in exercises to prepare you for your weekly goals and your writing assignment. **Class will be held during Thanksgiving week, and you are not excused from attendance that day. Please plan your travels accordingly, after the conclusion of your Wednesday classes.**

#### **Outside Activity Attendance:**

You are required to attend at least 2 workshops outside of class, offered by the Calvin E. Bright Success Center, Center for Career and Professional Advancement, Residence Life, Wellness, or other designated program on campus. Information about some of these events will be highlighted in class and in CROPS and e-mail announcements.

#### **IV. Course Requirements:**

##### **a. Class attendance and participation policy:**

- Attendance is required, as is on-time arrival. You are to remain present for the class session for the full duration every time.

If you must miss a class due to illness, contact one of the instructors before the class session if at all possible. If you cannot make contact prior to class, same-day contact is expected. Arrangements may possibly be made to accept your assignment late, in the case of legitimate illness.

All students are encouraged to participate actively in every session. Please sit as close to the front of the room as possible.

Note-taking in this class is to be done on paper by hand, no exceptions. You are required to turn off all laptops or try to leave them behind. We recommend that this be your practice in all of your classes (unless otherwise instructed), and type your notes into the computer after class, as a method of review. There are to be no electronic devices of any sort in use during class for any purpose whatsoever.

- **Bring your book to class.** This will be used for many activities, and **it is necessary for you to have your own book to work from**, rather than share with a neighbor, for several activities. You are required to have the current edition of *On Course*, which is the **7<sup>th</sup> edition**.

- b. **Course readings:** The weekly schedule below shows the reading assignments from the *On Course* textbook. Weekly reading assignments are not extensive, but they do require timely attention, active engagement with the questions that they pose, and the exercises that they present to you.
- c. **Writing Assignments:** Every week you will be assigned at least one reflective writing assignment, of no fewer than 500 words. Instructions are handed out in class for each assignment or will be on the CROPS site. It is important to take note each week of the instructions for the assignment, as some will involve more extensive writing, or completion of written exercises taken from the course text. **All assignments are to be word processed, and must be submitted on paper, as you enter class. Papers are due during the first minute of class. You are also required to submit your paper through the course CROPS site, but this is purely for record keeping and does not count for assignment credit when done without also submitting a paper copy in class. Do NOT submit your papers in the “drop box” on CROPS. Submit them as an upload in the assignments section.**

Please note that “printer problem” is not an acceptable reason for not submitting an assignment in a timely manner. Always print out your work ahead of time, to ensure that you have paper, ink, and a working printer.

- d. **Course assignments and projects:**
  - i. **Attendance and Participation**
  - ii. **Weekly Reflective Writings**
  - iii. **Weekly Quizzes**
  - iv. **Outside Activity Attendance**
  - v. **Final Project or Portfolio (includes compilation of writings, mission statement, final reflection, other items as assigned)**
  - vi. **Grading Procedures:**

Participation*	20%
Weekly Quiz (scored/graded)	30%
Weekly Writing	30%
Final Portfolio (graded)	20% (non-submittal of this automatically results in a course grade of No Pass)

A grade of “Pass” in this course equals C or better. However, your weekly writing grades are marked as Pass or No Pass, with “No Pass” written assignments possibly returned to you for improvement within 1 week, if they do not demonstrate the proper level of preparation. These assignments that are not resubmitted in improved form receive a 0.



All elements – participation, quiz grades, and timely submittal of well prepared assignments – count toward your final grade. **You must pass every element of the course to pass the courses (e.g. passing all quizzes, while skipping occasional papers, will result in a grade of NP).**

**V. Academic Integrity:**

- a. Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy. Any work submitted by a student in this course will be the student's own work.
- b. You are encouraged to work together and to discuss information and concepts covered in lecture and the discussions with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e mail, an e mail attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.
- c. Conversation, collaboration, or any communication among students during quizzes is not permitted, and may result in a grade of F for all parties involved. Further sanctions may result in a course grade of No Pass.

**VI. Accommodations for Students with Disabilities:** The University of California Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodations.

VII. Weekly Schedule: Subject to Change.

DATE	TOPIC	Prepare in Advance (Read/do prior to class)	Outcomes
<b>September 8</b>			
	Introduction to Course		
<b>September 15</b>			
	<b>Chapter 1:</b> Getting On Course to Your Success; The Culture of Higher Education	<b>Complete:</b> Self Assessment <a href="http://college.cengage.com/collegesurvival/downing/on_course/4e/students/index.html">http://college.cengage.com/collegesurvival/downing/on_course/4e/students/index.html</a> Click on Textbook Sites; <i>On Course 7<sup>th</sup> edition</i> <b>Read:</b> 1-5, and 10-20 <i>This week's quiz is on the syllabus content. Read this syllabus at least 3 times!</i>	i, ii, iii
<b>September 22</b>			
	<b>Finish Chapter 1:</b> How the Brain Works, Self-Esteem, College Culture, etc.	<b>Read:</b> pages 21-26; 31-33.	
<b>September 29</b>			
	<b>Chapter 2:</b> Accepting Personal Responsibility and Making Wise Decisions  <b>In Class:</b> Case Study "The Late Paper"	<b>Read:</b> pages 41-52 <u>and</u> Read case study: "The Late Paper" page 40	i, ii, iii
<b>October 6</b>			
	<b>Chapter 2:</b> Making Wise Decisions; your Inner Conversation	<b>Read:</b> pages 55-59 and 63-67	i, ii, iii, iv
<b>October 13</b>			
	<b>Chapter 3:</b> Motivation and Visualizing your Future	<b>Read:</b> pages 77-82 and 84-93; 98-100	i, ii, iii, iv
<b>October 20</b>			
	<b>Chapter 4:</b> Mastering Self-Management	<b>Read:</b> pages 113-116;118-122	i, ii, iii
<b>October 27</b>			
	<b>Chapter 4, Continued:</b>	<b>Read:</b> pages 127-130; 136-139	i, ii, iii

	Developing Self-Discipline		
<b>November 3</b>			
	<b>Chapter 5:</b> Employing Interdependence; Being Assertive	<b>Read:</b> pages 151-155; 158-159; 161-166; 169-172	i, ii, iii
<b>November 10</b>			
	<b>Chapter 6:</b> Gaining Self-Awareness – Identifying your Scripts	<b>Read:</b> pages 183-185; 186-191; 192-194; 201-203 (Including Case Study in Critical Thinking Strange Choices, page 182)	I, ii, iii, iv
<b>November 17</b>			
	<b>Chapter 7:</b> Lifelong Learning and Integrity, Learning Styles	<b>Read:</b> pages 217-222; 224-225; come to class with learning preference survey completed, scores calculated	
<b>November 19</b>			
	<b>Chapter 7,</b> continued: Employing Critical Thinking	<b>Read:</b> pages 231-235 and 239-241; groups begin work on final projects	
<b>November 24</b>			
	<b>Chapter 8:</b> Believing in Yourself	<b>Read:</b> 255-257 and 259-267; groups work on final projects; learning outcomes assessment in class (survey)	i, ii, iii, iv
<b>December 1</b>			
	<b>Chapter 8,</b> <b>Continued:</b> Reducing Stress	<b>Read:</b> Groups work on final projects; Course Evaluations in class.	i, ii, iii, iv, v
<b>December 8</b>			
		Final Presentations	i, ii, iii, iv, v

**\*\*\*Weekly Schedule is subject to change.**

# ENG 166: Nineteenth Century Drama and Adaptation

<b>Course Title</b>	Nineteenth Century Drama and Adaptation
<b>Abbreviated Course Title</b>	19th C. Drama and Adaptation
<b>Course Subject</b>	ENG
<b>Course Number</b>	166
<b>School Submitting Request</b>	SSHA
<b>Division</b>	Upper Division
<b>Effective Term</b>	Fall 2015
<b>Discontinuance Term</b>	----
<b>Lower Unit Limit</b>	4
<b>Upper Unit Limit</b>	
<b>Prerequisites</b>	WRI 010
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	From Peter Pan to Oscar Wilde comedies to Gilbert and Sullivan operas, nineteenth century England produce several important kinds of theater. This class explores Romantic verse drama, comic opera, farce, melodrama, and dramatic realism. T: Seminar-Topical
<b>TIE Code</b>	New Course
<b>Reasons for Request</b>	New course to serve the English major and upper division GE requirements.
<b>Brief Explanation of Change(s)</b>	Lecture: 0 contact, 0 non-contact Lab: 0 contact, 0 non-contact Seminar: 3 contact, 9 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
<b>Total Contact/Non-contact Hours Per Week</b>	
<b>Total Hours Per Week</b>	12
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	25
<b>Maximum Enrollment Reason</b>	----
<b>Cross-listing</b>	
<b>Conjoined</b>	
<b>Cross-listed Schools</b>	----
<b>Can this course be repeated?</b>	No

**How many times?**

**Resource Requirements**

Classroom with full audio-visual capabilities.

**Does this satisfy a General Education Requirement?**

Yes

**Course Outline and/or Additional Documentation**

 [ENG 166 Course Outline.pdf \(83Kb\)](#)

## English 166: Nineteenth Century Drama and Adaptation

### COURSE DESCRIPTION

Did you know that when writing his novels Dickens was known to act out his characters in the mirror? Were you aware that Dickens's novels were adapted for the stage even before they were completed? Have you heard of the popular play *Jane Eyre or the Secrets of Thornfield Manor*? Did you know that Queen Victoria went to see Boucicault's melodrama *The Corsican Brothers* five times in 1852? We often think of the nineteenth century as the age of the novel—the century that produced great novelists, such as Austen, the Brontës, Eliot, and Dickens. However, as these anecdotes illustrate, the novel was not the only show in town. This course shines the spotlight on that often upstaged but nevertheless central character in nineteenth-century literature and culture: the theatre. With an eye toward socio-cultural contexts and concerns, we will examine the thematic and technological changes of nineteenth-century theatre. In what ways do changes in dramatic style reflect social changes? What aspects of identity, in terms of class, gender, and race, are destabilized or reinscribed by the nineteenth-century stage? What can theatrical adaptations tell us about the cultural and historical moments in which they are produced? We will pursue these questions and more through an exploration of Romantic verse drama, comic opera, farce, melodrama, and dramatic “realism.” Readings will include works by Joanna Baillie, Gilbert and Sullivan, Dion Boucicault, Netta Syrett, J.M. Barrie, George Bernard Shaw, and Oscar Wilde.

### COURSE GOALS

Class time and assignments are structured to develop several skills: the ability to identify and interpret several nineteenth century plays across many genres; an understanding of the Victorian theater and the historical context that shaped and was shaped by these plays, and the novels from which they were often adapted; the capacity to do advanced library and internet research and synthesize the secondary and primary sources into an argumentative paper; and enhanced public speaking and interpretive skills gained through acting scenes from nineteenth century plays.

### COURSE LEARNING OUTCOMES (CLOs):

After engaging with this course actively and thoughtfully, students will be able to do the following. These items are linked to the Program Learning Outcomes expected of all majors:

1. **Identify** several of nineteenth century plays, as well as the people, places, and events that shaped the world in which these plays were written. (Addresses PLO 1)
2. **Appreciate** the aesthetic qualities and ethical complexities of these plays, and consider why they continue to be popular. (Addresses PLO 2)
3. **Empathize** with historical, geographic, and cultural diversity by reading plays written in 19<sup>th</sup> century Britain. (Addresses PLO 3)
4. **Interpret** texts through both literary and dramatic lenses, with due sensitivity to both textual and contextual cues. (Addresses PLO 1)
5. **Perform** scenes from these plays, enhancing public speaking, interpretation, and collaboration skills. (Addresses PLOs 2 and 4)
6. **Practice advanced research skills:** locate secondary and primary sources found in books, articles, and databases; synthesize those sources to support an argument; write a paper supported by research; and document that research according to academic standards. (Addresses PLOs 1 and 4 and 5)

7. **Articulate evaluations** of nineteenth century dramatic writing and of performances of it, in speech and writing, cogently and with sensitivity to context. (Addresses PLOs 1 and 2 and 5)
8. **Apply** interpretive strategies and research skills developed in historical literary/theatrical study to other academic and professional contexts. (Addresses PLO 4)

All above CLOs are applicable to the Literature and English Major, and to the General Education program as well.

#### PLANNED LEARNING OUTCOMES (PLOS) FOR THE ENGLISH MAJOR

1. Interpret texts with due sensitivity to both textual and contextual cues.
2. Articulate an appreciation of the aesthetic qualities of texts by the standards of their times and places.
3. Demonstrate historical, geographic, and cultural empathy by reading texts written in other times, places, and cultures.
4. Apply interpretive strategies developed in literary study to other academic and professional contexts.
5. Write cogently and with sensitivity to audience.

#### GENERAL EDUCATION GUIDING PRINCIPLES

This course particularly emphasizes the following four General Education Guiding Principles:

**Communication:** analyzing nineteenth century writing and communicating responses to it to the class and faculty member; developing public speaking skills through performance.

**Aesthetic understanding:** appreciating the unique qualities of Victorian plays, despite or perhaps because of their difficulty compared to other types of writing.

**Creativity:** both appreciating dramatic creativity by reading many different plays, and responding creatively to that work through writing and a performance project.

**Appreciation of diverse perspectives in both global and community contexts:** learning about the historical and geographic context of nineteenth century Britain, different as it is from our own, and thinking about how this particular context shaped the writing of these plays and the novels from which they are often adapted, while also considering how and why the theater was such an important cultural art form during this period.

# WRI 121: International Rhetoric

<b>Course Title</b>	International Rhetoric
<b>Abbreviated Course Title</b>	International Rhetoric
<b>Course Subject</b>	WRI
<b>Course Number</b>	121
<b>School Submitting Request</b>	SSHA
<b>Division</b>	Upper Division
<b>Effective Term</b>	Fall 2015
<b>Discontinuance Term</b>	----
<b>Lower Unit Limit</b>	4
<b>Upper Unit Limit</b>	
<b>Prerequisites</b>	WRI 10: College Reading and Composition and one of the following â WRI 100: Advanced Composition OR WRI 105: Grammar and Style OR WRI 120: Rhetorical Theory
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	Focused on non-Western authors writing in English (and sometimes in translation), students will identify and analyze various cultural contexts that shape rhetorical choices and styles. Centered on one or two specific geographic regions, historical moments or genres, this course fosters critical engagement with rhetorical analysis, linguistic adaptations, and composition styles.
<b>TIE Code</b>	T: Lecture
<b>Reasons for Request</b>	New Course
<b>Brief Explanation of Change(s)</b>	
<b>Total Contact/Non-contact Hours Per Week</b>	Lecture: 4 contact, 8 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
<b>Total Hours Per Week</b>	12
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	20
<b>Maximum Enrollment Reason</b>	----



**Cross-listing**

**Conjoined**

**Cross-listed Schools**

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**Can this course be repeated?**

No

**How many times?**

**Resource Requirements**

Standard instructional technologies.

**Does this satisfy a General Education Requirement?**

Yes

**Course Outline and/or Additional Documentation**

 [WRI 121 Course Outline.pdf \(30Kb\)](#)

**“International Rhetoric”**  
WRI 121

**Course Purpose**

In WRI 121: International Rhetoric, students will be introduced to international authors writing in English (and sometimes in translation) with opportunity to identify and analyze various cultural contexts that shape rhetorical choices and styles. Given this translation of cultural and/or linguistic elements into English, the complexities of accurately and clearly representing non-Western rhetoric(s) will be explored. This is a four-credit course that meets one of the upper division requirements for Writing Minor coursework and fulfills one General Education elective credit. The prerequisite for taking WRI 121 will be WRI 10: College Reading and Writing and one of the following – WRI 100: Advanced Composition, WRI 105: Grammar and Style, or WRI 120: Rhetorical Theory.

This course design requires students to analyze rhetorical traditions from various cultures to distinguish non-Western composition styles and cultural and/or linguistic adaptations. Based on instructor discretion, the course will center on one or two specific geographic regions, historical moments or genres and foster critical engagement with primary and secondary sources (such as historical documents, poetry, political propaganda, fiction, newspaper stories and/or other cultural artifacts of interest) to understand distinctions in writing strategies. While students will not be asked to replicate all of these genres studied, we will identify the socio-cultural factors behind composition in the region and locate specific rhetorical patterns. This kind of course enables students to address cultural challenges, broaden their worldview, and collaborate with peers on global topics and perspectives.

**Course Learning Outcomes (CLOs)**

In this course, writing is understood to be a cultural product. Three learning outcomes are associated with this Communication guiding principle: analyze rhetoric within globally diverse writings, identify the ways in which rhetorical choices have cultural influences, and engage with the complexity of representing non-Western rhetoric(s). Students should be able to identify significant values in at least one geographical region, genre or historical moment. Students will analyze rhetorical decision-making within cultural contexts to demonstrate audience awareness in a global context. Further, students will classify unique or mediated linguistic elements (specific vocabulary, formatting, syntax, etc). Generally, students will be able to articulate how cultural knowledge informs their perceptions of themselves and the world around them.

**Connection to Writing Minor Program and GE Guiding Principles**

This course meets all five of the MWP’s Program Learning Outcomes: Process, Rhetoric, Collaboration, Research Ethics and Craft. The process outcome requires critical reading, formal writing and development of public speaking, which will be met with the inclusion of formal writing assignments and presentations. Academic writing and craft

awareness will be accomplished through papers after students have carefully decoded many of the conventions found in the course's cultural writing artifacts. For collaboration, students will be participating heavily in group work, peer review and a group presentation project. All assignments will require students to know and perform the ethical standards of research in order to find and utilize academically reliable sources.


Of the eight guiding principles, students will be practicing leadership and team work in their group presentations and through everyday collaborative activities in the classroom. They will be able to effectively communicate the principles of one or two international regions and practice their craft through writing. This course will also be writing-intensive, with students required to write anywhere from 5000-8000 words over the course of the semester. Prominently, this course centers on the outcome of self and society since students will attain a broader cultural context by defining the history and social practices of the region and thus better realizing their place in the community both inside and outside of UCM. Lastly, this course supports aesthetic understanding and creativity because all students will be exposed to a wide range of international texts and media that aid in their comprehension of the value of cultural development. With these principles in mind, the course aims to broaden student perspectives to believe in the value of cultural awareness.

### **Learning Assessment**

Overall, the course assignments aim to foster student agency, collaboration and research ethics by requiring multiple kinds of research and presentation projects. Assignments include short preparatory analysis papers (2pgs each) to brainstorm ideas for the long paper, one individual presentation (a project proposal) that scaffolds towards one long argumentative essay (10pgs), and one group presentation. While students will mostly compose persuasive and close reading essays (and not creative writing work) that stem from primary and secondary research, these short essays will serve as catalysts for the final paper where students instruct peers on one culturally-focused rhetorical topic. Primary readings will include theoretical and critical articles that engage with the following themes: marginalization of texts, hybridity of writing styles, rhetorical mimicry, cultural hierarchies, and sense of place.

# PSY 120: Health Psychology

<b>Course Title</b>	Health Psychology
<b>Abbreviated Course Title</b>	Health Psychology
<b>Course Subject</b>	PSY
<b>Course Number</b>	120
<b>School Submitting Request</b>	SSHA
<b>Division</b>	Upper Division
<b>Effective Term</b>	Fall 2015
<b>Discontinuance Term</b>	----
<b>Lower Unit Limit</b>	4
<b>Upper Unit Limit</b>	
<b>Prerequisites</b>	PSY 001
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
 <b>Course Description</b>	 This course will introduce students to a breadth of topics in health psychology, behavioral medicine, and public health. Particular emphasis is placed on the roles of psychological processes in altering physical and mental health, promoting well-being, preventing illness, and treating disease.
 <b>TIE Code</b>	 T: Lecture
 <b>Reasons for Request</b>	 New Course New Course Number
 <b>Brief Explanation of Change(s)</b>	 We renumbered most courses 7 years ago to use a decade system so that similar courses would be grouped together. However, a registrar rule (cannot reuse a number that has been used in the last 7 years) required we wait to finish the renumbering till now. This renumbers Health Psychology from 147 to 120, so that the 120s are all our health psychology courses.
 <b>Total Contact/Non-contact Hours Per Week</b>	 Lecture: 3 contact, 9 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
 <b>Total Hours Per Week</b>	 12
 <b>Grading Options</b>	 Letter Grade Only
 <b>In Progress Grading</b>	

<b>Maximum Enrollment</b>	120
<b>Maximum Enrollment Reason</b>	----
<b>Cross-listing</b>	
<b>Conjoined</b>	
<b>Cross-listed Schools</b>	----
<b>Can this course be repeated?</b>	No
<b>How many times?</b>	
<b>Resource Requirements</b>	The usual classroom with audiovisual projection capabilities.
<b>Does this satisfy a General Education Requirement?</b>	Yes
<b>Course Outline and/or Additional Documentation</b>	 <a href="#">PSY 120 Course Outline.pdf (206Kb)</a>

University of California, Merced  
**PSY 120 Health Psychology**

**Office hours**

Office hours span across different days during the week to create a convenient schedule for students. Due to potential scheduling conflicts, it will not be possible to accommodate special appointments outside office hours that are requested less than 48 hours in advance. Therefore, last-minute appointments cannot be accommodated.

**Course description**

The major objective of this course is to introduce students to a breadth of topics in health psychology, behavioral medicine, and public health. Particular emphasis is placed on the roles of psychological processes in altering physical and mental health, promoting well-being, preventing illness, and treating disease.

**Course Goals**

These are aims we hope to accomplish in the course:

1. To introduce major theories, concepts, perspectives, and empirical findings in health psychology, behavioral medicine, and public health
2. To explain how psychological theory and empirical research are used to help explain health behavior and well-being in individuals, groups, and society as a whole
3. To show how researchers utilize methods and techniques to investigate empirical questions in health psychology
4. To present how practitioners, medical care providers, and policy makers use health psychology in practice
5. To help students acquire and hone critical thinking skills to dissect and integrate scientific information
6. To expose students to multiple disciplines represented in health psychology

**Course Learning Outcomes (CLOs)**

At the end of the semester, students should be able to:

1. Describe major theories, concepts, perspectives, empirical findings, methods, and techniques used in health psychology, behavioral medicine, and public health (Assessed by exams and assignments)
2. Implement the major theories, concepts, perspectives, and empirical findings in health psychology to explain health behavior and well-being (Assessed by assignments)
3. Integrate different perspectives discussed in class to explain health behavior and well-being (Assessed by assignments)
4. Critically dissect, integrate, and use scientific literature (Assessed by exams and assignments)

Below are the four Program Learning Outcomes (PLOs) for the Psychology program. Students who complete the Psychology major will:

1. Show knowledge of the key substantive content of the field of psychology, including memory and thinking, sensory psychology and physiology, developmental psychology, clinical and abnormal psychology, and social psychology.
2. Demonstrate that they understand the basic principles of and correctly interpret applications of the designs and methods that psychologists use to gather data.
3. Show that they can understand and correctly interpret the statistical analyses psychologists use to analyze data.
4. Show that they understand and can apply the writing style used in psychological literature (APA style).

The CLOs for this course coherently support students' engagement with PLOs 1, 2, and 4.

### **General Education Principles**

This course counts towards General Education credits. The course aligns with the following three Principles.

- **Communication:** Students will practice their writing skills with attention to APA formatting practices. Students will also practice presenting in front of peers, as well as working in a team.
- **Self and Society:** Students will be exposed to diverse perspectives of modern society in order to work knowledgeably in an ethnically and culturally diverse setting.
- **Ethics and Responsibility:** Students will follow ethical guidelines in their writing and presenting assignments.

### **Format, procedures, and expectations**

The following expectations are to enhance your ability to learn in this class, to avoid disruption and distraction, and to improve the quality of the classroom experience. Repeated failure to meet these expectations may result in a lower grade for the course<sup>1</sup>.

Students are expected to take an active role in course participation. This includes regular engagement in discussion of course readings and concepts. Students are invited to ask questions, 1: UC Merced Office of Student Judicial Affairs material presented, and demonstrate respect and sensitivity to individual differences and opinions. Awareness of the discussion topic and context is expected. Thus, class attendance is fundamental to student learning. Students are expected to attend all classes, **read all designated articles and chapters prior to class meetings**, and complete assignments according to the schedule. Any **assignments turned in late will automatically receive a grade zero**, unless prior arrangements have been made with the instructor. Promptness to class is expected, unless the instructor is notified in advance.

Each student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, take frequent breaks, interrupt the class by coming to class late, engage in loud or distracting behaviors, use cell phones or pagers in class, use inappropriate language, are verbally

abusive, display defiance or disrespect to others, or behave aggressively toward others could be asked to leave the class and be subjected to disciplinary action. Use of internet browsing, e-mail exchange, text messaging, or instant messaging during class will not be tolerated.

No taping, filming, or photography in class without prior permission. Such activities are distracting and may infringe upon privacy or copyright.

### **Email etiquette<sup>1</sup>**

You are expected to write as you would in any professional correspondence. Email communication should be courteous and respectful in manner and tone. Do not send emails that are curt or demanding. Also, do not expect an immediate response via email. Normally, a response will be sent within two business days. If your email/question is sent at the last minute, it may not be possible to send you a response before an assignment is due or a test is given.

### **Attendance**

Attendance is not mandatory during the first 12 weeks of the semester, although attending every lecture is highly recommended. Note that there are no scheduled lectures during week 13 (November 25 and 27; Thanksgiving). **Attendance is mandatory during week 14-15 of the semester**, when students will present their group project. Attendance will be checked in week 14-15 and failure to attend those lectures will result in a lower grade for the course.

### **Textbook**

Straub, R.O. (2012). Health Psychology: a biopsychosocial approach (3rd edition). New York: Worth Publishers.

### **Additional readings**

To be announced during lectures and posted on UCM Crops.

### **Grading**

Your grade consists of 3 exam scores, discussion participation & summary, a group assignment and a movie report. Your letter grade will be assigned according to the following percentage scale:

97-100=A+	87-89=B+	77-79=C+	67-69=D+	0-59=F
94-96=A	84-86=B	74-76=C	64-66=D	
90-93=A-	80-83=B-	70-73=C-	60-63=D-	

A grade of 'I' (Incomplete) will be assigned only at the discretion of the instructor and only in the event of extraordinary circumstances. A written request must be filed and a written approval granted before the Incomplete may be taken.

Exams: Two Midterms (2x 15%) and one Final Exam (30%)



There will be 3 exams given during the semester: two midterms and a final exam. These exams are comprised of multiple-choice questions, with the possibility of some true-false, matching, and short answer questions. The midterms will each count for 15%. The final exam will count for 30%.

Study guides will **not** be provided. All exams consist of questions based on the textbook, all material covered during lectures, videos shown during lectures, handouts given in class, and the assigned readings.

#### Class Discussion and reports (15%)

During the course of the semester, we will break out into small discussion groups to critically examine empirical articles or a problem in health psychology. After class, there will be a short writing assignment that summarizes each groups' discussion. These summaries will be graded.

#### Group assignment (20%)

Students will be asked to complete a group project relating to the aspects of health psychology that will be covered in the course. The project will be discussed in class in the fourth week of the semester. Groups will consist of approximately 6 students. Groups will be expected to meet various deadlines for components of their project throughout the semester, and will be required to give a presentation of the project to the class at the end of the semester. Group members will be asked to evaluate their (and their group members') contributions to the project.

All assignments and an individual report are to be completed and submitted via UCM Crops.

#### Movie Report (5%)

During the semester, a movie on genetics will be shown. Students are expected to write a short individual report based on this movie. The report has to be submitted via UCM Crops and will be graded.

**All assignments are to be uploaded in the ASSIGNMENTS link on UCM Crops.**

**Do NOT use the Dropbox.** If you place assignment in the dropbox without uploading into the proper assignment page, they will not be graded and you will not received points for that assignment. Assignments are to be turned in by 11:55 PM the day it is due. UCMCrops is programmed to close submissions at 11.55 pm. Computer-related issues are not accepted excuses for missed or late assignments.

Make-ups for missed exams or assignments are permissible only for serious medically-related issues. In this case, the student should provide the professor with written documentation from the student health center or a doctor. The ability to make up an exam is determined solely by professor Tiemensma. Depending on the circumstances of the make-up exam or assignment, the right is reserved to give a make-up consisting entirely of essay questions.

### **Academic Honesty**

University policy mandates that the highest level of academic integrity be maintained on this campus. Infringements include cheating on exams in any form, representing the work of others as your own, and plagiarizing/failing to properly acknowledge the intellectual property of others. This policy will be strongly adhered to in this course. Violation of academic integrity policies can result in an assignment of zero points to the work in question, assignment of a failing grade in the course, and/or a report to the Office of Judicial Affairs.

Academic Senate policy requires professors to complete a Faculty Report Form for Academically Related Misconduct, meet with the student, and submit the form to the Dean of their school and Student Judicial Affairs.

### **Academic Integrity**

Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy (for a copy, see

<http://studentlife.ucmerced.edu/files/public/documents/academichonestypolicy.pdf>).

Any work submitted by a student in this course for academic credit will be the student's own work.

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a usb-stick, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.

**During examinations, you must do your own work.** Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any

way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

### **Accommodations for Students with Disabilities**

The University of California Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. Please inform me immediately to discuss appropriate academic accommodations that may be required for student with disabilities. Please see me privately after class or at my office. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately to discuss his or her specific needs. Also contact the Disability Services Center at (209)228-7884 as soon as possible to become registered and thereby ensure that such accommodations are implemented in a timely fashion.

### **Important dates**

#### Deadlines

30 September: Assignment A  
16 October: Report Class Discussion I  
30 October: Movie report  
13 November: Report Class Discussion II  
24 November: Assignment B  
24 November: Individual report  
1 December: PowerPoint presentation

#### Group presentation schedule

2 December: group 1-4  
4 December: group 5-9  
9 December: group 10-13

#### Exams

Midterm I: 9 October  
(Chapters 1-4, lectures week 1-5, and assigned readings week 5)

Midterm II: 6 November  
(Chapters 5-6, lectures week 7-9, and assigned readings week 8. Note: NOT the assigned readings of week 9)

Final exam: 13 December  
(Chapters 1-6, 8, 10, 12, all lectures, and all assigned readings)

## Tentative Weekly Schedule

The instructor reserves the right to make any changes to the course syllabus and/or schedule at anytime during the course as appropriate. Students will be informed of all changes in advance. The following is a tentative schedule that should be adhered to unless otherwise informed.

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Deadlines / Assessments</b>
Intro 8/28	Introduction	-	
Week 1 9/2, 9/4	Introducing health psychology Research Methods	Chapter 1 Chapter 2	
Week 2 9/9, 9/11	Anatomy and systems	Chapter 3	
Week 3 9/16, 9/18	Group assignment (9/16) Library Instruction	-	
Week 4 9/23, 9/25	Stress	Chapter 4	
Week 5 9/30, 10/2	Catch-up Class Discussion I (10/2)	Assigned readings	Assignment A (9/30)
Week 6 10/7, 10/9	Review session Midterm (10/9)	-	<b>Midterm 1 (October 9<sup>th</sup>)</b>
Week 7 10/14, 10/16	Stress and coping	Chapter 5	Report Discussion I (10/16)
Week 8 10/21, 10/23	Genetics (movie)	Assigned readings	
Week 9 10/28, 10/30	Prevention Class Discussion II (10/28)	Chapter 6 Assigned readings	Movie Report (10/30)
Week 10 11/4, 11/6	Review session Midterm	-	<b>Midterm 2 (November 6<sup>th</sup>)</b>
Week 11 11/13	Substance abuse	Chapter 8	Report Discussion II (11/13)
Week 12 11/18, 11/20	Cancer Health care setting	Chapter 10 Chapter 12	
Week 13 11/25, 11/27	Thanksgiving: No lectures	-	Assignment B (11/24) Individual Report (11/24)
Week 14 12/2, 12/4	Group presentations	-	PowerPoint (12/1)
Week 15 12/9, 12/11	Group presentations Review session	-	<b>Final Exam! 13 December</b>

## **Appendix A: Psychology Program Learning Outcomes**

Below are the four Program Learning Outcomes for the Psychology program. Students who complete the Psychology major will:

1. Show knowledge of the key substantive content of the field of psychology, including memory and thinking, sensory psychology and physiology, developmental psychology, clinical and abnormal psychology, and social psychology.
2. Demonstrate that they understand the basic principles of and correctly interpret applications of the designs and methods that psychologists use to gather data.
3. Show that they can understand and correctly interpret the statistical analyses psychologists use to analyze data.
4. Show that they understand and can apply the writing style used in psychological literature (APA style).


The CLOs for this course align with PLOs 1, 2, and 4.

## **Appendix B: UC Merced Guiding Principles**

- Scientific Literacy: To have a functional understanding of scientific, technological and quantitative information, and to know both how to interpret scientific information and effectively apply quantitative tools;
- Decision Making: To appreciate the various and diverse factors bearing on decisions and the know-how to assemble, evaluate, interpret and use information effectively for critical analysis and problem solving;
- Communication: To convey information to and communicate and interact effectively with multiple audiences, using advanced skills in written and other modes of communication;
- Self and Society: To understand and value diverse perspectives in both the global and community contexts of modern society in order to work knowledgeably and effectively in an ethnically and culturally rich setting;
- Ethics and Responsibility: To follow ethical practices in their professions and communities, and care for future generations through sustainable living and environmental and societal responsibility;
- Leadership and Teamwork: To work effectively in both leadership and team roles, capably making connections and integrating their expertise with the expertise of others;
- Aesthetic Understanding and Creativity: To appreciate and be knowledgeable about human creative expression, including literature and the arts; and
- Development of Personal Potential: To be responsible for achieving the full promise of their abilities, including psychological and physical well-being

# PSY 152: Psychological Perspectives on Cultural, Racial and Ethnic Diversity

<b>Course Title</b>	Psychological Perspectives on Cultural, Racial and Ethnic Diversity
<b>Abbreviated Course Title</b>	Cultur/Racial/Ethnic Diversity
<b>Course Subject</b>	PSY
<b>Course Number</b>	152
<b>School Submitting Request</b>	SSHA
<b>Division</b>	Upper Division
<b>Effective Term</b>	Fall 2015
<b>Discontinuance Term</b>	----
<b>Lower Unit Limit</b>	4
<b>Upper Unit Limit</b>	
<b>Prerequisites</b>	PSY 001
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	Issues that bear upon race, ethnicity, and culture, such as the cultural specificity of psychological theories, cultural influences on child development, ethnic identity, psychological issues in immigration, ethnic and racial prejudice, and assessment and interventions with culturally diverse and ethnic minority populations.
<b>TIE Code</b>	T: Lecture
<b>Reasons for Request</b>	New Course Number
<b>Brief Explanation of Change(s)</b>	This is part of our renumbering a few remaining courses so that like courses are numbered within the same decade. Here we change this course number from 150 to 152. The reason is we wish to free up the number 150 for Social Psychology, which is the main survey course for the courses in the 150 decade. However, we will have to wait 7 years to finish the latter renumbering of social psychology since 150 was used for the present course.
<b>Total Contact/Non-contact Hours Per Week</b>	Lecture: 3 contact, 9 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
<b>Total Hours Per Week</b>	12
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	120

<b>Maximum Enrollment Reason</b>	----
<b>Cross-listing</b>	
<b>Conjoined</b>	
<b>Cross-listed Schools</b>	----
<b>Can this course be repeated?</b>	No
<b>How many times?</b>	
<b>Resource Requirements</b>	Usual classroom with audiovisual projection capabilities
<b>Does this satisfy a General Education Requirement?</b>	Yes
<b>Course Outline and/or Additional Documentation</b>	 <a href="#">PSY 152 Course Outline.pdf (64Kb)</a>



## CRF for PSY 152 Psychological Perspectives on Culture, Race, and Ethnicity

This course is designed to provide students with an understanding of the role of culture, race, and ethnicity in the human condition. The societal and psychological impact of ethnicity and minority status will be examined. The Western perspective is sometimes inadequate to explain the multiple influences that impinge upon persons of color. This course will emphasize the influence of culture on human behavior and examines topics in psychology from a multicultural, multiethnic perspective.

### Learning Outcomes

This course is designed to achieve the following objectives:

- a. To become more aware of cultural variations and how cultural factors influence behavior
- b. To become more sensitive to cross-cultural variations and issues
- c. To view psychology in a broader socio-cultural perspective
- d. To better understand and appreciate your own and other cultures
- e. To use APA style writing and enhance psychological writing skills

### Guiding Principles for General Education

This course will explore what cross-cultural psychology might contribute to resolving current world issues such as inter-ethnic violence, demographic changes resulting from immigration, and the residual impact of colonialism and the American “melting pot.” This course will challenge students to assess their personal values and perceptions of other ethnicities and cultures. Students will be able to appreciate the diverse factors which create one’s own world view.

### Course Requirements

Three quizzes (48 %); Final exam (32 %); Term paper (20 %)

## Schedule of Lectures

Week 1 Introduction to course

Week 2 The Hmong culture: *The Spirit Catches You and You Fall Down*

Week 3 Hmong shamanism and health beliefs

Week 4 The motivations of genocides

Week 5 The biological basis of races

Week 6 The development of prejudice

Week 7 The effects of discrimination

Week 8 Native Americans

Week 9 African-Americans

Week 10 Hispanic Americans

Week 11 Mexican-Americans

Week 12 Muslims and Arab Americans


Week 13 Asians Americans

Week 14 Chinese Americans and Japanese Americans

Week 15 Jewish Americans

# PSY 156: Social Psychology

<b>Course Title</b>	Social Psychology
<b>Abbreviated Course Title</b>	Social Psychology
<b>Course Subject</b>	PSY
<b>Course Number</b>	156
<b>School Submitting Request</b>	SSHA
<b>Division</b>	Upper Division
<b>Effective Term</b>	Fall 2015
<b>Discontinuance Term</b>	----
<b>Lower Unit Limit</b>	4
<b>Upper Unit Limit</b>	
<b>Prerequisites</b>	PSY 001
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	Behavior of the individual in social situations, surveying problems of social cognition, social interaction, group tensions, norm development, attitudes, values, public opinion, status.
<b>TIE Code</b>	T: Lecture
<b>Reasons for Request</b>	New Course New Course Number
<b>Brief Explanation of Change(s)</b>	This is the third in three course numbering changes we are making in order to group similar courses within the same numerical decade. In this case, the 150s is intended to be the social psychology decade. Hence we renumber Social Psychology from 131 to 156. In seven years, once the ban on reusing numbers that have been taught in the last 7 years has expired, we intend to renumber Social Psychology again from 131 to 156 because Social Psychology is intended to be the introductory survey course for courses in the 150s.
<b>Total Contact/Non-contact Hours Per Week</b>	Lecture: 3 contact, 9 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
<b>Total Hours Per Week</b>	12
<b>Grading Options</b>	Letter Grade Only

<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	120
<b>Maximum Enrollment Reason</b>	----
<b>Cross-listing</b>	
<b>Conjoined</b>	
<b>Cross-listed Schools</b>	----
<b>Can this course be repeated?</b>	No
<b>How many times?</b>	
<b>Resource Requirements</b>	Usual classroom with audiovisual projection capabilities.
<b>Does this satisfy a General Education Requirement?</b>	Yes
<b>Course Outline and/or Additional Documentation</b>	 <a href="#">PSY 156 Course Outline.pdf (112Kb)</a>

# **PSY 156: Social Psychology**

## **COURSE DESCRIPTION**

In this class, you will learn about some of the fundamental principles underlying social psychology, many of which you will find to be very applicable to your everyday life. By the end of the class, you will be able to answer such questions as: Why does working in groups sometimes hurt performance? Under what circumstances are people most likely to conform to social pressures? Why is it sometimes better to make decisions without focusing on the reasons for them? What can I do to change people's attitudes? How can people overcome their biases and stereotypes? I encourage you to think critically about the material and to ask questions. Class discussion will be a major component of this course as you will be challenged to think about how your personal experiences can be better understood with social psychological theory.

## **COURSE LEARNING GOALS**

- To introduce major theories, concepts, perspectives and empirical findings in social psychology.
- To explain how psychological theory and empirical research are used to help explain human behavior in individuals and groups.
- To show how researchers utilize methods and techniques to investigate empirical questions in social psychology.
- To help students acquire and hone critical thinking skills to dissect and integrate scientific information.

## **COURSE LEARNING OBJECTIVES**

By the end of this course, students will accomplish the following:

- Compare and contrast the major theories, concepts, empirical findings, methods and techniques used in social psychology (assessed by in-class exercises, assignments, quizzes, and exams).
- Critique the major theories, concepts, perspectives, and empirical findings in social psychology (assessed by in-class exercises, assignments, quizzes, and exams).
- Implement major theories, concepts, perspectives, and empirical findings in social psychology to explain human behavior (assessed by in-class exercises, assignments, quizzes, and exams).
- Integrate different perspectives discussed in class to explain human behavior in everyday life (assessed by in-class exercises and assignments).

## **PSYCHOLOGY PROGRAM LEARNING OUTCOMES**

Students who complete the Psychology major will:

1. Show knowledge of the key substantive content of the field of psychology, including memory and thinking, sensory psychology and physiology, developmental psychology, clinical and abnormal psychology, and social psychology.
2. Demonstrate that they understand the basic principles of and correctly interpret applications of the designs and methods that psychologists use to gather data.
3. Show that they can understand and correctly interpret the statistical analyses psychologists use to analyze data.
4. Show that they understand and can apply the writing style used in psychological literature (APA style).

The Course Learning Objectives for this course coherently support students' engagement with Program Learning Outcomes 1, 2, and 4.

## GENERAL EDUCATION PRINCIPLES

This course counts towards General Education credits. The course aligns with the following three Principles:

- **Communication:** Students will practice their writing skills with a focus of applying concepts and theories learned in class to explaining their own and others' behaviors. In addition, students will engage in small group assignments and in-class discussions that will require them to share their opinions, experiences, and knowledge in the context of course material.
- **Self and Society:** Students will be expected to implement concepts and theories so as to better understand and improve themselves and society. In particular, students will be expected to value diversity as they learn about cross-cultural practices generally across all content, and specifically in studying prejudice, stereotyping, and discrimination focusing on how to prevent bias from negatively impacting people's lives.
- **Ethics and Responsibility:** Students will learn about ethical considerations when conducting psychological research, as classic and modern experiments are discussed. In addition, academic honesty and integrity will be emphasized across all course assignments and examinations.

## TEXTBOOK

Aronson, E., Wilson, T. D., & Akert, R. M. (2013). *Social Psychology* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

*Although the basic content is similar across different editions of this text, significant revisions have been made for the 8<sup>th</sup> edition. If an earlier edition is being used, there may be many places in which your reading does not correspond to the lectures and exams. Thus, I do not recommend using other editions of the textbook.*

Because the hard cover of this textbook is expensive, I have worked to find cheaper options. Thus, below are three options to access the text. Options 1 and 2 can be found at the bookstore, whereas option 3 must be completed online:

- (1) Buy a new or used hardcover version of the textbook.
- (2) Buy an unbound copy of the textbook. You will receive loose leaf versions of the text pages, with no cover or binding to hold it all together, but everything else is identical. Although you will need to buy a binder and make sure you do not lose pages, this comes out to be about \$100 cheaper than the bound copy!
- (3) An even cheaper version of the text (about \$75) is available if students are willing to only have an online version of the text. Here you can sign online using the instructions below and gain access to the e-text and MyPsychLab, which will give you additional resources for the class, such as interesting videos and study aides. To do the e-text version, complete the following steps:
  1. Go to [pearsonmylabandmastering.com](http://pearsonmylabandmastering.com).
  2. Under Register, click Student.
  3. Enter your instructor's course ID: `zawadzki97584`, and click Continue.
  4. Sign in with an existing Pearson account or create an account:
    - If you have used a Pearson website (for example, MyITLab, Mastering, MyMathLab, or MyPsychLab), enter your Pearson username and password. Click Sign in.

- If you do not have a Pearson account, click Create. Write down your new Pearson username and password to help you remember them.
- 5. Select an option to access your instructor's online course:
  - Use the access code that came with your textbook or that you purchased separately from the bookstore.
  - **Buy access using a credit card or PayPal.**
- 6. Click Go To Your Course on the Confirmation page. Under MyLab & Mastering New Design on the left, click MyPsychLab for Aronson, Wilson and Akert, Social Psychology, 8e - Spring 2015 to start your work.

Also, please purchase one red enrollment form Scantron (F-288-PAR-L) for the first exam, and four red Scantron forms (F-289-PAR-L) for the remaining exams. Forms are available at the bookstore.

## **CLASSROOM CIVILITY**

Students are expected to take an active role in course participation. This includes regular engagement in discussion of course readings and concepts. Students are invited to ask questions, express their thoughts regarding the material presented, and demonstrate respect and sensitivity to individual differences and opinions. Awareness of the discussion topic and context is expected. Thus, class attendance is fundamental to student learning. Students are expected to attend all classes, read all designated chapters prior to class meetings, and complete assignments according to the schedule. Promptness to class is expected, unless the instructor is notified in advance.

Each student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, take frequent breaks, interrupt the class by coming to class late, engage in loud or distracting behaviors, use cell phones or pagers in class, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others could be asked to leave the class and be subjected to disciplinary action. Use of internet browsing, e-mail exchange, text messaging, or instant messaging during class will not be tolerated. No taping, filming, or photography in class without prior permission; such activities are distracting and may infringe upon privacy or copyright.

## **E-MAIL ETIQUETTE**

You are expected to write as you would in any professional correspondence. Email communication should be courteous and respectful in manner and tone. Do not send emails that are curt or demanding. Also, do not expect an immediate response via email. Normally, a response will be sent within two business days. If your email/question is sent at the last minute, it may not be possible to send you a response before an assignment is due or a test is given.

## **GRADES**

Grades will be based on participating in in-class exercises (will receive credit for 10 out of 12), online open book quizzes (the best 10 out of 13 will be used), assignments (must complete both assignments), and exams (the best 4 out of 5 exam scores will be used). The point distribution is as follows:

- 50 points (10%): In-class exercises/participation (each worth 5 points, will receive credit for up to 10 out of 12)

- 100 points (20%): Online open book quizzes (each worth 10 points, will receive credit for best 10 quizzes out of 13)
- 25 points (5%): Assignment 1 – Popular press critique
- 25 points (5%): Assignment 2 –Violate a social norm
- 75 points (15%): Exam 1
- 75 points (15%): Exam 2
- 75 points (15%): Exam 3
- 75 points (15%): Exam 4
- Exam 5 takes place during finals week. It is an optional cumulative exam that will replace your lowest Exam 1 to 4 grade, and will be worth 75 points like the other exams. Exam 5 will be dropped if it is the lowest exam; thus taking it CANNOT hurt your grade.

There are 500 total points. Final grades will be calculated using the following curve:

Minimum Points Needed	Grade
485	A+
470	A
450	A-
435	B+
420	B
400	B-
385	C+
370	C
350	C-
335	D+
320	D
300	D-
299 or less	F

*A grade of 'I' (Incomplete) will be assigned only at the discretion of Dr. Z and only in the event of extraordinary circumstances. A written request must be filed and a written approval granted before the Incomplete may be taken.*

The gradebook is posted on CatCourses. Grades are calculated based on the total number of points earned in the class. You can use the gradebook to keep track of your scores, however do not rely on it to calculate your grade as errors can occur (instead use the table above). If for some reason the grading curve is too harsh, Dr. Z reserves the right to make it less stringent (it will never be changed to make it more difficult to get a better grade!).

**Keep in mind that if you miss the next highest grade by even half a point, your grade will NOT be changed.** In the past, students have hurt their grade by missing a lot of in-class exercises or not taking the final even though performance on an earlier exam was poor. These are opportunities to significantly improve your grade and should be taken.

## **IN-CLASS EXERCISES AND PARTICIPATION**

There will be 12 in-class exercises on random days during the semester. Each in-class exercise is worth 5 points. To get all 50 points you must complete 10 of them (50 points total). If you do not complete 10,



you will receive partial credit for each in-class exercise you did complete. If you complete more than 10, you will not receive more credit - 50 points is the max. These exercises consist of group discussions, relating a concept discussed in class to your own life, reacting to a video, etc. Typically you will be asked to write a few sentences about the activity and to turn those in at the end of class.

*Because people are sick, have random emergencies, or just have something else to do, you are allowed to miss 2 exercises (i.e. only 10 out of 12 exercises count). Because you can miss 2 exercises and students typically get all 5 points for the exercise, make-ups are typically NOT offered for them. **HOWEVER**, if you end up missing 2 in-class exercises for legitimate reasons and fear missing a 3<sup>rd</sup>, please contact Dr. Z ASAP.*

## ONLINE OPEN-BOOK QUIZZES

Students will be asked to complete a brief online quiz after each chapter. The quizzes will consist of 4 multiple choice items worth 2.5 points each, for a total of 10 points per quizzes. Once a quiz is begun, students will have 15 minutes to complete the quiz. The 10 best quiz scores will be used out of the 13 total quizzes (meaning the lowest 3 quiz scores will be dropped). Students can access the quizzes on the “QUIZZES” tab on CatCourses. When a chapter is finished in class, students have until 11:55pm of the next class day to complete the quiz for that chapter – for example, Chapter 4 is completed on Wednesday, 2/18 so students will have to 11:55pm Friday, 2/20 to complete the quiz for chapter 4. Due dates for the quizzes can be found on the course schedule and important dates box below. The purpose of the quizzes are to encourage students to engage with the course material on a regular basis rather than waiting only until test days. The quiz items are similar to those on each exam and thus also provide practice for each exam. As such, students are allowed to use their textbook and class notes when completing the quizzes (they are open book); however, students are expected to complete each quiz **ALONE**, and should not have other classmates with them while completing the quizzes.

## ASSIGNMENTS

Students will be asked to complete two assignments over the course of the semester. The purpose of these assignments are to challenge you to apply social psychological concepts to your own life. As such, each assignment consists of two parts: (1) an interaction with or observation of the world around you, and (2) a reflection on how those interactions/observations relate to what was discussed in class. You will then be asked to do a brief (2-3 pages) write-up about these two parts. These assignments are intended to be fun, allowing you to reflect and apply what you have learned. Thus, you are not required to do extensive research relating your interactions/observations to empirical and theoretical articles, although doing so is not discouraged. **However, you MUST relate your reflections back to course material** (most notably, by referencing and quoting material from the text). Students lose the most points on these assignments by failing to relate back to course material, and therefore not demonstrating an application of knowledge from the class.

**All assignments are to be uploaded in the ASSIGNMENTS link on CatCourses.** There are separate links for the two assignments so be sure to upload the correct assignment. Assignments will **NOT** be accepted in any other format (for example, you cannot e-mail the assignment directly to Dr. Z or the TA, or turn in a hard copy in class). Assignments are to be turned in by 11:55PM the day it is due. CatCourses is programmed to close submissions at 11:55pm and thus will not accept submissions after 11:55PM. Computer-related issues are not accepted excuses for missed or late assignments. Any assignments turned in late will automatically receive a grade of 0, unless prior arrangements have been made with Dr. Z.

## EXAMS

Exams will be given on specified dates. Each exam will cover material primarily discussed in class, videos shown during lecture, and the material from the assigned chapters. Exams 1 to 4 are non-cumulative, whereas Exam 5 is cumulative but heavily weighted towards the final chapter discussed the last week of class. Exams will consist of multiple choice items. A portion of each class prior to the exam days will be dedicated to review. **Remember to bring a #2 pencil with a good eraser, your ID card so you can enter your ID on the Scantron, and a red enrollment form Scantron (F-288-PAR-L) for the first exam or a red Scantron forms (F-289-PAR-L) for the remaining exams. Forms are available at the bookstore**

During exams, do NOT have your cell phones, computers, papers, textbook, etc. out during the exam. If there is an emergency situation and you are expecting a call, please notify Dr. Z prior to the exam so that he is aware of the situation. Once you have received a test, you CANNOT leave the room until you have turned your test in. Once your test is turned in, you CANNOT get it back to make changes on it. If you arrive late, you will NOT be allowed to take the test if others have already finished it and left the room. Every student must turn in a Scantron and a SIGNED copy of the exam. If only the Scantron is turned in, your exam will not be graded and you will receive a score of 0 with no opportunity to make it up. Exams are copyrighted information. Possessing a copy of the exam or providing students with a copy of the exam (current or an old exam) will be considered academic dishonesty and handled accordingly. Dr. Z does not release the exams to students. If you would like to review an exam, please contact Dr. Z or the TA and review it during their weekly office hours (or to schedule an appointment to see it).

You are highly advised to make every effort possible to be present for the exams when scheduled. If you know that you will not be able to attend an exam for an unavoidable and serious reason, contact Dr. Z who will make alternate arrangements for you to take a make-up exam, if deemed appropriate. The decision to allow a make-up is made on a case-by-case basis by Dr. Z. Legitimate reasons for missing class are being ill, death in the family, religious event, etc. Illness excuses will only be accepted with a note from a medical professional (RN, PA, DO, or MD), which Dr. Z will verify. According to university policy, false claims by a student regarding the reason for missing class may be considered violations of the policy on Academic Integrity. They could result in you failing the test and the class. After receiving approval from Dr. Z, you should then speak with the TA to arrange a make-up time. ALL MAKE-UP EXAMS must be taken **within 2 weeks** of the last day of your absence.

*Keep in mind that you are allowed to drop one exam. This policy was implemented in order to accommodate people who might end up missing exams because of things such as vacations, oversleeping, etc. If you miss class due to these types of reasons, you will NOT get a make-up.*

## MISSED WORK

Please do NOT come to class and office hours if you are sick. Also, unless you are missing an exam or missing enough class to hurt your grade, you do NOT need to e-mail Dr. Z to let him know of your situation. Only e-mail him if you are missing an exam, missing a scheduled meeting with him, or have been absent a lot and are concerned about missing a lot of in-class exercises. If, for some reason, you have a medical issue or personal issue that results in you missing a lot of class, tell Dr. Z immediately so that a solution can be worked out – please do NOT wait till the end of the semester as options will be severely limited at that point. All reasons for missing in-class exercises must be discussed in a timely manner of

them first coming to light. Do not email Dr. Z if you are merely sick and missing one class; if you miss that class and an exercise, it will just count towards one of your 2 misses.

## **ACADEMIC INTEGRITY**

University policy mandates that the highest level of academic integrity be maintained on this campus. The University of California has outlined a general code of student conduct that you are responsible for knowing (<http://policy.ucop.edu/doc/2710530/PACAOS-100>). In addition, you are responsible for knowing the policy of Academic Honesty at UC Merced (<http://studentlife.campuscms.ucmerced.edu/files/page/documents/academiconestypolicy.pdf>). All academic work that you complete in this course (and all other courses) is expected to be in compliance with this code. Infringements include cheating on exams in any form, representing the work of others as your own, and plagiarizing/failing to properly acknowledge the intellectual property of others. This policy will be strongly adhered to in this course. Violation of academic integrity policies can result in an assignment of 0 points to the work in question, assignment of a failing grade in the course, and/or a report to the Office of Judicial Affairs. Academic Senate policy requires professors to complete a Faculty Report Form for Academically Related Misconduct, meet with the student, and submit the form to the Dean of their school and Student Judicial Affairs.

## **ACADEMIC ASSISTANCE**

Dr. Z and the TA can help you understand the relevant course material and what is required of you in this course. Stop by during scheduled office hours or make an appointment to get help when you need it. However, if you need help more generally with your academic skills and approach to learning, please turn to the Calvin E. Bright Success Center, which has numerous resources that can be helpful to you. Go to: <http://learning.ucmerced.edu/>.

## **SPECIAL NEEDS**

The University of California Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design, and diversity. Please inform Dr. Z immediately to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Any student who feels he or she may need an accommodation based on the impact of a disability should contact Dr. Z privately to discuss his or her specific needs. Also contact the Disability Services Center at (209) 228-6996 or [disabilityservices@ucmerced.edu](mailto:disabilityservices@ucmerced.edu) as soon as possible to become registered and thereby ensure that such accommodations are implemented in a timely fashion.

## **IMPORTANT DATES**

Date	Event
1/28	Ch. 1 Quiz Due by 11:55pm
2/2	Ch. 2 Quiz Due by 11:55pm
2/9	Ch. 3 Quiz Due by 11:55pm
	Exam 1

2/20 Ch. 4 Quiz Due by 11:55pm  
2/25 Assignment 1 Due by 11:55pm  
2/27 Ch. 5 Quiz Due by 11:55pm  
3/6 Ch. 6 Quiz Due by 11:55pm  
Exam 2  
3/16 Ch. 7 Quiz Due by 11:55pm  
4/1 Ch. 8 Quiz Due by 11:55pm  
4/3 Assignment 2 Due by 11:55pm  
4/8 Ch. 9 Quiz Due by 11:55pm  
Exam 3  
4/17 Ch. 11 Quiz Due by 11:55pm  
4/24 Ch. 12 Quiz Due by 11:55pm  
5/1 Ch. 13 Quiz Due by 11:55pm  
Exam 4  
5/8 Ch. 10 Quiz Due by 11:55pm  
5/15 Exam 5

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*Important dates for the university and registrar can be found here:*  
<http://studentsfirst.ucmerced.edu/datesdeadlines>

## COURSE SCHEDULE (subject to change)

Read the indicated text book chapter prior to the specified class meeting.

Monday		Wednesday		Friday	
1/19	<b>No Class – Martin Luther King Jr. Day</b>	1/21	Course & Syllabus Overview	1/23	Ch 1: What is Social Psychology?
1/26	Ch 1/2: What is Social Psych? & Methodology	1/28	Ch 2: Methodology <b>Ch. 1 Quiz Due</b>	1/30	Ch 2: Methodology
2/2	Ch 3: Social Cognition <b>Ch. 2 Quiz Due</b>	2/4	Ch 3: Social Cognition	2/6	Ch 3: Social Cognition & Exam 1 Review
2/9	<b>Exam 1: Ch 1 to 3 Ch. 3 Quiz Due</b>	2/11	Ch 4: Social Perception	2/13	Ch 4: Social Perception
2/16	<b>No Class – Presidents Day</b>	2/18	Ch 4: Social Perception	2/20	Ch 5: The Self <b>Ch. 4 Quiz Due</b>
2/23	Ch 5: The Self	2/25	Ch 5: The Self <b>Assignment #1 Due</b>	2/27	Ch 6: Dissonance <b>Ch. 5 Quiz Due</b>
3/2	Ch 6: Dissonance	3/4	Ch 6: Dissonance & Exam 2 Review	3/6	<b>Exam 2: Ch 4 to 6 Ch. 6 Quiz Due</b>
3/9	Ch 7: Attitudes	3/11	Ch 7: Attitudes	3/13	Ch 7: Attitudes
3/16	Ch 8: Conformity <b>Ch. 7 Quiz Due</b>	3/18	Ch 8: Conformity	3/20	<b>TBA</b>
3/23	<b>No Class – Spring Recess</b>	3/25	<b>No Class – Spring Recess</b>	3/27	<b>No Class – Cesar Chavez Day</b>
3/30	Ch 8: Conformity	4/1	Ch 9: Group Processes <b>Ch. 8 Quiz Due</b>	4/3	Ch 9: Group Processes <b>Assignment #2 Due</b>
4/6	Ch 9: Group Processes & Exam 3 Review	4/8	<b>Exam 3: Ch 7 to 9 Ch. 9 Quiz Due</b>	4/10	Ch 11: Prosocial Behavior
4/13	Ch 11: Prosocial Behavior	4/15	Ch 11: Prosocial Behavior	4/17	Ch 12: Aggression <b>Ch. 11 Quiz Due</b>
4/20	Ch 12: Aggression	4/22	Ch 12: Aggression	4/24	Ch 13: Prejudice <b>Ch. 12 Quiz Due</b>
4/27	Ch 13: Prejudice	4/29	Ch 13: Prejudice & Exam 4 Review	5/1	<b>Exam 4: Ch 11 to 13 Ch. 13 Quiz Due</b>
5/4	Ch 10: Interpersonal Attraction	5/6	Ch 10: Interpersonal Attraction	5/8	Exam 5 Review <b>Ch. 10 Quiz Due</b>

Finals Week is Saturday, 5/9 and Monday, 5/11 to Friday, 5/15 – **Exam 5 will be administered during the final exam time on Friday, 5/15 from 9:00-10:00am in 209 Kolligian.**


- **WARNING:** If you think there is even the slightest possibility of having to take Exam 5, you should plan on being here during finals week. I will NOT offer make-ups (unless you have a VALID excuse – wanting to go home early is NOT a valid excuse).
- I CANNOT change the date and time of the final exam.

## **UC Merced Guiding Principles**

- **Scientific Literacy:** To have a functional understanding of scientific, technical and quantitative information, and to know both how to interpret scientific information and effectively apply quantitative tools;
- **Decision Making:** To appreciate the various and diverse factors bearing on decisions and the know-how to assemble, evaluate, interpret and use information effectively for critical analysis and problem solving;
- **Communication:** To convey information to and communicate and interact effectively with multiple audiences, using advanced skills in written and other modes of communication;
- **Self and Society:** To understand and value diverse perspectives in both the global and community contexts of modern society in order to work knowledgeably and effectively in an ethnically and culturally rich setting;
- **Ethics and Responsibility:** To follow ethical practices in their professions and communities, and care for future generations through sustainable living and environmental and societal responsibility;
- **Leadership and Teamwork:** To work effectively in both leadership and team roles, capably making connections and integrating their expertise with the expertise of others;
- **Aesthetic Understanding and Creativity:** To appreciate and be knowledgeable about human creative expression, including literature and the arts; and
- **Development of Personal Potential:** To be responsible for achieving the full promise of their abilities, including psychological and physical well-being

# PSY 150: Psychological Perspectives on Culture, Race, and Ethnicity

<b>Course Title</b>	Psychological Perspectives on Culture, Race, and Ethnicity
<b>Abbreviated Course Title</b>	Psych Persp Race Cult Ethnic
<b>Course Subject</b>	PSY
<b>Course Number</b>	150
<b>School Submitting Request</b>	SSHA
<b>Division</b>	Upper Division
<b>Effective Term</b>	Fall 2015
<b>Discontinuance Term</b>	Fall 2015
<b>Lower Unit Limit</b>	4
<b>Upper Unit Limit</b>	
<b>Prerequisites</b>	PSY 001
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	Issues that bear upon race, ethnicity, and culture, such as the cultural specificity of psychological theories, cultural influences on child development, ethnic identity, psychological issues in immigration, ethnic and racial prejudice, and assessment and interventions with culturally diverse and ethnic minority populations.
<b>TIE Code</b>	T: Lecture
<b>Reasons for Request</b>	New Course Number Discontinuance
<b>Brief Explanation of Change(s)</b>	We are renumbering this course from 150 to 152, and discontinuing the use of the 150 number. A partner CRF for 152 has been submitted, to replace PSY 150.
<b>Total Contact/Non-contact Hours Per Week</b>	Lecture: 3 contact, 9 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
<b>Total Hours Per Week</b>	12
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	120
<b>Maximum Enrollment Reason</b>	----
<b>Cross-listing</b>	
<b>Conjoined</b>	

<b>Cross-listed Schools</b>	----
<b>Can this course be repeated?</b>	No
<b>How many times?</b>	
<b>Resource Requirements</b>	Usual classroom with AV projection.
<b>Does this satisfy a General Education Requirement?</b>	Yes
<b>Course Outline and/or Additional Documentation</b>	 <a href="#">PSY 152 Course Outline.pdf (64Kb)</a>



## CRF for PSY 152 Psychological Perspectives on Culture, Race, and Ethnicity

This course is designed to provide students with an understanding of the role of culture, race, and ethnicity in the human condition. The societal and psychological impact of ethnicity and minority status will be examined. The Western perspective is sometimes inadequate to explain the multiple influences that impinge upon persons of color. This course will emphasize the influence of culture on human behavior and examines topics in psychology from a multicultural, multiethnic perspective.

### Learning Outcomes

This course is designed to achieve the following objectives:

- a. To become more aware of cultural variations and how cultural factors influence behavior
- b. To become more sensitive to cross-cultural variations and issues
- c. To view psychology in a broader socio-cultural perspective
- d. To better understand and appreciate your own and other cultures
- e. To use APA style writing and enhance psychological writing skills

### Guiding Principles for General Education

This course will explore what cross-cultural psychology might contribute to resolving current world issues such as inter-ethnic violence, demographic changes resulting from immigration, and the residual impact of colonialism and the American “melting pot.” This course will challenge students to assess their personal values and perceptions of other ethnicities and cultures. Students will be able to appreciate the diverse factors which create one’s own world view.

### Course Requirements

Three quizzes (48 %); Final exam (32 %); Term paper (20 %)

## Schedule of Lectures

Week 1 Introduction to course

Week 2 The Hmong culture: *The Spirit Catches You and You Fall Down*

Week 3 Hmong shamanism and health beliefs

Week 4 The motivations of genocides

Week 5 The biological basis of races

Week 6 The development of prejudice

Week 7 The effects of discrimination

Week 8 Native Americans

Week 9 African-Americans

Week 10 Hispanic Americans

Week 11 Mexican-Americans

Week 12 Muslims and Arab Americans

Week 13 Asians Americans

Week 14 Chinese Americans and Japanese Americans

Week 15 Jewish Americans



ACADEMIC SENATE, MERCED DIVISION  
PERIODIC REVIEW OVERSIGHT COMMITTEE (PROC)  
THOMAS W. PETERSON, CO-CHAIR  
CRISTIÁN RICCI, CO-CHAIR

UNIVERSITY OF CALIFORNIA, MERCED  
5200 NORTH LAKE ROAD  
MERCED, CA 95343  
209-228-7930

**December 15, 2014**

**To: Jack Vevea, Chair, Undergraduate Council  
Kathleen Hull, Chair, Graduate Council**

**From: Thomas W. Peterson, Provost/EVC and PROC Co-Chair  
Cristián Ricci, Senate Vice Chair and PROC Co-Chair**

**Re: Advanced Notification of Program Review**

On November 19, PROC members discussed the current undergraduate program review [schedule](#) (in relation to a request to reschedule a review to begin this year). Members noted that it would be helpful for planning purposes if the program review schedule was confirmed with programs two years before the scheduled review.

Anticipated benefits include effective management of the program review schedule, including ensuring a manageable number of reviews per year, and preparing programs to successfully complete the review on schedule.

As such, PROC asks that the Undergraduate and Graduate Councils contact programs scheduled for review in AY 2016-2017 to request confirmation of the scheduled review date or, as necessitated by circumstance, to propose the review be rescheduled.

cc: Periodic Review Oversight Committee  
Undergraduate Council  
Graduate Council

# UNIVERSITY OF CALIFORNIA, MERCED

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ACADEMIC SENATE, MERCED DIVISION  
GRADUATE COUNCIL (GC)  
KATHLEEN HULL, CHAIR

UNIVERSITY OF CALIFORNIA, MERCED  
5200 NORTH LAKE ROAD  
MERCED, CA 95343  
(209) 228-6312

**February 2, 2015**

**To: Thomas W. Peterson, Provost/EVC and PROC Co-Chair  
Cristián Ricci, Senate Vice Chair and PROC Co-Chair**

**From: Kathleen Hull, Chair, Graduate Council (GC)**

**Re: GC response to PROCs December 15 Memo**

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In response to PROC's request, Graduate Council discussed the request to provide a two-year advanced notification to graduate programs scheduled to undergo program review. Members agreed that advanced notification of program review would prepare programs to successfully complete the review on schedule, and in fall 2015 GC is happy to contact programs scheduled to undergo review in AY2017-2018.

Furthermore, in discussing PROC's request, the council revised the current graduate program review cycle to reflect the correct date of establishment of graduate programs (i.e., formal approval from CCGA, UCOP and WSCUC). The revised cycle with approval dates are attached and a modified version of the cycle is available on the Senate website.

**Cc: Graduate Council  
Undergraduate Council  
Periodic Review Oversight Committee  
Academic Senate Office**

<b>GRADUATE PROGRAM REVIEW CYCLE</b>					
<u>Program</u>	<u>Established</u>	<u>UCOP Approved</u>	<u>WASC Approved</u>	<u>Review Year</u>	<u>Program Chair</u>
Environmental Systems (ES)	2007-2008	CCGA: 10/2/07	2007-2008	2014-2015	Peggy O'Day
Biological Engineering and Small Scale Technologies (BEST)*	IGP 2007			2015-2016	Kara McCloskey
Electrical Engineering and Computer Science (EECS)*	IGP 2007			2015-2016	Mukesh Singhal
Mechanical Engineering (ME)*	IGP 2007			2015-2016	Jian-Qiao Sun
Social Sciences (SS)*	IGP 2005			2015-2016	Zulema Valdez
<i>No program(s) scheduled for review</i>				2016-2017	
Psychological Sciences (PSY)	2010-2011	3/22/2011	4/22/2011	2017-2018	Linda Cameron
Quantitative Systems Biology (QSB)	2010-2011	3/8/2011	5/31/2011	2017-2018	David Ardell
Chemistry and Chemical Biology (CCB)	2011-2012	7/23/2012	12/6/2012	2018-2019	Erik Menke
Cognitive and Information Sciences (CIS)	2011-2012	3/15/2011	3/28/2011	2018-2019	Rick Dale
<i>No program(s) scheduled for review</i>				2019-2020	
Applied Mathematics (AMGS)	2013-2014	2/14/2014	4/7/2014	2020-2021	Boaz Ilan
Interdisciplinary Humanities (IH)	2013-2014	2/18/2014	5/7/2014	2020-2021	Ruth Mostern
Political Sciences (POLI)	2013-2014	5/31/2013	11/15/2013	2021-2021	Jessica Trounstein
Physics (PHYS)	2014-2015	8/8/2014	8/26/2014	2021-2022	Ajay Gopinathan

\* *Undergoing the CCGA Review Process:* The CCGA Review process is equivalent to and considered to be program review.

Approved 1/28/15



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September 24, 2014

RE: Bioengineering Program Learning Outcome Change

Professor Jack Vevea  
Chair, Undergraduate Council

Dear Prof. Vevea:

The BioE program is requesting to change the current program learning outcomes to the ABET (Accreditation Board for Engineering and Technology) A-K outcomes, in preparation for programmatic accreditation. ABET requires that engineering programs regularly assess the A-K learning outcomes, which are as follows:

- a) an ability to apply knowledge of mathematics, science, and engineering
- b) an ability to design and conduct experiments, as well as to analyze and interpret data
- c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- d) an ability to function on multidisciplinary teams
- e) an ability to identify, formulate, and solve engineering problems
- f) an understanding of professional and ethical responsibility
- g) an ability to communicate effectively
- h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- i) a recognition of the need for, and an ability to engage in life-long learning
- j) a knowledge of contemporary issues
- k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

If you need additional information, please do not hesitate to contact me.

Sincerely,

Handwritten signature of Wei-Chun Chin in blue ink.

Wei-Chun Chin, Ph.D.  
Associate Professor  
Bioengineering



ACADEMIC SENATE, MERCED DIVISION  
UNDERGRADUATE COUNCIL (UGC)  
JACK VEVEA, CHAIR  
[jvevea@ucmerced.edu](mailto:jvevea@ucmerced.edu)

UNIVERSITY OF CALIFORNIA, MERCED  
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**December 3, 2014**

**PROFESSOR WEI-CHUN CHIN, SCHOOL OF ENGINEERING**

**Re: Bioengineering PLOs Change**

UGC considered the Bioengineering (BIOE) program request to change the current BIOE program learning outcomes to the ABET (Accreditation Board for Engineering and Technology) A-K outcomes, in preparation for programmatic accreditation.

UGC commends the program's desire to align its outcomes to the ABET criteria in support of ABET accreditation; however Council members would like to ensure that the program's curriculum assessment plan address these PLOs by describing how the curriculum will support these outcomes. Thus, we recommend that the program provide evidence that its curriculum will adequately support the development of these outcomes by the time of graduation. This could be illustrated through a curriculum map to distinguish required from elective courses, as well as any special components that the program includes. This approach would help demonstrate that the learning outcomes are supported by the curriculum and address institutional priorities.

The a-k ABET criteria are generic to all engineering programs (<http://www.abet.org/eac-criteria-2014-2015/> See section 3). Under Section III (same website page) program-specific criteria for a number of engineering sub-fields, including Bioengineering, are given. The main goals of assessment are to evaluate and improve academic programs and student learning. Although UCB and UCSC have adopted only the a-k criteria for their Mechanical Engineering and Electrical Engineering programs, UGC recommends BIOE consider either (1) adapting the program-specific criteria (which map to ABET's a-k criteria) into their PLOs or (2) including PLOs that are specific to the BIOE program in addition to the a-k criteria.

Sincerely,

A handwritten signature in blue ink that reads "Jack Vevea".

Jack Vevea  
Chair, Undergraduate Council

Cc: UGC Members

Fatima Paul, Senate Assistant Director

Enclosure (1): BIOE Memo





Wei-Chun Chin, Ph.D.  
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February 3, 2015

RE: Bioengineering Program Learning Outcome Change

Professor Jack Vevea  
Chair, Undergraduate Council

Dear Prof. Vevea:

The BioE faculty has unanimously agreed in 2/2/2015 BioE faculty meeting to request UGC to reconsider to allow BioE major to adopt ABETA-K (see attached) as BioE PLOs. The following are some background information and clarification that we believe will assist UGC to understand the rationale that we make this request.

- We are required per ABET to have a curriculum map; we do not have one fully constructed yet, as the program is awaiting approval of the PLO change, and has also been recently working on curricular changes to improve the program, and comply with ABET criteria.

- Program specific criteria are not intended to be demonstrated through assessment. They are expected to be evident through the most relevant means (e.g. some programs have specific criteria regarding qualifications of instructors, or specific content of electives), most commonly, they are curricular criteria, and they are shown through the display materials provided at the accreditation visit - these consist of textbooks, syllabi, and examples of all assignments exams, quizzes, etc, for each class.

- The A-K outcomes are what the majority of accredited engineering programs use for assessment; UCSD, UCD, and UCI all use the ABET learning outcomes for their Bioengineering majors.

-Other UCs do not use the A-K outcomes for their BIOE programs because they are not pursuing ABET accreditation. For example, UCB, UCSB, and UCSC do not have ABET accredited BIOE programs.

- Though UGC may feel the outcomes are generic, the way they are applied in the major is within the context of that engineering discipline; assessment outcomes are further refined and defined through the specific rubric criteria, and faculty consider student work in the context of their program.

- The program has been working on an assessment plan to address the A-K outcomes (see attached); note that ABET evaluators have expressed a preference for a 4 year cycle which necessitates evaluation of 3 outcomes per academic year, and each outcome is assessed in two courses; this is a high workload for a small program like BioE major.

- Three Engineering majors at UCM that successfully obtained ABET accreditation have adopted ABET A-K PLOs with UGC approval, including Environmental, Materials and Mechanical Engineering (see attached). Consistent PLOs within Engineering School would allow BioE to share some assessment outcomes that could reduce assessment workload for BioE major.

If you need additional information, please do not hesitate to contact me. I look forward to a positive response for our PLO change request that is critical for BioE ABET accreditation.

Sincerely,



Wei-Chun Chin, Ph.D.  
Associate Professor  
Bioengineering

ABET A-K outcomes

- (a) an ability to apply knowledge of mathematics, science, and engineering
- (b) an ability to design and conduct experiments, as well as to analyze and interpret data
- (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- (d) an ability to function on multidisciplinary teams
- (e) an ability to identify, formulate, and solve engineering problems
- (f) an understanding of professional and ethical responsibility
- (g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- (i) a recognition of the need for, and an ability to engage in life-long learning
- (j) a knowledge of contemporary issues
- (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Calendar

Assessment Cycle – Bioengineering		2018- Deadline to assess V*ABET general review year							
	Cycle 2			Cycle 3					
Student Outcomes / PLOs	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Direct Evidence	Indirect Evidence	WASC Competency
<b>A</b> An ability to apply knowledge of mathematics, science, and engineering	ENGR 045 (F), BIOE 100 (S)							Exit Survey, Alumni Survey	Quantitative Reasoning
<b>B</b> An ability to design and conduct experiments, as well as to analyze and interpret data		BIOE 113, 150						Exit Survey, Alumni Survey	
<b>C</b> An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability			BIOE 150, New Course				Capstone Technical Reports, Literature review and reference lists	Exit Survey, Alumni Survey	Critical Thinking, Information Literacy
<b>D</b> An ability to function on multidisciplinary teams			BIOE 150, 30					Exit Survey, Alumni Survey	
<b>E</b> An ability to identify, formulate, and solve engineering problems		ENGR 045 (F), 104						Exit Survey, Alumni Survey	Quantitative Reasoning
<b>F</b> An understanding of professional and ethical responsibility				ENGR 191, 30			Written reports, Literature review and reference lists	NSSE Survey, Exit Survey, Alumni Survey	
<b>G</b> An ability to communicate effectively	Written Communication BIOE 150, ENGR 191		Oral Communication BIOE 150				Capstone Technical Reports, Written reports, Literature review and reference lists	NSSE Survey, Exit Survey, Alumni Survey	Written Communication, Oral Communication, Information Literacy
<b>H</b> The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context				ENGR 191, 30				Exit Survey, Alumni Survey	
<b>I</b> A recognition of the need for, and an ability to engage in life-long learning	Information Literacy- BIOE 150, ENGR 191						Written reports, Capstone Technical Reports, Written reports, Literature	Exit Survey, Alumni Survey	Information Literacy
<b>J</b> A knowledge of contemporary issues				ENGR 191, 30				Exit Survey, Alumni Survey	
<b>K</b> An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.		BIOE 113, 150						Exit Survey, Alumni Survey	
<b>ABET tasks</b>	Ensure that any potential changes to the curriculum, assessment, advising, etc comply with ABET policy (Consult SOE assessment coordinator)				Begin Self Study Prep, explain ABET process to any new faculty members	Send in RFE by Jan. 1st; Self Study due July 1st, 2019.			
	Each year: archival of all PLO reports, rubrics, and samples of assessment evidence, archive by outcome.			This year: All courses must collect: high, med, low scoring samples of all assignments, a copy of the course textbook, and Syllabus.	This year: All courses must collect: high, med, low scoring samples of all assignments, a copy of the course textbook, and Syllabus.				
<b>WASC tasks</b>	Each year: (FAO) document actions for "continuous improvement"				Collect a 2 page CV for all faculty, use uniform format or ABET template.				
Archive evidence for WASC competencies:									

## Environmental Engineering

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### Environmental Engineering

Environmental engineers are distinguished from other environmental professionals through their focus on problem solving, design and implementation of technological or management systems.

Environmental engineers search for creative and economical ways to use resources efficiently, limit the release of residuals into the environment, develop sensitive techniques to track pollutants once released and find effective methods to remediate spoiled resources. They serve as the vital link between scientific discovery, technological development and the societal need for protecting human health and ecological integrity.

In the coming decades, environmental engineers will increasingly be called upon to address broader issues of environmental sustainability by minimizing the release of residuals through altered production processes and choice of materials; by capturing the resource value of wastes through recovery, recycling and reuse; and by managing natural resources to meet competing societal objectives.

The Environmental Engineering program at UC Merced is accredited by the Engineering Accreditation Commission of ABET, <http://www.ABET.org> (<http://www.ABET.org>)

#### Environmental Engineering Program Learning Outcomes

Students graduating from the program shall possess:

1. An ability to apply knowledge of mathematics, science and engineering
2. An ability to design and conduct experiments, as well as to analyze and interpret data
3. An ability to design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability
4. An ability to function on multidisciplinary teams
5. An ability to identify, formulate and solve engineering problems
6. An understanding of professional and ethical responsibility
7. An ability to communicate effectively
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context
9. A recognition of the need for, and an ability to engage in life-long learning
10. A knowledge of contemporary issues
11. An ability to use the techniques, skills and modern engineering tools necessary for engineering practice

#### Environmental Engineering Program Educational Objectives

Within a few years of graduation, alumni of the Environmental Engineering program are expected to possess skills in:

1. **Fundamental Knowledge:** EnvE graduates will apply a strong foundation in basic mathematics, science, social science, humanities and arts, along with engineering principles, demonstrating active engagement as citizens in their communities.
2. **Critical Thinking:** EnvE graduates will be adept at applying critical thinking, problem-solving engineering principles and reasoning, the scientific method and teamwork to solve environmental resource problems and to restore and sustain the global environment.



## Materials Science and Engineering

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### Materials Science & Engineering

Since the beginning of civilization, technological progress has always relied on the materials that people were able to acquire from nature or through trade or by innovation. Wood, stone, bronze, iron, steel, aluminum, cements, plastics, semiconductors, liquid crystals, nanomaterials and quantum dots all have unique properties that enable — but also limit — what humans can make and do.

Nations continue to go to war over access to particular raw materials. The construction of safe dwellings, the conveniences of rapid travel, the efficiency of telecommunications, the calculating and archiving power of computers, the life-prolonging gift of surgical implants and the dazzling performances of athletes all require dependable materials.

Future technological progress of any kind will always be driven by the available materials.

The Materials Science and Engineering program at UC Merced is accredited by the Engineering Accreditation Commission of ABET, <http://www.ABET.org> (<http://www.ABET.org>)

#### **Materials Science and Engineering Program Learning Outcomes**

Students graduating from the program shall possess:

1. An ability to apply knowledge of mathematics, science and engineering
2. An ability to design and conduct experiments, as well as to analyze and interpret data
3. An ability to design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability
4. An ability to function on multidisciplinary teams
5. An ability to identify, formulate and solve engineering problems
6. An understanding of professional and ethical responsibility
7. An ability to communicate effectively
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context
9. A recognition of the need for and an ability to engage in life-long learning
10. A knowledge of contemporary issues
11. An ability to use the techniques, skills and modern engineering tools necessary for engineering practice

#### **Materials Science and Engineering Program Educational Objectives**

Within a few years of graduation, alumni of the Materials Science and Engineering program are expected to:

1. Be active in solving contemporary problems through application of advanced science and engineering principles to materials systems.
2. Communicate effectively, in written and spoken format, with professional and broader communities.
3. Have demonstrated an integrated understanding of the scientific and engineering principles underlying the four major elements of the field (structure, properties, processing and performance), and applying and integrating knowledge from each of the four elements of the field to solve materials selection and design problems.

## Mechanical Engineering

### Mechanical Engineering

Mechanical engineers are recruited in a variety of industries, including automotive, aerospace, power generation, environmental, electronics, bioengineering, food processing, and consulting firms, among many others. Because of the variety of fields that are relevant to this profession, the undergraduate program covers areas in dynamics, materials, thermal/fluids, vibrations, controls, computer aided engineering, design and manufacturing. The innovative curriculum at UC Merced provides hands-on education that exposes students to engineering fundamentals, laboratory work and the use of computational tools to solve realistic engineering problems. The program also prepares students to pursue graduate work in engineering or other disciplines.

Mechanical Engineering is an evolving discipline that adapts to the current needs of society. Some of the exciting current areas of research include advanced energy systems, sustainable energy, autonomous vehicles, biomechanics and biosensors, nano/micro-technology, computational modeling, design optimization and complex systems.



The Mechanical Engineering program at UC Merced is accredited by the Engineering Accreditation Commission of ABET, <http://www.ABET.org> (<http://www.ABET.org>)

#### **Mechanical Engineering Program Learning Outcomes**

Students graduating from the program shall possess:

1. An ability to apply knowledge of mathematics, science, and engineering
2. An ability to design and conduct experiments, as well as to analyze and interpret data
3. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
4. An ability to function on multidisciplinary teams
5. An ability to identify, formulate, and solve engineering problems
6. An understanding of professional and ethical responsibility
7. An ability to communicate effectively
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
9. A recognition of the need for, and an ability to engage in life-long learning
10. A knowledge of contemporary issues
11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

#### **Mechanical Engineering Program Educational Objectives**

## Grade Appeals Draft

### **Introduction**

All grades, except Incomplete, are considered final when assigned by an instructor at the end of the semester.

An instructor may request a change of grade when a computational or procedural error has occurred in the original assignment of a grade. An instructor may not change a grade as a result of re-examination or the submission of additional work after the close of the semester. No term grade except Incomplete may be revised by re-examination.

A student may initiate a grade appeal only in case of a clerical / procedural error or non-academic circumstances (described below). Students are encouraged to review their work with the instructor for an explanation of the grade assigned. A student may appeal a grade on reasonable grounds based on potential reporting errors or criteria not directly reflective of academic performance in this course.

### **Criteria for Grade Changes**

There are two valid criteria for changing a grade. The first is errors and corrections, wherein the appeal is to correct a mistake either in the computation or the reporting of a grade. The second is non-academic criteria which include (a) discrimination based on ethnicity, political views, religion, age, gender, financial status or national origin; or (b) the application of arbitrary academic criteria in a manner not reflective of student performance in relation to course requirements.

*Point of information:* Other grade policies, outside of grade appeal processes, address “good cause” considerations which may include illness, serious personal problems, an accident, a death in the immediate family, a large and necessary increase in working hours, or other situations deemed to be of equal gravity. Two grading policies may apply to “good cause” circumstances: an Incomplete or Withdraw grade. These processes are triggered during the semester in which the course is taken and are not subsequent to the filed grade.

### **Initial Steps**

The following are recommended preliminary steps to address grade concerns. These steps precede a formal appeal process, described further in the next section.

If a clerical or procedural error in the reporting of a grade by the instructor can be documented within the semester following when the grade was filed, students may appeal by petition to the instructor and/or the program’s faculty lead. Grade changes for clerical and procedural errors may be filed by the instructor (or equivalent proxy) and approved by the Office of the University Registrar. Such grade changes should ensure fairness and equity based on syllabus or other policies, especially for those students whose grades will be unaltered. No final grade (except an Incomplete) may be revised by reexamination or additional coursework.

Concerns about non-academic issues (discrimination or arbitrary treatment) should be discussed with the instructor, if possible; otherwise, students are encouraged to discuss these matters with the program lead and/or program’s Dean.



## **Appeal Process**

If there are sufficient and appropriate grounds to appeal a grade, based on the above criteria and procedures, a student may consider the following process.

### ***Appeal Petition***

Whenever possible, students are encouraged to work directly with their instructor to discuss grades, course policies and expectations. If a student wishes to appeal a grade after speaking to the faculty member in charge of the course and the program's faculty lead, the grade appeal process commences with a petition.

An appeal petition includes a written summary (250 total words, see below) and is filed with the program's Dean (who will communicate with the instructor and program lead). The following is an outline of what a formal grade appeal petition should include:

- Contact Information: *Include name, university email address, and phone number*
- Course information: *Include course number and title, instructor name*
- Background to appeal: *In 100 words, briefly describe attempts to resolve concerns with instructor. If the faculty program lead or Dean was contacted, note these details as well.*
- Brief description of appeal: *In 150 words, describe the grounds for the appeal itself. What are the primary criteria and considerations?*
- Appendix: *Include all related documentation*

### ***Appeal Process***

The program's Dean shall proceed to attempt to resolve the dispute independently. (If the program's Dean has a conflict of interest, e.g. is the instructor who filed the disputed grade, a Dean designate will review the case. In such a case, all reference to program's Dean in the present document refers to this designate.) After review of the petition, the program's Dean may or may not approve further action.

If an appeal petition alleges discrimination, an initial assessment of the grounds for the case will be considered by the program's Dean. If it is determined that this is potentially a discrimination case, the petition will be handled as a Title IX consideration.

Written notification about findings will be shared with the student and instructor within two to four weeks of receipt of the formal petition. Within one week of this notification, the student or instructor may respond to the findings via the Provost's Office. If there are no responses from the student or instructor, the grade shall be either sustained or altered in accordance with the findings.

If the grade appeal petition is denied by the program's Dean, a student may appeal one more time. Potential criteria for this final appeal may include a violation of due process relative to these grade appeal procedures, or new and substantial information. This final appeal is a 100 word summary, with related evidence, and must be filed to the Provost's Office within one week of the findings. The Provost (or the Provost's designate) will decide if further process is warranted and if so, how this process will be structured. If further process is deemed warranted, additional documentation or interviews supporting the appeal may be requested.

The final decision occurs within the semester of the appeal. Decisions may include: 1) no change, 2) removal of course from transcript, or 3) grade correction. In cases where it is determined that

nonacademic criteria were significant factors in establishing the grade, students may have the option of either receiving a P or S in the course or retroactively dropping the course without penalty.

If an appeal is related to the final semester before graduation, consideration of an appeal must be within one semester beyond graduation and thus is the final closure of the record. Otherwise, once a degree is awarded to a student, his or her record is closed.

## Timeline

The following timeline summarizes potential stages of these processes. Any actions outside this timeline will significantly limit and potentially disqualify the grounds for an appeal.

The following timeframe begins in the semester following the one in which the grade in question has been filed:

At the beginning of the semester, the student will

*Weeks 1-3:* Initiate communication with instructor and/or program faculty lead, seeking resolution of concerns

*Weeks 4-5:* Develop a formal appeal petition, if concerns are unresolved

*By Week 6:* Submit this petition and supporting evidence to the program's Dean for review

The goal of the appeal process is for findings to be shared with the student and instructor as soon as possible. The following are estimated times for reviewing the petition, exploring information, and summarizing findings.

In the process that follows, the program's Dean will:

*Weeks 7-9:* Review the formal appeal. Findings and summaries are developed, with the potential for seeking further information or consultation.

*Weeks 10-12:* If possible, findings are shared. Please note that some cases are complex and require either further consultation or information gathering, with associated time added. The final decision will occur within the semester of the appeal.

*Findings:* When findings are released, the student and instructor have one week to respond via a brief summary (100 words) to the Provost (or Provost designate). This is the final process, wherein there are no further petitions or commentary options.

## Final Note

These procedures are designed solely to guide grade appeal processes. No punitive actions may be taken against the instructor solely on the basis of these procedures. Neither the filing of an appeal nor the final disposition of the case shall, under any circumstances, become part of the personnel files of the instructor. The use of nonacademic criteria, however, is a violation of the Faculty Code of Conduct and Title IX policies, with associated potential sanctions.

**Action requested: Review UGC Bylaws and consider whether any changes are required in light of the upcoming Senate vote on the Bylaw changes.**

[Undergraduate Council](#)

A. Membership: This Committee consists of at least ten members of the Merced Division and one student member. Senate membership should include at least one representative from each school that delivers undergraduate programs. The Vice Chancellor of Student Affairs and the Vice Provost and Dean for Undergraduate Education will serve as *ex officio*.

B. Duties

1. Consistent with the rights of the Faculties under the Standing Orders of the Regents (105.2.b), establishes policy for undergraduate education on the Merced campus and advises the Chancellor or Chancellor's designee on all matters pertaining to undergraduate education.
2. Considers matters involving undergraduate admission and enrollment at Merced.
3. Reviews, coordinates, and takes final action on all matters relating to courses of undergraduate instruction, including approval of new courses and modification, withdrawal, conduct, credit valuation, and classification of existing courses.
4. Consistent with the rights of the Faculties under the Standing Orders of the Regents (105.2.b), approves or declines to approve, in terms of academic merit, the establishment, discontinuation, or modification of undergraduate programs, majors, minors, and certificates; and reports its conclusions to the Divisional Council.
5. Acts on behalf of the Division in reviewing recommendations from the Colleges and Schools concerning the award of undergraduate degrees, certificates, and honors (see Bylaw IV).
6. Defines the goals and establishes criteria for use in reviewing the quality and effectiveness of undergraduate teaching programs and/or majors and is responsible for undergraduate program review.
7. Establishes policy and exercises authority on academic disqualifications and/or dismissals as well as overall undergraduate academic transcript notations.
8. Initiates, receives, and funds proposals for undergraduate instructional improvement and development.
9. Considers and reports on matters referred to it by the Chancellor or Chancellor's Designee, the Chair of the Division, the Divisional Assembly or any other standing committee of the Merced Division, or by the Faculty of any college or school located wholly or in part on the Merced campus.
10. Initiates appropriate studies and make reports thereon to the Chancellor or the Chancellor's Designee and/or to the Divisional Assembly as it may deem appropriate upon local matters of a fundamental character involving questions of undergraduate educational policy.

11. Exercises in the Division responsibilities regarding preparatory education that are assigned by the systemwide Senate Committee on Preparatory Education and by the Division.
12. Recommends to the Chancellor policies related to the awarding of all undergraduate financial aid on the Merced campus.
13. Provides guidance, advice, and supervision regarding all academic matters related to the Education Abroad Program, including student selection, selection of Study Center Directors, and reviews of Study Centers.
14. Identifies candidates, normally one of its members, to be nominated by the Committee on Committees to serve as the Merced campus representative to the University Board of Admissions and Relations with Schools, to the University Committee on Educational Policy, to the University Committee on International Education, and to the University Committee on Preparatory Education.
15. Nominates members of the Faculty to receive undergraduate Distinguished Teaching Awards and other awards as appropriate.
16. Recommends to the President, through the Chancellor, awards of such undergraduate scholarships as are restricted to students on the Merced Campus.
17. Advises on undergraduate matters of University Extension.