

Undergraduate Council (UGC)

Wednesday, March 4, 2015, 3:00pm-4:30pm

**LOCATION SSB 238**

All documents available on the UGC1415 UCMCROPS site

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- |      |   |        |
|------|---|--------|
| I.   | <b>Chair’s Report – Jack Vevea</b>  | 5 min  |
| II.  | <b>Consent Calendar</b><br>A. Approval of the Agenda  |        |
| III. | <b>Update on the 2/26 General Education Meeting – GESC Chair Zanzucchi</b>  | 15 min |
| IV.  | <b>Report from the CRF Subcommittee</b><br><i>Members: Jack Vevea, Christopher Viney, Carrie Menke, Sholeh Quinn</i><br>CRFs are hyperlinked below and appended as PDF files ( <b>pp. 4-139</b> )<br>Action Requested: Discuss Subcommittee’s recommendations and approve proposed CRFs | 20 min |
1. [ANTH 131: Space and Place: An Anthropological Perspective](#)
  2. [ANTH 111: The Anthropology of Globalization](#)
  3. [ENG 153: Robert Louis Stevenson](#)
  4. [ANTH 113: Urban Anthropology](#)
  5. [HIST 124BR: African American History 1877 to Present: Research](#)
  6. [SPAN 172: History of the Spanish Language](#)
  7. [SPAN 175: Spanish in the U.S.](#)
  8. [ANTH 122: Anthropological Perspectives on Religion and Healing](#)
  9. [ANTH 120: Introduction to Medical Anthropology](#)
  10. [PH 111: Social Epidemiology](#)
  11. [SPAN 177: Sociolinguistics and Latino Health](#)
  12. [ANTH 117: The Anthropology of Citizenship](#)
  13. [PH 103: Health Communication](#)
  14. [PH 105: Introduction to US Health Care System](#)
  15. [PH 108: Health Care in the San Joaquin Valley](#)
  16. [PH 112: Research Methods: Health Services Research and Public Health](#)
  17. [PSY 134: Adolescent Development](#)
  18. [WRI 114: Environmental Writing](#)
  19. [PH 100: Introduction to Epidemiology](#)
  20. [PH 102: Health Promotion](#)
  21. [ENG 140: The Novel in the United States Across the Twentieth Century](#)
  22. [ENG 054: Introduction to the American Novel](#)
  23. [ENG 118: Literature and Philosophy](#)

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

24. [ENG 055: Introduction to the Short Story](#)**V. Revised SSHA Transfer Admission Criteria** **10 min**

*Note: SSHA Associate Dean Ortez and Instructional Manager Topete will not be in attendance*

Changes are bulleted below and tracked in the appended document (**pp. 140-143**).

- Updates to History Major Options as there are no U.S. or World tracks any longer
  - Updates Management Major title to Management and Business Economics (title change approved by UGC Spring 2014)
  - Removal of POLI 010 from the POLI major requirement as POLI 010 should be taken at UC Merced
- If approved, changes are effective Fall 2015.

Action requested: approval of revised Transfer Admission Criteria

**VI. Review of the Catalog** **15 min**

Review Assignments:

- **SOE** – Carrie Menke (SNS); Paul Gibbons (SSHA); Christopher Viney (SOE)
- **SSHA** – Marcos Garcia-Ojeda (SNS); Sholeh Quinn (SSHA); Kelvin Lwin (SOE)
- **SNS** – Harish Bhat (SNS); Jack Vevea (SSHA); YangQuan Chen (SOE)

UGC has received the SSHA copy of the Catalog (**pp. 144--181**)

Copy was sent to UGC on 2/27 and reminder was sent to the SSHA review subcommittee on 3/2.

Action requested: Review and approval of proposed changes.

**VII. SSHA Proposal for a Global Arts Studies Major – Effective Fall 2016** **10 min**

Discuss proposal (**pp. 182-208**). **No action requested on March 4.**

UGC will formulate a recommendation at its March 18 meeting.

**VIII. Executive Session – UGC Voting Members Only Please** **15 min****Upcoming Business:****Systemwide Review Items****A. [Systemwide Review of Proposed Revised Presidential Policy - Sexual Harassment and Sexual Violence](#)**

If UGC chooses to opine, comments are due to the Senate Chair no later than April 10, 2015

**B. [Proposed revisions to Senate Bylaw 128.D.2](#) (Vice Chairs)**

These revisions are proposed by the University Committee on Rules and Jurisdiction and would provide that Vice Chairs for all standing systemwide committees whose memberships are governed by SBL 128 be at-large members. This change would affect UCAF, UCIE, UCOLASC, UCOPE, UCP&T, and UCACC; all six of these committees currently have Vice Chairs appointed from among Divisional representatives. UCR&J has reviewed the proposal and found it consistent with the Code of the Academic Senate.

If UGC chooses to opine, comments are due to the Senate Chair no later than April 15, 2015

**Informational:**

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

- **Grade Appeals Policy**  
UGC analyst sent policy to Graduate Council on 2/19. Please see GC comments on **pp. 209-213**

**Reminders:**

- **Review of UGC Bylaws**  
DivCo has asked standing committees to review their relevant 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.  
Comments due to the Senate Chair by March 18, 2015.
- **Admissions Subcommittee Charge and Membership**  
Members were previously asked to contact Senate Analyst with questions and/or comments.

# ANTH 131: Space and Place: An Anthropological Perspective

<b>Course Title</b>	Space and Place: An Anthropological Perspective
<b>Abbreviated Course Title</b>	Space and Place
<b>Course Subject</b>	ANTH
<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>	----
<b>Lower Unit Limit</b>	4
<b>Upper Unit Limit</b>	
<b>Prerequisites</b>	ANTH 001 OR ANTH 003 OR JUNIOR STANDING
<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 examines how space is theorized in anthropology, archaeology, and geography. Students learn multiple perspectives in thinking about spaces including how histories and identities are attached to places and landscapes, thus creating powerful or sacred symbols.
<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, 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>	100
<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 space, digital projector, TA or reader may be required if enrollment exceeds 45 students

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

**Course Outline and/or Additional Documentation**  [ANTH 131 Course Outline.pdf \(26Kb\)](#)

## ANTH 131 – **Space and Place: An Anthropological Perspective**

Course Description: [Italicized text to be cited from the UC Merced Catalog]

*This is an upper division undergraduate course that examines how space is theorized in anthropology, archaeology, and geography. Students learn multiple theoretical perspectives in thinking about spaces and examining how they become socially constructed places. The course investigates how memories, histories, and identities are attached to places and landscapes that become symbols which evoke emotions, trigger violence, and become tools of power. This course aids in teaching theoretical perspectives, and encourages a deeper understanding of the world we live in.*

This course is an upper division undergraduate course that examines the social production of space from an anthropological perspective. Our relationship to space and by extension, nature itself, is culturally and temporally situated and is constantly being made and remade. The course examines subjects such as, how spaces become places, how spatial representations aid in producing identities, the political aspects of place making, how space is represented in religion and cosmologies. Readings are designed to provide a theoretical analytical toolbox for understanding the spatial dimensions of our social world.

The readings for the course are wide-ranging covering a number of topics and are designed to expose students to some of the major theoretical underpinnings and seminal work upon which anthropologists and archaeologists draw. The course begins with readings on the concepts of “space” and “place” and will move on to look at the challenges to those concepts by anthropologists such as Tim Ingold and Setha Low. We will then turn our attention to the body in space in the work of Edward T. Hall. Next we will examine boundary making and territoriality in both simple and complex societies. This will be followed by readings on spatial syntax and ways of deciphering and analyzing urban spaces. We will then contemplate Henri Lefebvre’s work, which posits that space is not merely a container for social and cultural activity but that it is in fact produced by such activity. Next we will examine how history and identity are integral to place making and how place attachment is related to “imagined” communities. This will lead into examinations of social conflict and contested spaces. Here we will also look at spatial orders and spatial control. Finally we will turn our attention to the role of space and landscape in cosmologies and religious ideologies. Upon completion of the course, students will have a well-grounded knowledge of how space can be viewed and interpreted from multiple perspectives. I hope to inculcate an appreciation of how people both create and are created by spatial conceptualizations.

Each week students will be assigned directed topical readings to be discussed in class. These will include both book chapters and articles. The class will include both lectures and discussions of the materials to encourage critical thinking and scholarly debate. A final paper on a topic to be worked out individually with the student will be due the last week of class. Papers are designed to hone critical thinking and practice good writing skills.

Readings may include texts such as *Space and Place: The Perspective of Experience* and *Topophilia* by Yi-Fu Tuan; works by Setha Low such as *On the Plaza: The Politics of Public Space and Culture*, *Behind the Gates: Life, Security, and the Pursuit of Happiness in Fortress America*, *The Anthropology of Space and Place: Locating Culture*; Deborah Pellow, *Setting Boundaries: The Anthropology of Spatial and Social Organization*, Henri Lefebvre *The Production of Space*; Tim Ingold *The Temporality of the Landscape*, *The Perception of the Environment: Essays on Livelihood, Dwelling and Skill*; Bill Hillier, *Spatial Syntax*; Maurice Bloch, *People into Places: Zafimaniry Concepts of Clarity*; Edward Casey *Getting Back into Place: Toward a Renewed Understanding of the Place-World*; James Scott *Seeing like a State*; Wendy Ashmore *Site Planning Principles and Concepts of Directionality among the Ancient Maya*, *Mountains, caves, water: ideational landscapes of the ancient Maya*; *Social Archaeologies of Landscape*; Marcos Llobera, *Exploring the topography of mind: GIS, social space and archaeology*; C.E. Orser, *Toward a theory of power for historical archaeology: Plantations and space*, Christopher Tilley, *A Phenomenology of Landscape; Interpretive Archaeology*; S.E. Alcock, *Placing the gods: sanctuaries and sacred space in ancient Greece*; M. N. Zendeño, *The archaeology of territory and territoriality*, Robert Chapman, *Ten years after—megaliths, mortuary practices, and the territorial model*

## **GRADES & ASSIGNMENTS**

Attendance and participation 20%

2 quizzes- 20%

Midterm-20%

Final- 20%

Final paper 20%

## **COURSE LEARNING OUTCOMES (CLOs)**

Students will satisfy learning outcomes in anthropology in the following ways:

1. Describe anthropological perspectives of the past religions. (PLO 1, 2)
2. Apply fundamental anthropological knowledge, including terminology, concepts, intellectual traditions, and theoretical approaches (PLO 1, 2, 5)
3. Integrate multiple lines of evidence in problem solving (PLO 4, 5)
4. Explain diverse social practices. (PLO 2, 4)
5. Discuss the holistic relationship between space and social structure. (PLO 1, 2, 4, 5)
6. Communicate anthropological information and knowledge (PLO 5, 6)

Program Learning Outcomes (PLOs)

1. Possess and apply fundamental anthropological knowledge, including terminology, concepts, intellectual traditions, and theoretical approaches;
2. Identify and analyze common topics of research shared by the sub-fields of anthropology;
3. Understand ethics and responsibility in the practice of anthropology and in our roles as citizens;
4. Recognize and appreciate what it means to be human and how ethnographic, archaeological, and biological knowledge contribute to that understanding;

5. Understand both qualitative and quantitative research methods as they apply to anthropological inquiry;
6. Possess skills to communicate anthropological knowledge effectively through writing, oral presentation, and data presentation in various formats for diverse audiences.

The course is broadly applicable and fundamentally addresses the UC Merced guiding principles of:

- *Communication*-The course helps to develop critical thinking, as well as verbal and written communication skills and reading skills that include both qualitative and quantitative data. Students will have the opportunity to present data orally and to write critical assessments on archaeological issues.
- *Self and society*-Courses such as this broaden the student's overall perspective on the world and introduces them to societal changes over time. This course also helps to situate the student in a spatio/temporal continuum that allows them to evaluate historical contingencies and environmental constraints on past and present societies.
- *Ethics and responsibility*-Students are exposed to cross-cultural practices and the study of a society's socio/political and physical environment, social processes, and historical developments. This is expected to foster tolerance and an understanding of diverse human groups. They are also challenged to view the past from both Western and nonwestern perspectives.
- *Scientific literacy*— Anthropological archaeology often draws on theoretical and methodological elements of the natural sciences (e.g., evolutionary theory, behavioral ecology, quantitative analysis), providing students with the opportunity to both learn about such topics and see their application to social scientific questions.
- *Decision-making* — Analysis of case studies and completion of a research project highlights decision-making by researchers (e.g., methods, theories selected from the suite of those available), while critical review of case studies also provides students with the opportunity to evaluate the success of the research in light of such decisions.
- *Self and society* — Anthropology courses serve to broaden student's perspectives on human diversity and invite them to examine some of their own closely-held beliefs.

# ANTH 111: The Anthropology of Globalization

<b>Course Title</b>	The Anthropology of Globalization
<b>Abbreviated Course Title</b>	Anthropology of Globalization
<b>Course Subject</b>	ANTH
<b>Course Number</b>	111
<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>	ANTH 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 introduces students to anthropological approaches to the phenomenon known as globalization. It explores the political, social, cultural and subjective processes that accompany neoliberal economic globalization by exploring weekly research themes and case studies carried out by anthropologists.
<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, 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>	50
<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 AV, library resources, and an additional reader if course enrollment exceeds 35 students.

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

Yes

**Course Outline and/or Additional Documentation**

 [ANTH 111 Course Outline.pdf \(47Kb\)](#)

ANTH 111: The Anthropology of Globalization: Themes, Theories and Debates  
Course Outline

**Course Description:**

This course introduces students to anthropological approaches to the phenomenon known as “globalization.” It explores the political, social, cultural and subjective processes that accompany neoliberal economic globalization by exploring weekly research themes and case studies carried out by anthropologists. It will also ask how anthropologists can contribute to the study of the globalized world by exploring the unique contributions of ethnography and the anthropological voice.

The course begins with investigating multiple historic phases of economic globalization, and asking if there is something new and different about contemporary neoliberal economic globalization. It then examines the kinds of ideas, practices and institutions that underlie the contemporary globalized economy; including views from both the proponents and detractors of globalization, asking how it affects everyday lives. The course then shifts to questions of culture and globalization, asking if there is such a thing as global culture, how individuals and groups articulate identity and agency under global forces, and what happens to ideas of bounded cultures and societies in a globalized world. It then asks how local encounters with globalization reshapes anthropologists’ questions, fieldwork methods, concepts, and orientations. The course then moves to weekly research themes and case studies in the anthropology of globalization: questions of capital flows and global production; commodities and consumption; national institutions, statecraft, governance, citizenship, and rights; transnational migration and border-crossings; the rule of law, illegal, informal and shadow economies; political violence, ethics and values; technology, subjectivity, and the body. The course concludes by revisiting anthropology’s contribution to the study of globalization and its possibility of generating new questions.

**Course Learning Outcomes (CLOs):**

Students will satisfy CLOs in anthropology in the following ways, which align with the Program Learning Outcomes (PLOs) for the major and minor:

1. Use of a wide range of ethnographic material and case studies so that students become comfortable with terminology, key concepts, theories and ideas in the anthropology of globalization. (PLOs 1, 2, 5)
2. Describe and assess the study of globalization as relevant to all the sub-fields of anthropology. (PLOs 1 and 2)
3. Describe and apply theory and research methods in the anthropology of globalization and its relationship to ethics and responsibility in the intellectual and research process. (PLO 3)
4. Examine and discuss how the anthropology of globalization is relevant to broader questions about the human condition, particularly through both historical and cross-cultural perspectives. (PLO 4)

5. Communicate anthropological information and knowledge through critical reading, writing and oral presentations. (PLO 6)

#### Program Learning Outcomes (PLOs)

1. Possess and apply fundamental anthropological knowledge, including terminology, concepts, intellectual traditions, and theoretical approaches;
2. Identify and analyze common topics of research shared by the sub-fields of anthropology;
3. Understand ethics and responsibility in the practice of anthropology and in our roles as citizens;
4. Recognize and appreciate what it means to be human and how ethnographic, archaeological, and biological knowledge contribute to that understanding;
5. Understand both qualitative and quantitative research methods as they apply to anthropological inquiry;
6. Possess skills to communicate anthropological knowledge effectively through writing, oral presentation, and data presentation in various formats for diverse audiences.

The course is broadly applicable and fundamentally addresses the UC Merced Guiding Principles of General Education:

1. **Communication:** The course is structured to maximize critical thinking, through critical reading skills and verbal and written communication exercises (weekly responses, oral presentations, and class discussion).
2. **Self and society:** Courses such as this broaden the student's overall perspective on the world and invite them to examine their own closely-held beliefs about their community, society and surroundings.
3. **Ethics and responsibility:** Exposure to sociocultural anthropology perspectives on globalization is expected to foster societal responsibility, sustainable forms of living, understanding and tolerance of human diversity and awareness of social, political and economic inequalities.

#### **Assessments:**

This class is ideal for students who enjoy reading and writing and who would like to or need to develop critical thinking, reading, writing and presentation skills. The class is based on lectures and discussions of readings. Assessment is based on participation in class discussion, weekly response papers, one midterm essay, and a final research paper based on primary research data and/or secondary sources.

#### **Required Readings:**

Students will read two rotating ethnographies that deal with the anthropology of globalization (Anna Tsing's *Friction: A Global Ethnography of Connection*, for example). In addition, the students will read chapters and excerpts from *Global Assemblages: Technology, Politics, and*

*Ethics as Anthropological Problems* by Aihwa Ong and Stephen J. Collier, *Modernity at Large: Cultural Dimensions of Globalization* by Arjun Appadurai, *A Brief History of Neoliberalism* by David Harvey, *Globalization and Its Discontents* by Saskia Sassen and selections from *Millennial Capitalism and the Culture of Neoliberalism* edited by Jean and John Comaroff and *Globalization* edited by Arjun Appadurai.

There will be approximately 60 pages of reading per week, with a 30-100 page range depending on the week in question. The course will also be accompanied by film screenings such as *Maquilapolis* by Vicky Funari and Sergio de la Torres (2006).

# ENG 153: Robert Louis Stevenson

<b>Course Title</b>	Robert Louis Stevenson
<b>Abbreviated Course Title</b>	Robert Louis Stevenson
<b>Course Subject</b>	ENG
<b>Course Number</b>	153
<b>School Submitting Request</b>	SSHA
<b>Division</b>	Upper Division
<b>Effective Term</b>	Spring 2016
<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>	Author of Treasure Island, Kidnapped, and Dr. Jekyll and Mr. Hyde, RLS was a poet, essayist, travel writer, and master of the short story. His life was as adventurous and romantic as his fiction. Follow him from Edinburgh to the South Pacific, where his literary interests turned anthropological.
<b>TIE Code</b>	T: Seminar-Topical
<b>Reasons for Request</b>	New Course
<b>Brief Explanation of Change(s)</b>	
<b>Total Contact/Non-contact Hours Per Week</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 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
<b>How many times?</b>	
<b>Resource Requirements</b>	classroom with a/v equipment

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

**Course Outline and/or Additional Documentation**



[ENG 153 Course Outline.pdf \(82Kb\)](#)

## English 153: Robert Louis Stevenson

### COURSE DESCRIPTION

The author of *Treasure Island*, *Kidnapped*, and *Dr. Jekyll and Mr. Hyde*, Scottish novelist Robert Louis Stevenson was a prolific poet, essayist, travel writer, and master of the short story. Cut short by lung disease, his bohemian life was as adventurous and romantic as his fiction. Follow his meandering path from Edinburgh to France, from California to the South Pacific, where his literary interests turned anthropological, and where death was waiting.

Students will leave this class with enhanced research skills: an ability to find non-internet sources and use scholarly academic internet resources; the acumen to synthesize both historiography and literary criticism; and the conviction to formulate original arguments about this famous and influential writer. They are assigned a substantial amount of literature to read.

### COURSE GOALS

Class time and assignments are structured to develop several skills: the ability to identify, close-read, and interpret Stevenson work; an understanding of the historical context (19<sup>th</sup> century Britain) that shaped Stevenson's literature; the capacity to do advanced library and internet research and synthesize the secondary and primary sources into an argumentative paper; and enhanced creativity achieved through a personal engagement with the literature that is not done through academic writing.

### 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** Stevenson's particular and specific writing style, as well as the people, places, literature, and events that shaped the context in which his work was produced. (Addresses PLO 1)
2. **Appreciate** the aesthetic qualities of his literary works, despite or perhaps because of their difficulty. (Addresses PLO 2)
3. **Empathize** with historical, geographic, and cultural diversity by reading literature written by a terminally ill nineteenth-century Scottish misfit, understanding the way social, religious, and political forces affect and are articulated in his literature. (Addresses PLO 3)
4. **Interpret** works of literature with due sensitivity to both textual and contextual cues. In particular, be able to **formally analyze** his poetic and non-poetic works, understanding how choices of meter, rhyme, and punctuation create meaning (Addresses PLO 1)
5. **Analyze** and **synthesize** the critical responses of other scholars, **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 Stevenson's work and responses to it, in speech and writing, cogently and with sensitivity to context. (Addresses PLOs 1 and 2 and 5)
8. **Respond creatively** to Stevenson's writing, producing a story, poem sequence, song, dance, visual artwork, or other creative project expressing your relationship to the poet after four months of engaging his work and scholarly responses to it.
9. **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 Stevenson's writing and communicating responses to it to the class and faculty member; learning about editorial theory and the vagrancies of manuscripts and publishing.

**Aesthetic understanding:** appreciating the unique qualities of Stevenson's writings, despite or perhaps because of their difficulty compared to other types of writing.

**Creativity:** both appreciating Stevenson's creativity by reading many works of his, and responding creatively to that work through a creative project that is not a formal paper.

**Appreciation of diverse perspectives in both global and community contexts:** learning about Stevenson's historical and geographic context, thinking about how his particular circumstances (his globetrotting pursuit of a climate conducive to good health) shaped his worldview, and considering how and why Stevenson's writings have remained popular and influential for one-hundred and twenty years.

# ANTH 113: Urban Anthropology

<b>Course Title</b>	Urban Anthropology
<b>Abbreviated Course Title</b>	Urban Anthropology
<b>Course Subject</b>	ANTH
<b>Course Number</b>	113
<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>	ANTH 001
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	The course examines the development of urban anthropology and major themes and research questions in the field of urban anthropology. Three core frames include the possibilities and limits of cities as global and local ethnographic sites; the past, present and future of cities; and issues of scale.
<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, 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>	50
<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>	

Standard AV, library resources, a reader if the course enrollment exceeds 35 students.

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

**Course Outline and/or Additional Documentation**  [ANTH 113 Course Outline.pdf \(18Kb\)](#)

## **ANTH 113 Urban Anthropology—Course Outline**

### **Course Description:**

This course introduces students to the significance and development of urban anthropology within socio-cultural anthropology and core themes and debates in the field of urban anthropology. It is structured to introduce students to important theoretical perspectives that inform anthropologists' studies of urban contexts and to investigate research themes through case studies. The course pays focus on three core themes in the study of urban anthropology: 1) the possibilities and limits of cities as global and local ethnographic sites, 2) the past, present and future of cities, and 3) scale: the dynamics internal to the city itself, cities in relation to other cities, and cities in relation to other political, economic, social and historical formations like the nation and the global economy. Other important sub-themes include the relationship between the rural and urban, political economy and inequality, urban life and its cultural and social dynamics, space and place, race and exclusion, gender and sexuality, and cities and citizenship. The course also examines lenses from which to study cities: global cities, fortress cities, de-industrializing cities, post-9/11 cities, and Global South cities, for example. Through case studies, students will work on thinking across the West/non-West divide in urban studies. Through readings of case studies and ethnographies, the course content will also investigate the role of ethnographic method in anthropologists' contributions to pressing issues in urban studies.

The course begins by introducing the development of urban anthropology and anthropological debates on how urban contexts should be studied given the classical fieldwork models of anthropologists. It then explores the development of typologies of cities and different lenses from which to study the city. Course material then investigates research themes on colonial and post-colonial cities, cities in the global political-economic context, de-industrializing cities in the West, poverty and exclusion in the city, immigration, race and violence, cities and citizenship, and gender and sexuality. It concludes by exploring the future of cities, alternatives to current urban problems identified anthropologists, and the ongoing relevance of urban anthropology to the discipline as a whole. The course also makes use of two rotating urban ethnographies in the global context to help cement the use of ethnographic method with the study of the urban.

### **Learning Outcomes:**

Students will satisfy learning outcomes in anthropology by:

1. Making use of a wide range of ethnographic material and case studies from anthropologists who work in urban contexts so that students become comfortable with terminology, key concepts, theories and ideas in the field of urban anthropology.
2. Understanding how the study of urban contexts is relevant to all the sub-fields of anthropology.
3. Becoming familiar with the application of theory and research methods in the field of urban anthropology and its relationship to ethics and responsibility in the intellectual and research process.

4. Understanding how the field of urban anthropology is relevant to broader questions about the human condition, particularly through both historical and cross-cultural perspectives of the city.
5. Developing skills for communicating anthropological information and knowledge through critical reading, writing and oral presentations.

The course is broadly applicable and fundamentally addresses the UC Merced guiding principles of general education:

1. **Communication:** The course is structured to maximize critical thinking, through critical reading skills and verbal and written communication exercises (weekly responses, oral presentations, and class discussion).
2. **Self and society:** Courses such as this broaden the student's overall perspective on the world and invite them to examine their own closely-held beliefs about their community, society and surroundings.
3. **Ethics and responsibility:** Exposure to sociocultural anthropology perspectives on urban contexts is expected to foster societal responsibility, sustainable forms of living, understanding and tolerance of human diversity and awareness of social, political and economic inequalities.

### **Assessments:**

This class is ideal for students who enjoy reading and writing and who would like to or need to develop critical thinking, reading, writing and presentation skills. The class is based on lectures and discussions of readings. Assessment is based on participation in class discussion, weekly response papers, one midterm essay, and a final research paper based on primary research data and/or secondary sources.

### **Required Readings:**

Beyond the two rotating ethnographies that students are required to read in the course, the students will read several chapters from *Theorizing the City: The New Urban Anthropology Reader* (Low, 2005); *Urban Fortunes: the Political Economy of Place* (Logan and Molotch 2007, 2<sup>nd</sup> edition ); and *Cities in a World Economy* (Sassen 2012, 4<sup>th</sup> edition). Other book chapters (*The Country and the City*, Williams; *Urban Outcasts*, Waquant; *Cultural Struggles, Conquergood*) and articles will be assigned from journals such as *Theory and Society*, *Public Culture*, and *Cultural Anthropology*. There will be approximately 60 pages of reading per week—at times less, at times a little more.

# HIST 124BR: African American History 1877 to Present:Research

<b>Course Title</b>	African American History 1877 to Present:Research
<b>Abbreviated Course Title</b>	AfAmer Hist 1877-Pres:Research
<b>Course Subject</b>	HIST
<b>Course Number</b>	124BR
<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>	HIST 016 OR HIST 017
<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 the African American experience from Reconstruction through the present day. Themes include the development of African American culture, Jim Crow segregation, civil rights, black power, and the prison industrial complex. The R version of the course involves a student research project.
<b>TIE Code</b>	T: Seminar-Topical
<b>Reasons for Request</b>	New Course
<b>Brief Explanation of Change(s)</b>	Add HIST 124BR to supplement HIST 124B. "R" versions of our History courses are limited in enrollment to 30 students and involve the production of a research paper as a major goal of the class. We are not discontinuing the old version, which will be offered from time to time without the research component and with a higher enrollment limit.
<b>Total Contact/Non-contact Hours Per Week</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 Hours Per Week</b>	12
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	30

**Maximum Enrollment Reason** ----

**Cross-listing**

**Conjoined**

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

**Can this course be repeated?** No

**How many times?**

**Resource Requirements** Classroom with AV

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

**Course Outline and/or Additional Documentation**  [HIST 124B Course Outline.pdf \(22Kb\)](#)

## **Course Outline**

### **History 124BR: African American History from 1877-Present**

#### Course Description and Goals:

This course will explore the African American experience from Reconstruction through the present day. Themes include the development of African American culture, Jim Crow segregation, civil rights, black power, and the effects of deindustrialization and the prison industrial complex on black life in the United States. The course supports students in exploration of this content while building precise skills and a knowledge base outlined below in the Course Learning Outcomes. As an “R” or research version of this course, HIST 124BR will also require students to complete a lengthy paper based in original, primary source research.

#### Course Learning Outcomes:

This course is designed to broaden students understanding of American history while enhancing their analytical capacities and written and verbal communications skills. By the end of the course students should master the following abilities:

- Internalize the reflective process to critically evaluate historical events and human experiences to better understand their place in the world.
- Step outside their normal frame while analyzing events and experiences from disparate social, cultural, economic, political, religious, and intellectual perspectives
- Execute strong written and verbal communication skills.
- Explore their thoughts while evaluating material so they can independently reach their own conclusions.

To support student success coherently across History coursework, these Course Learning Outcomes contribute to students’ development of the following History Program Learning Outcomes:

1. Recognize the processes by which societies, cultures, and institutions change over time.
2. Describe particular historical developments and explain their wider context.
3. Critically read, analyze, and synthesize primary and secondary sources.
4. Use methods of narrative and analysis appropriately for communicating historical phenomena.
5. Identify the various contexts that shape the construction and use of historical sources and knowledge.

Course Materials:

Lawrence Levine, *Black Culture and Black Consciousness: Afro-American Thought from Slavery to Freedom*  
W.E.B. Du Bois, *The Souls of Black Folk*  
William H. Chafe et. al., *Remembering Jim Crow: African Americans Tell About Life in the Segregated South*  
Clayborne Carson, ed. *The Autobiography of Martin Luther King Jr.*  
Attallah Shabazz et. al., *The Autobiography of Malcolm X*  
Robin D. G. Kelley, *Race Rebels: Culture, Politics, and the Black Working Class*  
Assata Shakur, *Assata: An Autobiography*  
Paul Beatty, *The White Boy Shuffle*  
Vijay Prashad, *Everybody was Kung Fu Fighting: Afro-Asian Connections and the Myth of Cultural Purity*  
Barack Obama, *Dreams From My Father: A Story of Race and Inheritance*  
Michelle Alexander, *The New Jim Crow*

Course Structure/Schedule:

- I. Constructing Race, Culture, and Resistance
- II. Songs, Stories, and Resistance in the Slave Quarters
- III. African American Culture and the Meaning of Freedom
- IV. *The Souls of Black Folk*
- V. Washington, Du Bois, and Garvey
- VI. Ida B. Wells and the Crusade Against Lynching
- VII. Living Jim Crow (I)
- VIII. Living Jim Crow (II)
- IX. Art, Culture, and Politics in the Harlem Renaissance
- X. MLK and the Origins of the Liberal Civil Rights Movement
- XI. To the Mountaintop
- XII. From the Grass Roots
- XIII. The Riddle of the Zoot Suit
- XIV. From Malcolm X to El-Hajj Malik El-Shabazz
- XV. Origins of the Modern Black Power Movement
- XVI. The Black Panther Party
- XVII. Assata Shakur's Journey
- XVIII. "They Ain't Scared of Rap Music, They Scared of Us."
- XIX. Afro-Asian Connections
- XX. Race and Inheritance
- XXI. A Post-Racial America?
- XXII. "Is It a War on Drugs, or Just My Community?"

# SPAN 172: History of the Spanish Language

<b>Course Title</b>	History of the Spanish Language
<b>Abbreviated Course Title</b>	Spanish Language History
<b>Course Subject</b>	SPAN
<b>Course Number</b>	172
<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>	SPAN 170
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	The course introduces the linguistic development of the Spanish language from its Latin roots to Modern Spanish. Students will study the sociocultural, historical and literary influences that have affected the linguistic evolution of the Spanish language. The course describes both the internal/linguistic factors and external/social factors that impacted language changes.
<b>TIE Code</b>	T: Seminar-Topical
<b>Reasons for Request</b>	New Course
<b>Brief Explanation of Change(s)</b>	
<b>Total Contact/Non-contact Hours Per Week</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 Hours Per Week</b>	12
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	30
<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 audio-visual capacity

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

Yes

**Course Outline and/or Additional Documentation**

 [SPAN 172 Course Outline.pdf \(21Kb\)](#)

## **Spanish 172: History of the Spanish Language**

### **I. COURSE DESCRIPTION**

The course introduces the linguistic development of the Spanish language from its Latin roots to Modern Spanish. Students will study the sociocultural, historical and literary factors that have affected the linguistic evolution of the Spanish language. The course will present the most prevalent features of historical linguistics that may be useful for understanding texts written in Old Spanish. The course describes both the internal/linguistic factors and external/social factors that influence language change. Besides the origins of Spanish and its evolution, we will discuss its sister languages and the key differences between those languages and Spanish. Students will engage in several practical exercises in order to understand the linguistic processes that took place throughout the evolution of Spanish and recognize the changes that affected the language. The class will be given entirely in Spanish and will consist of class discussion of readings, presentations, exams and a research paper.

Note: The prerequisite for this course is SPAN 170.

#### Grading Procedures:

Participation.....	10%
Homework and exercises.....	15%
Exams 1 and 2 (20% each).....	40%
Research paper and presentation.....	35%

### **II. COURSE GOALS:**

- Understand key concepts in historical linguistics
- Introduce the socio-historical context of Spanish language evolution
- Identify the factors that influence language change
- Study the historical contact situation of Spanish and other languages
- Recognize features of Latin words and their modern counterparts in Spanish

### **III. COURSE LEARNING OUTCOMES:**

- Describe the internal and external factors that influence language change (PLO 4)
- Explain and compare the relationship between language variety, prestige/stigma and power (PLO 4)
- Translate and interpret words from Old Spanish into Modern Spanish (PLO 4, 5)
- Accurately use Spanish in a variety of settings, types of discourse, topics, and registers (PLO 1, 2, 4)

- Manipulate relevant linguistic terminology and use it to explain and critique historical linguistics phenomena (PLO 4)
- Use analytic, interpretative, and critical thinking skills (PLO 4)
- Recognize varieties and dialects of romance languages (PLO 4, 5)

#### **IV. PROGRAM LEARNING OUTCOMES:**

1. Demonstrate Spanish writing and reading skills equivalent to at least the advanced-high level of the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.
2. Demonstrate Spanish speaking and listening skills equivalent to at least the advanced-high level of the ACTFL Proficiency Guidelines.
3. Explain and apply the major theoretical perspectives in literary analysis.
4. Identify and apply linguistic concepts pertinent to the Spanish language when analyzing writing and oral, literary and non-literary texts.
5. Articulate similarities and differences within the cultures of the Hispanic world by discerning the main topics and characteristics of different historical periods, and by analyzing literary and non-literary texts in light of their historical embedment in the Latin American, US Latino and Spanish contexts.

#### **V. GENERAL EDUCATION GUIDING PRINCIPLES**

The course reinforces the following General Education Guiding Principles:

1. Decision making: Students will engage in problem solving when working on exercises based on the evolution of Latin words into Spanish. Students will engage with the course material in order to evaluate, interpret and analyze the problems.
2. Communication: The course provides opportunities to communicate knowledge gained about historical linguistics in a variety of registers and genres (spoken, online, written).
3. Self and society: Students gain a deeper understanding of the relationship between language, society and self-identity.
4. Leadership and Teamwork: Students constantly work in groups and negotiate knowledge about linguistics.
5. Development of Personal Potential: Students develop specialized terminology necessary to think critically about sociolinguistic issues. At the same time, the course emphasizes respect for other varieties and aims to empower students' language varieties.

# SPAN 175: Spanish in the U.S.

<b>Course Title</b>	Spanish in the U.S.
<b>Abbreviated Course Title</b>	Spanish in the U.S.
<b>Course Subject</b>	SPAN
<b>Course Number</b>	175
<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>	SPAN 103
<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 examines the sociolinguistic context of Spanish spoken in the U.S. as well as its historical and contemporary challenges. The topics that will be covered include the language varieties spoken in the U.S., language contact, language maintenance and loss, language attitudes, and the academic needs of heritage speakers.
 <b>TIE Code</b>	 T: Seminar-Topical
<b>Reasons for Request</b>	New Course
<b>Brief Explanation of Change(s)</b>	
 <b>Total Contact/Non-contact Hours Per Week</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 Hours Per Week</b>	 12
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	30
<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**

Classroom with audio-visual capacity.

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

Yes

**Course Outline and/or Additional Documentation**



[SPAN 175 Course Outline.pdf \(21Kb\)](#)

## **Spanish 175: Spanish in the U.S.**

### **I. COURSE DESCRIPTION**

The course, Spanish in the U.S., is specifically designed for students with interests in the language situation of bilingual speakers, teaching Spanish to heritage speakers and bilingualism issues. The course examines the sociolinguistic context of the Spanish language spoken in the U.S. as well as its historical and contemporary challenges. The topics that will be covered during the first half of the course include the socio-demographics of Latinos in the U.S., the major language varieties spoken (Mexican-American Spanish, Puerto Rican Spanish, Cuban Spanish), and the result of language and dialect contact (code-switching, loan words). The second part of the course will focus on bilingualism in academic and public contexts: language maintenance and loss, language attitudes, academic needs of heritage speakers, and pedagogical approaches to teaching Spanish for bilinguals. The class will be given entirely in Spanish and will consist of class discussion based on readings (research articles and book chapters), a course blog, essays and a research paper.

Note: The prerequisite for this course is SPAN 103.

#### **Grading Procedures:**

Participation.....	10%
Homework.....	15%
Quizzes (5 total).....	15%
Essays 1 and 2 (15% each).....	30%
Research paper and presentation.....	30%

### **II. COURSE GOALS:**

- Study key sociolinguistic concepts about Spanish in the U.S.
- Introduce the historical context of Spanish spoken in the U.S.
- Understand the characteristics Spanish language varieties across the U.S.
- Identify the issues affecting bilingualism
- Study the language contact situation of Spanish spoken in the U.S.

### **III. COURSE LEARNING OUTCOMES:**

- Gain sociolinguistic awareness of language varieties and dialects (PLO 4, 5)
- Compare and contrast the socio-political issues minority languages face in a language majority society (PLO 4)
- Describe key concepts in bilingualism (PLO 4)
- Accurately use Spanish in a variety of settings, types of discourse, topics, and registers (PLO 1, 2, 4)
- Manipulate relevant linguistic terminology and use it to explain and critique sociolinguistic phenomena (PLO 4)
- Use analytic, interpretative, and critical thinking skills (PLO 4)

#### **IV. PROGRAM LEARNING OUTCOMES:**

1. Demonstrate Spanish writing and reading skills equivalent to at least the advanced-high level of the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.
2. Demonstrate Spanish speaking and listening skills equivalent to at least the advanced-high level of the ACTFL Proficiency Guidelines.
3. Explain and apply the major theoretical perspectives in literary analysis.
4. Identify and apply linguistic concepts pertinent to the Spanish language when analyzing writing and oral, literary and non-literary texts.
5. Articulate similarities and differences within the cultures of the Hispanic world by discerning the main topics and characteristics of different historical periods, and by analyzing literary and non-literary texts in light of their historical embedment in the Latin American, US Latino and Spanish contexts.

#### **V. GENERAL EDUCATION GUIDING PRINCIPLES**

The course reinforces the following General Education Guiding Principles:

1. **Communication:** The course provides opportunities to communicate knowledge gained about sociolinguistics in a variety of registers and genres (spoken, online, written).
2. **Self and society:** Students gain a deeper understanding of the relationship between language, society and self-identity.
3. **Leadership and Teamwork:** Students constantly work in groups and negotiate knowledge about linguistics.
4. **Development of Personal Potential:** Students develop specialized terminology necessary to think critically about sociolinguistic issues. At the same time, the course emphasizes respect for other varieties and aims to empower students' language varieties.

# ANTH 122: Anthropological Perspectives on Religion and Healing

<b>Course Title</b>	Anthropological Perspectives on Religion and Healing
<b>Abbreviated Course Title</b>	Religion and Healing
<b>Course Subject</b>	ANTH
<b>Course Number</b>	122
<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>	ANTH 1
<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 introduces students to religion from a cross cultural perspective, and provides them with analytical techniques to understand religious phenomena. Course includes fundamental constituents such myth, symbol, and ritual; consideration of how religions differently define bodies and spirits; and religion as personal and political identity.
<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, 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>	50
<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**

Standard AV, library, reader if enrollment exceeds 35 students.

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

Yes

**Course Outline and/or Additional Documentation**  [ANTH 122 Course Outline.pdf \(37Kb\)](#)

**ANTH 122**  
**Anthropological Perspectives on Religion and Healing**

**Course description**

This course will introduce students to religion from a cross cultural perspective, and provide them with analytical techniques to understand religious phenomena. Through weekly readings of anthropological research, students will gain a broader understanding of religion in the modern world. The course begins with fundamental constituents of religion: myth, symbol, and ritual, examining how to define and characterize these phenomena and how they relate to one another. It then moves to considerations of how religions differently define bodies and spirits, deal with gender, and use altered states of consciousness to communicate spiritual concepts. In this section the course materials will also discuss psychological and gendered aspects of spirit possession, and the nature of possession as a means of communication of distress. Religion as personal and political identity occupy the middle weeks of the course with considerations of ethnicity, empire, colonialism, and struggles for dominance among religions. This section will conclude with a discussion of how social change affects religious belief and behavior. The course concludes with considerations of both religious healing and anti-healing in the form of witchcraft.

**Course Learning Outcomes (CLOs):**

At the conclusion of this course the student will:

1. Describe and apply knowledge about religion from an anthropological perspective. (PLO 1)
2. Discuss the development of the field of religion in anthropology. (PLO 1)
3. Identify and analyze common topics of research in the anthropology of religion. (PLO 2)
4. Outline introductory knowledge of ethical issues in anthropological research and publication. (PLO 3)
5. Outline introductory knowledge of how anthropology approaches the relationships between religion and ethnicity. (PLO 1, 4, 5)
6. Outline introductory knowledge of how anthropology approaches relationships between religion and healing. (PLO 1, 4, 5)
7. Discuss basic aspects of anthropological research methods and application. (PLO 6)
8. Communicate anthropological knowledge. (PLO 7)
9. Read and discuss anthropological literature. (PLO 6)
10. Use critical thinking skills to evaluate anthropological arguments through discussion and written assignments. (PLO 6)
11. Distinguish issues in the definition of religion, characteristics of different religious systems, and how religion articulates with other cultural phenomena. (PLO 1, 2)

**Program Learning Outcomes (PLOs)**

1. Possess and apply fundamental anthropological knowledge, including terminology, concepts, intellectual traditions, and theoretical approaches;

2. Identify and analyze common topics of research shared by the sub-fields of anthropology;
3. Understand ethics and responsibility in the practice of anthropology and in our roles as citizens;
4. Recognize and appreciate what it means to be human and how ethnographic, archaeological, and biological knowledge contribute to that understanding;
5. Understand both qualitative and quantitative research methods as they apply to anthropological inquiry;
6. Possess skills to communicate anthropological knowledge effectively through writing, oral presentation, and data presentation in various formats for diverse audiences.

The course is broadly applicable and fundamentally addresses the UC Merced guiding principles of general education:

1. **Communication:** The course is structured to maximize critical thinking, through critical reading skills and verbal and written communication exercises (weekly responses, oral presentations, and class discussion).
2. **Self and society:** Courses such as this broaden the student's overall perspective on the world and invite them to examine their own closely-held beliefs about their community, society and surroundings.
3. **Ethics and responsibility:** Students will learn to understand and tolerate human diversity, and again a broader understanding of social, political and economic inequalities in the contemporary world.

### Assessments

This course is designed for students who like to work with narrative materials and who would like to develop critical reading, and writing skills. Students will be expected to participate in class and section, and to complete three take home essay questions as well as short reading responses.

### Topic list:

1. Intro
2. What is religion
3. Myth and Cosmos
4. Ritual and Symbol
5. Spirits, Visions, Shamans
6. Body and Religion
7. Religion and Gender
8. Religion, Empire, Colonialism
9. Religion, State, Modernity
10. Religion, Identity, Ethnicity
11. Pilgrimage and location

12. Religion and Social Change
13. Witchcraft and Evil Eye
14. Religious healers
15. Conclusion

**Types of readings:**

Students will read 60 -100 pages a week. The readings include a textbook (Bowie, Fiona 2005, *The Anthropology of Religion, An Introduction*) two book length ethnographies which will serve as case studies (such as Goldschmidt, Henry *Race and Religion Among the Chosen Peoples of Crown Heights*), and articles from anthropological literature.

# ANTH 120: Introduction to Medical Anthropology

<b>Course Title</b>	Introduction to Medical Anthropology
<b>Abbreviated Course Title</b>	Intro to Med Anthro
<b>Course Subject</b>	ANTH
<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>	ANTH 001 or ANTH 005
<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 provides knowledge about medical anthropology, how different cultures understand human physiology and health, definitions of sickness, types of medical systems and practitioners, how cultural practices affect health, issues in gender environmental health, and how medical anthropology influences health policy.
 <b>TIE Code</b>	 T: Lecture plus Supplementary Activity
<b>Reasons for Request</b>	Other
<b>Brief Explanation of Change(s)</b>	Adding discussion section to allow more in depth analysis of course topics.
 <b>Total Contact/Non-contact Hours Per Week</b>	 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 Hours Per Week</b>	 12
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	75
<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 standard instructional AV equipment, library resources, teaching assistant for discussion section of no more than 30 students each.

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

**Course Outline and/or Additional Documentation**



[ANTH 120 Course Outline.pdf \(122Kb\)](#)

## Anthropology 120

# Introduction to Medical Anthropology

**Course Goals and Learning Outcomes:** This course provides knowledge of the field of medical anthropology. Through reading and discussions, students will become familiar with how different cultures understand human physiology and health, definitions of sickness, types of medical systems and practitioners, how cultural practices affect health, issues in gender and health and in environmental health, how anthropology as a discipline has responded to health challenges around the world and how the discipline has influenced international health policy.

At the conclusion of this course, students will demonstrate the following Course Learning Outcomes (CLOs)

- Categorize anthropological approaches to major types of medical systems cross culturally.
- Discuss theorists associated with schools of thought in medical anthropology.
- Identify ethical issues in applied anthropology.
- Describe and assess qualitative and quantitative research methods as they apply to anthropology.
- Describe anthropological terminology, concepts, and theoretical approaches to the meaning of being human. (PLOs 1 and 2)
- Use anthropological knowledge and critical thinking skills to evaluate anthropological arguments.

Program Learning Outcomes (PLOs)

1. Possess and apply fundamental anthropological knowledge, including terminology, concepts, intellectual traditions, and theoretical approaches;
2. Identify and analyze common topics of research shared by the sub-fields of anthropology;
3. Understand ethics and responsibility in the practice of anthropology and in our roles as citizens;
4. Recognize and appreciate what it means to be human and how ethnographic, archaeological, and biological knowledge contribute to that understanding;
5. Understand both qualitative and quantitative research methods as they apply to anthropological inquiry;
6. Possess skills to communicate anthropological knowledge effectively through writing, oral presentation, and data presentation in various formats for diverse audiences.

**The course is broadly applicable and fundamentally addresses the UC Merced Guiding Principles of General Education:**

1. **Communication:** The course is structured to maximize critical thinking, through critical reading skills and verbal and written communication exercises (class discussions, final paper).
2. **Self and society:** Courses such as this broaden the student's overall perspective on the world and invite them to examine their own closely-held beliefs about their community, society and surroundings.
3. **Ethics and responsibility:** Exposure to sociocultural anthropology perspectives on religion is expected to foster societal responsibility, sustainable forms of living, understanding and tolerance of human diversity and awareness of social, political and economic inequalities.



### **Assignments and Evaluation:**

All assignments are due when indicated on the syllabus. All assignments must be completed with the student's own original work. Please turn in assignments electronically in WORD documents. For exams, students will answer questions in short essays as take home assignments. Students will receive the questions two weeks before they are due. Each exam covers material up to that date; they are not cumulative.

**Midterms** (30% each) Two take home midterms due **March 3 and April 14,**

**Final Examination** (35%): This will consist of one take-home essay due **May 11.**

**Class Participation:** (5%) Students are expected to attend and participate in class and section.

All assignments must be completed to pass the class.

### **Readings:**



### **Books:**

Dettwyler, Katherine A. 2013. *Dancing Skeletons: Life and Death in West Africa: 20<sup>th</sup> Anniversary Edition*. Waveland Press. Paper. 978 1478607588 \$20.85

Farmer, Paul. 2006. *AIDS and Accusation: Haiti and the Geography of Blame*. Berkeley: University of California Press. Paper. 978 0520248397. \$20.50

Singer, Merrill and Hans Baer. 2011. *Introducing Medical Anthropology: A Discipline in Action*. Lanham, MD: Altamira Press. Paper. 978 075912091. \$31.86.

### Schedule of Readings:

#### **WEEK ONE: INTRODUCTION**

no readings

#### **WEEK TWO: MEDICAL ANTHROPOLOGY: A FIELD OF STUDY**

Singer and Baer

Chapter 1 "Introduction to Medical Anthropology"

#### **WEEK THREE: HOW DIFFERENT PEOPLES EXPERIENCE AND EXPLAIN SICKNESS**

Singer and Baer:

Chapter 3 "What Is Health: Experiencing Illness, Knowing Disease"

Nichter, Mark. 1981. "Idioms of Distress: Alternatives in the Expression of Psychosocial Distress: A Case Study from South India." *Culture, Medicine and Psychiatry* 5: 379-408.

Rebhun, L.A. 1994. "A Heart Too Full: The Weight of Love in Northeast Brazil." *Journal of American Folklore* 107, 423: 167-180.

Greenway, Christine. 1998. "Hungry earth and vengeful stars: soul loss and identity in the Peruvian Andes" *Social Science & Medicine*, 47, 8: 993-1004.

#### **WEEK FOUR: TYPES OF MEDICAL SYSTEMS**

Singer and Baer:

Chapter 4 "Ethnomedicines: The Worlds of Treatment and Healing"

Chapter 5 "Medical Pluralism in the Contemporary World"

Ashraf, Ali, Shafiq Chowdhury, Pieter Streefland. 1982. "Health, disease and health-care in rural Bangladesh" *Social Science & Medicine*, 16, 23: 2041-2054

Koo, Linda C. 1984. "The Use of Food to Treat and Prevent Disease in Chinese Culture." *Social Science and Medicine* 18, 9: 757-766.

Haram, Liv. 1991. "Tswana medicine in interaction with biomedicine" *Social Science & Medicine*, 33, 2: 167-175.

## **WEEK FIVE: TYPES OF SICKNESS**

Kenny, Michael G. 1978. "*Latah*: The Symbolism of a Putative Mental Disorder." *Culture, Medicine, and Psychiatry* 2: 209-231.

Geissler, P. Wenzel. 1988. "'Worms Are Our Life', Part I: Understandings of Worms and the Body Among the Luo of Western Kenya." *Anthropology and Medicine* 5, 1: 63-79.

Pylpa, Jen. 2007. "Healing Herbs and Dangerous Doctors: "Fruit Fever" and Community Conflicts with Biomedical Care in Northeast Thailand" *Medical Anthropology Quarterly* 21, 4:

Mo, Bertha. 1984. "Black magic and illness in a Malaysian Chinese community." *Social Science & Medicine*, 18, 2: 147-157

## **WEEK SIX: FIELDWORK IN MEDICAL ANTHROPOLOGY**

Chapter 2 "What Medical Anthropologists Do"

Dettwyler, Katherine A. 1994. *Dancing Skeletons: Life and Death in West Africa*. Waveland Press.

## **WEEK SEVEN: POLITICAL ECONOMY OF HEALTH**

Singer and Baer:

Chapter 6 "Health Disparity, Health Inequity"

Brown, Peter. 1987 "Microparasites and Macroparasites" *Cultural Anthropology* 2, 1: 155-171.

Kidanemariam, Ande and Eugene B. Gallagher 1992. "Theoretical Perspectives for Explaining Infant Mortality in the Third World:" *Central Issues in Anthropology* 10, 1: 8-15

Chavez, Leo R., Estevan T. Flores, and Marta Lopez-Garza. "Undocumented Latin American Immigrants and U.S. Health Services: An Approach to a Political Economy of Utilization" *Medical Anthropology Quarterly* 6, 1: 6-26.

## WEEK EIGHT: NEW AND NEWLY EMERGENT DISEASES

Farmer, Paul. 1993. *AIDS and Accusation: Haiti and the Geography of Blame*. Berkeley: University of California Press.. Parts One Through Three: pp. 1-150.

## WEEK NINE: AIDS

Farmer, Paul. 1993. *AIDS and Accusation: Haiti and the Geography of Blame*. Berkeley: University of California Press. Finish book.

## WEEK TEN: VIOLENCE AND HEALTH

Dodge, Cole. 1990. "Health Implications of War in Uganda and Sudan." *Social Science and Medicine* 31, 6: 691-698.

Nordstrom, Carolyn. 1998. "Terror Warfare and the Medicine of Peace." *Medical Anthropology Quarterly* 12, 1: 103-121.

Olujic, Maria B. 1998. "Embodiment of Terror: Gendered Violence in Peacetime and Wartime in Croatia and Bosnia-Herzegovina." *Medical Anthropology Quarterly* 12, 1: 31-50.

Dickson-Gomez, Julia. 2002. "The Sound of Barking Dogs: Violence and Terror Among Salvadoran Families in the Postwar." *MAQ* 16, 4: 415-438.

## WEEK ELEVEN: HEALTH AND ENVIRONMENT

Singer and Baer:

Chapter 7 "Health and the Environment: Toward a Healthier World"

Hunter, John N. and Sonia I. Arbona. 1995. "Paradise lost: An introduction to the geography of water pollution in Puerto Rico" *Social Science & Medicine*, 40, 10: 1331-1355.

Donohoe, Martin. 2003. "Causes and health consequences of environmental degradation and social injustice." *Social Science & Medicine*, 56, 3: Pages 573-587.

Beach, Hugh. 1990. "Perceptions of risk, dilemmas of policy: Nuclear fallout in Swedish Lapland." *Social Science & Medicine*, 30, 6: 729-738.

## **WEEK TWELVE: GENDER AND HEALTH**

Inhorn, Marcia C. 2006. "Defining Women's Health: A Dozen Messages from More than 150 Ethnographies" *Medical Anthropology Quarterly*. 20, 3: 345-378

Janes, Craig. 2004 "Free Markets and Dead Mothers: The Social Ecology of Maternal Mortality in Post-Socialist Mongolia" *Medical Anthropology Quarterly*. 18, 2: 230-257

Bell, Kirsten. 2005. "Genital Cutting and Western Discourses on Sexuality." *Medical Anthropology Quarterly*. 19, 2: 125-148.

Castañeda, Heide. 2008. "Paternity for Sale: Anxieties over 'Demographic Theft' and Undocumented Migrant Reproduction in Germany." *Medical Anthropology Quarterly* 22, 4: 340-359.

## **WEEK THIRTEEN: UNHEALING: CURSING AND WITCHCRAFT**

Smith, Daniel Jordan 2001. "Ritual Killing, 419, and Fast Wealth: Inequality and the Popular Imagination in Southeastern Nigeria." *American Ethnologist* 28, 4: 803-826.

McIntosh, Janet. 2010. "Mobile Phones and Mipoho's Prophecy: The Powers and Dangers of Flying Language." *American Ethnologist* 37, 2: 337-353.

Ansel, Aaron. 2009. "But the Winds Will Turn Against You': An Analysis of Wealth Forms and the Discursive Space of Development in Northeast Brazil." *American Ethnologist* 36, 1: 96-109.

Jacobsen, G. Jeffrey. 2003. "Espiritus? No, Pero la Maldade Existe': Supernaturalism, Religious Change and the Problem of Evil in Puerto Rican Folk Religion." *Ethos* 31, 3: 434-467.

<b>WEEK FOURTEEN: TRYING TO MAKE A DIFFERENCE WITH APPLIED MEDICAL ANTHROPOLOGY</b>
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Hahn, Robert N. 1999. "Anthropology and the Enhancement of Public Health Practice." In Hahn, Robert N., ed. *Anthropology In Public Health: Bridging Differences In Culture and Society*. Pp. 3-24. New York: Oxford University Press.

Nichter, Mark. 1985. "Drink Boiled Water: A Cultural Analysis of a Health Education Message." *Social Science and Medicine* 21, 6: 667-669.

Nations, Marilyn, and L.A. Rebhun 1988. "Mystification of a Simple Solution: Oral Rehydration Therapy in Northeast Brazil." *Social Science and Medicine* 27, 1: 25-38.

van der Geest, Sjaak. 1999. "Training Shopkeepers and Schoolchildren in Medicine Use: Experiments in Applied Medical Anthropology in East Africa." *Medical Anthropology Quarterly*. 13, 2: 253-255.

<b>WEEK FIFTEEN: SUMMARY</b>
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No readings

# PH 111: Social Epidemiology

<b>Course Title</b>	Social Epidemiology
<b>Abbreviated Course Title</b>	Social Epidemiology
<b>Course Subject</b>	PH
<b>Course Number</b>	111
<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>	PH 100 or permission of the instructor
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	SOPHOMORE OR JUNIOR OR SENIOR
<b>Course Description</b>	Social epidemiology is the branch of epidemiology that explores how social forces affect human health and well being. In particular it asks how social interactions, human activities, social conditions, social problems, and other social arrangements affect determinants of health and yield differential health outcomes.
<b>TIE Code</b>	T: Lecture
<b>Reasons for Request</b>	Pre-requisite Change
<b>Brief Explanation of Change(s)</b>	Students need an understanding of basic epidemiology (PH 100). This class is not appropriate for freshman students. We are also removing the enrollment limit of 80.
<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>	200
<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>	Standard Classroom A/V
<b>Does this satisfy a General Education Requirement?</b>	Yes
<b>Course Outline and/or Additional Documentation</b>	 <a href="#">PH 111 Course Outline.pdf (65Kb)</a>

**UNIVERSITY OF CALIFORNIA, MERCED**  
**Social Epidemiology**  
**(PH-111-01)**

**Course Description:**

Social epidemiology is the branch of epidemiology that explores how social forces affect human health and wellbeing. In particular it asks how social interactions, human activities, social conditions, social problems, and other social arrangements affect determinants of health and yield differential health outcomes. Social epidemiologists are concerned with determining the pathways through which social factors affect health, identifying disease-specific risk factors, and understanding health outcomes and risk factors are arrayed across different social conditions and social systems. This class pays particular attention to the effects of race and gender as they affect health and interact with the social determinants of health.

This class also provides an introduction to methods for public health research. The course will include both qualitative and quantitative research methods will be covered. Specifically, we will discuss the assumptions underlying research methods, the basic tools for conducting research, how to measure health outcomes, qualitative and quantitative data collection methods and constructing questionnaires.

**Prerequisite**

1. PH 100 and sophomore or above standing or 2. Instructor permission

**Disclaimer:**

This is not a contract. The instructor reserves the right to make any changes to the syllabus and class structure at any time during the course as appropriate. Students will be informed of changes in advance via UCMCROPS.

**Course Goals and Outcome**

UC Merced Principles	Course Goals	Course Learning Outcome (CLO)	Assessment
Scientific Literacy	To provide an introduction to the field of social epidemiology, the major concepts and perspectives.	Describe how social and environmental factors affect health outcomes, including how risk factors are arrayed across different social conditions. (PLOs 4 and 5)	Independent research project, exams, question sets
Scientific Literacy Communication	To learn how health outcomes and risk factors are arrayed across different social conditions and social systems.	(a) Integrate different perspectives, research, and skills discussed in class to explain group differences in health and well-being. (b) Articulate, in writing, this understanding. (PLOs 4 and 5)	Independent research project, exams
Scientific Literacy	To gain an understanding of (a) public health research methods, (b) how health and health outcomes are measured.	(a) Describe basic tools for conducting public health research. (b) Identify measures and data sources for health statistics and health information at the local, national, and global level. (PLOs 2, 3, and 5)	Independent research project, exams
Self and Society	(a) To learn how health statistics	(a) Describe the way in which health statistics in Merced County compare	Independent

Communication Decision Making	in Merced County compare to national targets. (b) To gain a first-hand experience developing a research project which analyzes the social determinants of health as operate in Merced County, particularly as they apply to vulnerable populations.	to national targets. (b) Convey the results of their research through class participation and class assignments (PLOs 4, 5, and 6)	research project
Scientific Literacy	To learn Public Health conventions for writing and presentations.	Apply (a) the American Journal of Public Health (AJPH) manuscript formatting and citation style, and (b) American Public Health Association (APHA) poster presentation guidelines. (PLO 6)	All writing assignments

**To support student success coherently across Public Health coursework, these CLOs help students to reach all of the Public Health *Program Learning Outcomes* 1 through 6:**

1. Define public health and describe the roles and responsibilities of government, non-governmental organizations, and private citizens in maintaining public health.
2. Use the theories and principles of Public Health to explain a Public Health problem.
3. Apply public health research methods to conduct rigorous research on public health issues.
4. Describe causes and risk factors in the major areas of focus in public health, including but not limited to determinants of mortality and morbidity; leading causes of health disparities among regional, national, and global populations; and transmission for infectious and chronic diseases.
5. Identify and analyze scientific data and other information to assess complex Public Health challenges, with special consideration of strategies for health promotion at the individual, community, and policy levels, as appropriate.
6. Communicate effectively and persuasively, orally and in writing, particularly to convey complex concepts and information in a clear and concise manner.

#### **Guiding Principles:**

This course qualifies as a general education course in meeting the following UC Merced Guiding Principles for education:

- **Scientific Literacy:** Students will read and interpret theoretical and empirical studies from international and global health on social epidemiology and the social determinants of health. Students will design their own research project
- **Decision Making:** Students will understand the contribution of diverse and interlocking factors in determining the social determinants of the health of populations.
- **Communication:** Students will gain an understanding of the social determinants of health. They will convey their understanding through class writing assignments, class participation, and exams. They will also convey their understanding through an independent research project on the ways in which these forces operate in Merced County.
- **Self and Society:** Students will understand the role that social determinants of health play in promoting or damaging the health and wellbeing of a given population, and the challenges societies face in improving the health of vulnerable populations. They will convey their understanding through an independent research project on the ways in which these forces operate in Merced County.

#### **Textbook and Readings:**

You are expected to buy the following textbook:

Michael Marmot and Richard G. Wilkinson. Social determinants of health. Second edition. 2011. Oxford University Press: Oxford. ISBN: 978-0-19-856589-5.

Stephen Polgar and Shane A. Thomas. Introduction to Research in the Health Sciences. Sixth Edition. Elsevier: New York. 2013. ISBN: 978 0 7020 4194 5.

You are expected to download the supplemental readings prior to class. Supplemental readings and other materials required for the course are listed by week.

Use the following article for help with definitions: Krieger, N. A glossary for social epidemiology. *J Epidemiol Community Health*. 2001;55:693-700.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1731785/pdf/v055p00693.pdf>

Recommended Reading:

CDC Health Disparities and Inequality Report – United States, 2013  
[http://www.cdc.gov/mmwr/preview/ind2013\\_su.html#HealthDisparities2013](http://www.cdc.gov/mmwr/preview/ind2013_su.html#HealthDisparities2013)

Health People 2010 A 2010 Profile of Health Status in the San Joaquin Valley  
<https://www.fresnostate.edu/chhs/cvhpi/documents/healthy-people-2010-review-12-12-2011.pdf>

**Attendance:**

Although attendance is not mandatory (except where noted), attendance and final grades tend to be correlated.

While I will go over concepts from the readings in class, my lectures will cover materials not in the readings. In addition, you will be asked to discuss concepts in groups in class. As a result, missing class may mean you miss information imparted in class that may appear in the exams. Missing class may also mean that you miss directions on how to complete class assignments. Moreover, assignments are to be turned in at the beginning of class. Missed attendance during those sessions may equate to loss of points for that assignment.

**Grading:**

Your grade will be determined by the number of accumulated points you receive on assignments and exams throughout the semester. You will be assigned a letter grade based on the total number of points you accumulate divided by the total number of possible points you could have earned (400 points plus extra credit). 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-	

This fixed grading scale is used so that you know what you need to do in order to attain your desired grade. However, I reserve the right to lower the scale (I will not make it more stringent).

**Course Evaluation: Total of 400 points**

Your grade for the class will be based on the number of points you earn by participating in, and completing assignments for, class, and by demonstrating knowledge of what you have learned in class on exams and the final research project:

- A. *Class participation:* 40 points
- B. *Midterm #1:* 115 points
- C. *Midterm #2:* 115 points
- D. *Final Research Project:* 130 points

**Academic Honesty:** University policy mandates that the highest level of academic integrity be maintained on this campus. The University's policy on academic honesty can be found at this web address: <http://studentlife.ucmerced.edu/what-we-do/student-judicial-affairs/academicy-honesty-policy>. 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.

**Student Accessibility:** UCM provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the UCM Disability Services Center located in KL 109 (<http://disability.ucmerced.edu/2.asp?uc=1&lv2=7&contentid=6>) to obtain assistance or coordination with this course. It is also helpful if you inform the Professor of your special needs

**Classroom Civility:**

Each UCM student is expected to contribute to an environment during class that *promotes learning, dignity, and mutual respect for everyone*. Please consider how your behavior affects other students in the class as well as the Professor. Please see Appendix for more details on classroom civility and class policies.

# SPAN 177: Sociolinguistics and Latino Health

<b>Course Title</b>	Sociolinguistics and Latino Health
<b>Abbreviated Course Title</b>	Sociolinguistics & Latino Hlth
<b>Course Subject</b>	SPAN
<b>Course Number</b>	177
<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>	SPAN 103
<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 examines the relationship between language, culture, and healthcare among Latinos in the U.S. The course offers students a broad understanding of the health conditions affecting Latinos in the U.S, sociolinguistic awareness, and a comprehensive understanding of the language issues and policy measures that intersect with these conditions.
 <b>TIE Code</b>	 T: Seminar-Topical
<b>Reasons for Request</b>	New Course
<b>Brief Explanation of Change(s)</b>	
 <b>Total Contact/Non-contact Hours Per Week</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 Hours Per Week</b>	12
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	30
<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 audio-visual capacity.

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

Yes

**Course Outline and/or Additional Documentation**

 [SPAN 177 Course Outline.pdf \(40Kb\)](#)

## Spanish 177: Sociolinguistics & Latino Health

### I. COURSE DESCRIPTION

Language barriers and sociolinguistic issues compromise the health care quality for millions of Spanish speaking patients each year. Spanish speaking patients, for example, have disease (e.g. musculoskeletal diseases and pesticide poisoning, cervical cancer, HIV/AIDS), mortality, and pain burdens at least twice as high as English-speaking patients. These facts make language and cultural competency a crucial concern for the improvement of health among Latinos in the U.S. This course examines the relationship between language, culture, and health care among Latinos in the U.S. We consider the effect of limited English proficiency on access to information and we examine some of the measures currently in place to improve the transmission of health information across language boundaries. Students who successfully complete the requirements of this course will gain a broad understanding of the health conditions affecting Latino populations in the U.S, sociolinguistic awareness, and a comprehensive understanding of the language issues that intersect with these conditions. The class will be given entirely in Spanish and will consist of class discussion of readings, quizzes, exams, an oral presentation and a research paper.

Note: The prerequisite for this course is SPAN 103.

#### Grading Procedures:

Homework/Discussion Questions.....	15%
Quizzes (5 total).....	20%
Exams 1 and 2 (15% each).....	30%
Final project and presentation.....	25%
Participation & Attendance.....	10%

### II. COURSE GOALS:

- Study key sociolinguistic concepts concerning language barriers in health care
- Identify the issues affecting Spanish speakers in U.S. health care system
- Understand the impact of language diversity on the health status of Spanish speaking minorities in the U.S.
- Examine the major initiatives to improve health services for limited English proficient patients
- Overview the protections and entitlements afforded to minority language speakers in the U.S.

### III. COURSE LEARNING OUTCOMES:

- Understand the language issues in the U.S. health care system (PLO 4, 5)
- Explain sociolinguistic concepts in relation to health care (e.g. the relationship between language, prestige/stigma and power) (PLO 4)
- Compare and contrast the health issues language and cultural minority groups face with majority groups (PLO 4)

- Recognize some of the language policies implemented in health care systems (PLO 4)
- Accurately use Spanish in a variety of settings, types of discourse, topics, and registers (PLO 1, 2, 4)
- Manipulate relevant linguistic terminology and use it to explain and critique knowledge gained about Latino health and language barriers (PLO 4)
- Demonstrate analytic, interpretative, and critical thinking skills (PLO 4)

#### **IV. PROGRAM LEARNING OUTCOMES:**

1. Demonstrate Spanish writing and reading skills equivalent to at least the advanced-high level of the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.
2. Demonstrate Spanish speaking and listening skills equivalent to at least the advanced-high level of the ACTFL Proficiency Guidelines.
3. Explain and apply the major theoretical perspectives in literary analysis.
4. Identify and apply linguistic concepts pertinent to the Spanish language when analyzing writing and oral, literary and non-literary texts.
5. Articulate similarities and differences within the cultures of the Hispanic world by discerning the main topics and characteristics of different historical periods, and by analyzing literary and non-literary texts in light of their historical embedment in the Latin American, US Latino and Spanish contexts.

#### **V. GENERAL EDUCATION GUIDING PRINCIPLES**

The course reinforces the following General Education Guiding Principles:

1. Communication: The course provides opportunities to communicate knowledge gained about sociolinguistics and language barriers in a variety of registers and genres (spoken, online, written).
2. Self and society: Students gain a deeper understanding of the relationship between language, society and self-identity.
3. Ethics and responsibility: Students learn about ethical practices in health care with respect to language sensitivity and patient-centered health care.
4. Leadership and Teamwork: Students constantly work in groups and negotiating knowledge about sociolinguistics and language barriers.
5. Development of Personal Potential: Students develop specialized terminology necessary to think critically about sociolinguistic issues. At the same time, the course emphasizes respect for other varieties and aims to empower students' language varieties.

# ANTH 117: The Anthropology of Citizenship

<b>Course Title</b>	The Anthropology of Citizenship
<b>Abbreviated Course Title</b>	Anthropology of Citizenship
<b>Course Subject</b>	ANTH
<b>Course Number</b>	117
<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>	ANTH 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 introduces students to anthropological approaches to citizenship. It explores how citizenship and belonging take place at scales beyond the juridico-legal definition of nationality. Students will examine the multiple ways of being a citizen and belonging to a place, particularly in the context of contemporary neoliberal economic globalization.
 <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, 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>	50
<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**

Standard AV, library resources, and a reader if course enrollment exceeds 35 students.

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

Yes

**Course Outline and/or Additional Documentation**

 [ANTH 117 Course Outline.pdf \(44Kb\)](#)

ANTH 117: The Anthropology of Citizenship  
Course Outline

**Course Description:**

This course introduces students to anthropological approaches to the notion of citizenship. Through case studies of ethnographic research, the course will explore how citizenship and belonging take place at scales beyond the juridico-legal definition of nationality and the nation-state. Rather, students will explore how there are multiple ways of being a citizen and belonging to a place, particularly in the context of contemporary neoliberal economic globalization and its attendant processes of transnational migration, diasporic identity formation, and emerging forms of statehood, sovereignty and governance.

The course will begin by examining civic republican and liberal traditions and definitions of citizenship and nationhood. It will then shift to Euro-American, colonial and post-colonial debates on the politics of community, race and difference—highlighting the problems and challenges of hegemonic liberal notions of citizenship. Students then begin to explore ethnographic studies of the practices, performances, and claims surrounding citizenship in local contexts through monographs that deal with cultural citizenship, urban citizenship, insurgent citizenship and flexible citizenship. In the process, students will assess the utility, possibilities and limits of these terms. Through further readings, they will continue to explore other concepts and heuristics that anthropologists are making use of to highlight the role of on the ground practices and meaning-making in the articulation of citizenship and claims for citizenship: inclusion and exclusion, citizen and subject, citizen and non-citizen, and autochthone and migrant. The course concludes by asking students to consider how theoretically generative the ethnography of citizenship is—what kinds of concepts and tools make the anthropology of citizenship more precise? What concepts and tools allow anthropologists to provincialize normative notions of citizenship?

**Learning Outcomes:**

Students will satisfy learning outcomes in anthropology by:

1. Making use of a wide range of ethnographic material and case studies so that students become comfortable with terminology, key concepts, theories and ideas in the study of citizenship and belonging.
2. Understanding how the study of citizenship and belonging is relevant to all the sub-fields of anthropology.
3. Becoming familiar with the application of theory and research methods in the anthropology of citizenship and its relationship to ethics and responsibility in the intellectual and research process.
4. Understanding how the anthropology of citizenship is relevant to broader questions about the human condition, particularly through both historical and cross-cultural perspectives.
5. Developing skills for communicating anthropological information and knowledge through critical reading, writing and oral presentations.

The course is broadly applicable and fundamentally addresses the UC Merced guiding principles of general education:

1. **Communication:** The course is structured to maximize critical thinking, through critical reading skills and verbal and written communication exercises (weekly responses, oral presentations, and class discussion).
2. **Self and society:** Courses such as this broaden the student's overall perspective on the world and invite them to examine their own closely-held beliefs about their community, society and surroundings.
3. **Ethics and responsibility:** Exposure to sociocultural anthropology perspectives on citizenship is expected to foster societal responsibility, sustainable forms of living, understanding and tolerance of human diversity and awareness of social, political and economic exclusion.

### **Assessments:**

This class is ideal for students who enjoy reading and writing and who would like to or need to develop critical thinking, reading, writing and presentation skills. The class is based on lectures and discussions of readings. Assessment is based on participation in class discussion, weekly response papers, one midterm essay, and a final research paper based on primary research data and/or secondary sources.

### **Required Readings:**

Students will read two rotating ethnographies that deal with the anthropology of citizenship (Impossible Citizens: Dubai's Indian Diaspora by Neha Vohra, 2013, is an example). In addition, the students will read chapters and excerpts from *Citizenship and Social Class* by T.H. Marshall, *Multiculturalism* by Charles Taylor, *Citizen and Subject: Contemporary Africa and the Legacy of Colonialism* by Mahmood Mamdani; *Cultural Citizenship in Island Southeast Asia* by Renato Rosaldo, *Insurgent Citizenship* by James Holston, *Flexible Citizenship: the Cultural Logics of Transnationality* and *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty* by Aihwa Ong. There will be approximately 60 pages of reading per week (range of 30-100 pages, depending on the week in question).

# PH 103: Health Communication

<b>Course Title</b>	Health Communication
<b>Abbreviated Course Title</b>	Health Communication
<b>Course Subject</b>	PH
<b>Course Number</b>	103
<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>	PH 100 OR PH 102 or permission of instructor
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	The course provides students with an introduction to the science and practice of health communication. The course will also describe the essentials for effective health communication and social marketing, reaching target audiences, developing and testing effective messages, and evaluating the impact of a communication campaign.
<b>TIE Code</b>	T: Lecture
<b>Reasons for Request</b>	Pre-requisite Change
<b>Brief Explanation of Change(s)</b>	We have found that students who have taken Epi or Health Promotions tend to have a better understanding of the content of the course. Removing PH 001 as a prerequisite option.
<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>	300
<b>Maximum Enrollment Reason</b>	----

**Cross-listing**

**Conjoined**

**Cross-listed Schools**

----

**Can this course be repeated?**

No

**How many times?**

**Resource Requirements**

Standard classroom with AV equipment.

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

Yes

**Course Outline and/or Additional Documentation**

 [PH 103 Course Outline.pdf \(40Kb\)](#)

## Public Health 103 Health Communication

### Course Description (4 units):

The past two decades have seen an explosive growth in the science of health communication, and we have a better understanding of the processes through which communication influences health outcomes. The purpose of this course is to provide students with a strong interest in public health with an introduction to the science and practice of health communication. We will consider the role of public health communication on health behaviors, including theories of health behavior change as well as the design of effective health communication programs. The course will also describe the essentials for effective health communication and social marketing, including how to reach a target audience, developing and testing effective messages, identifying avenues for dissemination, and evaluating the impact of a communication campaign. Students will have the opportunity to develop a small-scale health communication campaign.

### Pre-requisites:

PH 100 or PH 102 or permission of the instructor

### Course Goals:

- To provide an introduction to health communication science and practice
- To learn how health communication theories and science are used to design health communication programs
- To learn about the process and key components of developing health communication programs
- To gain a first-hand experience of developing a small scale health communication campaign to promote a health behavior.

### Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will:

- Describe the major alternative theories that try to explain and predict health-related behavior and changes in these behaviors, among individuals and larger social entities (e.g., communities). (PLOs 2 and 3)
- Analyze implications of those theories for the potential role of public health communication in influencing change in behavior.
- Describe major examples of public health communication campaigns. Understand their strategic and communication approach and be able to assess the evidence for their effectiveness. (PLOs 3, 4, and 6)
- Analyze different types of health communication initiatives and how they fit into public health. (PLO 5)

**To support student success coherently across Public Health coursework, these CLOs help students to reach the Public Health *Program Learning Outcomes 1 through 6*:**

1. Define public health and describe the roles and responsibilities of government, non-governmental organizations, and private citizens in maintaining public health.
2. Use the theories and principles of Public Health to explain a Public Health problem.
3. Apply public health research methods to conduct rigorous research on public health issues.
4. Describe causes and risk factors in the major areas of focus in public health, including but not limited to determinants of mortality and morbidity; leading causes of health disparities among regional, national, and global populations; and transmission for infectious and chronic diseases.
5. Identify and analyze scientific data and other information to assess complex Public Health challenges, with special consideration of strategies for health promotion at the individual, community, and policy levels, as appropriate.
6. Communicate effectively and persuasively, orally and in writing, particularly to convey complex concepts and information in a clear and concise manner.

## Guiding Principles:

This course qualifies as a general education course in meeting the following UC Merced Guiding Principles for education:

- Scientific Literacy: Students will read and interpret theoretical and empirical studies from the field of health communication.
- Decision Making: Students will identify a health problem that may be addressed through communication-based strategies.
- Communication: Students will practice public speaking through active participation in class discussions and presentation of their research projects. Students will also develop written communication skills through participation on the class discussion board and weekly response papers.
- Self and Society: Students will gain an understanding of health communication and the role of the media in promoting and damaging health.
- Ethics and Responsibility: Students will be exposed to the ethical issues associated with defining health problems, identifying target populations, and designing messages and campaigns effectively.
- Development of Personal Potential: Students will develop their potential as public health practitioners and healthy citizens as they gain knowledge and skills to work within a team.

## Required Readings

1. Readings available on UCMCrops.
2. U.S. Department of Health & Human Services. (2001). *Making health communication programs work*. Washington, DC. Available online at: <http://www.cancer.gov/pinkbook>.

## Course Requirements

1. Assigned readings to be completed before class sessions
2. Class participation, including lecture participation and in-class writing exercises
3. Team project
4. Weekly participation in class discussion board via UCMCrops
5. Term paper (10-12 pages)
6. Midterm and final exams

## Attendance Policy, Late and Make-up Work:

Late assignments will not be accepted without prior written approval. Attendance is strongly recommended, as exams will cover in-class material that is not available elsewhere.

## Academic Integrity:

The University's policy on academic honesty may be viewed at: <http://studentlife.ucmerced.edu/what-we-do/student-judicial-affairs/uc-conduct-standards>. Please consult with the Professor or TA if you have any questions or concerns about what constitutes a violation of this policy.

## Student Accessibility:

UCM provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the UCM Disability Services Center located in KL 109 (<http://disability.ucmerced.edu/2.asp?uc=1&lvl2=7&contentid=6>) to obtain assistance or coordination with this course. It is also helpful if you inform the Professor of your special needs.

## Academic Assistance:

The Professor and TA can help you understand the relevant course material and what is required of you in this course. Stop by during scheduled office hours 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: <http://learning.ucmerced.edu>.

### Classroom Civility:

Each UCM student is expected to contribute to a classroom environment that promotes learning, dignity, and mutual respect for everyone. *Please consider how your behavior affects other students in the class as well as the Professor.* All technology must be turned off and stored under your seat during class. Tablets or laptops may be permitted for note taking with a note from the UCM Disability Services Center.

### Assignments & Grading Policy:

Paper Topic	0 points	Due week 3 ( <i>required</i> )
Paper Part 1	175 points	Due week 6
Exam 1	175 points	Week 7
Exam 2	175 points	Week 15
Paper Part 2	225 points	Due week 13
Teamwork	100 points	Self-assessments due weeks 7 & 15
Participation	150 points	<i>Assessed weekly via class discussion board</i>
<i>Total:1000 points</i>		

**Exams:** Exams will be given on specified dates (see course schedule). Exams will cover the course readings, lectures, in-class exercises and class discussions. The exams may consist of multiple-choice, true/false, short answer, and essay questions.

**Paper:** A final paper to be produced individually will be due in two stages. The purpose of the paper is to design a health communication campaign for a topic of your interest. A one-page description and justification of the selected campaign will be due on Week 3. In the first part of the paper, due on Week 6, you will describe the purpose of the campaign, target audience, objectives, relevant literature on past campaigns that addressed the same or similar issue, and the theoretical framework (a logic model) that will guide its development. Part 1 should be 5-7 pages in length. Part 2 will be the final paper, which will incorporate revisions from Part 1 and add 3 sections: plans for message development, campaign implementation and summative evaluation. The final paper should be 10-12 pages long, double-spaced in 12-point Times New Roman font, 1-inch margins, and will be due on Week 13.

**Teamwork:** You will be assigned to a team on Week 2, and will work with this team on a variety of assignments throughout the class. Most of the teamwork will occur during class time. Team assignments will include: preparing and presenting critical analyses of assigned readings (case studies) and developing, analyzing and presenting components of a health communication campaign. A major purpose of this activity is to practice your teamwork and presentation skills in a safe environment: you will receive *non-graded* feedback regularly on these skills. The teamwork and participation portion of the grade will be at the instructor's discretion, but will be informed by a self-assessment of your role on the team.

**Participation:** Your participation grade will be based on your contributions to the class discussion board as well as weekly reflection papers.

**Grading:** Your grade will be determined by the number of accumulated points, divided by the total number of possible points (1000). 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-	

This fixed grading scale is used so that you know what you need to do in order to attain your desired grade. However, I reserve the right to lower the scale (I will not make it more stringent).

**Grading Policy:** You have the right to appeal any grade you feel was unfair. If you wish to appeal your grade, you must do so by submitting a written letter of appeal to the course instructor within 72 hours from distribution of the grade. The letter should describe the reason for the dispute, justification, and proposed course of action. The instructor will review the appeal and respond in writing. Please be aware that a review could result in the lowering *or* improvement of the grade.

### **Tentative Course Schedule:**

The instructor reserves the right to make any changes to the course schedule at any time during the course as appropriate. Students will be informed of all changes in advance.

### **Topics**

1. What is health communication?
2. Epidemiology and health behavior
3. How do we change behavior? Various approaches and levels of intervention
4. Theories about communication influence on health
  - a. Individual level
  - b. Interpersonal level
  - c. Organization/Community/Societal Level
5. Health communication campaign design
  - a. Introduction to public health campaigns
  - b. Campaign components
    - i. Audience
    - ii. Message design
      1. Message features
      2. Health behaviors: Selecting which ones to target
    - iii. Channels
    - iv. Evaluation and logic models
6. Other health communication strategies and forms
  - a. Media advocacy
  - b. Social marketing
  - c. Entertainment education
7. Challenges
  - a. Health literacy
  - b. Culture and communication
  - c. The complex information environment
  - d. Measuring exposure
8. The future of health communication

# PH 105: Introduction to US Health Care System

<b>Course Title</b>	Introduction to US Health Care System
<b>Abbreviated Course Title</b>	Intro to US Health Care
<b>Course Subject</b>	PH
<b>Course Number</b>	105
<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>	PH 001 OR PH 005 or permission of the instructor
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	Overview of the US Health Care system. Topics include development and organization of US health system, challenges in California and US, how providers and funders work together, current problems, previous attempts to improve coverage and access to health care, and health care in other countries compared to the US.
<b>TIE Code</b>	T: Lecture
<b>Reasons for Request</b>	Pre-requisite Change
<b>Brief Explanation of Change(s)</b>	Neither epidemiology nor sophomore standing are required for the 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>	200
<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>	TA, usual video projector equipment.
<b>Does this satisfy a General Education Requirement?</b>	Yes
<b>Course Outline and/or Additional Documentation</b>	 <a href="#">PH 105 Course Outline.pdf (121Kb)</a>

**Public Health 105**  
**Introduction to US Health Care System**  
**Fall 2011**  
**Room: TBA**  
**Time: TBA**

**Instructor:**

Professor Paul M Brown  
Office: TBA

E-mail: [pbrown3@ucmerced.edu](mailto:pbrown3@ucmerced.edu)  
Office Hours: TBA

**Course Description (4 units):**

This course is designed to provide students with an overview of the US Health Care system. We will start by discussing the development of the US health system, how it is currently organized and the challenges faced in California and in the greater US. We will focus on describing how the major providers and funders of health care work together, where problems or gaps arise, how previous attempts to improve coverage and access to health care have worked, and how the new health care reforms are likely to change the way health care is delivered and financed. In doing so, we review the different approaches for providing health care as seen in other countries, the challenges that these countries face and how these health care systems compare to the US system. Some of the key issues we will discuss are:

- Why the current US system is actually four different systems in one;
- How the structure of the US health system contributes to increased health disparities;
- Why the US system of care costs so much when compared to the rest of the world;
- How the quality of care in the US compares to other health systems;
- What is meant by 'moral hazard' and 'adverse selection,' and why these concepts are so important for health reform.

PH 001 OR PH 005 or permission of the instructor

**Goals:**

The goals of this course are:

- To introduce students to the fundamentals of the US health system, including the major providers and funders of care;
- To provide students with an understanding of options for health care delivery used in other countries;
- To provide insight into the current health care debates and how the proposed changes might impact the health system in the US and California;
- To develop skills in critical thinking about public health issues, including the ability to identify the advantages and challenges of alternative health systems;
- To expose students to the opportunities that exist for health services researchers in the US.

**Course Learning Outcomes (CLOs):**

After successfully completing this course, you should be able to:

- Explain the structure, financing and provision of health care in the US, California and the Merced region;

- Identify historical trends and developments in the US health system; (PLOs 2 and 3)
- Explain and analyze how health care is organized and delivered in other countries, and the advantages and disadvantages of these other approaches; (PLOs 3 and 4)
- Articulate views on the major challenges facing our health systems today; (PLO 6)
- Critically appraise the current health care reforms; (PLO 5)
- Assess the extent to which your perspectives and views of health care in the US have changed during the class. (PLO 6)

### **Textbook and readings:**

Stephen Williams and Paul Torrens (2007). Introduction to Health Service (7<sup>th</sup> Edition). Delmar Press.

TR Reid (2009). The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care. Penguin Group (USA).

Additional readings will be posted on UCMCrops throughout the class.

### **Program Learning Outcomes**

These goals and outcomes are congruent with Program Learning Outcomes stated for the Interdisciplinary Public Health major and the guiding principles stated for UC Merced. The specific ways the course addresses the CLOs and Principles, see where appropriate.

Guiding Principles of General Education:

- Scientific Literacy: Students will read and interpret theoretic and empirical studies from health services research on the organization and performance of the health care system;
- Decision Making: Students will understand the contribution of diverse factors on health care policy making;
- Communication: Students will convey the results of their research through class participation and class assignments;
- Self and Society: Students will understand the role of the health care system in improving the health and wellbeing of the population, the challenges societies face in delivering high quality health care, and the inequalities that can result;
- Ethics and Responsibility: Students will be exposed to the ethical issues associated with the trade-off being controlling the cost of health care, providing efficient health care services, and targeting services to reduce health inequalities;
- Development of Personal Potential: Students will apply the course material to developing ways to improve the delivery of health care services/reduce health inequalities.

Program Learning Outcomes:

1. Define public health and describe the roles and responsibilities of government, non-governmental organizations, and private citizens in maintaining public health.
2. Use the theories and principles of Public Health to explain a Public Health problem.
3. Apply public health research methods to conduct rigorous research on public health issues.
4. Describe causes and risk factors in the major areas of focus in public health, including but not limited to determinants of mortality and morbidity; leading causes of health disparities among regional, national, and global populations; and transmission for infectious and chronic diseases.

5. Identify and analyze scientific data and other information to assess complex Public Health challenges, with special consideration of strategies for health promotion at the individual, community, and policy levels, as appropriate.
6. Communicate effectively and persuasively, orally and in writing, particularly to convey complex concepts and information in a clear and concise manner.

## Grading

Your grade in this course will be based on your performance on 1 Midterm Exam, a Final Exam and completing Assignments. Assignments consist of readings and some other activities as explained below.

The Midterm (30%) and Final (40%) Exams will together constitute 70% of your final grade, with the Assignments being worth a total of 30% of the final grade. The total points earned on Exams and Assignments will be translated to the course grade using the standard breakdown, as follows (plus (+) and minus (-) within these grade levels are assigned at the discretion of the Professor):

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

## Exams

Exams will be given on specified dates. Each exam will cover material primarily discussed in class and as specified in the Study Guides that will be provided. Each exam is non-cumulative. Exams will consist of multiple-choice items and short answers.

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 (see schedule on last page) for an unavoidable and serious reason, contact the Professor and we will make alternate arrangements for you to take a make-up exam, if appropriate.

Illness excuses will only be accepted with a note from a medical professional (RN, PA, DO, or MD), which the Professor will verify. Death or hospitalization of immediate family member may also be considered an excuse to miss an exam. This can only be accepted with verifiable evidence for the event. Make-up exams will be given in no other circumstance.

## Assignments

There will be two assignments, each worth 15% of the grade (a total of 30%). Assignments have specific due dates indicated in the Course Schedule. These are designed to provide more in depth engagement with the material covered in the lectures and text. The first assignment will focus on describing the health care provision and funding in the Merced region, and the second upon describing how the health care system should be changes to improve access to care (and reduce inequities), improve quality of care, and ensure health care is affordable.

## Policy on Academic Integrity:

The University of California has outlined a general code of student conduct that can be viewed at <http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/uc100.html>. Also, go to [http://admissions.ucmerced.edu/docs/ucm\\_policies.pdf](http://admissions.ucmerced.edu/docs/ucm_policies.pdf) for the UC Merced code of academic conduct. Chapter 8 outlines policies on academic honesty. All academic work is expected to be in compliance with this code.

In particular, any form of cheating is a serious offense. Cheating includes any attempt to defraud, deceive, or mislead the Professor or TA in arriving at an honest grade assessment. This certainly includes, but is not limited to, turning in an assignment that does not represent your work. Violation of these policies may result in a grade of “F” or 0 points for the assignment or exam, or for more serious violations, a grade of “F” in the course, at the discretion of the instructor.

## Academic Assistance

The Professor and 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 *Student Advising and Learning Center*, which has numerous resources that can be helpful to you (<http://learning.ucmerced.edu/student-advising-and-learning-center>).

## Special Needs

UCM provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the UCM Disability Services Center located in KL 109 (<http://disability.ucmerced.edu/>) to obtain assistance and coordination with this course. It is also helpful if you inform the Professor of your special needs, for example by stopping by during office hours.

## Classroom Civility

Each UCM student is expected to contribute to an environment during class that *promotes learning, dignity, and mutual respect for everyone*. Please consider how your behavior affects other students in the class as well as the Professor. In particular, students are expected to avoid at all times from:

- interrupting by coming to class late
- speaking at inappropriate times, which includes having conversations with neighbors,
- sleeping in class,
- taking frequent breaks,
- engaging in loud or distracting behaviors,
- using cell phones or pagers in class,
- using their computers for purposes irrelevant to this class (e.g., communications, web browsing)
- using inappropriate language,
- using language that is verbally abusive,
- displaying defiance or disrespect to others, or
- behaving aggressively toward others

Students who engage in these inappropriate behaviors may be asked to leave the class and may in addition be subjected to disciplinary action.

# PH 108: Health Care in the San Joaquin Valley

<b>Course Title</b>	Health Care in the San Joaquin Valley
<b>Abbreviated Course Title</b>	Health Care in SJV
<b>Course Subject</b>	PH
<b>Course Number</b>	108
<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>	(PH 001 OR PH 005) AND PH 112 AND (PSY 010 OR MATH 018)
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	PH Majors and Minors
<b>Class Level Restrictions</b>	
<b>Course Description</b>	This course provides an introduction to the health and provision of health care in the San Joaquin Valley, including diagnosis, treatment, management, and prevention efforts. Students will be prepared to engage with health professionals and community organizations in the region.
<b>TIE Code</b>	T: Lecture
<b>Reasons for Request</b>	Pre-requisite Change
<b>Brief Explanation of Change(s)</b>	This course should be taken at the end of the PH major by students who fulfilled both their research methods and statistics requirements.
<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>	80
<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>	Standard equipment
<b>Does this satisfy a General Education Requirement?</b>	No
<b>Course Outline and/or Additional Documentation</b>	 <a href="#">PH 108 Course Outline.pdf (34Kb)</a>

**PH 108**  
**Health Care in the San Joaquin Valley**

**Course Description (4 units):**

This course provides an introduction to the health of the people in the San Joaquin Valley and the provision of health care in the region. The course will begin by providing students with an introduction to the conditions facing the residents of the San Joaquin Valley, how these conditions are diagnosed, treated, and managed, and efforts to prevent illness and promote health and wellbeing. The conditions discussed may include Type 2 diabetes mellitus, chronic lung disease, asthma, coccidioidomycosis, influenza, obesity, Parkinson disease, West Nile Virus, and HIV. We will then focus on the tasks performed by and training required of selected members of the health care task force, such as nurses, physical therapists, respiratory therapists, physicians (MD, DO), pharmacists, health facility administrators, public health officers. Selected topics of importance to national or San Joaquin Valley health care policy will be presented. The course will conclude by discussing how best to improve and health care in the region, including health promotion campaigns aimed at changing individual behavior, approaches to translating research into changes in policy, practice or treatment, and community level interventions aimed at improving the physical environmental in the San Joaquin Valley. At the conclusion of the course, the student should have the background necessary to engage with health professionals and community organizations on health care initiatives that are important in the region.

**Pre-requisites:**

1. PH 001 or PH 005, and
2. PH 112, and
3. PSY 10 or MATH 18

**Goals:**

The goals of this course are:

1. Introduce students to the health issues facing the people of the San Joaquin Valley.
2. Develop students' scientific literacy to assess complex health challenges.
3. Engage students with assignments that include rigorous applications of methodologies and approaches of public health applied to health concerns in the region.
4. Support students in effectively and persuasively, orally and in writing, communicating complex concepts and information relating to health challenges in the San Joaquin Valley.
5. Provide students with an understanding of the context in which healthcare is provided in the San Joaquin Valley.
6. Provide students with the strategies and skills needed to address health challenges in the San Joaquin Valley.

**Course Learning Outcomes (CLOs):**

After successfully completing this course, you should be able to:

1. Describe key health challenges facing the people of the San Joaquin Valley. (PLOs 1, 4 and 5)
2. Describe the challenges providers in the region face in addressing the health care in the San Joaquin Valley. (PLOs 1 and 2)
3. Identify strategies to promote health and wellbeing among the people in the region. (PLOs 1 and 2)
4. Identify strategies for working with health care providers and organizations in the region to promote health and wellbeing. (PLOs 1 and 2)
5. Describe strategies that can identify the causes and risk factors of infectious and chronic diseases. (PLO 4)
6. Describe strategies for translating new discoveries in health care treatments and prevention to individuals, communities, health care providers, and policy makers. (PLO 2)
7. Communicate effectively and persuasively, orally and in writing, particularly to convey complex concepts and information in a clear and concise manner. (PLO 6)

**Textbooks:**

There is no text. For most topics, a relevant reading will be posted in CROPS. Specific topics will vary by week; the schedule will be maintained in CROPS.

**Principles of General Education**

These goals and outcomes are congruent with Program Learning Outcomes stated for the Interdisciplinary Public Health major and the guiding principles stated for UC Merced. The specific ways the course addresses the CLOs and Principles, see where appropriate.

Guiding Principles of General Education:

Scientific Literacy: Students will read and interpret empirical studies from public health and health services research;

Decision Making: Students will understand how research is used in priority setting and policy making;

Communication: Students will convey the results of their research through class participation and class assignments;

Self and Society: Students will understand the role of public health research in helping to understand and develop interventions that improve the health and wellbeing of the population;

Ethics and Responsibility: Students will be exposed to the ethical issues associated with research, including the IRB process;

Development of Personal Potential: Students will apply the course material to developing ways to improve the health care research through public health research methodologies.

Program Learning Outcomes:

1. *Define public health and describe the roles and responsibilities of government, non-governmental organizations, and private citizens in maintaining public health.*
2. *Use the theories and principles of Public Health to explain a Public Health problem.*
3. *Apply public health research methods to conduct rigorous research on public health issues.*
4. *Describe causes and risk factors in the major areas of focus in public health, including but not limited to determinants of mortality and morbidity; leading causes of health disparities among regional, national, and global populations; and transmission for infectious and chronic diseases.*
5. *Identify and analyze scientific data and other information to assess complex Public Health challenges, with special consideration of strategies for health promotion at the individual, community, and policy levels, as appropriate.*
6. *Communicate effectively and persuasively, orally and in writing, particularly to convey complex concepts and information in a clear and concise manner.*

### **Policy on Academic Integrity:**

The University of California has outlined a general code of student conduct that can be viewed at <http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/uc100.html>. Also, go to

[http://admissions.ucmerced.edu/docs/ucm\\_policies.pdf](http://admissions.ucmerced.edu/docs/ucm_policies.pdf) for the UC Merced code of academic conduct.

Chapter 8 outlines policies on academic honesty. All academic work is expected to be in compliance with this code.

In particular, any form of cheating is a serious offense. Cheating includes any attempt to defraud, deceive, or mislead the Professor or TA in arriving at an honest grade assessment. This certainly includes, but is not limited to, turning in an assignment that does not represent your work. Violation of these policies may result in a grade of "F" or 0 points for the assignment or exam, or for more serious violations, a grade of "F" in the course, at the discretion of the instructor.

### **Academic Assistance**

The instructor can help you understand the relevant course material and what is required of you in this course. Stop by during scheduled office hours 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 *Student Advising and Learning Center*, which has numerous resources that can be helpful to you (<http://learning.ucmerced.edu/student-advising-and-learning-center>).

### **Special Needs:**

UCM provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the UCM Disability Services Center located in KL 109 (<http://disability.ucmerced.edu/>) to obtain assistance and coordination with this course. It is also helpful if you inform the Professor of your special needs, for example by stopping by during office hours or speaking with the TA.

**Classroom Civility:**

Each UCM student is expected to contribute to an environment during class that *promotes learning, dignity, and mutual respect for everyone*. Please consider how your behavior affects other students in the class as well as the Professor. In particular, students are expected to avoid at all times from:

- interrupting class by coming after instruction has started
- speaking at inappropriate times, which includes having conversations with others in class,
- engaging in loud or distracting behaviors,
- sleeping in class,
- taking frequent breaks,
- using cell phones or pagers in class,
- using their computers for purposes irrelevant to this class (e.g., communications, web browsing)
- using inappropriate, including verbally abusive, language,
- displaying defiance or disrespect to others, or
- behaving aggressively toward others

Students who engage in these inappropriate behaviors may be asked to leave the class and may in addition be subjected to disciplinary action.

**Class Attendance:**

Attendance will not be taken in lectures. However, attendance is expected and highly encouraged. Activities and exams will be conducted during class and cannot be made up. Much of the material that is covered in class is not covered in the readings. This material WILL BE covered on exams.

**Grading:**

Your grade consists of 2 midterm exam scores (midterm 1 – 100 points, midterm 2 – 150 points: 250 points total), and the four assignments (50 points each), for a total of 450 possible points. Your grade will be determined by the number of accumulated points (points you received throughout the semester), divided by the total amount of possible points. 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-	

This fixed grading scale is used so that you know what you need to do in order to attain your desired grade. However, the instructor reserve the right to lower the scale (I will not make it more stringent).

**Exams:**

Exams will be given on specified dates. Each exam will cover material primarily discussed in class and as specified in the Study Guides that will be provided. The last Exam 2 is identical in format to Exam 1 and is given on the last day of classes. Exams will consist of multiple-choice items and/or short answer questions.

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 (see schedule on last page) for an unavoidable and serious reason, contact the Professor who will make alternate arrangements for you to take a make-up exam, if deemed appropriate.

Illness excuses will only be accepted with a note from a medical professional (RN, PA, DO, or MD), which the Professor will verify. Death or hospitalization of immediate family member may also be considered an excuse to miss an exam. This can only be accepted with verifiable evidence for the event. Make-up exams will be given under no other circumstance.

**Assignments:**

**Submit the assignments via UCMCROPS.** The assignments have specific due dates and times indicated in the Course Schedule. These are designed to provide more in depth engagement with the material

covered in the lectures and text. They involve writing a short (1 to 2 pages, 1.5 lines spacing, 12 font) response to questions or topics provided in class. *Written assignments are to be uploaded in the **ASSIGNMENTS** link on UCMCrops. Do Not Use the Dropbox.* If you place assignment in the dropbox without uploading them into the proper assignment prompt, they will not be graded and you will not received points for that assignment.

UCMCrops will be programmed to close submissions at posted time. Late assignments will not be accepted. Computer-related issues are not accepted excuses for missed or late assignments.

Each assignment will be marked on a 0 to 10 scale (with 10 being excellent). Note that while there are six assignments, only five will count toward your grade. We will take the top five of your six scores.

**Cheating/Plagiarism:**

Academic dishonesty will not be tolerated. UC Merced's outlines your rights and responsibilities regarding academic honesty policy, the details can be found at:

<http://studentlife.ucmerced.edu/2.asp?uc=1&lvl2=121&lvl3=121&lvl4=123&contentid=171>

All scored exams will be photocopied before being returned to you to prevent attempts to change answers.

# PH 112: Research Methods: Health Services Research and Public Health

<b>Course Title</b>	Research Methods: Health Services Research and Public Health
<b>Abbreviated Course Title</b>	Research Methods Public Health
<b>Course Subject</b>	PH
<b>Course Number</b>	112
<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>	[PH 100 AND (PSY 010 OR MATH 18)] OR permission of the instructor
<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 provides an introduction to research in the public health, health services research, and healthcare evaluation. The course will include both qualitative and quantitative research methods, using examples of research across a range of areas in health.
<b>TIE Code</b>	T: Lecture
<b>Reasons for Request</b>	Pre-requisite Change
<b>Brief Explanation of Change(s)</b>	In order to understand basic public health research methods students must be familiar with both epidemiology and basic statistics
<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>	80

<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>	Standard classroom with AV equipment
<b>Does this satisfy a General Education Requirement?</b>	Yes
<b>Course Outline and/or Additional Documentation</b>	 <a href="#">PH 112 Course Outline.pdf (36Kb)</a>

## Public Health 112

### Research Methods: Health Services Research and Public Health

#### Course Description (4 units):

This course provides an introduction to research in the public health, health services research, and healthcare evaluation. The course will include both qualitative and quantitative research methods, using examples of research across a range of areas in health. Specifically, we will discuss the assumptions underlying research methods, the basic tools for hypothesis generation and conducting qualitative research, how to measure health outcomes and constructing questionnaires, and quantitative data collection methods. We will also focus on clinical trials construction and design, and the role of both clinical and observational trials in Public Health. The last part of the course focuses upon evaluation of health initiatives, including formative, process, and outcome evaluations of health care initiatives and community level interventions.

#### Pre-requisites:

- 1a PH 100 and 1b. PSY 10 or MATH 18, or
2. Permission of the instructor (may override both 1a or 1b requirements)

#### Goals:

The goals of this course are:

1. Expose students to the research methods in Public Health that can be used to explore new Public Health problems.
2. Develop students' scientific literacy to assess complex Public Health research methodologies, with special consideration to methodologies used for health promotion at the individual, community, and policy levels as appropriate.
3. Engage students with assignments that include rigorous research methodologies relating to contemporary Public Health challenges.
4. Support students in effectively and persuasively, orally and in writing, communicating complex concepts and information relating to public health methodologies.
5. Expose students to methodologies that will allow them to test for the causes and risk factors in the major areas of focus in Public Health.

#### Course Learning Outcomes (CLOs):

After successfully completing this course, you should be able to:

1. Describe key methodologies used to investigate public health challenges.
2. Use a variety of methodologies to investigate a Public Health problem.
3. Apply public health research methods to conduct rigorous research on public health issues.
4. Describe methodologies that can identify the causes and risk factors in the major areas of focus in public health, including but not limited to determinants of mortality and morbidity; leading causes of health disparities among regional, national, and global populations; and transmission for infectious and chronic diseases.
5. Identify and analyze scientific data and other information to assess complex Public Health challenges, with special consideration of strategies for health promotion at the individual, community, and policy levels, as appropriate.
6. Communicate effectively and persuasively, orally and in writing, particularly to convey complex concepts and information in a clear and concise manner.

#### Program Learning Outcomes

To support student success coherently across the Public Health curriculum, the CLOs above reflect all of the priorities and support the completion of the Public Health *Program Learning Outcomes* 1 through 6:

1. Define public health and describe the roles and responsibilities of government, non-governmental organizations, and private citizens in maintaining public health
2. Use the theories and principles of Public Health to explain a Public Health problem.

3. Apply public health research methods to conduct rigorous research on public health issues.
4. Describe causes and risk factors in the major areas of focus in public health, including but not limited to determinants of mortality and morbidity; leading causes of health disparities among regional, national, and global populations; and transmission for infectious and chronic diseases.
5. Identify and analyze scientific data and other information to assess complex Public Health challenges, with special consideration of strategies for health promotion at the individual, community, and policy levels, as appropriate.
6. Communicate effectively and persuasively, orally and in writing, particularly to convey complex concepts and information in a clear and concise manner.

### **Principles of General Education**

These goals and outcomes are congruent with Program Learning Outcomes stated for the Interdisciplinary Public Health minor and the guiding principles stated for UC Merced. The specific ways the course addresses these goals and principles are stated below.

- Scientific Literacy: Students will read and interpret empirical studies from public health and health services research;
- Decision Making: Students will understand how research is used in priority setting and policy making;
- Communication: Students will convey the results of their research through class participation and class assignments;
- Self and Society: Students will understand the role of public health research in helping to understand and develop interventions that improve the health and wellbeing of the population;
- Ethics and Responsibility: Students will be exposed to the ethical issues associated with research, including the IRB process;
- Development of Personal Potential: Students will apply the course material to developing ways to improve the health care research through public health research methodologies.

### **Textbooks:**

Gary Bouma and Rod Ling, *The Research Process*, Oxford Press, Fifth Edition.

Stephen Polgar and Shane Thomas, *Introduction to Research in the Health Sciences*. Churchill Livingstone Press, Fourth Addition.

### **Policy on Academic Integrity:**

The University of California has outlined a general code of student conduct that can be viewed at <http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/uc100.html>. Also, go to [http://admissions.ucmerced.edu/docs/ucm\\_policies.pdf](http://admissions.ucmerced.edu/docs/ucm_policies.pdf) for the UC Merced code of academic conduct. Chapter 8 outlines policies on academic honesty. All academic work is expected to be in compliance with this code.

In particular, any form of cheating is a serious offense. Cheating includes any attempt to defraud, deceive, or mislead the Professor or TA in arriving at an honest grade assessment. This certainly includes, but is not limited to, turning in an assignment that does not represent your work. Violation of these policies may result in a grade of "F" or 0 points for the assignment or exam, or for more serious violations, a grade of "F" in the course, at the discretion of the instructor.

### **Academic Assistance:**

Professor Brown can help you understand the relevant course material and what is required of you in this course. Stop by during scheduled office hours 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 *Student Advising and Learning Center*, which has numerous resources that can be helpful to you (<http://learning.ucmerced.edu/student-advising-and-learning-center>).

### **Special Needs:**

UCM provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the UCM Disability Services Center located in KL 109 (<http://disability.ucmerced.edu/>) to obtain assistance and coordination with this course. It is also helpful if you inform the Professor of your special needs, for example by stopping by during office hours or speaking with the TA.

### **Classroom Civility:**

Each UCM student is expected to contribute to an environment during class that *promotes learning, dignity, and mutual respect for everyone*. Please consider how your behavior affects other students in the class as well as the Professor. In particular, students are expected to avoid at all times from:

- interrupting class by coming after instruction has started
- speaking at inappropriate times, which includes having conversations with others in class,
- engaging in loud or distracting behaviors,
- sleeping in class,
- taking frequent breaks,
- using cell phones or pagers in class,
- using their computers for purposes irrelevant to this class (e.g., communications, web browsing)
- using inappropriate, including verbally abusive, language,
- displaying defiance or disrespect to others, or
- behaving aggressively toward others

Students who engage in these inappropriate behaviors may be asked to leave the class and may in addition be subjected to disciplinary action.

### **Class Attendance:**

Attendance will not be taken in lectures. However, attendance is expected and highly encouraged. Activities and exams will be conducted during class and cannot be made up. Much of the material that is covered in class is not covered in the textbook and readings. This material WILL BE covered on exams.

### **Grading:**

Your grade consists of 2 midterm exam scores (midterm 1 – 100 points, midterm 2 – 150 points: 250 points total), and the bi-weekly assignments (50 points), for a total of 300 possible points. Your grade will be determined by the number of accumulated points (points you received throughout the semester), divided by the total amount of possible points. 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-	

This fixed grading scale is used so that you know what you need to do in order to attain your desired grade. However, I reserve the right to lower the scale (I will not make it more stringent).

### **Exams:**

Exams will be given on specified dates. Each exam will cover material primarily discussed in class and as specified in the Study Guides that will be provided. Each exam is non-cumulative. The last Exam 2 is identical in format to Exam 1 and is given on the last day of classes. Exams will consist of multiple-choice items and/or short answer questions.

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 (see schedule on last page) for an unavoidable and serious reason, contact the Professor who will make alternate arrangements for you to take a make-up exam, if deemed appropriate.

Illness excuses will only be accepted with a note from a medical professional (RN, PA, DO, or MD), which the Professor will verify. Death or hospitalization of immediate family member may also be considered an excuse to miss an exam. This can only be accepted with verifiable evidence for the event. Make-up exams will be given under no other circumstance.

### **Assignments:**

**Submit the biweekly assignments via UCMCROPS.** The six assignments have specific due dates and times indicated in the Course Schedule. These are designed to provide more in depth engagement with the material covered in the lectures and text. They involve writing a short (1 to 2 pages, 1.5 lines spacing, 12 font) response to questions or topics provided in class. *Written assignments are to be uploaded in the ASSIGNMENTS link on UCMCrops. Do Not Use the Dropbox.* If you place assignment in the dropbox without uploading them into the proper assignment prompt, they will not be graded and you will not received points for that assignment.

UCMCrops will be programmed to close submissions at posted time. Late assignments will not be accepted. Computer-related issues are not accepted excuses for missed or late assignments.

Each assignment will be marked on a 0 to 10 scale (with 10 being excellent). Note that while there are six assignments, only five will count toward your grade. We will take the top five of your six scores.

### **Cheating/Plagiarism:**

Academic dishonesty will not be tolerated. UC Merced's outlines your rights and responsibilities regarding academic honesty policy, the details can be found at:

<http://studentlife.ucmerced.edu/2.asp?uc=1&lvl2=121&lvl3=121&lvl4=123&contentid=171>. All scored exams will be photocopied before being returned to you to prevent attempts to change answers.

# PSY 134: Adolescent Development

<b>Course Title</b>	Adolescent Development
<b>Abbreviated Course Title</b>	Adolescent Development
<b>Course Subject</b>	PSY
<b>Course Number</b>	134
<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 provides a broad overview of theoretical and empirical issues related to adolescent development. Topics covered will include biological, cognitive, and social transitions and the contextual influences on the development of these processes.
<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, 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>	80
<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>	Standard classroom space, library support and IT equipment

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

**Course Outline and/or Additional Documentation**



[PSY 134 Course Outline.pdf \(127Kb\)](#)

## **PSY 134: Adolescent Development**

Instructor: Alexandra Main, Ph.D., Assistant Professor of Psychological Sciences

Office: SSM 355B

Office Hours: Tuesdays & Thursdays 10:30 – 11:30, or by appointment

Email: [amain@ucmerced.edu](mailto:amain@ucmerced.edu)

Office Phone: (209) 228-2429

Graduate Teaching Assistant: Carmen Kho

Office: SSM 324

Office hours: Tuesdays 12-1pm, Wednesdays 12:30-1:30pm, or by appointment

Email: [ckho@ucmerced.edu](mailto:ckho@ucmerced.edu)

### **Required Text**

Steinberg, L. (2014). *Adolescence* (10<sup>th</sup> ed.). Boston: McGraw-Hill. ISBN: 0073532118.

### **Course Description**

This course provides a broad overview of theoretical and empirical issues related to adolescent development. Topics covered will include biological, cognitive, and social transitions and the contextual influences on the development of these processes. *This course meets the general education requirements through the principles of Scientific Literacy, Decision Making (e.g., critical analysis and use of information), and Ethics and Responsibility (e.g., ethical practices and philosophies).*

### **Course Learning Goals**

In this course, students will learn:

1. What are the biological, cognitive, and social changes that occur during adolescence.
2. The theoretical and empirical literature on adolescent development.
3. What are the multiple levels of contextual and interactive influences on adolescent development (e.g., family, peer, school, community, culture).
4. What are the typical changes that occur during adolescence and how are these changes implicated in problems that can occur during adolescence (e.g., substance abuse, eating disorders, suicide, etc.)
5. How to make connections between research on adolescence and references to adolescence in popular culture and media.

### **Course Learning Outcomes (CLOs)**

Specific learning opportunities in this course are that, by the end of the semester, each class participant will be able to:

1. Explain the biological, cognitive, and social changes that occur during adolescence. (PLO1)
2. Critically evaluate the theoretical and empirical literature on adolescent development. (PLO1, 2, 3)
3. Describe and analyze multiple levels of contextual and interactive influences on adolescent development (e.g., family, peer, school, community, culture). (PLO1)
4. Articulate how typical changes occurring during adolescence are implicated in problems that can occur during adolescence (e.g., substance abuse, eating disorders, suicide, etc.). (PLO1)
5. Critique references made about adolescence in popular culture and media. (PLO1)

The CLOS align with the Psychology Program Learning Outcomes, supporting students coherently throughout the coursework for the major and minor. Next to each CLO, the aligning PLOs are identified. Below is the full list of PLOs for the Psychology program.

### **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).

### **How General Education Guiding Principles Align with the Curriculum**

*Scientific Literacy:* This course is structured to maximize understanding of scientific principles and foster the ability to evaluate scientific knowledge in contrast to popular media references to adolescence (assessed through exams and papers).

*Decision-Making:* This course is designed to help students critically evaluate empirical and theoretical literature on adolescent development (assessed through exams, in-class assignments, and papers).

*Ethics and Responsibility:* Exposure to multiple perspectives on adolescent development is expected to foster an understanding of the diversity of the adolescent experience. Student participation in research aims to develop understanding of ethics in the research process (assessed through exams, papers, and research assignment).

**Web Resources:** All of these resources can be found on the UCMCrops website:

1. **Possible test questions:** Before each exam, a list of short answer questions will be posted. A subset of these questions will be on the exam.
2. **Video links:** When possible, links to online videos shown in lecture will be posted.
3. **Slides:** The lecture slides will be posted before each class.

### **Class Evaluation**

**1) Exams (180 points total):** There will be 3 non-cumulative exams (**60 points each**), each testing your knowledge on the material in roughly 1/3 of the class. Each exam will consist of multiple choice and short answer questions. Questions on the exams will cover all assigned material, including lectures, textbook readings, and in-class videos. Questions will test basic factual knowledge, your ability to apply concepts to novel situations, and your ability to interpret research findings. *Please purchase a green scantron form from the bookstore for each exam.* (Scantron sheets will **NOT** be provided on the day of the exam).

**2) Paper (60 points total).** You are expected to write a 3-page paper that requires you to watch a film dealing with adolescent topics (list of films to be provided). You will be expected to integrate knowledge from the lecture and textbook to analyze the film in relation to research on adolescent development. More details about the paper will be posted on CROPS. The paper will be due by the end of class on **April 7<sup>th</sup>. NO LATE PAPERS WILL BE ACCEPTED.**

**3) Quizzes and in-class assignments (20 points possible):** In addition to scheduled exams, a number of short multiple choice and short answer quizzes will be given in class throughout the semester. These quizzes will consist of one to two questions about recent material covered in the textbook or lecture. **Quizzes will be unannounced and may not be made up.** The purpose of these quizzes is (1)

to provide you with regular feedback about your knowledge of the material, and (2) to give you practice with the format of questions that will appear on the exams.

**4) SONA Participation (up to 5 points possible).** You are *required* to participate in one research study offered by SONA. You may earn up to 4 points toward your final point total by participating in additional SONA research. For additional information on participating in SONA research, please visit: <http://ucmerced.sona-systems.com> or contact [aloan@ucmerced.edu](mailto:aloan@ucmerced.edu). Please note that failure to appear at a scheduled SONA appointment will result in a penalty that will subtract points from your grade. Students who are not eligible to participate in SONA research or choose to not participate may contact the instructor for an alternative assignment.

**No additional points will be available for this course.**

**Missed exams and assignments:** If you miss an exam due to an *excused* absence, you may take a make-up exam without penalty. Excused absences include illness, death in the family or other family emergency, vehicle failure, court appearance, or jury duty. You **MUST** provide appropriate documentation of your absence (e.g., doctor’s note, obituary or funeral program for a death in the family, automobile receipt for car problem, etc.). Examples of unexcused absences include feeling ill without obtaining a doctor’s note, oversleeping, forgetting, or vacation. While other reasons for absence may be considered on a case-by-case basis, it is *unlikely* that it will be excused.

Make-up exams must be taken within **one week** of the original exam date, except in extreme circumstances. If you are going to miss an exam, please contact me before the exam date. If you cannot contact me before the test, do so as soon as possible.

If you are unable to turn in the paper in class on the day that it is due because of an excused absence, I will accept the paper via email **as long as you send it before the end of the lecture on the due date.** The paper should be emailed to Carmen Kho ([ckho@ucmerced.edu](mailto:ckho@ucmerced.edu)). If extreme conditions prevent you from attending class and turning in your paper via email (e.g., hospitalization), please contact me and we will discuss alternate arrangements for completing the assignment.

**Grading Policy:**

Grades will be assigned based on the percentage of **255** points earned:

A+ :	97 – 100%	A :	93 – 96.99%	A- :	90 – 92.99%
B+ :	87 – 89.99%	B :	83 – 86.99%	B- :	80 – 82.99%
C+ :	77 – 79.99%	C :	73 – 76.99%	C- :	70 – 72.99%
D+ :	67 – 69.99%	D :	63 – 66.99%	D- :	60 – 62.99%
F :	less than 60%				

**265 POINTS POSSIBLE**

**Policy on Academic Integrity**

The UC Merced code of academic conduct can be found at [http://admissions.ucmerced.edu/docs/ucm\\_policies.pdf](http://admissions.ucmerced.edu/docs/ucm_policies.pdf). Any form of plagiarism or cheating is a serious offense. Plagiarism involves claiming someone else’s ideas as your own. If you use any outside sources (e.g., articles, books, websites) when writing an assignment, you must be sure to include a reference to that source. Words that are directly copied from another source must be in quotation marks. **DO NOT** collaborate on your exams. Cheating on an exam will lead to a 0 for that exam, and may lead to failure of the course and/or disciplinary action on the part of the University.

### Accommodations for students with disabilities

UC Merced provides accommodations for individuals with disabilities. Students requiring accommodations should contact the UC Merced Disability Services Center located in Room 107 of the Kolligian Library (209-381-7862). If you will require accommodations, please notify the instructor as soon as possible.

### Classroom conduct

Students are expected to show a high degree of respect towards instructors, as well as towards fellow classmates. There may be times when there are differences in opinions and perspectives between members of the class. Although diverse opinions are encouraged, expression of those ideas should always be done in a respectful fashion. In addition, behaviors that are disruptive to class, including loud side conversations, interrupting, checking email, or using aggressive language, will be subject to disciplinary action.

**Hand-held devices such as cellphones and iPods are not to be used in class.** Please turn them off and put them away. Laptops/tablets are allowed on the assumption that they will be used for viewing course-related material and taking notes. **If they are used for other purposes, these items will no longer be permitted.**

### PSY 134 (S15) Course Schedule:

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
1/20	Introduction	
1/22	The Study of Adolescent Development	Introduction (pp. 4-17)
1/27	Biological Transitions	Chapter 1 (pp. 22-53)
1/29	(cont.)	
2/3	Cognitive Transitions	Chapter 2 (pp. 56-78)
2/5	(cont.)	
2/10	Social Transitions	Chapter 3 (pp. 86-112)
2/12	Exam #1 Review (Introduction, Chapters 1-3)	
2/17	<b>Exam #1</b>	
2/19	Frontline: "Inside the Teenage Brain"	
2/24	Families	Chapter 4 (pp. 120-149)
2/26	(cont.)	
3/3	Peer Groups	Chapter 5 (pp. 153-183)
3/5	Schools	Chapter 6 (pp. 189-215)
3/10	Work, Leisure, & Media	Chapter 7 (pp. 220-249)
3/12	Exam #2 Review (Chapters 4-7)	
3/17	<b>Exam #2</b>	
3/19	TBA	
3/24 & 3/26	SPRING RECESS	
3/31	Identity	Chapter 8 (pp. 254-282)
4/2	(cont.)	
4/7	Autonomy <b>***PAPER DUE IN CLASS</b>	Chapter 9 (pp. 287-309)
4/9	(cont.)	
4/14	Intimacy	Chapter 10 (pp. 317-346)
4/16	Sexuality	Chapter 11 (pp. 350-379)
4/21	Achievement	Chapter 12 (pp. 384-408)
4/23	(cont.)	

4/28	Psychosocial Problems	Chapter 13 (pp. 416-448)
4/30	(cont.)	
5/5	Film (TBA)	
5/7	Final Exam Review (Chapters 8-13) NOT CUMULATIVE	
5/12	<b>Final Exam</b> (SSB 120)	

# WRI 114: Environmental Writing

<b>Course Title</b>	Environmental Writing
<b>Abbreviated Course Title</b>	Environmental Writing
<b>Course Subject</b>	WRI
<b>Course Number</b>	114
<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
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	Technical, scientific, policy, journalistic, and nonfiction writing focused on environmental science, for the purposes of critical inquiry and advanced composition skills. With potential applications in environmental research, advocacy, art, this course provides opportunity to theorize the idea of place, analyze local environmental issues, and explore integrated and applied writing processes.
<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>	----
<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>	Standard instructional requirements.
<b>Does this satisfy a General Education Requirement?</b>	Yes
<b>Course Outline and/or Additional Documentation</b>	 <a href="#">WRI 114 Course Outline.pdf (63Kb)</a>

New Course Proposal  
Merritt Writing Program  
WRI 114: Environmental Writing

### **Course Purpose**

In the interest of furthering science and nature writing curriculum development at UC Merced, we propose a new course entitled “Environmental Writing” (WRI 114) that would serve both the upper division requirement in the Merritt Writing Program and fulfill a General Education requisite. (WRI 114: Environmental Writing has recently been offered as a special topics science writing course (WRI 115: Special Topics), serving as an upper-division GE and potential writing minor course.) Advancing the interdisciplinary offerings in the MWP’s upper division curriculum, “Environmental Writing” approaches science and nature writing through a centralized lens that links the humanities and sciences while providing intensive instruction in both areas. The course integrates writing with practicum experiences in the Vernal Pools and Grasslands Preserve and Yosemite National Park, and bases its material on the development of field journals composed on site. Students work on the craft of writing and refine critical inquiry and advanced composition skills while exploring environmental science through technical, policy, and nonfiction writing. With research writing components, the pre-requisite requirement for enrolling in WRI 114 will be WRI 10. WRI 114 provides credit for upper-division GE and the writing minor program.

“Environmental Writing” is organized around the idea that writing and ecology are interdependent. Though the course is designed for those whose career goals include environmental research, advocacy, or art, as we theorize the idea of place and examine the places in which we live, we will explore written expression with respect to a variety of academic, professional and personal foci that concern all writers. Thinking about writing environmentally helps us gauge our relationship to our surroundings, to the natural world, to our backgrounds, to our education, and to our futures. The course focuses on the process of composition (e.g., invention, field work, research, drafting, revising and finalizing), learn where to look for ideas, and practice how to develop, structure, and present them persuasively, in both non-fictional and scientific formats. Course writing projects include individually- or collaboratively-composed narratives such as a place description, argument analysis, newspaper editorial, project proposal, annotated bibliography, grant proposal, and a capstone essay that blends a review of research with an exploration of its potential application for the study of a local environmental issue.

### **Course Learning Outcomes**

Beyond the assumed pre-requisites, specific to this course, students, as scientists-, artists-, and/or policymakers-in-training, will practice and refine their capacity to:

1. represent environmental information in clear notational, oral, written, and visual forms for a variety of audiences (including specialists and generalists)
2. analyze environmental problems in current and historical contexts

3. articulate ethical and philosophical judgments about the scientific process with respect to environmental science and the communication thereof
4. revise writing by incorporating relevant advice for improvements
5. collaborate successfully on group tasks and class projects

### **Connection to MWP Program Learning Outcomes and GE Guiding Principles**

The MWP has the following Program Learning Outcomes:

**PLO 1 (Process):** Demonstrate engagement with the multi-stage processes of critical reading, formal writing, and public speaking.

**PLO 2 (Rhetoric):** Select and apply the appropriate conventions of personal, academic, or professional forms of expression.

**PLO 3 (Collaboration):** Synthesize diverse perspectives through collaboration in academic discourse communities.

**PLO 4 (Research Ethics):** Apply professional ethical standards to the research process and its public representation.

**PLO 5 (Craft):** Craft language that reveals aesthetic awareness.

WRI 114 meets all five of the MWP's Program Learning Outcomes. The process outcome (PLO 1) is particularly met by the activities of representation (CLO 1), analysis (CLO 2), and revision (CLO 4), as those pertain to critical reading, formal writing and public speaking. Rhetorical forms of expression (PLO 2) and craft awareness (PLO 5) are most notably practiced through writing as students explore conventions and concerns of environmental science documentation and popular nonfiction (as in CLOs 1, 2, and 3). In writing to a variety of audiences (CLO 1), students make deliberate choices in style and content not only for formal and conventional reasons but also for aesthetic considerations (PLO 5). For collaboration (PLO 3), students conduct group work, peer review, and a group proposal project, a direct connection to CLO 5. All assignments require students to know and perform the ethical standards of research (PLO 4) while engaging academically reliable sources; most directly, however, CLO 3's charge to "articulate ethical and philosophical judgments about the scientific process with respect to environmental science and the communication thereof" meets the "Research Ethics" outcome (PLO 4).

**"Environmental Writing" meets at least three general education guiding principles,** especially scientific literacy, ethics, and decision making (as students broaden their knowledge of environmental science, engage its literature critically, analyze the kinds of responsibility entailed in such study, and describe solutions to problems for the purpose of generating policy). Students exercise leadership and teamwork in field trips, group presentations, collaborative writing, and everyday collaborative activities in the classroom. They practice effective communication for both scientific and popular audience in a variety of writing formats—from field journals to grant proposals and nonfiction essays. For the purpose of self and society, as well as for the development of personal potential, students learn about their relationship to the environment with respect to both natural and cultural implications. The course explores our relationship to the natural world in aesthetic as well

as scientific contexts, noting the role of beauty in nature appreciation and cultivating creative means of documenting environmental experience and solving problems.

### **Learning Assessment Tools**

For learning assessment and student evaluation, the course portfolio includes field journaling, throughout the semester, a Place Description (WP#1; 2-3 pp.), an Argument Analysis (WP#2; 4-5 pp.), a collaborative Newspaper Editorial (WP#3; 2-3 pp.), an Annotated Bibliography (WP#4; 5 pp. single spaced), a collaborative Grant Proposal (WP#5; 4-6+ pp.), and a Capstone Essay (non-fiction, scientifically-informed essay; WP#6; 6-8 pp). Primary daily readings include journalistic essays, journal articles, scientific studies, and literature reviews that pertain to environmental experience and science.

## **APPENDIX: SYLLABUS FOR WRI 114: ENVIRONMENTAL WRITING**

**Office:  
0:00**

**Email:  
Office hours: DD 0:00–**

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### **Course Description:**

This course is based on the idea that writing and ecology are interdependent. Though the course is designed for those whose career goals include environmental research, advocacy, or art, as we theorize the idea of place and examine the places in which we live, we will explore written expression with respect to a variety of academic, professional and personal foci that concern all writers. Thinking about writing environmentally will help us gauge our relationship to our surroundings, to the natural world, to our backgrounds, to our education, and to our futures. We'll focus on the process of composition (e.g., invention, field work, research, drafting, revising and finalizing), learn where to look for ideas, and practice how to develop, structure, and present them persuasively, in both non-fictional and scientific formats. Course writing projects will include interlinked, individually- or collaboratively-composed narratives such as a place description, argument analysis, newspaper editorial, project proposal, annotated bibliography, grant proposal, and a capstone essay that blends a review of research with an exploration of its potential application for the study of a local environmental issue.

**Learning Outcomes:** Beyond the assumed pre-requisites, specific to this course, students, as scientists-, artists-, and/or policymakers-in-training, will practice and refine their capacity to:

1. represent environmental information in clear notational, oral, written, and visual forms for a variety of audiences (including specialists and generalists)
2. analyze environmental problems in current and historical contexts

3. articulate ethical and philosophical judgments about the scientific process with respect to environmental science and the communication thereof
4. revise writing by incorporating relevant advice for improvements
5. collaborate successfully on group tasks and class projects

**Our Procedures and Guidelines:** As we process material presented in discussion and readings, we'll concentrate on all aspects of the writing process, including study skills, note-taking, annotation, responsive reading, brainstorming, drafting, peer review, and revision. **To ensure that you are keeping up with readings and lectures, and that you are processing information satisfactorily, class sessions will include quizzes and related writing prompts.**

**Attendance:** The class subscribes to a collaborative, participatory format, and you cannot fulfill its requirements unless you attend regularly. **Each absence beyond the allowed four will negatively affect your class participation grade. Excessive absences (8 or more, for any reason) result in failure of the course (regardless of your course grade otherwise).** You are responsible for material covered in class, whether you are present or not. In-class work cannot be made up.

**Readings:** There are three course textbooks: (1) Sidney Dobrin's *Saving Place: An Ecomposition Reader* (New York: McGraw Hill, 2004); (2) Laura Cunningham's *A State of Change: Forgotten Landscapes of California* (Berkeley: Heyday, 2010); and (3) Susan Leigh Tomlinson's *How to Keep a Naturalist's Notebook* (Mechanicsburg: Stackpole, 2010). **Saving Place must be purchased online; try amazon.com or bookfinder.com.** The two other titles also can be purchased online, or in the University Store. Additional readings are posted in the Resources section of the main course UCMCROPS course page, **S14-WRI 115** (via <https://ucmcrops.ucmerced.edu/portal>, which can also be accessed via your MyUCMerced student account, <https://my.ucmerced.edu>).

**Evaluation:** Grading for the course is based on the following schedule of percentages:

- ≤ 10% for field journaling, throughout the semester
- ≤ 10% for a Place Description (WP#1; 2-3 pp.)
- ≤ 15% for an Argument Analysis (WP#2; 4-5 pp.)
- ≤ 10% for a collaborative Newspaper Editorial (WP#3; 2-3 pp.)
- ≤ 10% for an Annotated Bibliography (WP#4; 5 pp. single spaced)
- ≤ 15% for a collaborative Grant Proposal (WP#5; 4-6+ pp.)
- ≤ 20% for a Capstone Essay (non-fiction, scientifically-informed essay; WP#6; 6-8 pp)
- ≤ 10% for class participation

**Grade brackets:** A = 92.5%–100.0%; A– = 89.5%–92.4%; B+ = 86.5%–89.4%; B = 82.5%–86.4%; B– = 79.5%–82.4%; C+ = 76.5%–79.4%; C = 72.5%–76.4%; C– = 69.5%–72.4%; D+ = 66.5%–69.4%; D = 62.5%–66.4%; D– = 59.5%–62.4%; F = < 59.5%

**Academic Integrity:** Your instructor expects that all your work is your own, is completed solely for WRI 115 this semester, and that you know how to avoid plagiarism. Plagiarism is an issue that is as complicated as linguistic expression is nuanced. For our purposes, **plagiarism entails representing another’s work as your own; it is a very serious offense that can result in failure of the course and even expulsion from the university.** Plagiarism includes:

- submitting work that is done in part by someone else
- copying text from another source without properly quoting and citing it
- paraphrasing or summarizing any source without referencing it

In sum, **if you submit your own reasoning with all outside sources and ideas properly documented (within your text and in a list of works cited) you maintain academic honesty.**

If you have any questions about academic honesty, please feel encouraged to ask your instructor, or to consult [www.library.ucla.edu/b Bruinsuccess](http://www.library.ucla.edu/b Bruinsuccess) (an interactive guide to avoiding plagiarism concerns). See also UC Merced’s Academic Honesty Policy (<http://studentlife.ucmerced.edu/what-we-do/student-judicial-affairs/academic-honesty-policy>).

**Disabilities Statement:** Students with disabilities who need staff or time-intensive accommodations (e.g., reader services, interpreter services, text conversion, etc.) should contact the Disability Services Office and notify your instructor as soon as possible to make necessary arrangements for these services. It is the student’s responsibility to ensure that such notification occurs in a timely fashion. Failure to do so may delay or in some cases preclude UCM’s—or your instructor’s—ability to provide certain accommodations. For further information or to make disability services arrangements, contact the Disability Services Office, 113 Kolligian Library. Email: [disabilityservices@ucmerced.edu](mailto:disabilityservices@ucmerced.edu). Phone: 228-6996.

## **WRI 114 TYPICAL COURSE SCHEDULE**

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### **Week 1 (21 – 24 January)**

**Readings from:** Lopez, “Landscape and Narrative” (CROPS; *Saving Place* 39-45); Lopez, “The American Geographies” (CROPS); Stilgoe, “Beginnings” (CROPS)  
**Discussion:** Introductions, course overview

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### **Week 2 (27 – 31 January)**

**Readings from:** Muir, “Features of the Proposed Yosemite National Park” (*Saving Place* 112-22); Abbey, “The First Morning” (*Saving Place* 379-83); Owens, “The American Indian Wilderness” (*Saving Place* 68-71); Ray, “Second Coming” (*Saving Place* 412-14); Snyder, “Coming into the Watershed” (*Saving Place* 415-24); Dusel-Bacon,

“Come Quick! I’m Being Eaten by a Bear” (*Saving Place* 353-59); Cunningham, “The Oak” (*A State of Change* 153-72); Muir, “Twenty Hill Hollow” (CROPS).

**Discussion:** Place description and field notes

**Due:** First draft of WP#1: Place Description

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**Week 3 (3 – 7 February)**

**Readings from:** Tomlinson, *How to Keep a Naturalist’s Notebook*: “Getting Started” (1-22), “Field Sketching: Basic Skills” (23-45), “Field Sketching: Beyond the Basics” (47-74), “Drawing Trees and Wildflowers” (80-83), “Putting It All Together” (119-48); Cunningham, “California Grasslands” (*A State of Change* 100-52).

**Discussion:** WP#1: Place Description; Introduction to the Grinnell Field Note-taking Method and the UCM Vernal Pools Preserve

**Due:** **WP#1: Place Description**

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**Week 4 (10 – 14 February)**

**Readings from:** Oates, “Against Nature” (*Saving Place* 57-64); Capra, from *The Web of Life* (*Saving Place* 81-86); hooks, “Touching the Earth” (*Saving Place* 103-108); Bass, “Why I Hunt” (*Saving Place* 133-36); Durning, “The Conundrum of Consumption” (*Saving Place* 197-201); Williams, “Save the Whales, Screw the Shrimp” (*Saving Place* 203-13); Berry, “The Pleasures of Eating” (*Saving Place* 230-35); O’Rourke, “The Greenhouse Affect” (CROPS).

**Discussion:** Environmental Argument

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**Week 5 (17 – 21 February)**

**Readings from:** Leftover readings from Week 4

**Discussion:** WP#2: Argument Analysis

**Due:** First draft of WP#2: Argument Analysis

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**Week 6 (24 – 28 February)**

**Readings from:** Abbey, “Eco-Defense” (*Saving Place* 91-93); *The Observer*, “No More Denial. Time to Act on Climate Change” (CROPS); *Detroit Free Press*, “A War on Climate Change” (CROPS); *San Francisco Examiner*, “Rim Fire Points to Poor Forest-Management Practices” (CROPS); *San Jose Mercury News*, “Why California Water Debate Is Going Nowhere” (CROPS).

**Discussion:** WP#2: Argument Analysis

**Due:** WP#2: Argument Analysis

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**Week 7 (3 – 7 March)**

**NOTE:** From this week onward, you are simultaneously working toward your WP#5 (Grant Proposal) and WP#6 (Capstone Essay). WP#3 (Newspaper Editorial) and WP#4 (Annotated Bibliography) will form the basis for both WP#5 and WP#6. The better your argument is in WP#3 and annotations are in WP#4, the better your grant proposals and capstone essays will be.

**Readings from:** Student-selected newspaper editorials; Cunningham, “Fire” (*A State of Change* 172-202).

**Discussion:** WP#3: Newspaper Editorial

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**Week 8 (10 – 14 March)**

**Readings from:** Cronon, “The Trouble with Wilderness” (*Saving Place* 11-30); Kerasote, “Wilderness” (*Saving Place* 32-38)

**Discussion:** WP#3: Newspaper Editorial; **Group Presentations of Newspaper Editorials**

**Due:** WP#3: Newspaper Editorial (at week’s end)

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**Week 9 (17 – 21 March)**

**Readings from:** Bukeavich, review of McKibben and Mann; Keenan & Kimmins, “The Ecological Effects of Clear-Cutting”; Hutchings & Festa-Bianchet, “Scientific Advice on Species at Risk: A Comparative Analysis of Status Assessments of Polar Bear, *Ursus Maritimus*”; Zargar et al, “A Review of Drought Indices”; Hothem, “Suburban Studies and College Writing: Applying Ecocomposition” (only pp. 40-43).

**Discussion:** WP#4: Annotated Bibliography & WP#5: Grant Proposal

**Due:** Copy of Midterm Field Notes

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**\*\*\*Week 10 (24 – 28 March) = Spring Break\*\*\***

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**Week 11 (31 March – 4 April)**

**Readings from:** Pieters et al, “Farm-Scale Membrane Filtration of Sow Slurry”; Hothem, Sample Annotated Bibliography Entry.

**Discussion:** WP#4: Annotated Bibliography & WP#5: Grant Proposal

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**Week 12 (7 – 11 April)**

**Readings from:** Hoffman, *Scientific Writing and Communication*, chapters 21, 22, 24 (CROPS); selected sample grant proposals/projects.

**Discussion:** WP#4: Annotated Bibliography & WP#5: Grant Proposal

**Due:** WP#4: Annotated Bibliography (at week’s end)

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**Week 13 (14 – 18 April)**

**Readings from:** Hoffman, *Scientific Writing and Communication*, chapters 21, 22, 24 (CROPS); selected sample grant proposals/projects.

**Discussion:** WP#5: Grant Proposal & WP#6: Capstone Essay

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**Week 14 (21 – 25 April)**

**Readings from:** Weisman, “Polymers Are Forever”; Dettinger & Ingram, “The Coming Megafloods”; Kunzig, “A Sunshade for Planet Earth.”

**Discussion:** Grant Proposal Presentations; WP#5: Grant Proposal & WP#6: Capstone Essay.

**Due:**

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**Week 15 (28 April – 2 May)**

**Readings from:** Weisman, “Polymers Are Forever”; Dettinger & Ingram, “The Coming Megafloods”; Kunzig, “A Sunshade for Planet Earth.”

**Discussion:** WP#6: Capstone Essay

**Due:** WP#5: Grant Proposal

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**Week 16 (5 – 9 May)**

**Discussion:** WP#6: Capstone Essay

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**Week 17 (12 – 16 May):**

**Due:** WP#6: Capstone Essay

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# PH 100: Introduction to Epidemiology

<b>Course Title</b>	Introduction to Epidemiology
<b>Abbreviated Course Title</b>	Intro to Epidemiology
<b>Course Subject</b>	PH
<b>Course Number</b>	100
<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>	(PH 001 OR PH 005) AND (PSY 010 OR MATH 018)
<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 concentrate on the non-random distribution of disease in human populations and demonstrate how disparities in human culture and behavior are related differences in disease risk by characteristics person, place and time. Patterns of disease will be examine from the agent-host-environment paradigm.
<b>TIE Code</b>	T: Lecture
<b>Reasons for Request</b>	Pre-requisite Change
<b>Brief Explanation of Change(s)</b>	we have changed the prerequisites. We have found students do better in this class if they have a basic PH intro class, and have taken a statistics class.
<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>	200
<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>	Requirements Standard classroom, with a mounted projector and AV capabilities.
<b>Does this satisfy a General Education Requirement?</b>	Yes
<b>Course Outline and/or Additional Documentation</b>	 <a href="#">PH 100 Course Outline.pdf (27Kb)</a>

## Introduction to Epidemiology Course Outline

### Course Summary

This course will concentrate on the non-random distribution of disease in human populations and demonstrate how disparities in human culture and behavior are related differences in disease risk by characteristics person, place and time. Patterns of disease will be examine from the agent-host-environment paradigm. Disease patterns in the San Joaquin Valley of California will be used to illustrate broader issues and topics in epidemiology.

### Prerequisites

1. PH 001 or PH 005, and
2. PSY 10 or MATH 18

**Course Learning Goals:** In this course, students will learn:

1. The meaning of descriptive epidemiology and analytic epidemiology.
2. The contribution of important historic epidemiologic research and interventions to human health.
3. Current concerns in the field of epidemiology.
4. What are principles and methods of screening for disease in a population.
5. How epidemiologists conduct research to enhance understanding about the etiology of human disease.

**Course Learning Outcomes:** At the end of this course, students will be able to demonstrate the following:

1. Explain what distinguishes descriptive and analytic epidemiology (Measured by Assignments and Exams). (PLO 4 and 5)
2. Describe the impact of disease in human populations as measured by incidence and prevalence (Measured by Assignments and Exams). (PLOs 2 and 4)
3. Describe and analyze the major etiologic factors in human disease (Measured by Exams). (PLO 2)
4. Summarize the methods of screening for disease in populations (Measured by Assignments and Exams). (PLO 2, 4 and 5)
5. Explain how epidemiologists conduct research to enhance understanding of disease etiology (Measured by Exams). (PLO 2, 4 and 5)

### Program Learning Outcomes:

The following Program Learning Outcomes (PLOs) describe the focus of the Public Health major and minor. All Public Health courses align with the PLOs.

1. Define public health and describe the roles and responsibilities of government, non-governmental organizations, and private citizens in maintaining public health.
2. Use the theories and principles of Public Health to explain a Public Health problem.
3. Apply public health research methods to conduct rigorous research on public health issues.

4. Describe causes and risk factors in the major areas of focus in public health, including but not limited to determinants of mortality and morbidity; leading causes of health disparities among regional, national, and global populations; and transmission for infectious and chronic diseases.
5. Identify and analyze scientific data and other information to assess complex Public Health challenges, with special consideration of strategies for health promotion at the individual, community, and policy levels, as appropriate.
6. Communicate effectively and persuasively, orally and in writing, particularly to convey complex concepts and information in a clear and concise manner.

**General Education:**

This course aligns with the following three Guiding Principles of General Education.

Scientific Literacy: Students will read and interpret epidemiological students;

Decision Making: Students will understand how epidemiological research is used in priority setting and policy making;

Communication: Students will convey the results of their research through class participation and class assignments;

Self and Society: Students will understand the role of epidemiology in helping to understand and develop interventions that improve the health and wellbeing of the population;

Ethics and Responsibility: Students will be exposed to the ethical issues surrounding epidemiological research;

Development of Personal Potential: Students will apply the course material to developing ways to improve public health through epidemiological methodologies.

**Course Text (posted in CROPS):**

Centers for Disease Control and Prevention. Principles of Epidemiology in Public Health Practice 3rd ed. U.S. Department of Health and Human Services. 2012. (CROPS: CDC Principles of Epidemiology 2012)

**Course Requirements:** This course will utilize a didactic format, following the course textbook supplemented by materials from the instructor. Extensive use is made of CROPS and students are expected to be familiar with all resources, announcements and emails posted on CROPS throughout the semester. Wherever possible, concrete examples of data from the health sciences and web-based resources will be used in class to demonstrate the techniques of epidemiologic analysis. Students are expected to complete readings and exercises and to come to class prepared for discussion. Assignments are submitted electronically and are due at the start of class; that is, an assignment due on Tuesday should be marked as sent by 6pm on Tuesday.

An understanding of Introductory Epidemiology requires some arithmetic and algebraic skill. It will be possible to pass the course with numerical abilities at a level of secondary school algebra. The last sentence means to say that straight-forward arithmetic competence accompanied by mastery of material about the important historical developments in epidemiology, current areas of epidemiologic interest, and other non-numerical topics will be sufficient for a passing grade. A high mark in this

course will require comfort with multi-step mathematical reasoning, facility with fractions and decimals, and the ability to craft arithmetic solutions to problems described by text and accompanying data (word problems). A simple calculator (such as found on a laptop) will make some of the arithmetic easier; OK to use for assignments, in class, and on the mid-term and final. Students are encouraged to discuss the homework assignments with each other, past epidemiology students, Ms. Gali, and me. The midterm and final will be open book, open notes, open CROPS, open internet, but must be a student's own work (no discussion with others for midterm or final).

Students will be evaluated on the basis of regular assignments, a mid-term examination, and a final examination. Assignments will be available several days in advance. No make-ups will be given. Students are encouraged to attend every class and will be held responsible for all material presented in each class; attendance is not required.

### **Policies Regarding Course Administration:**

1. UC Merced maintains an Office of Disabilities Services (DS). It is located on the first floor of the Kolligian Library, KL 109. If you have any questions regarding DS, please contact Brad Neily, Disability Services Coordinator, [brneily@ucmerced.edu](mailto:brneily@ucmerced.edu) or 209.228.7884. Also, the university complies with policies concerning discrimination and sexual harassment. If you have any complaints, please contact the Dean of the SSHA.
2. Each student is expected to comply with the university's policies on cheating and plagiarism. These policies can be found at: [http://studentlife.ucmerced.edu/sites/studentlife/files/public/documents/academic\\_honestypolicy.pdf](http://studentlife.ucmerced.edu/sites/studentlife/files/public/documents/academic_honestypolicy.pdf). Students are encouraged to read this policy before this class begins. Cheating will not be tolerated, and students found to be cheating on exams or take-home assignments may receive a grade of F for the course.

**Course Evaluation:** Performance in this class will be evaluated via regular assignments (50%), a mid-term exam (20%), and a final exam (30%). All assignments and exams will be announced in advance. Grading is based on the UC Merced scale: a cumulative numeric score of 90 or better is needed for a grade of A- or A, 80 or better for a B-, B, or B+ and so on. No make-ups will be given and students are responsible for all assigned readings and all materials presented in class.

### **Grading:**

Assignments = 50%

Midterm = 20%

Final = 30%

The calendar of class days below presents an outline of material covered and assignments and readings for the first few class sessions. We'll add more and modify during the course.

# PH 102: Health Promotion

<b>Course Title</b>	Health Promotion
<b>Abbreviated Course Title</b>	Health Promotion
<b>Course Subject</b>	PH
<b>Course Number</b>	102
<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>	PH 001 OR PH 005 or permission of the instructor
<b>Prerequisites with a Concurrent Option</b>	
<b>Corequisites</b>	
<b>Major Restrictions</b>	
<b>Class Level Restrictions</b>	
<b>Course Description</b>	Health promotion is the process of enabling people to increase control over, and to improve, their health. This course provides students with an overview of the principles of health promotion and various theories developed to change health behavior and promote the health of individuals and societies.
<b>TIE Code</b>	T: Lecture
<b>Reasons for Request</b>	Pre-requisite Change
<b>Brief Explanation of Change(s)</b>	PH 005 is also an intro level PH class that can be used as a prerequisite. 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>	12
<b>Total Hours Per Week</b>	12
<b>Grading Options</b>	Letter Grade Only
<b>In Progress Grading</b>	
<b>Maximum Enrollment</b>	300
<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>	Classroom space, usual audiovisual equipment
<b>Does this satisfy a General Education Requirement?</b>	Yes
<b>Course Outline and/or Additional Documentation</b>	 <a href="#">PH 102 Course Outline.pdf</a> (77Kb)

### Course Description (4 units):

Health promotion is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behavior towards a wide range of social and environmental interventions. This course is designed to provide students with an overview of the principles of health promotion and various theories and models developed to change health behavior and promote the health of individuals and societies. The course is divided into 2 sections: 1) Individual, Social, Cultural and Environmental Theories and 2) Community and Organizational Theories, Structural Change, and Policies. Students will gain an understanding of the importance of using theories and models to understand health behavior, conduct research, and change behaviors to reduce injury and disease. They will also become aware of the larger factors operating to limit access to personal tools for healthy behavior – education, healthy food, tobacco free environments, etc. The ability for media to influence behavior in either negative or positive ways will be discussed. Students will have the opportunity to learn how major health behavior change programs are developed, planned, implemented and evaluated. Finally, students will have the opportunity to design programs based on their understanding of individual, cultural, societal and structural factors, and will benefit from the feedback from other students in the development of the program.

### Prerequisites:

PH 01 or PH 05 or permission of instructor.

### Course Goals:

The goals of this course are to provide students an introduction to health behavior change theory and their applications in diverse community settings to address important health problems. This course aims to provide:

- an overview of behavioral principles and the process for developing and testing behavioral theories related to health;
- an understanding of the important influence of the social and physical environment on health-related behaviors;
- sensitivity regarding politics, ethics and cultural issues faced when addressing human behavior and external factors that determine health;
- an overview of the steps required to design health promotion programs with the potential for making a positive impact on individual and community health; and
- experience with designing programs using a team approach.

### Course Learning Outcomes (CLOs):

After successfully completing this course, students should be able to:

- Record and measure observed behavior (PLO 3)
- Assess a community for factors that influence health-related behaviors (PLOs 4 and 5)
- Recognize and plan for cultural factors that influence health behavior (PLOs 2 and 5)
- Apply behavioral principles and theory to design health promotion and behavior change programs (PLO 3)
- Select appropriate theories or models to apply to different behaviors in different populations and settings (PLO 3)
- Develop and orally present a plan for conducting and assessing a culturally appropriate community-based behavior change program (PLOs 5 and 6)

### To support student success coherently across Public Health coursework, these CLOs help students to reach the Public Health Program Learning Outcomes 1 through 6:

1. Define public health and describe the roles and responsibilities of government, non-governmental organizations, and private citizens in maintaining public health.
2. Use the theories and principles of Public Health to explain a Public Health problem.
3. Apply public health research methods to conduct rigorous research on public health issues.
4. Describe causes and risk factors in the major areas of focus in public health, including but not limited to determinants of mortality and morbidity; leading causes of health disparities among regional, national, and global populations; and transmission for infectious and chronic diseases.
5. Identify and analyze scientific data and other information to assess complex Public Health challenges, with special consideration of strategies for health promotion at the individual, community, and policy levels, as appropriate.
6. Communicate effectively and persuasively, orally and in writing, particularly to convey complex concepts and information in a clear and concise manner.

### Textbook and Readings:

1. Edberg, Mark. *Essential of Health Behavior: Social and Behavioral Theory in Public Health*. Jones and Bartlett Learning, Sudbury MA. 2007. ISBN-13: 978-0-7637-3796-2
2. Farley, Tom and Cohen, Deborah A. *Prescription for a Healthy Nation: A New Approach to Improving our Lives by Fixing our Everyday World*. Beacon Press, Boston Mass. 2005. ISBN: 978-0-8070-2117-0.

Additional readings will be posted to supplement content not included in the textbooks or to provide examples of how theories, models and programs are conducted and assessed.

### Guiding Principles:

This course qualifies as a general education course in meeting the following UC Merced Guiding Principles for General Education:

- **Scientific Literacy:** Students will read and interpret theoretical and empirical studies from the field of health behavior and promotion.
- **Decision Making:** Students will determine and defend a design for a behavioral intervention; students will determine the program approach and components that would best fit with the health behavior and the target population.
- **Communication:** Students will convey the results of their research through class participation and class assignments; students will communicate with group members and present to the class as a whole; they will answer questions from classmates regarding the work they have completed and defend their viewpoint based on scientific principles.
- **Self and Society:** Students will gain an understanding of the unique role of the health promotion specialist in the health of individuals and/or communities.. They will understand the role of policymakers and community leaders in determining the health of the community, and their role as citizens and future health professionals in making others aware of the health impacts of the media, businesses and politicians.
- **Ethics and Responsibility:** Students will be exposed to the ethical issues associated with conducting health behavior programs either at the individual or the community level; they will become more aware of the ethical dilemmas between short-term gain of businesses and politicians and the long-term costs to the community's or individual's health.
- **Development of Personal Potential:** Students will further develop their potential as health promotion program planners and professionals, as well as their potential to influence policy impacting health. They will gain an appreciation for the challenges of effecting behavior change during a personal health behavior change project.

### Policy on Academic Integrity:

The University of California has outlined a general code of student conduct that can be viewed at <http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/uc100.html>. Also, go to [http://admissions.ucmerced.edu/docs/ucm\\_policies.pdf](http://admissions.ucmerced.edu/docs/ucm_policies.pdf) for the UC Merced code of academic conduct. Chapter 8 outlines policies on academic honesty. All academic work is expected to be in compliance with this code.

In particular, any form of cheating is a serious offense. Cheating includes any attempt to defraud, deceive, or mislead the Professor or TA in arriving at an honest grade assessment. This certainly includes, but is not limited to, turning in an assignment that does not represent your work. Violation of these policies may result in a grade of "F" or 0 points for the assignment or exam, or for more serious violations, a grade of "F" in the course, at the discretion of the instructor.

### Academic Assistance:

Dr. Sipan can help you understand the relevant course material and what is required of you in this course. Stop by during scheduled office hours 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 *Student Advising and Learning Center*, which has numerous resources that can be helpful to you (<http://learning.ucmerced.edu/student-advising-and-learning-center>).

### Special Needs:

UCM provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the UCM Disability Services Center located in KL 109 (<http://disability.ucmerced.edu/>) to obtain assistance and coordination with this course. It is also helpful if you inform the Professor of your special needs, for example by stopping by during office hours.

### Classroom Civility:

Each UCM student is expected to contribute to an environment during class that *promotes learning, dignity, and mutual respect for everyone*. Please consider how your behavior affects other students in the class as well as the Professor. In particular, students are expected to avoid at all times from:

- interrupting class by coming after instruction has started

- speaking at inappropriate times, which includes having conversations with others in class,
- engaging in loud or distracting behaviors,
- sleeping in class,
- taking frequent breaks,
- using cell phones or pagers in class,
- using their computers for purposes irrelevant to this class (e.g., communications, web browsing)
- using inappropriate, including verbally abusive, language,
- displaying defiance or disrespect to others, or
- behaving aggressively toward others

Students who engage in these inappropriate behaviors may be asked to leave the class and may in addition be subjected to disciplinary action.

### **Class Attendance:**

Attendance will not be taken in lectures. However, attendance is expected and highly encouraged for achieving optimum course benefit and greater ability to score well on exams. Activities and exams will be conducted during class and cannot be made up. Much of the material that is covered in class is not covered in the textbook and readings. This material WILL BE covered on the final exam. Students are responsible for keeping up to date on assignments and additional information that is provided to students during class sessions.

### **Grading: Total of 380 points**

Your grade will be based on the following:

- Exam I: 75 points
- Exam II: 75 points
- Group project: 150 points
  - 50 points participation **as judged by group members**
  - 75 points for powerpoint presentation
  - 25 points for reference list
- Individual behavior change project: 80 points
  - 15 points graph
  - 25 points journal documenting progress (or lack thereof); include entries on how others around you and your environment helped or hindered your change process.
  - 40 points introduction – why this behavior is important for health, and why you selected it for your project. Include 3 references (see guidelines for references acceptable for group project)

Your grade will be determined by the number of accumulated points (points you received throughout the semester), divided by the total amount of possible points. 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-	

This fixed grading scale is used so that you know what you need to do in order to attain your desired grade. However, the instructor reserves the right to lower, but not raise, the scale.

### **Assignments:**

- 1) Complete readings for each class and be prepared to discuss content
- 2) Individual behavior change project
- 3) Group project (Designing behavior change program)

### **Individual Behavior Change Project**

#### Purpose of Exercise

1. Work towards personal goal for target behavior
2. Gain insight into the behavior change experiences of future clients or study participants
3. Experience how theoretical constructs operate in this process
4. Practice graphing behavior

#### Guidelines

1. Select a personal health-related behavior you would like to increase or decrease in frequency

2. Set a goal for yourself that is possible to achieve in 10 weeks
3. Record baseline measures for one week before you start your program to show the frequency of the behavior prior to your intervention
4. Select a method for achieving your goal that follows one of the individual behavioral theories that you find in the text (do not wait until we discuss it in class, as it will be too late to start)
5. Graph your progress toward your goal. The frequency with which you measure your progress will depend on the activity, but must be a minimum of once per week.
6. Keep a behavior change journal. Document your application of your selected theory. For example, did you do anything to increase your self-efficacy? Did you have a reward system? Did you enlist the social support of others? Is self-monitoring your primary intervention? Whatever it is, be consistent with your theory. Also record the influence of others around you on your behavior, and environmental factors that you noticed.
7. Record your reflections on the process, frustrations, and successes. Document problems you encountered, and the solutions you found for addressing them. If you changed strategies, show that in your journal.
8. Entries should be recorded at least once a week, and when important things occur in the process.

**Important:** Points are given for your documentation, not for being successful. What is important in this exercise is the process, and showing an honest attempt to overcome barriers. If you don't succeed in achieving your goal, it will not affect the number of points you receive.

#### Examples for graphing

- Exercise: You can add up the number of minutes or hours per week of the type of exercise you are trying to increase, and graph it once a week. You would have a graph with the number of weeks on the horizontal axis and the number of minutes or hours on the vertical axis. If you are increasing the intensity, you will want to have a line for low intensity, another for medium intensity, and a 3rd for high intensity, then use different colors and create a legend to distinguish one from the other.
- Number of vegetables and fruits: You can add up the servings each day and graph each day, or you can graph the mean number of servings/day, rounding up or down to tenths or hundredths.
- Daily flossing: You will have a graph valued from 0 to 7 on the vertical axis for the total number of days per week that you flossed.

#### You will submit the following items (hard copy) by December 3

1. Your journal (25 points) documenting progress (or lack thereof); include entries on how others around you and your environment helped or hindered your change process.
2. Report. (55 points)
  - a. 1 paragraph: Write 3 reasons why the behavior you selected for change is important to your health, using information from 3 or more sources (use same guidelines as for references on group project). Provide the citations of your sources at the end of your report. (10 points)
  - b. 1 paragraph: Explain why you selected the goal - how is it importantly different from your baseline? (5 points)
  - c. 1 paragraph: Describe the approach/theory you selected (5 points)
  - d. Your graph of your progress, with 1 week of baseline and (at least) 10 weeks of intervention. (15 points)
  - e. 3 paragraphs: Summary of your experience, based on your journal. (15 points)
    - Highlights of your reflections of the process
    - Successes and failures, including problem-solving attempts
    - What you learned that you can apply in behavior change programs for others.
    - What you might do differently next time.
    - Future plans for maintenance of behavior, continuation of behavior change process, or abandoning process.

#### **Group Presentations:**

**Objective:** To design a behavioral health promotion program based on the scientific literature and using theories or models discussed in class. Procedures are as follows:

1. Students will be randomly assigned to groups of 5 to 6 students and will be assigned to either an individual approach or a social/environmental approach.
2. Each group is to first select their health behavior or health problem. This topic is to be approved by Dr. Sipan no later than September 18<sup>th</sup>.
3. Each group will then read the literature on the health topic and select a population for which their program will be designed.
4. Each group then reviews the texts to determine the theory or model their group will use. This theory or model needs to be approved by Dr. Sipan during the week of October 8<sup>th</sup>.
5. Each group will become expert in their topic area, the population and the theory or model to be used. Students are expected to perform a literature search (google scholar, medline, psycinfo, web of science, etc.) and will submit a list of at least 10 references using either MLA or APA format. Wikipedia may be used to locate appropriate research, which

you then must retrieve and cite; do not cite Wikipedia. At least 5 of your references must be from peer-reviewed journals.

6. Groups are expected to meet outside of class time to prepare a 15 minute powerpoint presentation on their theory-based, health behavior intervention they have designed. If you have trouble finding a time that works for all of you, come up with creative ways to deal with it. Meet by phone or skype, or divide into 2 groups, for example, and select specific areas each will cover. However, the content needs to be integrated BEFORE the presentation so that it flows and makes sense. This is not an assignment that can be done at the last minute.
7. **Group members who do not contribute to the presentation content will not receive credit for this assignment.**
8. Groups may meet with the instructor as necessary about their presentations.
9. Presentations must include 1) an introduction to your topic; 2) how you would propose to access your population; 3) cultural issues that are important for this population; 4) your proposed program; 5) and how you will assess/evaluate the effect of your program on behavior and health.
10. **All powerpoint presentations with references will be due December 8<sup>th</sup>** and can be sent by e-mail or in the drop box on CROPS. These will then be made available to your classmates on CROPS.
11. Groups should allow 5 minutes for questions.

In addition, **Extra credit (5 points)** will be given to students who ask questions of the group; each student in the class will have the opportunity to ask a question and will be assigned to a specific presentation for that purpose.

### **Exams:**

There will be 2 exams: a midterm covering Part I of the course, and a final exam covering Part 2 of the course on the day and time assigned for finals (see course schedule). Exams will cover all class material presented and all assigned readings. Exam items will consist of both short answer (multiple choice, true/false, matching) and essay format. The essay can be written on 1 of 3 topics listed on the exam, and will be worth an additional 20% of the value of the short answer portion of the exam. The essay must clearly present 3 points on the topic selected to get full credit, and writing must be legible.

We will review correct responses in class during the lecture after the exam. Should you feel that an exam item is graded unfairly, you must submit your argument in writing with citations from the readings and related lecture.

You are highly advised to make every effort possible to be present for the final exams and assigned presentations when scheduled. If, for an unavoidable and serious reason, you know that you will not be able to attend an exam or a presentation for which you have been scheduled, contact Dr. Sipan in advance. Alternative arrangements will be made for you to make-up the exam or presentation, if deemed appropriate. However, you are all expected to be present for the final exam hours.

### **Cheating/Plagiarism:**

Academic dishonesty will not be tolerated. UC Merced's outlines your rights and responsibilities regarding academic honesty policy, the details can be found at:

<http://studentlife.ucmerced.edu/2.asp?uc=1&lv12=121&lv13=121&lv14=123&contentid=171>

### **Tentative Course Schedule:**

**The instructor reserves the right to make any changes to the course schedule at anytime during the course as appropriate. Students will be informed of all changes in advance.**

**Note: Please complete the assigned readings prior to the specified class meeting. Students are expected to participate in class discussions based on assigned readings and prior lectures.**

**Schedule: Listed readings are to be completed prior to the class on the corresponding date.**

Date	Topic	Readings, Class Activities	Assignments
<b>Part 1: Individual, Social, Cultural and Environmental Theories</b>			
	Course Introduction Links between Health and Behavior	Edberg Chapter 1 Farley and Cohen Chapters 1 and 2	
	Health issues and Behavior	Edberg Chapter 3 Farley and Cohen Chapter 3	
	Tobacco	Farley and Cohen Chapter 9	
	Obesity	Farley and Cohen Chapter 10	
	Alcohol	Farley and Cohen Chapter 11	
	Why theory? Principles of Behavior	Edberg Chapter 3	
	Social, Cultural and Environmental Theories Part I: <i>Behavioral Ecological Model</i>	Farley and Cohen Chapter 4 2 readings to be posted	
	Social, Cultural and Environmental Theories Part II: <i>Social Network Theory and Social Support</i>	Chapter 5 Articles to be posted	
	Social, Cultural and Environmental Theories Part III: <i>Communication Theory and Campaigns</i>	Edberg Chapter 6, Edberg Chapter 10	
	Social, Cultural and Environmental Theories Part IV: <i>Anthropology and Cultural Theory</i>	Edberg Chapter 6 Readings to be posted	
	Individual Health Behavior Theories Part I*: <i>Stress and Coping</i>	Readings to be posted <b>*Taken out of sequence due to guest speaker schedule</b>	
	Social, Cultural and Environmental Theories Part V: <i>Social Learning Theory and Social Cognitive Model</i>	Edberg Chapter 5 Articles to be posted	
	Social, Cultural and Environmental Theories Part VI: <i>Diffusion of Innovations</i>	Edberg Chapter 5 Readings to be posted	

	Social, Cultural and Environmental Theories Part VII: <i>Social Marketing</i>	Edberg Chapter 5 2 articles to be posted	
	Individual Health Behavior Theories Part II: <i>Health Belief Model</i> and <i>Theory of Planned Behavior or Reasoned Action</i>	Edberg Chapter 4 Articles to be posted	
	Individual Health Behavior Theories Part III: <i>Transtheoretical Model</i> and <i>Precaution Adoption Process</i>	Edberg Chapter 4 Articles to be posted	
	Review	Part I (Course to date)	
	<b>MIDTERM EXAM</b>	<b>MIDTERM EXAM: Part I ONLY</b>	
		<b>Part II: Community and Organizational Theories, Structural Change, Policies</b>	
	Community and Population-level Focus	Edberg Chapter 7 and 8 Readings to be posted	
	More on how community structures influence health	Farley and Cohen Chapters 5 and 6 Edberg Chapter 9	
	The Importance of Regulations and Policy	Farley and Cohen: Chapter 7, Chapter 13, Chapter 15	
	Gangs, Violence and Gun Control	Farley and Cohen: Chapter 13	
	The Influence of Media on Behavior	Farley and Cohen Chapter 8 Readings to be posted	
	High-risk and Special Populations	Farley and Cohen Chapter 12 Edberg Chapter 12	
	Health Disparities	Edberg Chapter 14 Farley and Cohen Chapter 14	
	The importance of Program Evaluation	Edberg Chapter 13 Readings to be posted	
	<b>No class</b>	<b>Thanksgiving</b>	
	Review	Part II	<b>Individual projects due</b>
		<b>FINAL EXAM: Part II ONLY</b>	
		<b>Powerpoints and reference lists due for all groups</b>	
		Presentations Groups 1-3, 20 min each	
		Presentations Groups 4-6, 20 min each	
	<b>11:30-2:30</b>	Presentations Groups 7-14, 20 min each	

# ENG 140: The Novel in the United States Across the Twentieth Century

<b>Course Title</b>	The Novel in the United States Across the Twentieth Century
<b>Abbreviated Course Title</b>	20th Century American Novel
<b>Course Subject</b>	ENG
<b>Course Number</b>	140
<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>	Survey of the novel in the United States in the 20th century with an emphasis on realisms, modernism, naturalism, postmodernism, and innovations and reactions after the second World War. Examination of shifting representations of race, gender, class and sexuality in the novel amid political, cultural and social shifts.
<b>TIE Code</b>	T: Seminar-Topical
<b>Reasons for Request</b>	New Course
<b>Brief Explanation of Change(s)</b>	
<b>Total Contact/Non-contact Hours Per Week</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 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
<b>How many times?</b>	
<b>Resource Requirements</b>	seminar room
<b>Does this satisfy a General Education Requirement?</b>	Yes
<b>Course Outline and/or Additional Documentation</b>	 <a href="#">ENG 140 Course Outline.pdf (24Kb)</a>

# The Novel in the United States Across the Twentieth Century

The individuality of the writer has never been as intense as it is in the United States. — John Cheever

This course surveys the development of the novel in the United States across the 20th century. Pressuring the discourse of writers attempting to pen the “Great American Novel,” the first half of the course focuses on various forms and continuities of realism, the turn to modernist experimentation, and the importance of place (urban, regional, local, transnational) in works of naturalism that complicate matters of race, class, gender and sexuality. Midway through the term, we turn to the novel after 1945 and trace the tectonic shifts in form, narration, and content that take place after and in response to the Second World War, a time when, according to Philip Roth, American writers had their “hands full in trying to understand, describe, and then make credible much of American reality.” Just as we situate the novel in the context of social upheaval and transformation in the United States, we provide global analysis that looks at the novel on the world stage amid changing methodological approaches to American studies, from Cold War frames to transnational paradigms. Always we tend to the novel in relation to the fate of the individual, migration, gender, immigration, economics, technology, commercialism, etc.

## Texts:

The reading list may include (but is not limited to) work by novelists (or writers who have written novels) such as Henry James, Ernest Hemingway, Stephen Crane, Edith Wharton, Mark Twain, Jean Toomer, Frank Norris, Tennessee Williams, Harper Lee, William Faulkner, Robert Penn Warren, John Updike, William Styron, Norman Mailer, Zora Neale Hurston, John Steinbeck, James Baldwin, Richard Wright, Flannery O’Connor, Vladimir Nabokov, Jack Kerouac, William Melvin Kelley, J. D. Salinger, Thomas Pynchon, John Barth, Maxine Hong Kingston, Toni Morrison, Marilynne Robinson, Alice Walker, Cormac McCarthy, Philip Roth and Edward P. Jones (this list is not exhaustive).

## Reference:

Cassuto, Leonard. *The Cambridge History of the American Novel*. New York: Cambridge University Press, 2011.

Schmidt, Michael. *The Novel: A Biography*. Cambridge, Massachusetts: Harvard University Press, 2014.

## Assignments:

The course stresses literacies and competencies in the dizzying and dynamic range of the development of the novel in the United States in the twentieth century. While weekly assignments (response papers, collaborative work, short presentations, blogging, posters, quizzes) test student reception, comprehension and retention of this material, the midterm and final papers represent opportunities to focus critical attention on one or two major works.

**Course Goals:** Students who complete this course should develop competencies in the history of and development of the novel in the United States in the 20<sup>th</sup> century as well as advanced problem-solving skills, close reading strategies, and the ability to comparatively analyze, parse, contextualize and synthesize complex ideas generated from the genre of the novel in particular, and literature, in general.

### **Course Learning Outcomes:**

**Identify** major writers, developments, themes, modes, aesthetic categories, movements, and issues in the genre of novel written in the United States in the 20<sup>th</sup> century; analyze and “close read” texts; and apply acquired knowledge to literary traditions and writers, locally and globally, not covered in the course.

**Identify** the literary histories and discursive patterns that precede twentieth century U.S. American novel and the developments that come after. **Analyze** and **clarify** the discourse of the “Great American” novel in the twentieth century.

Explain and decode the technology of the novel as an instrument that can be used to facilitate discussion of ethical and moral questions and problems in the humanities, and science, technology, engineering and math (STEM) fields.

**Detect** the difference and relationship between primary, secondary and tertiary materials in the articulation of ideas about literature.

**Appreciate and clarify** the relationship, inter-textuality and difference among literatures and artists from diverse backgrounds, literary methods and life experiences. **Recognize and explain** the ways in which the American novel is in interplay with world literature and national literatures.

**Distinguish** genres and tropes, and review and evaluate critical reception of authors and their respective texts.

**Read** and **Interpret** texts using close reading strategies that mind historical, cultural and temporal context, and rely on careful methods of literary and rhetorical analysis.

**Respond** to interpretations of authors and texts with original, learned and thoughtful oral and written work that surpasses mere summarization and repetition of received ideas.

**Present** ideas in a cogent, productive and informed way before audiences of peers and through breakout groups.

**Join** local, global and regional reading publics (by attending readings and author events, blogging, commenting on articles, reading journals and literary magazines) to discuss the novel.

All above CLOs are applicable to all of 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 addresses:**

**Communication:** analyzing authors' writing, and communicating responses to that writing by addressing the class and instructor.

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

**Creativity:** both appreciating the author's creativity by reading their many and diverse works, and responding creatively to that work through writing and/or projects.

**Appreciation of diverse perspectives in both global and community contexts:** learning about an author's historical and geographic context, different as it is from our own, and thinking about how their particular context shaped their writing, while also considering how their writing in turn has effected other world authors in myriad ways.

**Self and Society:** To understand and value diverse perspectives in both the global and community contexts of modern society, students examine the self/other relationship in fiction through analyses of character and place, as well as story and author origin.

**Ethics and Responsibility:** Novels facilitate discussions of empathy and identification, and represent forums for counsel, disagreement and emotional engagement. Accordingly, novels create scenes and settings that mirror real life and lead students to ask questions about how to follow ethical practices in their professions and communities, and care for future generations through sustainable living and environmental and societal responsibility. In literature courses, "responsibility" has been repositioned as response-ability.

# ENG 054: Introduction to the American Novel

<b>Course Title</b>	Introduction to the American Novel
<b>Abbreviated Course Title</b>	The American Novel
<b>Course Subject</b>	ENG
<b>Course Number</b>	054
<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>	Survey of the novel in the United States in the 20th century with an emphasis on realism, modernism, naturalism, postmodernism, and innovations and reactions after the second World War. Examination of shifting representations of race, gender, class and sexuality in the novel amid political, cultural and social shifts.
<b>TIE Code</b>	T: Seminar-Topical
<b>Reasons for Request</b>	New Course
<b>Brief Explanation of Change(s)</b>	
<b>Total Contact/Non-contact Hours Per Week</b>	Lecture: 0 contact, 0 non-contact Lab: 0 contact, 0 non-contact Seminar: 4 contact, 8 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>	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
<b>How many times?</b>	

**Resource Requirements**

lecture hall

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

Yes

**Course Outline and/or Additional Documentation**

 [ENG 054 Course Outline.pdf \(23Kb\)](#)

## Introduction to the American Novel

The individuality of the writer has never been as intense as it is in the United States. — John Cheever

This course surveys the development of the novel in the United States across the 20th century. Pressuring the discourse of writers attempting to pen the “Great American Novel,” the first half of the course focuses on various forms and continuities of realism, the turn to modernist experimentation, and the importance of place (urban, regional, local, transnational) in works of naturalism that complicate matters of race, class, gender and sexuality. Midway through the term, we turn to the novel after 1945 and trace the tectonic shifts in form, narration, and content that take place after and in response to the Second World War, a time when, according to Philip Roth, American writers had their “hands full in trying to understand, describe, and then make credible much of American reality.” Just as we situate the novel in the context of social upheaval and transformation in the United States, we provide global analysis that looks at the novel on the world stage amid changing methodological approaches to American studies, from Cold War frames to transnational paradigms. Always we tend to the novel in relation to the fate of the individual, migration, gender, immigration, economics, technology, commercialism, etc.

### **Texts:**

The reading list may include (but is not limited to) work by novelists (or writers who have written novels) such as Henry James, Ernest Hemingway, Stephen Crane, Edith Wharton, Mark Twain, Jean Toomer, Frank Norris, Tennessee Williams, Harper Lee, William Faulkner, Robert Penn Warren, John Updike, William Styron, Norman Mailer, Zora Neale Hurston, John Steinbeck, James Baldwin, Richard Wright, Flannery O’Connor, Vladimir Nabokov, Jack Kerouac, William Melvin Kelley, J. D. Salinger, Thomas Pynchon, John Barth, Maxine Hong Kingston, Toni Morrison, Marilynne Robinson, Alice Walker, Cormac McCarthy, Philip Roth and Edward P. Jones (this list is not exhaustive).

### **Reference:**

Cassuto, Leonard. *The Cambridge History of the American Novel*. New York: Cambridge University Press, 2011.

Schmidt, Michael. *The Novel: A Biography*. Cambridge, Massachusetts: Harvard University Press, 2014.

### **Assignments:**

The course stresses literacies and competencies in the dizzying and dynamic range of the development of the novel in the United States in the twentieth century. While weekly assignments (response papers, collaborative work, short presentations, blogging, posters, quizzes) test student reception, comprehension and retention of this material, the midterm and final papers represent opportunities to focus critical attention on one or two major works.

**Course Goals:** Students who complete this course should develop competencies in the history of and development of the novel in the United States in the 20<sup>th</sup> century as well as advanced problem-solving skills, close reading strategies, and the ability to comparatively analyze, parse, contextualize and synthesize complex ideas generated from the genre of the novel in particular, and literature, in general.

### **Course Learning Outcomes:**

**Identify** major writers, developments, themes, modes, aesthetic categories, movements, and issues in the genre of novel written in the United States in the 20<sup>th</sup> century; analyze and “close read” texts; and apply acquired knowledge to literary traditions and writers, locally and globally, not covered in the course.

**Identify** the literary histories and discursive patterns that precede twentieth century U.S. American novel and the developments that come after. **Analyze** and **clarify** the discourse of the “Great American” novel in the twentieth century.

Explain and decode the technology of the novel as an instrument that can be used to facilitate discussion of ethical and moral questions and problems in the humanities, and science, technology, engineering and math (STEM) fields.

**Detect** the difference and relationship between primary, secondary and tertiary materials in the articulation of ideas about literature.

**Appreciate and clarify** the relationship, inter-textuality and difference among literatures and artists from diverse backgrounds, literary methods and life experiences. **Recognize and explain** the ways in which the American novel is in interplay with world literature and national literatures.

**Distinguish** genres and tropes, and review and evaluate critical reception of authors and their respective texts.

**Read** and **Interpret** texts using close reading strategies that mind historical, cultural and temporal context, and rely on careful methods of literary and rhetorical analysis.

**Respond** to interpretations of authors and texts with original, learned and thoughtful oral and written work that surpasses mere summarization and repetition of received ideas.

**Present** ideas in a cogent, productive and informed way before audiences of peers and through breakout groups.

**Join** local, global and regional reading publics (by attending readings and author events, blogging, commenting on articles, reading journals and literary magazines) to discuss the novel.

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

### Program 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 addresses:**

**Communication:** analyzing authors' writing, and communicating responses to that writing by addressing the class and instructor.

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

**Creativity:** both appreciating the author's creativity by reading their many and diverse works, and responding creatively to that work through writing and/or projects.

**Appreciation of diverse perspectives in both global and community contexts:** learning about an author's historical and geographic context, different as it is from our own, and thinking about how their particular context shaped their writing, while also considering how their writing in turn has effected other world authors in myriad ways.

**Self and Society:** To understand and value diverse perspectives in both the global and community contexts of modern society, students examine the self/other relationship in fiction through analyses of character and place, as well as story and author origin.

**Ethics and Responsibility:** Novels facilitate discussions of empathy and identification, and represent forums for counsel, disagreement and emotional engagement. Accordingly, novels create scenes and settings that mirror real life and lead students to ask questions about how to follow ethical practices in their professions and communities, and care for future generations through sustainable living and environmental and societal responsibility. In literature courses, "responsibility" has been repositioned as response-ability.

# ENG 118: Literature and Philosophy

<b>Course Title</b>	Literature and Philosophy
<b>Abbreviated Course Title</b>	Literature and Philosophy
<b>Course Subject</b>	ENG
<b>Course Number</b>	118
<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>	The history of ideas in the Western tradition has from its inception hosted a dynamic relationship between literature and philosophy. This course traces the genealogy of the relationship between literature and philosophy, as well as their intersections, tensions, affinities, and inter-textuality.
<b>TIE Code</b>	T: Seminar-Topical
<b>Reasons for Request</b>	New Course
<b>Brief Explanation of Change(s)</b>	
<b>Total Contact/Non-contact Hours Per Week</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 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
<b>How many times?</b>	
<b>Resource Requirements</b>	seminar room

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

**Course Outline and/or Additional Documentation**



[ENG 118 Course Outline.pdf \(25Kb\)](#)

## Literature and Philosophy

Literary understanding, I would therefore argue, promotes habits that lead toward social equality in that they contribute to the dismantling of the stereotypes that support group hatred. — Martha Nussbaum

The history of ideas in the Western tradition has from its inception hosted a dynamic relationship between literature and philosophy. This course traces the genealogy of the relationship between literature and philosophy, as well as their intersections, tensions, affinities, and inter-textuality, keeping in mind Cora Diamond's reminder that we understand the two branches of knowledge and creative expression as neighbors rather than adversaries or members of a hierarchy. How do literature and philosophy, in similar and different ways, explain and interrogate the human condition and the category of the human being? Why do literary objects fit well in the explication of philosophy? How does philosophy inhabit and bring meaning to literary worlds? Where do we place poetic philosophers and philosophical novels or poems in the literature and philosophy discussion? Readings range from ancient philosophy and epic poetry to contemporary philosophy and literature, leading students to familiarity with important formations connected to antiquity, and the medieval, renaissance, enlightenment, romanticist, and modern periods.

### Representative Readings:

Homer, *The Odyssey*

Plato, *The Republic*

Aristotle, *Poetics*

Sophocles, *Antigone*

Voltaire, *Candide*

Dante, *Inferno*

Shakespeare, *Hamlet*

Kant, *The Metaphysics of Morals*

James, *The Ambassadors*

Flannery O'Connor, "Everything that Rises Must Converge"

Wright, *Native Son*

Bessie Head, *Maru*

Articles and excerpts from Jean-Paul Sartre, Albert Camus, Friedrich Nietzsche, Matthew Arnold, Adam Smith, Doris Lessing, Henry James, Martha Nussbaum, Cora Diamond, Richard Rorty, Bruce Robbins, David Palumbo-Liu, Franco Moretti, Robert Pippin, Angela Davis, Cornel West, and others.

### Reference:

Adamson, Jane, Richard Freadman, and David Parker. Renegotiating Ethics in Literature, Philosophy, and Theory. New York, NY, USA: Cambridge University Press, 1998.

Booth, Wayne C. The Company we Keep: An Ethics of Fiction. Berkeley: University of California Press, 1988.

Nussbaum, Martha. Love's Knowledge: Essays on Philosophy and Literature. New York: Oxford University Press, 1990.

Nussbaum, Martha. Poetic Justice: The Literary Imagination and Public Life. Boston, Mass.: Beacon Press, 1995.

**Assignments:**

Four short papers, a midterm and a final exam comprise assignments for the course. The papers require students to make arguments about philosophy and literature, drawing upon the ideas in philosophy and literature encountered during the semester. The papers must demonstrate a command of comprehension of philosophical ideas, analytical engagement and literary competency. Each paper will require a draft.

**Course Goals:** Students who complete this course should develop competencies in the understanding of the relationship of literature and philosophy, as well as advanced problem-solving skills, close reading strategies, and the ability to comparatively analyze, parse, contextualize and synthesize complex ideas generated from the genre of the novel in particular, and literature, in general.

**Course Learning Outcomes:**

**Identify** major writers, developments, themes, modes, aesthetic categories, movements, and issues in the development of literature and philosophy as a field; analyze and “close read” texts; and apply acquired knowledge to literary and philosophical traditions and writers, locally and globally, not covered in the course.

**Identify** seminal, canonical and obscure texts in literature and philosophy, and employ language and concepts that articulate ideas from these texts.

**Understand** literature and philosophy as a field conducive to the discussion of ethical and moral questions and problems in the humanities, and science, technology, engineering and math (STEM) fields.

**Detect** the difference and relationship between primary, secondary and tertiary materials in the articulation of ideas about literature and philosophy.

**Recognize** and **explain** the ways in which literature and philosophy has a global and universal presence that links diverse cultures and traditions.

**Distinguish** genres, formats, and tropes within literature and philosophy, and review and evaluate critical reception of authors and their respective texts.

**Read** and **Interpret** texts using close reading strategies that mind historical, cultural and temporal context, and rely on careful methods of literary, philosophical and rhetorical analysis.

**Respond** to interpretations of authors and texts with original, learned, analytical and thoughtful oral and written work that surpasses mere summarization and repetition of received ideas.

**Present** ideas in a cogent, productive and informed way before audiences of peers and through breakout groups.

**Join** local, global and regional reading publics (by attending readings and author events, blogging, commenting on articles, reading journals and literary magazines) to discuss literature and philosophy.

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 addresses:**

**Communication:** analyzing authors' writing, and communicating responses to that writing by addressing the class and instructor.

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

**Creativity:** both appreciating the author's creativity by reading their many and diverse works, and responding creatively to that work through writing and/or projects.

**Appreciation of diverse perspectives in both global and community contexts:** learning about an author's historical and geographic context, different as it is from our own, and thinking about how their particular context shaped their writing, while also considering how their writing in turn has effected other world authors in myriad ways.

**Self and Society:** To understand and value diverse perspectives in both the global and community contexts of modern society, students examine the self/other relationship in fiction through analyses of character and place, as well as story and author origin.

**Ethics and Responsibility:** Novels facilitate discussions of empathy and identification, and represent forums for counsel, disagreement and emotional engagement. Accordingly, novels create scenes and settings that mirror real life and lead students to ask questions about how to follow ethical practices in their professions and communities, and care for future generations through sustainable living and environmental and societal responsibility. In literature courses, "responsibility" has been repositioned as response-ability.

# ENG 055: Introduction to the Short Story

<b>Course Title</b>	Introduction to the Short Story
<b>Abbreviated Course Title</b>	Intro to the Short Story
<b>Course Subject</b>	ENG
<b>Course Number</b>	055
<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 provide an introduction to the development of the short story in 19th-, 20th- and 21st century literature. An emphasis will be placed on innovations in technique and craft, and the short story as a space for political, social and artistic transformation.
<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>	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
<b>How many times?</b>	
<b>Resource Requirements</b>	lecture hall a/v equipment

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

**Course Outline and/or Additional Documentation**  [ENG 055 Course Outline.pdf \(57Kb\)](#)

## Introduction to the Short Story

Or maybe story writers—more so than novelists—are moralists at heart, and the form lends itself to acceptable expressions of caution: You! You're not paying enough attention to your life, parceled out as it is in increments smaller and more significant than you seem aware of. Here's a form which invites more detailed notice—displaying life not as it is, admittedly, but in flashbacks, in hyper-reality, with epiphanies and without, with closures, time foreshortenings, beauties of all sorts to please you and keep you interested. —Richard Ford

Objective: this course will provide an introduction to the development of the short story in 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century literature. An emphasis will be placed on innovations in technique and craft: plot structure and story form, complexity of characterization, and point of view. Additionally, the course will examine the short story as a literary space for writers “to restate for themselves their position—politically, socially, and artistically.” By the end of the semester, students will be able to identify major writers, developments, themes and issues in the short story genre; analyze and “close read” texts; and apply their knowledge to short story traditions and writers, locally and globally, not covered in the course.

Texts:

Chekhov, Anton Pavlovich, and Cathy Popkin. Anton Chekhov's Selected Stories: Texts of the Stories, Comparison of Translations, Life and Letters, Criticism., 2014; Norton Critical Edition.

Dostoyevsky, Fyodor, and David Magarshack. The Best Short Stories of Fyodor Dostoevsky. New York: Modern Library, 2001.

Updike, John, and Katrina Kenison. The Best American Short Stories of the Century. Boston: Houghton Mifflin, 2000.

Course Reader

### Reading Schedule (representative)

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Week 1	Introduction T.S. Eliot, “Tradition and the Individual Talent”
Week 2	“Just you put a patch on it”: Gogol’s uncertainty principle Gogol, “The Overcoat” Nabokov, “Gogol’s Genius”
Week 3	Dostoevsky: “I am merely a realist in the higher sense of the word” Dostoevsky, “The Christmas Tree and a Wedding” Dostoevsky, “The Double”
Week 4	“The lion in the path”: Flaubert, Maupassant and technique Flaubert, “A Simple Heart”

- Maupassant, "The Necklace"  
Maupassant, "The Writer's Goal"
- Week 5 "Here was life, not fiction": How subversive is Chopin?  
Chopin, "The Story of an Hour"  
Chopin, "How I Stumbled upon Maupassant"  
Chopin, "Desiree's Baby"
- Week 6 "Case #419: Babel, Isaac"  
Babel, "The Story of My Dovecot"  
Babel, "The Death of Dolgushov"  
Babel, "My First Goose"
- Week 7 Chekhov's Questions  
Chekhov, "The Lady with the Dog"  
Chekhov, "Technique in Writing"  
Chekhov, "The Angel"  
Chekhov, "The Student"
- Week 8 Different worlds: Tolstoy and Kafka  
Tolstoy, "The Death of Ivan Illych"  
Kafka, "The Hunger Artist"
- Week 9 Mansfield and Woolf  
Mansfield, "The Garden-Party"  
Woolf, "Kew Gardens"  
Woolf, "Review of Kew Gardens"
- Week 10 Joyce, Hemingway, Ellison  
Joyce, "Araby"  
Hemingway, "The Gambler, the Nun, and the Radio"  
Hemingway, "Indian Camp"  
Ellison, "In A Strange Country"
- Week 11 Baldwin and Himes  
Baldwin, "This Morning, This Evening, So Soon"  
Himes, "Headwaiter"  
Himes, "There Ain't No Justice"
- Week 12 Carver, Cheever, O'Connor  
Carver, "Where I'm Calling From"  
Cheever, "The Country Husband"  
O'Connor, "Greenleaf"
- Week 13 Diaz, Jin, Bambara, Lahiri  
Erdrich, "Scales"  
Diaz, "1980"  
Jin, "Saboteur"  
Bambara, "Raymond's Run"

Lahiri, “Interpreter of Maladies”

Week 14 Proulx, Munro, Paley  
Proulx, “Brokeback Mountain”  
Paley, “Goodbye and Good Luck”  
Munro, “Meneseung”

Week 15 Klima, Erdrich, Walker  
Klima, “The Painter’s Story”  
Erdrich, “Scales”  
Walker, “Everyday Use

Week 16 The Short Story Now

### Grading:

Grades will be based upon a midterm and final exam, and class participation. Students will complete the exams outside of class. The midterm will cover the first half of the semester; the final will contain material from the second part of the course. Questions will come from lectures and discussions; students are encouraged to submit potential questions for each exam. Prior to the midterm exam, students will be asked to respond to a practice midterm question, which will be returned with feedback and suggestions for the actual exam. Class attendance and participation are important: participation can take the form of discussion, written responses to in-class prompts, and group work.

**Course Goals:** Students who complete this course should develop advanced problem-solving skills, close reading strategies, and the ability to comparatively analyze, parse, contextualize and synthesize complex ideas generated from the genre of the short story in particular, and literature, in general.

### Course Learning Outcomes:

**Identify** major writers, developments, themes and issues in the short story genre; analyze and “close read” texts; and apply acquired knowledge to short story traditions and writers, locally and globally, not covered in the course.

Explain and decode short stories as instruments that can be used to facilitate discussion of ethical and moral questions and problems in the humanities, and science, technology, engineering and math (STEM) fields.

**Detect** the difference and relationship between primary, secondary and tertiary materials in the articulation of ideas about literature.

**Appreciate and clarify** the relationship, inter-textuality and difference among literatures and artists from diverse backgrounds, literary methods and life experiences. **Recognize and explain**

the ways in which the short story tradition is in interplay with world literature and national literatures.

**Distinguish** genres and tropes, and review and evaluate critical reception of authors and their respective texts.

**Read** and **Interpret** texts using close reading strategies that mind historical, cultural and temporal context, and rely on careful methods of literary and rhetorical analysis.

**Respond** to interpretations of authors and texts with original, learned and thoughtful oral and written work that surpasses mere summarization and repetition of received ideas.

**Present** ideas in a cogent, productive and informed way before audiences of peers and through breakout groups.

**Join** local, global and regional reading publics (by attending readings and author events, blogging, commenting on articles, reading journals and literary magazines) to discuss the novel.

All above CLOs are applicable to all of 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 addresses:**

**Communication:** analyzing authors' writing, and communicating responses to that writing by addressing the class and instructor.

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

**Creativity:** both appreciating the author's creativity by reading their many and diverse works, and responding creatively to that work through writing and/or projects.

**Appreciation of diverse perspectives in both global and community contexts:** learning about an author's historical and geographic context, different as it is from our own, and thinking about how their particular context shaped their writing, while also considering how their writing in turn has effected other world authors in myriad ways.

**Self and Society:** To understand and value diverse perspectives in both the global and community contexts of modern society, students examine the self/other relationship in fiction through analyses of character and place, as well as story and author origin.

**Ethics and Responsibility:** Stories emerge from the mantra, “Write what you know.” Accordingly, short stories create scenes and settings that mirror real life and lead students to ask questions about how to follow ethical practices in their professions and communities, and care for future generations through sustainable living and environmental and societal responsibility. In literature courses, “responsibility” has been repositioned as response-ability.

## Admission Options of Transfer Applicants for the School of Social Sciences, Humanities and Arts

Revised Copy – Effective Fall 2015

### Rationale:

Attracting and retaining qualified transfer students depends on the preparation of the transfer student admitted into our majors. At the moment, many transfer applicants are not well qualified to enroll in and successfully complete some of our required major courses in a timely manner. Though factors impacting transfer student preparedness vary, from lack of consistent course offerings to competing personal obligations, it can greatly impact their progress in their selected majors. We must be mindful of our responsibility to maintain equal levels of access for transfers, relative to the access afforded to our native population while at the same time ensuring that we are attracting and retaining qualified students.

### Proposal:

After consultation with the Office of Admissions, the SSHA Office of Advising proposes this plan to address the full range of issues related to transfer preparation in the admissions process, as early as Fall 2012.

With the idea that we must ensure the best possible access to the priority courses for transfers who might be successful in our programs at UCM, the following three part approach is proposed:

- Admission to Major
- Admission with Conditional Approval
- Denied: Admission to Alternative Major Possible

Exceptions to the above admission policy can be made at the discretion of the School of Social Sciences, Humanities and Arts; including reconsideration into the selected major if certain criteria is achieved within a year of admission.

### Admission Options:

#### I. Admission to the Major (Approved Status)

*Applicants will, at the time of admission have completed TAG (Transfer Agreement Guarantee) or have completed at minimum courses listed in each of the following categories of major preparation with a C- or higher:*

<b>University and Campus Requirements (Completion of all three)</b>
<i>University of California Entry Level Writing Requirement</i>
<i>WRI 10: College Reading and Composition or equivalent</i>
<i>Mathematics/Quantitative Reasoning</i>

**Admission Options of Transfer Applicants for the School of Social Sciences, Humanities and Arts**

**Revised Copy – Effective Fall 2015**

<b>Introductory Course or Sequence</b>	
<i>Anthropology</i>	At least one from: ANTH 1, ANTH 3, ANTH 5
<i>Cognitive Science (BA)</i>	At least one from: COGS 1 or PSY 1
<i>Cognitive Science (BS)</i>	At least one from: COGS 1 or PSY 1
<i>Economics</i>	ECON 1
<i>English</i>	At least two from: ENG 10-89, one of which should be from ENG 50-89
<i>History (U.S. or World)</i>	At least two from: HIST 10-11, HIST 16-17 or HIST 30-31
<i>Management <u>and Business Economics</u></i>	ECON 1
<i>Political Science</i>	At least one from: POLI 1, POLI 3, POLI 5
<i>Psychology</i>	PSY 1
<i>Spanish</i>	SPAN 004 or SPAN 011
<i>Sociology</i>	SOC 1

<b>Required Math (or math pre-requisite)</b>	
<i>Anthropology</i>	None required
<i>Cognitive Science (BA)</i>	PSY 10 and MATH 5 or 11
<i>Cognitive Science (BS)</i>	PSY 10 and MATH 11 or 12
<i>Economics</i>	MATH 11
<i>English</i>	None required
<i>History (U.S.)</i>	None required
<i><del>History (World)</del></i>	<del>None required</del>
<i>Management <u>and Business Economics</u></i>	MATH 11
<i>Political Science</i>	<del>POLI 10</del> None required
<i>Psychology</i>	PSY 10

**Admission Options of Transfer Applicants for the School of Social Sciences, Humanities and Arts**

**Revised Copy – Effective Fall 2015**

<i>Spanish</i>	None required
<i>Sociology</i>	SOC 10 or MATH 5

Any outstanding general education or major preparation coursework will be completed at UC Merced.

**II. Admission with Conditional Approval (Undeclared SSHA)**

Transfer students who demonstrate significant promise for success will be admitted to the major with the condition that they complete, **within one year from the semester of admission**, the specific major prep coursework required by their selected major within the School of Social Sciences, Humanities and Arts. Students admitted with this status will be expected to successfully complete all remaining lower division major preparation courses, including all quantitative courses, plus any additional set of courses determined by the faculty, to declare their desired major. Students’ schedules should be approved by their academic advisor each term to ensure they are meeting the conditions to progress toward their desired degree in a timely manner. The School of Social Sciences, Humanities and Arts will determine if students have fulfilled the established conditions. Students who are conditionally approved should be prepared to declare an alternative major if after one year; they have not met the criteria of their conditional admission.

Please note: Students may be admitted undeclared SSHA only if their primary application major is housed in the School of Social Sciences, Humanities and Arts. Student whose primary application majors are in the School of Natural Sciences or Engineering may not be admitted with conditional approval in SSHA.

*Applicants admitted with Conditional Approval will, at the time of admission, have completed each of the following courses with a “C-” or better:*

<b>University and Campus Requirements (Completion of all three)</b>	
<i>University of California Entry Level Writing Requirement</i>	
<i>WRI 10: College Reading and Composition or equivalent</i>	
<i>Mathematics/Quantitative Reasoning</i>	

<b>Introductory Course or Sequence</b>	
<i>Anthropology</i>	At least one from: ANTH 1, ANTH 3, ANTH 5
<i>Cognitive Science (BA)</i>	At least one from: COGS 1 or PSY 1

**Admission Options of Transfer Applicants for the School of Social Sciences, Humanities and Arts**

**Revised Copy – Effective Fall 2015**

<i>Cognitive Science (BS)</i>	At least one from: COGS 1 or PSY 1
<i>Economics</i>	ECON 1
<i>English</i>	At least two from: ENG 10-89, one of which should be from ENG 50-89
<i>History (U.S.or World)</i>	At least two from: HIST 10-11, HIST 16-17 or HIST 30-31
<i>Management <u>and Business Economics</u></i>	ECON 1
<i>Political Science</i>	At least one from: POLI 1, POLI 3, POLI 5
<i>Psychology</i>	PSY 1
<i>Spanish</i>	SPAN 004 or SPAN 011
<i>Sociology</i>	SOC 1

Any outstanding general education or major preparation coursework will be completed at UC Merced.

**Denied: Admission to Alternative SSHA Major Possible**

Applicants who meet eligibility for admission but are denied admission to a specific major in the School of Social Sciences, Humanities and Arts may be admitted into a secondary major (if they meet their secondary major’s admission requirements as outlined in II. Admission with Conditional Approval), at the discretion of the School.

**Denied: The Schools of Engineering or Natural Sciences**

**To be implemented for Fall 2011.**

Transfer students who are denied admission to the Schools of Engineering or Natural Sciences at the time of matriculation may be admitted to the School of Social Sciences, Humanities and Arts in their first term, provided that they meet eligibility for admission and meet the secondary major’s admission requirements as outlined in II.

Transfer students who are admitted or conditionally admitted to the Schools of Engineering or Natural Sciences and wish to declare a major after the major change deadline for their first term, may only do so if they are eligible to change their major (as defined by the Change of Major Policy) and meet the secondary major’s admissions requirements as outlined in II at the time of application.

Contingent on the approval from the School of Social Sciences, Humanities and Arts Curriculum Committee and the Undergraduate Council’s Subcommittee on Admissions. This process may be implemented as early as Fall 2011.



SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

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February 25, 2015

To: Undergraduate Council

Re: 2015-16 General Catalog Copy Revisions

On February 13, 2015, the School of Social Sciences, Humanities and Arts Curriculum Committee voted to approve the following major revisions to the *2015-2016 General Catalog Copy*:

- ENG Major
- SOC Major
- SPAN Major

On February 23, 2015, the voting period to consider the ENG Major, SOC Major and SPAN Major revisions to the *2015-16 General Catalog Copy* concluded with the major revisions being approved by the SSHA faculty. The following are the voting results: ENG Major revision\* (60 votes for; 2 vote against; 3 abstention; 36 ballots not returned), SOC Major revision\* (66 votes for; 1 vote against; 1 abstention; 33 ballots not returned), and the SPAN Major revision (64 votes for; 2 vote against; 0 abstention; 35 ballots not returned).

On February 24, 2015, the School of Social Sciences, Humanities and Arts Curriculum Committee unanimously voted to approve the following minor revisions *2015-2016 General Catalog Copy*:

- COGS Major, BA & BS
- ECON Major
- PH Major
- New CRS Minor Catalog Copy (in preparation for the official approval)
- ECON Minor
- PHIL Minor
- MBE Minor
- WRI Minor
- WH Program

A copy of the *2015-16 General Catalog Copy* with relevant documentation is enclosed for your review. We request that the revisions be approved effective Fall 2015. Regarding the revision of the WH Program PLOs, the SSHA assessment specialist supported the Faculty efforts in the revision, reviewing developments and ensuring compliance with campus [guidelines](#).

Thank you for your consideration.



Mark Aldenderfer  
Dean, SSHA

CC: Jan Goggans, Chair, SSHA Curriculum Committee  
James Ortez, Associate Dean, SSHA  
Megan Topete, Manager of Instructional Services, SSHA  
Morghan Young Alfaro, Manager of Student & Program Assessment, SSHA

Enclosure

\*Comments submitted during voting period will be sent as an appendix to this packet for UGC members only.

January 23, 2015

Re: Explanation of Proposed Changes to the English Major

To whom it may concern:

The English teaching faculty support the following changes to the English major. Our English major was written and refined from 2011-2013, and implemented in the fall of 2013. In our fourth semester of teaching in the new program, we have decided that there are a few minor changes that will make the program more pedagogically effective, as well as more attractive to students. We propose that these changes be implemented for students declaring an English major beginning in the 2015-16 academic year.

- Because of the changes below, the English major is now 48 units instead of 56, bringing it in line with averages for major programs at UCM and nationwide.
- We have eliminated the Writing in the Humanities requirement, replacing it with the option of another lower division ENG seminar or a Creative Writing course. We believe that we should not have a required element of our program that is not taught by our English faculty, and we further believe in the efficacy of our lower division course offerings in English. As such, we have given the students the OPTION, but not requirement, of taking WRI 025: Introduction to Creative Writing as part of their lower division sequence; they also have the option of taking a third lower division seminar (ENG 050-089) instead of a Writing class. These lower division English seminars, taught by English faculty, focus intensively on writing about literature, and we have found them to be more effective than WRI 040: Writing in the Humanities (formerly a possible course for the major, taught by MWP staff and focused on several disciplines besides English). However, because we find that students often benefit from the exercise of creating writing composition, we wanted to retain the option but not requirement of taking a lower division creative writing course. (NB: It remains the case that one of their three lower division courses can be a lower division seminar OR lower division lecture; I changed the ordering to put the lecture or seminar option—ENG 010-089—first, reflecting the fact that a lower division lecture is often a student's first English course).
- ~~We have eliminated the 8-unit foreign language requirement, which is responsible for the overall decrease in units needed for the major from 56 to 48. Again, we do not want to have a required element of our program taught by faculty outside of our program. We hope that the General Education program at UCM will someday soon have a foreign language requirement, but we believe that this should be a GE requirement and not a part of our major.~~
- Finally, we have eliminated the cognate option for upper division seminars. We know that students have plenty of options to take other humanities and writing courses as General Education courses or Electives, or part of a minor. We would like

for our majors to spend more time in upper division topical English courses, which are the courses that allow for the most in-depth exploration of literature and methodologies of any of our courses. I have further revised the way the upper division seminar requirements are listed so that they include the options of taking units of ENG 192, 195, and 198, our internship and directed study courses. Most students will take three upper division seminars, but majors have the option of taking a 4-unit internship or directed study course, or a combination of lower-unit internship or directed study courses that total 4 units, in addition to the two required upper division seminars and other upper division required classes (ENG 100-104 and 190).

- As for the impact of these changes, we want to note that our lower and upper division seminars are often under-enrolled. We believe that these changes will help them fill to capacity with English majors (as well as minors and GE students, as usual). Our faculty is scheduled to grow by one ladder-rank member next year, and we feel confident in our ability to deliver this slightly modified program.

--Katherine Steele Brokaw, [acting/future] undergraduate chair of the English program

CC: Gregg Camfield, Manuel Martin-Rodriguez, Jan Goggans, Matthew Kaiser, Nigel Hatton, Taryn Hakala  
James Ortez

## English

The major in English at the University of California, Merced asks students to recognize the complex interactions of culture and literature. Literature and literary criticism are significant parts of an ages old, continuing conversation about the meaning and value of human society. Unlike scientific or social scientific approaches to this conversation, literary discourse emphasizes the particular in the dialogue between particular and universal. It always arises out of specific times, places, and cultural traditions, and it often gives powerful voice to cultural differences and individual differences against the backdrop of larger, homogenizing forces. Moreover, literature has traditionally fore-grounded questions of value over questions of definition, or rather, sees questions of value as central to the definition of humanity itself.

The study of literature enables one to engage this conversation richly, both for personal development and for the ability it gives one to be a responsible agent in the many societies each person inhabits. Moreover, literary study gives one insight into how cultures operate in such a way as to facilitate ethical cross-cultural interactions. Literary study facilitates such agency by teaching readers how to understand—an understanding that engages intellectual, ethical and aesthetic faculties— and then critique literary artifacts.

## English Program Learning Outcomes

The program learning outcomes of the major seek to articulate, in specific ways, how the successful student majoring in English will be able participate in this larger intellectual, historical, and esthetic conversation. Students will demonstrate the ability to:

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.

## English, B.A.

In addition to adhering to General Education and School of Social Sciences, Humanities and Arts Requirements, the English major requires 56 units (some of which simultaneously meet general education requirements). Courses in the major must be taken for a letter grade and may not be taken on a pass/no pass basis unless the course is only offered on a pass/no pass basis. Students must complete all major course prerequisites with a C- or better.

## Lower Division English Major Requirements [20 Units]

- Complete ~~two~~ one lower division seminar courses chosen from ENG 050-089 OR WRI 025 [84 units]
- Complete one additional lower division course chose from ENG 010-089 [4 units]

~~Complete one lower division writing course focused on writing in the humanities: [4 units]~~

- ~~• WRI 025: Introduction to Creative Writing [4.0 units]~~
- ~~• WRI 040: Writing in the Disciplines [4.0 units]~~

Foreign Language Requirement: [8 units]

- At least 2 semesters of college level foreign language instruction in one language.

Students must take at least one year of the same language. See the SSHA Advising website for more information on Foreign Language Placement: [ssa-advising.ucmerced.edu/policies-and-procedures/foreign-language-placement-guidelines](http://ssa-advising.ucmerced.edu/policies-and-procedures/foreign-language-placement-guidelines).

## Upper Division English Major Requirements [36 Units]

- ENG 100: Engaging Texts: Introduction to Critical Practice [4.0 units]
- ENG 101: Medieval and Renaissance Literature and Culture, 800-1660 [4.0 units]
- ENG 102: Restoration, Early Colonial, & Early Romantic Literature and Culture: 1660-1837 [4.0 units]
- ENG 103: Victorian, Fin de siècle, and Early Twentieth Century Literature and Culture: 1837-1945 [4.0 units]
- ~~ENG 104: Postwar, Postcolonial, Postmodern Literature and Culture: 1945 to the present [4.0 units]~~
- Complete three upper division seminar courses chosen from ENG 105-189 [12.0 units]\*
- ENG 190: Senior Thesis [4.0 units]
- ~~• Three upper division electives [12 units]. Students may substitute one of these English courses with a cognate upper division course from another major, such as an upper division course in History, Spanish, GASP, Writing, etc. Consult a SSHA Advisor, the SSHA Advising website ([ssa-advising.ucmerced.edu](http://ssa-advising.ucmerced.edu)) or MyAudit for the most updated list.~~

\*One course may be substituted with 4 units of ENG 192, ENG 195 and/or ENG 198. Please consult a SSHA Academic Advisor for more information.

## Transfer Students

Transfer students who wish to major in English should complete the Intersegmental General Education Transfer Curriculum (IGETC) at their community college. Transfer students may not be admitted to the English major without specific major preparation. Please contact the Office of Admissions for current information.



SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS  
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**Memo**

**To:** The SSHA Curriculum Committee and SSHA Faculty  
**From:** The Sociology Faculty

**RE:** Changes to the Sociology Major Requirements

**Date:** February 2, 2015

In a faculty meeting on January 30, 2015, the Sociology Faculty unanimously voted to make the following changes to our major:

- 1) Add one additional required lower division class.
- 2) Remove the requirement that students take two non-Sociology upper division classes.

The reasoning behind these changes are:

- 1) We are proposing to add an additional lower division requirement because we believe that, by taking more lower division classes, students will be better prepared to take upper division sociology classes. These changes are in line with recommendations from the American Sociological Association that undergraduate programs offer multiple levels of coursework, with the material at each successive level increasing in both depth and integration. Increasing our lower division requirements will mean that more students will gain an introductory level of mastery in these classes, and will allow us to increase the depth of material and opportunities for critical thinking in our upper division courses.
- 2) We are proposing to remove the non-Sociology upper division requirements from the Sociology Major because students are gaining breadth in their coursework through the UC Merced General Education requirements.

# Sociology

Sociology is the scientific study of society, social institutions and social relationships. A key contribution of the discipline is that social factors matter; our lives are not only shaped by personal psychology, but also by our place in the social world. Sociology's areas of inquiry range from intimate family relationships to ties between nation-states; from divisions by race, class, gender and sexuality to shared ideas of common culture; and from understanding the influence of broad-scale social movements to analyzing how adolescents become productive adults. Sociologists help develop theories to understand how the social world works and also use analytic tools to craft policies and create programs that address important social issues, such as neighborhood and educational inequality. Few disciplines offer such a broad scope of relevance for understanding individual and collective relations in society.

The substantive breadth and skills in conducting and analyzing research that sociology majors obtain can be useful for a range of career paths including: business and marketing, criminal justice, education, environment and technology, graduate school, law, public health, leadership in faith communities, non-profit and social service organizations, public policy, social welfare and social work. Students will leave the major with research skills developed in conjunction with knowledge of substantive material relevant to a variety of social service and non-profit research positions. They also will have an excellent basis for pursuing graduate studies in law, sociology and other social and cultural studies programs.

## Sociology Program Learning Outcomes

Upon graduation, students majoring in Sociology will be able to:

1. Think critically about the causes and consequences of social inequality;
2. Design and evaluate empirical sociological research;
3. Explain and apply the major theoretical perspectives in sociology;
4. Communicate orally and in writing about sociological concepts;
5. Use their sociological education outside of the undergraduate classroom, particularly in their careers or further education.

## Sociology, B.A.

In addition to adhering to General Education and School of Social Sciences, Humanities and Arts Requirements, the Sociology major requires at least ~~4852~~ units in Sociology and related courses (some of which simultaneously meet general education requirements). Courses in the major emphasis must be taken for a letter grade, and specifically may not be taken on a pass/no pass basis unless the course is only offered on a pass/no pass basis.

Lower Division Major Requirements [~~2016~~ Units]

- SOC 001: Introduction to Sociology [4.0 units]
- SOC 010: Statistics for Sociology [4.0 units] \*
- SOC 015: Sociological Research Methods [4.0 units]
- At least ~~one-two~~ additional lower division Sociology courses [8.04 units] (not including courses numbered in the 090s)

\*Meets Quantitative Reasoning General Education requirement.

## Upper Division Major Requirements [~~2836~~ Units]

- SOC 100: Sociological Theory [4.0 units]
- At least 6 additional upper division Sociology courses [24 units]  
Not including courses numbered in the 190s.
- ~~At least two additional upper division related courses outside of Sociology [8 units]\*\*~~

~~\*\* Please consult a SSHA Advisor, visit SSHA Advising website ([ssha-advising.ucmerced.edu](http://ssha-advising.ucmerced.edu)) or MyAudit for a list of approved courses.~~

## Transfer Students

Transfer students who wish to major in Sociology should complete the Intersegmental General Education Transfer Curriculum (IGETC) at their community college. Transfer students may not be admitted to the Sociology major without specific major preparation. Please contact the Office of Admissions for current information.

From: Virginia Adán-Lifante, Ignacio López-Calvo, Dalia Magaña, Manuel Martín-Rodríguez, Cristian Ricci

To: SSHA Curriculum Committee and Undergraduate Council

Subject: Request approval to changes to the Spanish B.A.

After two years of offering the B.A. in Spanish, the Spanish faculty considers beneficial for the academic and professional future of our students to make the following changes to the Spanish B.A. requirements:

-The first is adding a course requirement in Spanish Linguistics. We believe that our students will benefit from being required to take a second course in Spanish Linguistics in addition to the introductory course SPAN 170 (Spanish Linguistics). In fall 2013, we hired Prof. Dalia Magana, who since then has designed new courses in Spanish Linguistics, such as *History of Spanish*, *Spanish in the USA*, and *Sociolinguistics & Latino Health*. At this moment, these courses are offered under SPAN 180 (Special Topics on Spanish Language and Culture) and fulfill the requirement of “Two upper division elective courses”. However, CRFs for these courses have been submitted for approval, and if approved they will receive the following numbers: SPAN 172, SPAN 175, and SPAN 177. Once approved, we would like students to take one of them to fulfill the new requirement of a second course in Spanish Linguistics.

- The second change is eliminating the one breadth course requirement to complete the Spanish B.A. We believe that our students will benefit from taking a second course in Spanish Linguistics, but do not find it appropriate to raise the number of required units to complete their Spanish B.A. Therefore, we deem necessary to drop one of the previous requirements. At this moment, the “One breadth course“ requirement seems to be the most appropriate to drop. In any case, students pursuing a B.A. in Spanish will be encouraged to take breadth courses when their plans for degree completion allow them to do so.

# Spanish

With more than 400 million speakers worldwide, Spanish is the third most spoken language in the world, and the second in the United States, where it is spoken by upwards of 35 million people. Spanish is also one of the languages most often used in California and in the Central Valley, as well as one of the four official languages of the United Nations. Beyond its relevance in the world, Spanish should also be well represented locally, since the University of California, Merced is a Hispanic Serving Institution. The major in Spanish at UC Merced will provide students with the linguistic skills and necessary cultural background to communicate their ideas in Spanish in different professional contexts, to think critically, and to analyze literary works. In doing so, the major in Spanish will help students to face the demands of an ever more globalized society, one that requires and values linguistic and cultural competence in more than one language.

Most employers appreciate employees with knowledge of a second language, Spanish being one of the languages most demanded. In order to use a language in an efficient manner, the speaker should be familiar with the main social traits that define the native speakers of such a language, as well as with their cultural manifestations, literature and history. Knowledge of the particularities of the language associated with professions is also a relevant tool to relate to and work with native speakers.

## Spanish Program Learning Outcomes

The program learning goals for the Spanish major describe the purpose of education in our degree unit and our vision for student enrichment. Faculty will strive to realize the following goals.

1. Demonstrate Spanish writing and reading skills equivalent to at least the advanced-high level of the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.
2. Demonstrate Spanish speaking and listening skills equivalent to at least the advanced-high level of the ACTFL Proficiency Guidelines.
3. Explain and apply the major theoretical perspectives in literary analysis.
4. Identify and apply linguistic concepts pertinent to the Spanish language when analyzing writing and oral, literary and non-literary texts.
5. Articulate similarities and differences within the cultures of the Hispanic world by discerning the main topics and characteristics of different historical periods, and by analyzing literary and non-literary texts in light of their historical embedment in the Latin American, US Latino and Spanish contexts.

## Spanish, B.A.

In addition to adhering to General Education and School of Social Sciences, Humanities and Arts Requirements, the Spanish major requires 56 units (some of which simultaneously meet general

education requirements). Courses in the major must be taken for a letter grade and may not be taken on a pass/no pass basis unless the course is only offered on a pass/no pass basis. Students must complete all major course prerequisites with a C- or better.

Before starting Spanish Major coursework, students should have taken SPAN 004: Intermediate Spanish II or SPAN 011: Spanish for Heritage Speakers II, or the equivalent (i.e. appropriate scores on the Spanish Language or Literature Advanced Placement Exam).

## Lower Division Spanish Major Requirements [8 Units]

Two lower division introductory courses:

- SPAN 050: Introduction to Hispanic Literatures [4.0 units]
- SPAN 051: Introduction to Hispanic Literatures II [4.0 units]

## Upper Division Spanish Major Requirements [484 Units]

Complete the following courses:

- SPAN 100: Engaging Texts: Introduction to Critical Practice [4.0 units]
- SPAN 103: Spanish Composition and Conversation [4.0 units]
- ~~SPAN 170: Spanish Linguistics [4.0 units]~~

### Two courses in Spanish Linguistics:

- SPAN 170: Spanish Linguistics [4.0 units]

and one course chose from the following:

- SPAN 172: History of the Spanish Language
- SPAN 175: Spanish in the U.S.
- SPAN 177: Sociolinguistics and Latino Health

One course in Hispanic Culture:

- SPAN 105: Hispanic Cultures I [4.0 units]
- SPAN 106: Hispanic Cultures II [4.0 units]

Two courses in Spanish Literature:

One before 1700:

- SPAN 121: Spanish Golden Age [4.0 units]

One after 1700:

- SPAN 122: Spanish (Peninsular) 18-19 Centuries [4.0 units] or

- SPAN 123: Spanish (Peninsular) 20-21 Centuries [4.0 units]

Two courses in Latin American Literature:

- SPAN 140: Latin American Colonial Literature [4.0 units]
- SPAN 143: Latin American Literature since Independence [4.0 units]

One course in US Latino/a Literature:

- SPAN 112: Chicano/a Literature Written in Spanish [4.0 units]
- SPAN 113: U.S. Latino/a Literature [4.0 units]
- SPAN 114: Latinos/as in Children's Literature and Film [4.0 units]
- SPAN 115: Chicano/a Literature [4.0 units]

Two upper division elective courses:

Complete two upper-division elective courses in Spanish language and culture, Spanish literature, Latin American literature or U.S. Latino/a literature. Students may choose any courses from the following list, except for those they may have already taken to satisfy one of the requirements listed above.

- SPAN 105: Hispanic Cultures I [4.0 units]
- SPAN 106: Hispanic Cultures II [4.0 units]
- SPAN 107: Spanish for Health Professionals [4.0 units]
- SPAN 108: Spanish for Business and Management [4.0 units]
- SPAN 111: Empire, The Postcolonial, and Representation: Reading East & West [4.0 units]
- SPAN 112: Chicano/a Literature Written in Spanish [4.0 units]
- SPAN 113: U.S. Latino/a Literature [4.0 units]
- SPAN 114: Latinos/as in Children's Literature and Film [4.0 units]
- SPAN 115: Chicano/a Literature [4.0 units]
- SPAN 122: Spanish (Peninsular) 18-19 Centuries [4.0 units]
- SPAN 123: Spanish (Peninsular) 20-21 Centuries [4.0 units]
- SPAN 130: The Transatlantic Baroque
- SPAN 131: Transatlantic Modernismo [4.0 units]
- SPAN 144: Caribbean Literatures and Cultures [4.0 units]
- SPAN 145: Novel of the Latin American Dictator [4.0 units]
- SPAN 146: Latin American Film and Fiction [4.0 units]
- SPAN 147: Latin American Boom [4.0 units]
- SPAN 148: The Narrative World of Mario Vargas Llosa [4.0 units]
- SPAN 149: The Fantastic, Magical Realism, Realism, and Testimonials [4.0 units]
- SPAN 151: Diasporas and Exiles in Latin Am [4.0 units]
- SPAN 153: Bilingualism and Borders in Hispanic Literatures [4.0 units]
- SPAN 154: Hispanic Drama and Performing [4.0 units]
- SPAN 172: History of the Spanish Language
- SPAN 173: Erotic Novel and Film [4.0 units]

- [SPAN 175: Spanish in the U.S.](#)
- [SPAN 177: Sociolinguistics and Latino Health](#)
- SPAN 180: Topics in Hispanic Languages and Cultures [4.0 units]

## ~~Breadth Requirement [4 Units]~~

~~One breadth course focused on literature, linguistics, or any aspect of the Hispanic world from any discipline. This may be either an upper division or a lower division course. Consult a SSHA Advisor, the SSHA Advising website ([ssha-advising.ucmerced.edu](http://ssha-advising.ucmerced.edu)) or MyAudit for the most updated list.~~

## Transfer Students

Transfer students who wish to major in Spanish should complete the Intersegmental General Education Transfer Curriculum (IGETC) at their community college. Transfer students may not be admitted to the Spanish major without specific major preparation. Please contact the Office of Admissions for current information.

# Cognitive Science

Cognitive Science is the interdisciplinary study of human thought and behavior. It combines methods, theories and applications from many disciplines, including philosophy, psychology, linguistics, computer science, neuroscience, and biology. The Cognitive Science majors, B.A. and B.S., provide a broad knowledge of cognitive science, including language and communication, reasoning, memory, categorization, cognitive modeling, perception and action, philosophical foundations, artificial intelligence, cognitive engineering, and cognitive science applications for the business setting. A degree in Cognitive Science provides in-depth training in research methods, data analysis, modeling, and lab-based research, and it provides excellent training for jobs in high-tech companies. It is ideal for students who want to pursue graduate work in cognitive science, [business](#), [communications](#), [computer science and engineering](#), [education](#), [information sciences and information management](#), [law](#), [linguistics](#), [management](#), [medicine](#), neuroscience, [and](#) psychology, [computer science and engineering](#), [information sciences and information management](#), [communications](#), [medicine](#), [business](#), [management](#), [law](#) and [education](#). Students can work with cognitive science faculty to tailor their own program of study to emphasize one or two specific areas within cognitive science. Example specializations include cognitive neuroscience, [cognitive linguistics](#), computational modeling, decision sciences, and philosophy of cognitive science.

## Cognitive Science Program Learning Outcomes

Upon graduation, students majoring in Cognitive Science will be able to:

1. Explain and apply knowledge of landmark findings and theories in cognitive science, and use that knowledge as context for understanding the current state of affairs. Evidence will be collected in the form of embedded test questions in COGS 001.
2. Students should have the following abilities:
  - a. Ability to interpret / evaluate / synthesize information in research papers
  - b. Ability to design a cognitive science research project
  - c. Ability to write clearly and scientifically
3. Interpret and appreciate formal and computational approaches in cognitive science.
4. Take theoretical positions in cognitive science and argue for them or against them. Evidence will be collected in the form of an essay from one of the writing-intensive cognitive science courses.
5. Be able to use a cognitive science education outside of the undergraduate classroom, particularly in terms of employment and career development. Evidence will be collected in the form of student surveys.

# Undergraduate Degrees

## Cognitive Science, B.A.

In addition to adhering to General Education and School of Social Sciences, Humanities and Arts Requirements, the Cognitive Science major, B.A., requires 50-52 units (some of which simultaneously meet general education requirements). Courses in the major must be taken for a letter grade, and may not be taken on a pass/no pass basis unless the course is only offered on a pass/no pass basis. All major course requirements must be completed with a grade of C- or better.

### Lower Division Major Requirements [22-24 Units]

- COGS 001: Introduction to Cognitive Science [4.0 units]

Two additional introductory courses chosen from the following:

- COGS 005: Introduction to Language and Linguistics [4.0 units] \*
- ECON 001: Introduction to Economics [4.0 units] \*
- PHIL 001: Introduction to Philosophy [4.0 units] †
- PSY 001: Introduction to Psychology [4.0 units] \*

\* Meets Social Science course outside of major General Education requirement.

† Meets Humanities, Arts or Foreign Language course outside of major General Education requirement.

Complete the following two courses:

- PSY 010: Analysis of Psychological Data [4.0 units] ‡  
ECON 010 or MATH 032 may also be considered by petition.
- MATH 011: Calculus I [4.0 units] or equivalent ‡

‡ Meets Quantitative Reasoning General Education Requirement

An introductory lower division computing course, such as:

- CSE 005: Introduction to Computer Applications [4.0 units]
- CSE 020: Introduction to Computing I [2.0 units]

### Upper Division Major Requirements [28 Units]

- COGS 101: Mind, Brain, and Computation [4.0 units]

- COGS 105: Research Methods for Cognitive Scientists [4.0 units]
- At least four additional upper division courses in Cognitive Science\* [16 units]
- One additional upper division course in Cognitive Science, Philosophy, Political Science, Psychology, Arts, Management, Economics, Biology or Computer Science and Engineering [4 units]

\*One upper division course in Philosophy may be substituted.

## A semester of lab-based research is encouraged, but not required

### Examples include:

- COGS 095: Lower Division Undergraduate Research [1.0-5.0 units]
- COGS 098: Lower Division Directed Group Study [1.0-5.0 units]
- COGS 099: Lower Division Individual Study [1.0-5.0 units]
- COGS 195: Upper Division Undergraduate Research [1.0-5.0 units]
- COGS 198: Upper Division Directed Group Study [1.0-5.0 units]
- COGS 199: Upper Division Individual Study [1.0-5.0 units]

## Transfer Students

Transfer students planning to major in Cognitive Science, B.A. should complete the Intersegmental General Education Transfer Curriculum (IGETC) at their community college. Transfer students may not be admitted to the Cognitive Science major without specific major preparation. Please contact the Office of Admissions for current information.

## Cognitive Science, B.S.

In addition to adhering to General Education and School of Social Sciences, Humanities and Arts Requirements, students in the Cognitive Science major, B.S., must complete 60-61 units (some of which simultaneously meet general education requirements). Compared to the B.A., the B.S. requires three additional lower division courses, one each in math, science and computing. B.S. students are also encouraged to pursue upper division courses in Biology or Computer Science and Engineering. Courses in the major must be taken for a letter grade, and may not be taken on a pass/no pass basis unless the course is only offered on a pass/no pass basis. All major course requirements must be completed with a grade of C- or better.

## Lower Division Major Requirements [32-33 Units]

- COGS 001: Introduction to Cognitive Science [4.0 units]

Two introductory courses chosen from the following:

- COGS 005: Introduction to Language and Linguistics [4.0 units] \*
- ECON 001: Introduction to Economics [4.0 units] \*
- PHIL 001: Introduction to Philosophy [4.0 units] †
- PSY 001: Introduction to Psychology [4.0 units] \*

\*Meets Social Science course outside of major General Education requirement.

†Meets Humanities, Arts or Foreign Language course outside of major General Education requirement.

Complete the following three courses:

- PSY 010: Analysis of Psychological Data [4.0 units] ‡
- MATH 011: Calculus I [4.0 units] or equivalent ‡
- MATH 012: Calculus II [4.0 units] or equivalent ‡

‡Meets the Quantitative Reasoning General Education requirement

Two lower division computing courses, such as:

- CSE 020: Introduction to Computing I [2.0 units]
  - CSE 021: Introduction to Computing II [2.0 units]
- CSE 005 will not meet this requirement.

One Science Introductory Course with Laboratory, Field, or Studio Component

(In addition to the 8 units required for the General Education Natural Sciences/Engineering Requirement)

- BIO 001: Contemporary Biology [4.0 units] and
- BIO 001L: Contemporary Biology Lab [1.0 unit]
  
- CHEM 002: General Chemistry I [4.0 units]
- CHEM 008: Principles of Organic Chemistry [4.0 units]
- PHYS 008: Introductory Physics I for Physical Sciences [4.0 units]
- PHYS 009: Introductory Physics II for Physical Sciences [4.0 units]
- PHYS 018: Introductory Physics I for Biological Sciences [4.0 units]
- PHYS 019: Introductory Physics II for Biological Sciences [4.0 units]

Please consult a SSHA advisor or the SSHA Advising website [ssha-advising.ucmerced.edu](http://ssha-advising.ucmerced.edu) for a current list of designated natural sciences/engineering courses.

## Upper Division Major Requirements [28 Units]

- COGS 101: Mind, Brain, and Computation [4.0 units]
- COGS 105: Research Methods for Cognitive Scientists [4.0 units]
- At least four additional upper division courses in Cognitive Science [16 units] \*
- One additional upper division course in Cognitive Science, Philosophy, Political Science, Psychology, Arts, Management, Economics, Biology or Computer Science and Engineering [4 units]

\*One upper division course in Biology, Computer Science and Engineering, or Philosophy may be substituted.

### A semester of lab-based research is encouraged, but not required

#### Examples include:

- COGS 095: Lower Division Undergraduate Research [1.0-5.0 units]
- COGS 098: Lower Division Directed Group Study [1.0-5.0 units]
- COGS 099: Lower Division Individual Study [1.0-5.0 units]
- COGS 195: Upper Division Undergraduate Research [1.0-5.0 units]
- COGS 198: Upper Division Directed Group Study [1.0-5.0 units]
- COGS 199: Upper Division Individual Study [1.0-5.0 units]

## Transfer Students

Transfer students planning to major in Cognitive Science, B.S. should complete the Intersegmental General Education Transfer Curriculum (IGETC) at their community college. Transfer students may not be admitted to the Cognitive Science major without specific major preparation. Please contact the Office of Admissions for current information.

# Economics

Economists study how scarce resources are allocated so that the well-being of individuals is maximized. Whether the resource that is being allocated is income, time, or a precious commodity, there is always some tradeoff associated with allocating the resource for one use and not another. Individuals, businesses, and governments face these tradeoffs in countless ways every day. The most important thing students learn from studying economics is how to identify, measure, and understand the essential elements of this tradeoff.

The Economics major is built on a foundation of strong theoretical and statistical training. The major provides students solid grounding in microeconomic and macroeconomic theory, statistical and econometric methodology, as well as applied economic analysis. The Economics major emphasizes the role of incentives and institutions in shaping economic outcomes and how public policies influence economic performance and individual outcomes. Special emphases in the program include development economics, economic growth, economic history, empirical methods, environmental economics, health economics, international trade, labor economics, law and economics, political economy and public economics.

Special emphases in the program include labor economics, public economics, political economy, law and economics, environmental economics, empirical methods, and U.S. economic history.

In addition to having a solid understanding of economic theory, our program has a special emphasis on empirical research methods in economics. All students engage in research (with faculty, in teams, and independently) that involves analyzing data and answering well formulated questions related to public policies. With these research experiences, our students are competitive for research internships, fellowships, and pre-graduate summer programs while still in school.

Because students with a degree in economics develop strong analytical and quantitative skills and the ability to solve complex problems effectively, studying economics is excellent preparation for many careers in business, law, management consulting, education, or public service. Businesses of all types and sizes, financial institutions, consulting firms, government agencies, non-governmental organizations, as well as graduate business and law schools actively seek graduates with bachelor's degrees in economics. In addition, many of our students go on to do graduate study in economics, law, public policy, or business.

## Economics Program Learning Outcomes

Upon graduation, students majoring in Economics will be able to:

1. Demonstrate an understanding of the role of organizations and institutions in a society, the impact of organizations and institutions on the economic environment and outcomes, and how incentives influence individual and organizational behavior and performance.
2. Recognize and describe how government actions affect economic performance and how economic interests influence government decisions.

3. Design and conduct research that will inform managerial and policy decision making, including the collection, analysis and interpretation of data using familiar software packages.
4. Define problems and identify multifaceted explanations for complex economic phenomena by using information and data from multiple sources to answer the questions at hand.
5. Demonstrate critical thinking about the information encountered, whether it is in coursework or reported in the media.
6. Communicate clearly and cogently in written and oral form using modern technology.

## Economics, B.A.

In addition to adhering to General Education and School of Social Sciences, Humanities and Arts Requirements, the Economics major requires 48 units (some of which simultaneously fulfill general education requirements). Courses in the major must be taken for a letter grade and may not be taken on a pass/no pass basis unless the course is only offered on a pass/no pass basis. Students must complete all major course prerequisites with a C-or better.

### Lower Division Major Requirements [16 Units]

- ECON 001: Introduction to Economics [4.0 units]

One introductory course chosen from the following: [4 units]

- COGS 001: Introduction to Cognitive Science [4.0 units] \*
- PSY 001: Introduction to Psychology [4.0 units] \*
- POLI 001: Introduction to American Politics [4.0 units] \*
- SOC 001: Introduction to Sociology [4.0 units] \*

\* Meets Social Sciences course outside of major General Education requirement.

One statistics course chosen from the following: [4 units]

- ECON 010: Statistical Inference [4.0 units] †
- POLI 010: Understanding Political Controversies [4.0 units] †
- SOC 010: Statistics for Sociology [4.0 units] †
- PSY 010: Analysis of Psychological Data [4.0 units] †

† Meets the Quantitative Reasoning General Education requirement.

One calculus course: [4 units]

- MATH 011: Calculus I [4.0 units] or equivalent †

† Meets the Quantitative Reasoning General Education requirement.

## Upper Division Major Requirements [32 Units]

- ECON 100: Intermediate Microeconomic Theory [4.0 units]
- ECON 101: Intermediate Macroeconomic Theory [4.0 units]
- ECON 130: Econometrics [4.0 units]
- At least five additional upper division courses in Economics [20 units]

## Specializations

Students are encouraged to choose one of the following two Specializations, each requiring three upper division courses [12 units] that also may satisfy the five course upper-division Economics course requirement:

### Strategy and Finance

At least 3 courses from the following:

- ECON 115: Economics of Industrial Organization [4.0 units] or
- MGMT 115: Economics of Industrial Organization [4.0 units]
  
- ECON 116: Organizational Strategy [4.0 units]
- ECON 117: Marketing Strategy [4.0 units]
- ECON 121: The Economics of Money, Banking, and Financial Institutions [4.0 units]
- ECON 141: Industrial Relations and Human Resource Economics [4.0 units]
- ECON 153: Judgment and Decision Making [4.0 units]
- ECON 161: International Finance [4.0 units]
  
- ECON 162: Corporate Finance [4.0 units] or
- MGMT 165: Corporate Finance [4.0 units]
  
- ECON 163: Economics of Investments, Futures, and Options [4.0 units]
- ECON 170: Game Theory [4.0 units]

### Economic Analysis and Policy

At least 3 courses from the following:

- ECON 111: American Economic History [4.0 units]
- ECON 120: Economics of the Environment and Public Policy [4.0 units]

- ECON 140: Labor Economics [4.0 units]
- ECON 141: Industrial Relations and Human Resource Economics [4.0 units]
- ECON 142: The Economics of Gender and Poverty [4.0 units]
- ECON 145: Health Economics [4.0 units]
- ECON 150: Economic Development [4.0 units]
- ECON 151: Public Economics [4.0 units]
- ECON 152: Law and Economics [4.0 units]
- ECON 156: Urban and Regional Economics [4.0 units]
- ECON 155: Political Economics [4.0 units]
- ECON 160: International Microeconomics [4.0 units]

## Transfer Students

Transfer students planning to major in Economics should complete the Intersegmental General Education Transfer Curriculum (IGETC) at their community college. Transfer students may not be admitted to the Economics major without specific major preparation. Please contact the Office of Admissions for current information

# Public Health

Public Health aims to promote health, prevent disease, prolong life and improve quality of life through organized efforts of society. Focusing on the health and wellbeing of populations, Public Health complements medicine's concern for individuals with diseases. Through activities ranging from basic research, to frontline efforts such as vaccination programs, promotion of healthy lifestyles and environments, disease control, and leadership on health policy formation, Public Health issues and outcomes touch the lives of people throughout the world. Public Health is an interdisciplinary field drawing on the natural and social sciences as well as the humanities. One of the most important themes in Public Health is the disparities in health observed in different groups, for example related to economic resources and race/ethnicity, which is a focus in this curriculum.

## Public Health Program Learning Outcomes

Upon completion of the major in Public Health students will be able to:

1. Define public health and describe the roles and responsibilities of government, non-governmental organizations, and private citizens in maintaining public health.
2. Use the theories and principles of Public Health to explain a Public Health problem.
3. Apply public health research methods to conduct rigorous research on public health issues.
4. Describe causes and risk factors in the major areas of focus in public health, including but not limited to determinants of mortality and morbidity; leading causes of health disparities among regional, national, and global populations; and transmission for infectious and chronic diseases.
5. Identify and analyze scientific data and other information to assess complex Public Health challenges, with special consideration of strategies for health promotion at the individual, community, and policy levels, as appropriate.
6. Communicate effectively and persuasively, orally and in writing, particularly to convey complex concepts and information in a clear and concise manner.

## Public Health, B.A.

In addition to adhering to General Education and School of Social Sciences, Humanities and Arts Requirements, the Public Health major requires at least 56 units courses. Courses in the major must be taken for a letter grade, and specifically may not be taken on a pass/no pass basis unless the course is only offered on a pass/no pass basis.

### Lower Division Major Requirements [16 Units]

- PH 001: Introduction to Public Health [4.0 units]
- BIO 003: To Know Ourselves: Molecular Basis of Health and Disease [4.0 units]
- PH 005: Global and International Public Health [4.0 units]

One lower division statistics course from the following:

- MATH 018: Statistics for Scientific Data Analysis [4.0 units]
- PSY 010: Analysis of Psychological Data [4.0 units]\*  
\*Meets Quantitative Reasoning General Education requirement.

## Upper Division Major Requirements [40 Units]

- PH 100: Introduction to Epidemiology [4.0 units]
- PH 102: Health Promotion [4.0 units]
- PH 103: Health Communication [4.0 units]
- PH 105: Introduction to US Health Care System [4.0 units]
- PH 110: Environmental Health [4.0 units]

~~One~~ research methods course for Public Health

- ~~PH 111: Social Epidemiology [4.0 units]~~
- PH 112: Research Methods: Health Services Research and Public Health [4.0 units]
- ~~PH 115: Research Methods for Public Health: GIS Mapping [4.0 units]~~

Complete the following service/research courses:

- PH 108: Health Care in the San Joaquin Valley [4.0 units]
- PH 181: Public Health Research [4.0 units]

Complete two electives from the following:

Please Consult a SSHA Advisor, the SSHA Advising website ([ssha-advising.ucmerced.edu](http://ssha-advising.ucmerced.edu)) or MyAudit for the most updated list.

- PH 104: Health and the Media [4.0 units]
- ~~PH 111: Social Epidemiology [4.0 units]~~
- ~~PH 113: Latino and Immigrant Health [4.0 units]~~
- ~~PH 115: Research Methods for Public Health: GIS Mapping [4.0 units]~~
- PH 125: Emerging Public Health Threats [4.0 units]
- PH 135: Public Health Genetics [4.0 units]
- PH 137: Insects and Public Health [4.0 units]
- PH 185: Introduction to Health and Biomedical Ethics [4.0 units]
- PSY 147: Health Psychology [4.0 units]
- PSY 124: Health Disparities [4.0 units]
- ANTH 120: Introduction to Medical Anthropology [4.0 units]
- ANTH 121: Ethnomedicine [4.0 units]
- BIO 010: Genetics, Stem Cells and Development [4.0 units]

- BIO 060: Nutrition [4.0 units]
- BIO 140: Genetics [4.0 units]
- BIO 161: Human Physiology [5.0 units]
- ECON 145: Health Economics [4.0 units]

## Transfer Students

The Public Health major is not available to incoming transfer students until the 2016-2017 school-year. Transfer students who wish to major in Public Health should complete the Intersegmental General Education Transfer Curriculum (IGETC) at their community college. Transfer students may not be admitted to the Public Health major without specific major preparation. Please contact the Office of Admissions for current information.

# Community Research and Service Minor

UC Merced's purposeful location in the San Joaquin Valley and nearby Sierra Nevada, a region characterized by disadvantages in the environment, economics, education, health, and civic engagement, invites this academic program that focuses on ways to transform poverty into prosperity. Addressing the complexity of local, regional and global poverty requires the knowledge and problem solving strategies from diverse academic fields. This minor highlights the role of community-engaged research (CEnR), an approach to problem solving based on academic-community collaboration. Problem solving through CEnR leads to both scholarly and community benefits.

CEnR skills developed in the Community Research and Service (CRS) minor complement training provided in all academic majors. Students can apply the concepts and research methods they have learned in engineering, natural sciences, social sciences, humanities, or arts to improving the quality of life locally, regionally, and more broadly. The following three themes define the minor.

1. Analytics of Prosperity: understanding data and using scientific measures to ensure that our activities actually improve quality of life
2. Sustainability: taking environmentally, economically, and socially sound approaches to growing prosperity, and
3. Community-engaged innovation: identifying new problems and solving old problems in new ways via collaboration that values local knowledge.

CRS coursework and field experiences engage students in these themes while working with non-profit, government, and industry partners on real-life problems in the San Joaquin Valley and nearby Sierra Nevada. Problems within these regions often have analogues in other national and international emerging economies, which may facilitate collaboration and training opportunities outside UC Merced's region. Central to the CRS minor is an experience that provides students with practical research and collaborative problem solving that is intended to enhance professional development including skills that are sought out by professional and community leaders.

## Lower Division Minor Requirement [4 units]

- CRS 10: Introduction to Community Engaged Research (CEnR) [4.0 units]\*

\*Offered Fall and Spring semesters

## Upper Division Minor Requirements [16 units]

One upper division course in the area of "methods" chosen from the following: [4 units]

"Methods" refers to the fundamental course(s) in each academic discipline that prepare students in ways of designing and conducting research; asking and answering questions and analyzing results; and producing creative works. *This list is illustrative and not exhaustive.* Students must receive approval from the CRS Minor Faculty Advisor for any course not listed here.

- ANTH 170: Ethnographic Methods
- BIO 175: Biostatistics
- BIOE 150: Bioengineering Design
- CSE 100: Algorithm Design and Analysis
- CSE 170: Computer Graphics
- ECON 100: Intermediate Microeconomic Theory
- ECON 130: Econometrics
- ENVE 105: Environmental Data Analysis
- ENVE 155: Decision Analysis in Management
- ENVE 190: Environmental Engineering Capstone Design
- ESS 132: Applied Climatology
- GASP 133: Theory and Method of Ethnomusicology
- GASP 171: Museums as Contested Sites
- GASP 172: Curatorial Methods and Practices
- GEOG 141: Environmental Science and Policy
- HIST 100: The Historian's Craft
- ME 170: Mechanical Engineering Capstone Design
- MGMT 130: Econometrics
- MSE 120: Materials Capstone Design
- PH 111: Social Epidemiology
- PH 112: Research Methods: Health Services Research and Public Health
- PH 115: Research Methods for Public Health: GIS Mapping
- POLI 170: Theoretical Models of Politics
- POLI 175: Advanced Analysis of Political Data
- SOC 170: Qualitative Research Methods
- SOC 175: Topics in Advanced Sociological Research Methods
- SPAN 107: Spanish for Health Professionals
- SPAN 108: Spanish for Business and Management

Two upper division courses that explore sustainability, analytics of prosperity, or community engaged innovation chosen from the following: [8 units]\*\*

*\*\*This list is illustrative and not exhaustive.* Students must receive approval from the CRS Minor Faculty Advisor for any course not listed here.

#### Analytics of Prosperity

- ANTH 120: Introduction to Medical Anthropology
- ECON 156: Urban and Regional Economics
- HIST 123: Comparative Race and Ethnicity in the United States
- HIST 127: Local Harvest, Global Industry: History of the Production and Consumption of Food
- PH 110: Environmental Health
- PH 113: Latino and Immigrant Health
- PH 125: Emerging Public Health Threats
- POLI 106: Urban Politics
- PSY 124: Health Disparities

- SOC 110: Social Movements, Protest, and Collective Action
- SOC 132: Sociology of Education
- SOC 180: Advanced Issues in Race and Ethnicity
- WRI 140: Topics in Ethnic Writing

#### Sustainability

- ECON 120: Economics of the Environment and Public Policy
- ENVE 160: Sustainable Energy
- ENGR 180: Spatial Analysis and Modeling
- ESS 141 OR ENGR 141 OR GEOG 141: Environmental Science and Policy
- WRI 115: Topics in Science Writing

#### Community Engaged Innovation

- ANTH 110: Migration, Diaspora and Transnational Belonging
- ANTH 112: Political Anthropology
- ANTH 114: Social Memory
- ANTH 116: Indigenous Activism in the Americas
- ENG 117: Literature of California
- MGMT 197: Service Learning: Engineering Projects in Community Service
- PH 102: Health Promotion
- PH 103: Health Communication
- PH 108: Health Care in the San Joaquin Valley
- WRI 115: Topics in Science Writing
- WRI 140: Topics in Ethnic Writing

One community-based undergraduate research experience course [satisfied through SSHA discipline-based 195 courses (Upper Division Undergraduate Research); PH 181: Public Health Research; or Engineering Service Learning 197]. [4 units]\*\*\*

\*\*\*Completing CRS 10 is a prerequisite for having the undergraduate research experience count for the CRS minor.

As new courses become available they will be added as options to the upper division electives. A list of course offerings each semester that can count for this requirement will be made available to students. Students may be able to satisfy the requirements for the minor using additional courses that are not listed. However, students must receive approval from the CRS Minor Faculty Advisor before completion of their course work.

## Economics Minor

Students with an interest in developing a solid grounding in economic theory are encouraged to consider the minor in Economics. The minor provides students with an understanding of how incentives and institutions shape society. Students in the Economics minor have opportunities for strong theoretical and statistical training in areas of development economics, economic growth, economic history, empirical methods, environmental economics, health economics, international trade, labor economics, law and economics, political economy and public economics, labor economics, public economics, environmental economics, political economy and economic data analysis.

### Lower Division Minor Requirements [8 units]

Complete the following courses:

- ECON 001: Introduction to Economics [4.0 units]
- ECON 010: Statistical Inference [4.0 units]

### Upper Division Minor Requirements [16 units]

- A minimum of four upper division ECON courses

# Philosophy Minor

The minor in Philosophy provides students with an understanding of the principles, methods, and areas of application of contemporary philosophy. Philosophers study conceptual questions within and between the humanities, arts and sciences: What is ~~art~~freedom? What is justice? What is the relation between mind and brain? Philosophy at UC Merced combines a traditional curriculum with an emphasis on these interdisciplinary linkages. Because of this, students should be able to use their training in philosophy to complement their other coursework and to identify connections between their various areas of study.

## Lower Division Minor Requirements [4 units]

Complete one of the following courses:

- PHIL 001: Introduction to Philosophy [4.0 units]
- PHIL 002: Introduction to Ethics [4.0 units]
- PHIL 003: Applied Ethics [4.0 units]
- PHIL 005: Introduction to Logic [4.0 units]
- PHIL 009: Phenomenology and Existentialism [4.0 units]

## Upper Division Minor Requirements [16 units]

- Four upper-division courses chosen from a list on the SSHA Advising website [ssa-advising.ucmerced.edu](http://ssa-advising.ucmerced.edu). Pre-approved courses not on the list may be substituted. Pre-approval should be sought from Philosophy faculty.

## **Management and Business Economics Minor**

The Management minor at UC Merced provides an opportunity for students who are majoring in another field, such as the sciences or engineering, to learn the fundamental analytical and quantitative tools necessary for management decision-making. Students receive analytical and quantitative training from a blend of fields including accounting, economics, finance, marketing and strategy~~training in economic theory, statistics, accounting, and fields including human resources, strategy, finance, and organizational theory.~~

### **Lower Division Minor Requirements [8 units]**

Complete the following courses:

- MGMT 026: Introduction to Financial Accounting [4.0 units]
- ECON 010: Statistical Inference [4.0 units]

### **Upper Division Minor Requirements [16 units]**

- A minimum of four upper division MGMT courses

# Writing Minor

It is the responsibility of the University to ensure that their graduates communicate effectively and write proficiently. A minor in writing explicitly engages students in the writing process and fosters their development as writers in academic and pre-professional contexts.

Writing courses [for the minor](#) train students in academic discourse and provide them with extensive opportunities for professional development within and across ~~the~~ disciplines. Emphasizing writing as a process, writing minor courses offer challenging curricula that develop students' abilities to research, synthesize, and innovate. Within these courses, students demonstrate individual and collaborative responsibility, applying their studies from other courses. The analytical approaches they practice in writing courses are applicable to any course that they take at the University.

The writing minor enhances students' understanding of the theoretical, interdisciplinary and professional aspects of writing, and helps them develop the vocabulary, syntax, style and voice appropriate to the practice of composition in diverse fields. By using the writing process to strengthen their ideas, students develop strategies for participating in research, policy-making, professional advancement, and creative expression. The writing minor fosters respect for language, for the contributions of peers, and for the value of effective communication.

The minor in writing is open to—and appropriate for—students majoring in any field, and prepares those proceeding on to graduate work for the challenges of advanced academic writing. By representing the student's intensive work in writing, the minor also signals to prospective employers the student's distinguished preparation for the demands of the professional workplace.

## Minimum Requirements \*

Within the minimum requirements students can choose to follow one of two specializations in the minor, focusing either on Professional Writing or Creative Writing. Students seeking to specialize should take WRI 090.

## Lower Division Minor Requirements [4 units]

Complete one of the following courses:

- WRI 025: Introduction to Creative Writing [4.0 units]
- WRI 030: Introduction to Professional Writing [4.0 units]
- WRI 040: Writing in the Disciplines [4.0 units]
- WRI 090: Intersections of Creative and Professional Writing [4.0 units]

## Upper Division Minor Requirements [16 units]

Complete four upper division courses from the following:

- WRI 100: Advanced Writing [4.0 units]
- WRI 101: Writing in the Disciplines: Psychology [4.0 units]
- WRI 105: Grammar and Style [4.0 units]
- WRI 110: Tutor Training [4.0 units]
- WRI 115: Topics in Science Writing [4.0 units]
- WRI 116: Science Writing in Natural Sciences [4.0 units]
- WRI 117: Writing for the Social Sciences and Humanities [4.0 units]
- WRI 118: Management Communication Theory and Practice [4.0 units]
- WRI 119: Writing for Engineering [4.0 units]
- WRI 120: Rhetorical Theory [4.0 units]
- WRI 125: Topics in Creative Writing [4.0 units]
- WRI 130: Topics in Professional Writing [4.0 units]
- WRI 131: Journal Production [2.0 units]
- WRI 140: Topics in Ethnic Writing [4.0 units]
- WRI 141: Writing Narrative for Archaeology [4.0 units]
- WRI 150: Seminar in Creative Writing [4.0 units]

## Specializations

Students are encouraged to choose one of the following two specializations, each requiring two lower division courses and four upper division courses.

### Creative Writing Specialization Requirements

1. WRI 025 and WRI 090
2. WRI 125 and three additional upper division writing courses

### Professional Writing Specialization Requirements

1. WRI 030 and WRI 090
2. WRI 130 and three additional upper division writing courses

## Notes:

~~With an instructor's permission, s~~Students may repeat WRI 125 and WRI 130 as their specific topics change.

Consult a SSHA advisor or the SSHA Advising website [ssa-advising.ucmerced.edu](http://ssa-advising.ucmerced.edu) for additional information and updates.

\* If approved by an MWP Co-Director, one writing-intensive course may be substituted for any of the required minor program courses. A Co-Director may also allow applying one lower division writing course completed elsewhere for WRI 025, WRI 030, WRI 040, or WRI 090.

## Writing Minor Program Learning Outcomes

After completing the Writing Minor curriculum, students will be able to:

1. Demonstrate engagement with the multi-stage processes of critical reading, formal writing, and public speaking.
2. Select and apply the appropriate conventions of personal, academic, or professional forms of expression.
3. Synthesize diverse perspectives through collaboration in academic discourse communities.
4. Craft language that reveals aesthetic awareness.
5. Apply professional ethical standards to the research process and its public representation.

## World Heritage Program

World Heritage focuses on the natural and cultural legacy of the human past, and how it is reflected today in places, landscapes, and intangible aspects of cultures. A specific focus is on studying and mapping monuments, buildings, and cultural and natural sites and landscapes with Remote Sensing, 3D visualization technologies, and Geographic Information Systems. Students may study World Heritage to strengthen their skills in the interpretation, documentation, and management of places with an emphasis in either cultural or natural attributes. ~~is an emerging interdisciplinary and cross-disciplinary area that includes architecture, history, archaeology, art history, geography, anthropology, management, law, environmental sciences and other disciplines. Thus, faculty in this field brings together the humanities, social sciences, policy, and management, consistent with the interdisciplinary intent of the World Cultures program within SSHA.~~

Interdisciplinary education, diversity, and cutting edge research are key aspects of the mission of UC Merced. Focusing on the value of heritage as a cultural process, the World Heritage program stimulates students to develop a critical understanding of heritage and analyze both institutional and multi-vocal approach to the study of past and present cultures. This approach engages students in this new field of study that bridges knowledge and methods from many disciplines such as art, architecture, history, anthropology, archaeology, cognitive science, computer science, earth science, geography, and global policies and management.

The World Heritage program prepares students for heritage careers in cultural and historical preservation, cultural and natural resource management, and global policies on heritage or a combination of such disciplinary approaches, through both the undergraduate minor, and M.A. and Ph.D. programs in the Interdisciplinary Humanities Graduate Group (IHGG).

~~The key feature of the program, a strong technology orientation, will permit us to create a new discipline and innovative profiles for new economics, computer science, educational purposes and many others.~~

~~The challenge for our contemporary classroom work is to construct a curriculum that blends humanistic interests and technology. Students will learn that the codes, metadata, and interfaces of today are in constant change and thus the fundamental task will be to determine how to set up a sustainable management system for digital media and global heritage study. The learning outcome from such teaching should be the acquisition of a methodology aimed at understanding and communicating information about tangible and intangible heritage, cultural and natural sites. Each student in the World Heritage Program should learn to apply this methodology to the specialization of their field or to specific case studies within their field.~~

## World Heritage Program Learning Outcomes

The main task is to study the evolving technologies and methodologies of analysis, interpretation, documentation~~communication~~ and presentation of heritage sites (natural and cultural), and to

~~evaluate~~evaluating their potential to enrich contemporary societies in the light of the reconstruction of the past. Students will be able to:

1. Develop a critical understanding~~Define the concept~~ of World Heritage as a cultural process and of the role of World Heritage explain its implications for contemporary society.
2. Use field methods and digital technologies to investigate and document heritage case studies.
- 2.3. Dialogue with different disciplines such as art, architecture, history, art history, geography, anthropology, archaeology, management, cognitive science, computer science, geography and global policies and management to learn how various academic disciplines and methodologies contribute to World Heritage.
3. ~~Understand how multiple academic disciplines and methodologies contribute to World Heritage.~~
4. Become proficient in key principles and policies of natural and cultural heritage protection and management by mastering international policies, theoretical approaches, best practices, and operating procedures.
4. ~~Use integrated computer technologies to complete heritage case studies and understand the appropriate context for the use of different technologies in the heritage field.~~
5. ~~Evaluate the key principles and policies of cultural heritage protection and management through international heritage institutions, conventions and charters.~~
- 6.5. Experience the visits to and understand a visit to a monuments, cultural landscapes, museums, and historic sites and comprehend their value for local communities and humanity at large.~~or a site.~~



SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

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February 24, 2015

To: Undergraduate Council

Re: Major in Global Arts Studies Proposal

On February 5, 2015, the School of Social Sciences, Humanities and Arts Curriculum Committee unanimously voted to approve the *Major in Global Arts Studies (GASP)* proposal.

On February 19, 2015, the voting period to consider the *Major in Global Arts Studies (GASP)* concluded with the proposal being approved by the SSHA faculty. Therefore, on behalf of the School of Social Sciences, Humanities and Arts, I submit to you the *Major in Global Arts Studies (GASP)* proposal (68 votes for; 3 vote against; 2 abstention; 28 ballots not returned).

A copy of the *Major in Global Arts Studies (GASP)* proposal is enclosed for your review. We request that the proposal be approved effective Fall 2016. The SSHA assessment specialist supported the faculty efforts in the creation of the PLOs, curriculum map and corresponding multi-year assessment plan, ensuring compliance with campus [guidelines](#).

Thank you for your consideration.

A handwritten signature in black ink, appearing to read 'Mark Aldenderfer'.

Mark Aldenderfer  
Dean, SSHA

CC: Jan Goggans, Chair, SSHA Curriculum Committee  
James Ortez, Assistant Dean, SSHA  
Megan Topete, Manager of Instructional Services, SSHA  
Morghana Young Alfaro, Manager of Student & Program Assessment

Enclosure

## GASP Major Proposal

### 1. Program description and rationale

The major in Global Arts Studies at UC Merced will educate students in the history, theory, and practice of the arts in a global context. The program will bring together disciplines traditionally housed in different departments, including art history, visual studies, musicology and ethnomusicology, music performance, and studio art. The curriculum for the Global Arts Studies major will integrate creative practice and hands-on training with the theoretical analysis of visual, sonic, and material culture. We aim to foster a new generation of critical thinkers with global and interdisciplinary perspectives, grounded in deep historical and theoretical knowledge.

The program will be global in many senses of the word. Our studies will not privilege one geographic space over another. We will be rigorous in the study of all kinds of human expression, from film screen to dance club, from ritual and touristic practice to museum and concert hall. Our faculty of ethnomusicologists and art historians will help students refine the skills they need to engage critically with culturally diverse media. We will train our students to deal with both sonic and visual realms, granting them sophisticated insights into multi-media performances and artworks—architecture, film and television, operas, video games and other interactive media, music videos, and dances both staged and social. Our students will deepen their understanding of these expressions with studies of their history and social relevance, with an array of theoretical and methodological perspectives and approaches to them, and not least with hands-on practical training in painting, sculpture, design, photography, music, and dance. The program will also offer students ample opportunity to develop their professional skills via participation in community-based events—curating exhibitions, managing the UCM Art Gallery, and organizing and performing in recitals, concerts, and multi-media presentations.

The breadth of our program is obvious, but we also have much to offer in terms of depth. As GASP faculty we all have our own individual in-depth disciplinary training but all of us deal with multiple academic fields. Some of our courses are interdisciplinary in character and others will have a strong disciplinary focus. Second, we are dedicated to developing a rigorous methodological training of four basic skills that will be relevant within the major, outside the major, and as preparation for both graduate school and the general job market: research, analysis, argumentation, and writing.

We believe this major will have several advantages over more traditional art and music majors. Our dedication to addressing “high,” “low,” and “middle-brow” culture on equal terms will allow us to disempower and critique classist hierarchies of taste and value. Our commitment to training our students to do in-depth analysis in multiple media will help them fill in the problematic lacunae that plague much current scholarship on multimedia art forms—film scholars’ traditional lack of attention to musical scoring, music scholars’ traditional lack of serious attention to libretto and stagecraft in opera, and so forth. And our geographical flexibility will allow us to avoid the major pitfalls that stem from dividing up the world along colonialist lines of geography and race—“the West and the rest.”

The GASP major builds on the Arts minor and will continue to employ the same resources and existing courses in studio art, music ensemble, GASP lectures and seminars. Most of the studio art and ensemble courses will be slightly adjusted to comport with the new guidelines but they will largely remain in place because the majors will be required to take at least eight units of studio art and/or music ensemble. The minors will be given the opportunity to pursue a

BA in GASP if they so choose using the units taken before the major was established.

### 1.1 How the program will contribute to undergraduate education at UC Merced

As mentioned in the Program Rationale, the Global Arts Studies Program will bring together disciplines, which although traditionally housed in different departments, are also inherently interdisciplinary. The coming together of art history, visual studies, musicology, ethnomusicology, music performance, and studio art will support the interdisciplinary goals of UC Merced both within and outside of GASP. Art history and musicology engage not only with the visual and the musical, but also with other cultural contexts that inform them such as history, literature, human encounters, spatial analyses, issues of trade, memory, and identity—contexts that are central to several humanities disciplines. Within GASP, students will learn to not only analyze visuals or sonic materials but also to examine them in conjunction with each other—a task typically not undertaken by traditional art history or musicology programs. For example, GASP majors will be required to take a course entitled “Image and Sound,” in which they will engage in multimedia analysis of a wide range of potential subjects, from film, television, and music video to music in ritual architectural spaces. Students in existing Majors such as Anthropology, English, Cognitive Science, History, Philosophy, Political Science, Sociology, and Spanish, and those with interests in World Heritage and performance studies will benefit from an engagement with GASP courses, which will allow students to use visual and sonic materials to enrich approaches to their respective disciplines.

GASP Majors, ARTS Minors, and other students will be able to take advantage of museums and performing arts centers in Merced and the Bay Area for course assignments. These will also be useful for faculty in developing their pedagogy. For example, the GASP Major gives us the potential to maintain and foster relationships between UC Merced and the Merced Arts Council and Playhouse Merced. With logistical support, such interactions can also be developed with the Asian Art Museum, the Museum of Modern Art in San Francisco, and centers of musical arts in the Bay Area, as well as with galleries and music halls throughout the Central Valley. Fostering relationships with community organizations and exposing students to Bay Area institutions will permit students to relate classroom knowledge to practical experiences. This will also connect students to potential job opportunities by creating networks in these community organizations.

The GASP Major will have a strong writing component. The writing skills students acquire, along with skills of close reading of visual and sonic texts, will prove useful in a wide range of Humanities, Social Science, and even Science disciplines.

Another significant contribution of the GASP Major to undergraduate education is the possibility of our majors to participate in the University of California Education Abroad Program (UCEAP).

They will feel more motivated to take up these programs as it will provide them an opportunity to visit historic sites, museums, and centers of performing arts outside the U.S.—spaces that they would have, thus far, only examined in class. The potential for GASP to move students towards UCEAP programs will not only broaden their worldview but will also foster an engagement with Humanities and Arts majors in the wider UC system. GASP’s focus on global networks that highlights cultural encounters and pays attention to both Western and non-Western materials will make students critically aware of the politics of our times as they are manifested in cultural objects.

## 1.2 Job market demand, graduate education/professional school prospect for majors and expected student demand

### 1.2.1 Job market demand and graduate education/professional schools

Broadly speaking, we are working on developing essential skills such as how to think critically, how to write, how to convince an audience, how to do research and distinguish reliable from unreliable sources. These are useful for a variety of jobs that require analytical and writing skills. We are also training students to appreciate and use sources that are different from the textual sources that historians typically use. Students will learn how we can develop historical and contextual analysis through visual and sonic sources. If they choose to pursue graduate studies, GASP majors will know the value of tangible and intangible materials of cultural production, which will help them in a variety of humanities and arts disciplines.

The GASP capstone sequence will help develop skills of research, writing, and analysis. It will also push students to engage with critical theory and use it to support their own research and arguments. The GASP program will also be excellent preparation for graduate school. We will shape visual arts students who can analyze sonic materials, and music majors who will be able to examine visual objects and spaces. GASP majors will make for attractive graduate school candidates in both Art History and Musicology because they will have training that goes beyond traditional programs in these disciplines.

Art History and Musicology and their comparative study are useful for a wide range of professions both in academic and cultural spheres. For example:

- a) Arts Administration & Management: Art curation in Museums and Galleries, Music Management, and Auction houses, Museum Education, Program Manager for Arts and Music-related Trusts, Foundations, and Grant-giving agencies.
- b) Art Criticism & Journalism: Art, Film, or Music critic or contributor in leading national newspapers or online web-zines.
- c) Art Law: International Art Law (after specialized graduate degree or relevant work experience).
- d) Media and Entertainment Industry: Advertising, Public Relations, Film and Media Studies, potentially go to Film School for specialized training.
- e) Heritage & Cultural Property Management: Travel and Tourism industry, UNESCO projects.
- f) Art, Music and Film Conservation: After specialized graduate degree or relevant work experience.
- g) Art or Music Repository: Art or Music Librarian or Archivist at an institution of higher learning or at a public or private archive. Head of a Visual Resources Center, which is often part of traditional Art History or Film Studies Departments, is also a possibility.
- h) Graduate Education: Visual studies, Film Studies, Art History, Ethnomusicology, Critical Musicology, History, Anthropology.

### 1.2.2 Expected student demand

We expect to attract a substantial number of students once a GASP Major is established based on several factors. Our enrollment data indicates students' sustained interest in arts courses. Based on SSHA's census data, there has been a demonstrative increase in the number of students who chose to pursue an ARTS Minor, which was established in 2008 and required students to take courses in both GASP and ARTS.

As there were more ARTS lecturers to offer a greater number of classes without prerequisites in the early years of the program, the enrollment numbers in ARTS have been historically bigger than those in GASP. In 2008, GASP was established as a prefix to designate research and scholarly courses in the arts, as opposed to technique- and practice-oriented classes in ARTS. Since taking over the role of the program lead for both GASP and ARTS in 2011, Prof. Wang initiated the process of integrating both programs into a coherent curriculum, which including cross-listing courses, decreasing our reliance on lecturer-taught classes, and increasing the variety of course offerings that would benefit more students.

Students in ARTS Minor

YEAR	NUMBER
2008-2009	15
2009-2010	40
2010-2011	72
2011-2012	69
2012-2013	58

<b>GASP-ARTS Enrollment Data</b>	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Total Enrollment	Total Students taught	
ShiPu Wang	37	66	112	98	99	118	22	53		<b>605</b>	(F '10 on leave)
Kevin Fellezs	40	88	77	119	61	/	/	/		<b>385</b>	(left UCM in 2011)
David Kaminsky	/	/	/	/	/	/	52	72		<b>124</b>	(Joined in 2012)
Ken Yoshida	/	/	/	/	/	/	64	93		<b>157</b>	(Joined in 2012)
Aditi Chandra	/	/	/	/	/	/	/	88		<b>88</b>	(Joined in 2013)
<b>Enrollment of faculty-taught GASP courses</b>	<b>77</b>	<b>154</b>	<b>189</b>	<b>217</b>	<b>160</b>	<b>118</b>	<b>138</b>	<b>306</b>			
Number of Lecturers*	0	0	2	1	1	2	2	2			*See Note 1
Enrollment of lecturer-taught GASP courses	n/a	n/a	59	23	13	318	348	117			
<b>Total GASP enrollment</b>	<b>n/a</b>	<b>n/a</b>	<b>248</b>	<b>240</b>	<b>173</b>	<b>436</b>	<b>486</b>	<b>423</b>	<b>2006</b>	<b>1359</b>	
Dunya Ramicova			119	141	94	133	0	144			(AY 2012-13 on leave)
<b>Enrollment of lecturer-taught ARTS courses</b>			<b>450</b>	<b>562</b>	<b>589</b>	<b>743</b>	<b>684</b>	<b>664</b>			(excluding cross-listed GASP courses)
Number of Lecturers**			6	6	7	5	5	6			**See Note 2
<b>Total ARTS enrollment</b>			<b>569</b>	<b>703</b>	<b>683</b>	<b>876</b>	<b>684</b>	<b>808</b>	<b>4323</b>		
<b>GASP + ARTS Total Enrollment****</b>			<b>817</b>	<b>943</b>	<b>856</b>	<b>1312</b>	<b>1170</b>	<b>1231</b>	<b>6329</b>		***See Note 3

### Notes

1. GASP has historically been allocated few lecturers. When hired, lecturers were asked to teach cross-listed courses that benefit both GASP and ARTS; the same has not applied to lecturers in ARTS due to their technique-oriented instruction.
2. For historical data consistency, this includes Ms. Lorraine Walsh, who was a SSHA lecturer in 2008-2012 and became a College One lecturer in 2012. She continues to teach ARTS courses that were created by the arts faculty, Prof. Ramicova, not by College One, however.
3. In 2011 and in anticipation of an eventual GASP Major, Prof. Wang began the process of integrating ARTS and GASP, as well as offering more GASP courses. The enrollment data reflects the gradual shift of focus.

### 1.3 Relation to existing undergraduate programs/B.A.s

#### 1.3.1 Relations to programs on UC Merced campus

The rising interest in image and sound analysis in humanistic research and pedagogy also makes the skills students acquire in GASP courses highly desirable in other disciplinary settings. An English major who wishes to study visual representation in literary history will benefit from art history and visual studies courses; a student interested in theater will gain hands-on experience in ensemble and performance classes; a history major studying audio culture will gain a more robust understanding by taking music courses.

In addition to its interdisciplinary approach, the program's curricular structure reflects our commitment to study the cultural and intellectual effects of globalization. Many of our courses deal with postcolonialism, gender, race, and power that other disciplines on campus also address. Students enrolled in a Spanish course that examines transnational literature and film (e.g. SPAN 111: Empire, The Postcolonial, and Representation: Reading East & West) will most certainly find the subject of global visual arts quite useful. GASP's introductory requirements (GASP 3 and 5), electives, and upper-division sequence, all of which cover visual and sonic representation of gender and race, politics of art and historical memory, will complement many courses offered in History and Anthropology.

#### 1.3.2 Relations to programs at other UC campuses

Most UC campuses offer degrees related to visual and sonic arts (i.e. BA in Art History). Therefore, it is important to establish a program dedicated to the practice and study of arts at UC Merced. A number of UC campuses have been very successful in establishing new and exciting programs that have impacted the humanities and much of their rigor emerge from their interdisciplinary model that also characterizes GASP. For instance, the History of Consciousness, a graduate program at UC Santa Cruz composed of literary scholars, historians, anthropologists, ethnomusicologists, artists, and political theorists, has led the humanities for decades. GASP adopts its similar pedagogical and academic structure to provide students with the necessary analytic skills to examine the complexity of creative expressions and cultural practices. However, GASP's curricular constellation that integrates visual, sonic, new media, and performance studies, offers a different theoretical design. Below is a list of arts-related programs at other UC campuses that are comparable to our approach.

#### UCLA

##### World Arts and Cultures program (WAC)

This interdisciplinary program explores cross-cultural understanding through arts, with emphasis on performance and dance. Like GASP, WAC's curriculum emphasizes global transaction of expressive practices in an effort to decenter the Western hegemonic tradition of art.

#### UCI

##### Visual Studies

The interdisciplinary graduate program in Visual Studies at UC Irvine combines art history and media studies. The program explores the meanings and practices of imaging across historical period and geographic regions.

#### UCSC

##### History of Art and Visual Culture Program (HAVC)

UC Santa Cruz's History of Art and Visual Culture program offers both undergraduate and graduate degree in Visual Studies. Similar to UCI's interdisciplinary program, HAVC combines art historical and cultural studies to examine representation and imaging in multiple media and cultural settings.

#### History of Consciousness

The History of Consciousness Department at UCSC is a graduate program that examines diverse theoretical approaches to gender, race, art, and politics. Its primary methodological framework is critical theory, which allows faculty and students to address issues that cut across multiple disciplines.

#### 1.4. Availability of suitable preparatory at community colleges

Visual Arts: The study of the visual arts form a fairly significant part of the curriculum of the college system of California's Central Valley. Therefore, any transfer students from these institutions to UC Merced who wish to continue their study of visual materials will most likely have their basics in place. However, at almost all community and State colleges around UC Merced, the study of the visual arts (as art history or visual studies) is limited to large surveys of Western art history, which are located in either Studio Art or History programs. This means that while students will indeed learn the basics of art history, they will be restricted in that they will only examine one part of the world and not of the cultural encounters that shape the GASP program. Further, by studying visual or sonic material as secondary to History or Studio Arts, students at local colleges only approach it as secondary to those disciplines. Some larger institutions, such as the California State Universities and Fresno City College, do include wide-ranging surveys of Asian Art. However, their approach to art history follows the traditional, broad survey format. With GASP, we expand this approach by not only focusing on global cultural exchange without losing sight of local specificities as the basis of our lower division visual arts courses, but also by engaging with sonic materials so that our students have a more nuanced understanding of the visual as co-existing with other cultural materials.

Music: Most music programs at Community Colleges will generally have a "traditionalist" approach to music theory. Our approach is different but the first semester of a standard music theory sequence will probably satisfy our "Introduction to Music Studies: Elements of Music" requirement. A range of different courses might satisfy the "Music and Society" requirement at the discretion of the faculty, as long as the student has been given satisfactory ethnographic fieldwork research skills in that or another class (this requirement can also be satisfied with any ethnographic fieldwork methods class at UC Merced).

General: Music or Arts courses in which students have had to write a major research or analytical paper will satisfy the upper-division elective requirement. Ensemble and studio courses taken at other schools can also satisfy studio/ensemble requirements at UC Merced. The following courses must be taken at UC Merced: "Image and Sound," "Theories of Expressive Culture," "Senior Thesis."

The regional colleges surveyed include: Bakersfield College, College of the Sequoias, Cerro Coso Community College, Merced College, Porterville College, Modesto Junior College, San Joaquin Delta College, Reedley Community College, Taft College, West Hills College, California State University at Fresno, California State University at Stanislaus and Fresno City College.

## 2. Program Requirements

### 2.1 Lower division and upper division course requirements

Foundational sequence (lower division, no prerequisites) — 8 units

Introduction to Visual Culture [4 units]. This course will give students all the tools they need to enter advanced classes in film studies, art history, and visual analysis. No prerequisites.

Introduction to Music Studies: Elements of Music [4 units]. This course will give students all the tools they need to go into advanced classes in music. Students will learn to hear and discuss music in terms of rhythm, form, melody, harmony, timbre, and texture. No prerequisites.

One Additional Lower Division GASP or ARTS course. No prerequisites.

Skills and content sequence (lower division, with prerequisites) — 8 units

Image and Sound [4 units]. Writing-intensive seminar. Students engage in close readings of multimedia “texts,” e.g., films, music videos, video games, engaging all the tools learned in the foundational sequence. The focus here is on paper-crafting, developing a focused argument, thesis statements, outlines, abstracts, and so forth. Prerequisites: Introduction to Visual Culture and Introduction to Music Studies, Writing 10 or equivalent (may be taken concurrently). This course must be taken in residence.

At least one of the following two courses:

Global Art History [4 units]. This course is a historical overview of global cultural exchange as manifested in visual expressions and materials throughout the world. This functions as GASP's secondary source research methods course in which students continue to develop skills of visual analysis. Prerequisites: Introduction to Visual Culture, Writing 10 or equivalent (may be taken concurrently).

or

Music and Society [4 units]. This course will focus on the role music plays in society. This also functions as GASP's secondary source research methods course. Prerequisites: Introduction to Music Studies, Writing 10 or equivalent (may be taken concurrently).

Upper-division requirements — 12 units

Any upper division non-studio/ensemble GASP or ARTS course [4 units].

*Topics and prerequisites will vary.*

Any upper division non-studio/ensemble GASP or ARTS course, or Global Art History or Music and Society [4 units].

*Topics and prerequisites will vary.*

Any upper division GASP or ARTS course, or any studio/ensemble course(s) totaling 4 units.

*Topics and prerequisites will vary.*

Senior sequence — 8 units

Theories of Expressive Culture [4 units]. Reading-intensive cultural theory seminar. Students will read and respond to advanced theoretical writings relevant to the study of expressive culture.

Students in this course will also develop a proposal for the senior thesis. Prerequisite: senior standing; Image and Sound. This course must be taken in residence.

Senior thesis [4 units]. Writing seminar and workshop for senior thesis. Prerequisite: Theories of Expressive Culture. This course must be taken in residence.

Studio/ensembles — 8 units

Music and/or dance studio/ensemble course(s) totaling 4 units, upper or lower division. Topics and prerequisites will vary.

Visual arts studio course(s) totaling 4 units, upper or lower division. Topics and prerequisites will vary.

### **Total units to graduate with GASP Major: 44**

#### 2.1.1 ARTS Minor

The minor in ARTS enables students to explore art from three distinct yet related approaches: history (contextual analysis of visual, architectural, and aural formats), theory (critical and creative interpretation of texts) and practice (application of techniques and concepts).

Lower Division Minor Requirements [8 units]

- One lower division GASP course
- One lower division ARTS course

Upper Division Minor Requirements [16 units]

- A minimum of four upper division ARTS or GASP courses

#### 2.1.2 A list of potential non-GASP courses that GASP majors are encouraged to take

ANTH 110: Migration, Diaspora, and Transnational Belonging

ANTH 112: Political Anthropology

ANTH 114: Social Memory

ANTH 126: Anthropological Approaches to Gender

ANTH 130: Material Culture

ANTH 132: History of Archaeological Interpretation

ANTH 140: Cultural Heritage Policy and Practice (cross-listed w/ WH 140)

ANTH 141: Writing Narrative for Archaeology (cross-listed w/ WRI 141)

ANTH 142: Archaeology of Colonialism

ANTH 144: Archaeology of Religion

ANTH 172: Ethnohistory

ANTH 175: Ceramic Analysis

ENG 020: Introduction to Shakespeare Studies

ENG 032: Introduction to Chicano/a Culture and Experiences (cross-listed w/ CCST 060 & SPAN 060)

ENG 056: Introduction to World Drama

ENG 100: Engaging Texts: Introduction to Critical Practice (cross-listed w/ SPAN 100)

ENG 106: Early English Drama

ENG 151: Advanced Shakespeare

ENG 165: Tragic Drama

HIST 010: Introduction to World History to 1500

HIST 011: Introduction to World History Since 1500

HIST 040: History of Technology in Society I (cross-listed w/ ENGR 040)

HIST 041: History of Technology in Society II

HIST 060: The Silk Road

HIST 070: History of Islam I: From Muhammad to the Caliphate  
 HIST 071: History of Islam II: From the Caliphate to the Present  
 HIST 080: History of China Through the Mongol Conquest  
 HIST 081: History of China Since the Mongol Conquest  
 HIST 101: Visual Arts of the Twentieth Century (cross-listed w/ GASP 101)  
 HIST 103: Critical Popular Music Studies (cross-listed w/ GASP 131)  
 HIST 112: History of Islamic Art and Architecture (cross-listed w/ GASP 105)  
 HIST 113: History of the Gunpowder Empires  
 HIST 116: History of Decolonization in the Twentieth Century  
 HIST 122: That's the Joint: Race, Gender, and Migration in Hip-Hop History  
 HIST 123: Comparative Race and Ethnicity in the United States  
 HIST 124: African American History from Slavery to Civil Rights  
 HIST 126: Race and Nationalism in American Art (cross-listed w/ GASP 175)  
 HIST 129: Introduction to Chicano History  
 HIST 130: The Cold War, 1941-1991  
 HIST 138: Topics in Visual Culture (cross-listed w/ GASP 151)  
 HIST 158: Topics in Middle Eastern History  
 HIST 171: Modern European Intellectual History  
 SPAN 105: Hispanic Cultures I  
 SPAN 106: Hispanic Cultures II  
 SPAN 121: Spanish Golden Age  
 SPAN 122: Spanish (Peninsular) 18-19 Centuries  
 SPAN 123: Spanish (Peninsular) 20-21 Centuries  
 SPAN 140: Latin American Colonial Literature  
 SPAN 143: Latin American Literature since Independence  
 SPAN 113: U.S. Latino/a Literature (cross-listed w/ ENG 113)  
 SPAN 114: Latinos/as in Children's Literature and Film  
 SPAN 115: Chicano/a Literature (cross-listed w/ ENG 115)  
 SPAN 111: Empire, The Postcolonial, and Representation: Reading East & West  
 SPAN 144: Caribbean Literatures and Cultures  
 SPAN 131: Transatlantic Modernismo  
 SPAN 145: Novel of the Latin American Dictator  
 SPAN 146: Latin American Film and Fiction  
 SPAN 147: Latin American Boom  
 SPAN 149: The Fantastic, Magical Realism, Realism, and Testimonials  
 SPAN 151: Diasporas and Exiles in Latin Am  
 SPAN 153: Bilingualism and Borders in Hispanic Literatures  
 SPAN 154: Hispanic Drama and Performing  
 SPAN 173: Erotic Novel and Film

## 2.2 Program Learning Goals and Outcomes

### 2.2.1 Program learning goals

The program learning goals of GASP include:

1. Introduce students to the history, theory and practice of the arts in a global context.
2. Guide students in studying all fields of creative expression in cultures throughout the world.
3. Help students develop the skills they need to critically engage culturally diverse media and to explore creative processes and material connections.
4. Offer students opportunities to acquire research, creative and hands-on experiences through course projects and program-wide events.
5. Foster a new generation of critical thinkers with global and interdisciplinary perspectives grounded in rigorous acquisition of historical and theoretical knowledge.

### 2.2.2 Program learning outcomes and how course requirements address intended learning outcomes

The following Program Learning Outcomes (PLOs) describe the critical skills and knowledge that students in the GASP Major, as well as in arts courses, are expected to acquire upon the completion of their undergraduate education.

1. Describe visual and aural texts in technical and theoretical terms.
2. Analyze cultural, visual, aural and spatial procedures within their historical and conceptual contexts.
3. Apply theoretical models from multiple schools of thought in art history/visual studies and musicology/ethnomusicology.
4. Conduct research specific to critical studies of the arts.

PLOs 1, 2, and 3<sup>12</sup> are existing PLOs for the current Arts Minor and serve as GASP Major's PLOs because they are essential skills that we expect students pursuing either a GASP Major or an Arts Minor to have. PLO 4 is an addition here to highlight GASP's emphasis on research.

### 2.2.3 Goals across coursework, PLOs, SSHA and UC Merced

The following Curriculum Chart illustrates how the PLOs correspond with the required courses in the proposed GASP Major.

A1 = Introduction to Visual Culture A2 = Introduction to Music Studies B1 = Global Art History

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<sup>1</sup> Slight adjustments to this PLO have been made for the GASP major.

<sup>2</sup> Slight adjustments to this PLO have been made for the GASP major.

B2 = Music and Society

C1 = Image and Sound

D1 = Theories of Expressive Culture

E = Additional upper division courses in ARTS and GASP (electives)

	PLO 1	PLO 2	PLO 3	PLO 4
A1	I, D	I	I	I
A2	I, D	I	I	I
B1	D	I	D	D
B2	D	I	D	D
C1	D	D	D, M	D
D1	M	M	M	D, M
E	D, M	D, M	D, M	D, M

(I = Introduction; D = Development; M = Mastery)

The GASP PLOs support multiple SSHA undergraduate education goals in important ways. With our focus on the critical studies of visual and aural expressions, the GASP Major supports SSHA's mission of serving "regional, state, national, and international communities as a multi-interdisciplinary partner within a research-intensive public university" committed to innovative and substantive research, excellent teaching, and student-focused learning." As the GASP curriculum emphasizes helping students acquire a diverse skill set through research projects, creative presentations, and hands-on experiences (e.g. exhibition curation, recital and performance organization, symposium and event promotion), we fully contribute to SSHA's overall goal of fostering students' "intellectual growth," preparing them for "marketable, challenging careers and professions," "instilling the values of lifelong learning," and encouraging "civic responsibility, public service, and understanding in a global society."

The Global Arts Studies PLOs align with the goals of the University of California, Merced in several ways. Below we outline how the degree and its PLOs link with each of the Eight Guiding Principles of General Education.

A. Aesthetic Understanding and Creativity: All GASP PLOs and courses help students meet this goal.

B. Communication: In all GASP courses we stress the importance for students to acquire communications skills to be able to articulate informed arguments based on the specialized knowledge they obtain in class.

C. Decision-Making: This is at the core of all GASP courses because all PLOs require students to make informed application of the knowledge and research findings that they obtain in all assignments and research projects. We are dedicated to teaching our students how to best use the creative and analytical tools we have given them—within the limitations we have placed upon them—specifically in order to develop their decision-making skills to the utmost.

Whenever they improvise music within a given scale, sculpt with a given material, or write an argumentative essay on an assigned topic, they are honing those skills.

D. Scientific Literacy: GASP courses cover wide-ranging topics that include the scientific history and research in visual and aural perception, artistic materials, built environment and engineering principles, and the development of digital technologies in the arts. Sound and light operate according to the laws of physics, and our perceptions of them operate on biologically as well as socially determined principles. Our students will learn how these laws and principles operate in tandem.

E. Development of Personal Potential: All GASP PLOs aim at helping students achieve academic excellence through not only acquiring specialized knowledge of the arts, but also applying their knowledge to research and creative projects that will facilitate the discovery, development and realization of their potential and strengths.

F. Leadership and Teamwork: GASP courses are structured around discussion-driven lectures and seminars, which are supplemented with collaborative assignments.

Students have ample opportunity to learn to work with their peers, resolve disagreement and conflict, share resources and responsibilities, and develop leadership skills and good work ethic.

G. Ethics and Responsibility: We teach our students to think critically about sonic and visual culture—things that society in general tells us are peripheral and unimportant, perhaps even frivolous, and yet which play a major role in constituting society itself. We believe that getting students in the habit of asking questions about fundamental things they are told they should not be asking questions about—and then answering those questions with clarity and intelligence—is critical to their advancement of human ethics on the whole.

H. Self and Society: We teach our students to understand and analyze the world around them via direct visual, aural, and corporeal impulses—channels that in all societies dominate our perceptions, and yet otherwise in scholarly discourse are so often and easily marked secondary in favor of scientific quantifiability and the black-and-white solidity of the written word.

### UC Merced Eight Guiding Principles of General Education

The following chart illustrates how the GASP PLOs correspond with the eight UC Merced [Guiding Principles of General Education](#).

GASP PLOs	Sci Lit	Decision Making	Comm	Self & Soc	Ethics & Respons	Leadshp & Teamwk	Aesth & Creatvty	Pers Potntl
1	x	x	x	x	x	x	x	x
2	x	x	x	x	x	x	x	x
3	x	x	x		x	x	x	x
4	x	x	x		x	x	x	x

## 2.3 Assessment

Global Arts Studies faculty members have developed a full assessment plan that will satisfy the requirements for WASC accreditation, along with the new Core Competency requirements. We describe the principal components of the plan below. In the 2012-2013 academic year, the Arts minor changed its PLOs to the current four, which will be retained also for the GASP major, with one additional one to be added. In the 2012-2013 academic year, faculty members assessed PLO 4 of the Arts minor (different from PLO 4 in the GASP major). In the 2013-2014 academic year, faculty members assessed PLO 1 of the Arts minor (which will also be PLO 1 of the GASP major).

Through assessment activities in previous years, we gained insight on the sequencing of courses and cohesion of curricular training for students – core considerations in the building of the GASP major. For example, in AY 2012-2013, we identified a need to slightly alter the PLOs in order to clarify expectations for student learning in the program. Also in the same AY, we saw a need for curriculum coordination across the disciplines within ARTS-GASP to emphasize the PLO throughout the program coursework and to ensure that the PLOs are delivered in the appropriate courses. Ultimately, our experience with program assessment has allowed us to create a solid plan for the major in GASP. Previous year assessment reports from the Arts minor (for which the categories were different) will be made available upon request.

The following subsections describe the use of assessment processes from the Arts minor to also be used in the GASP major with and additional components in line with the new GASP major.

### 2.3.1 Timeline & Goals

We aim to use the assessment process to enhance the goals of our degree unit, improve our teaching and student learning, and increase the success of our students in their future education and labor market outcomes. We will begin implementing assessment of our GASP major in AY2015-16. PLOs 2, 3, and 4 will be assessed in AYs 2014-15, 2015-16, and 2016-2017, respectively. These three PLOs are remaining to be assessed from the previous Arts minor (earlier assessment reports are available upon request). The previous assessment results allow us to predict the ways that students in the GASP major will continue to achieve the ideals mapped-out in the PLOs and likewise benefit from the new major.

PLO 1, assessed AY 2013-14 as part of Arts Minor

PLO 2 (and aligning Core Competencies), to be assessed AY 2014-15 as part of Arts Minor

PLO 3 (and aligning Core Competencies), to be assessed AY 2015-16

PLO 4 (and aligning Core Competencies), to be assessed AY 2016-17

Once we have begun offering the senior seminar, we will evaluate our goals and our assessment tools to decide whether to continue this four-year cycle or to focus our assessment on the senior seminar projects. Continuation or alteration will depend on analyzing our own assessment methodology and student need. The GASP faculty will have one member serve as a “Faculty Assessment Organizer” (FAO) who will be in charge of facilitating our plan.

### 2.3.2. Evidence of Student Learning

How evidence will simultaneously serve as student learning data for exploring the PLOs and Core Competencies, how it will be analyzed, and how we will use it to improve student learning. Each year, one or more Core Competencies will be assessed along side the targeted PLO. Below, we list the Core Competencies that align with each PLO. We will meet the [accreditation requirement](#) of all Core Competencies assessed by AY 2017.

Outcome 1: Describe visual and aural texts in technical and theoretical terms.

Core Competencies: Writing Communication and Oral Communication

Direct Evidence: Student assignments. Faculty will assess student work by means of a rubric. Where work is to be evaluated in distinct disciplines (e.g., music vs. visual arts), separate, though coordinated, rubrics may be used. Where work from multiple classes within the same discipline is being evaluated at once, a control set of assignments will be read, assessed, and discussed by all faculty within that discipline in order to guarantee parity.

Indirect Evidence: We will rely on the results of the graduating senior survey administered each spring, and the alumni survey administered each summer.

Outcome 2: Analyze cultural, visual, aural and spatial procedures within their historical and conceptual contexts.

Core Competencies: Writing Communication, Oral Communication, Critical Thinking, and Information Literacy

Direct Evidence: Student assignments. Faculty will assess student work by means of a rubric. Where work is to be evaluated in distinct disciplines (e.g., music vs. visual arts), separate, though coordinated, rubrics may be used. Where work from multiple classes within the same discipline is being evaluated at once, a control set of assignments will be read, assessed, and discussed by all faculty within that discipline in order to guarantee parity.

Indirect Evidence: We will rely on the results of the graduating senior survey administered each spring, and the alumni survey administered each summer.

Outcome 3: Become familiar with multiple schools of thoughts in art history/visual studies and musicology/ethnomusicology.

Core Competencies: Writing Communication, Oral Communication, and Information Literacy

Direct Evidence: Student assignments. Faculty will assess student work by means of a rubric. Where work is to be evaluated in distinct disciplines (e.g., music vs. visual arts), separate, though coordinated, rubrics may be used. Where work from multiple classes within the same discipline is being evaluated at once, a control set of assignments will be read, assessed, and discussed by all faculty within that discipline in order to guarantee parity.

Indirect Evidence: We will rely on the results of the graduating senior survey administered each spring, and the alumni survey administered each summer.

Outcome 4: Acquire research methodologies specific to critical studies of the arts.

Core Competencies: Writing Communication, Oral Communication, and Information Literacy

Direct Evidence: Student assignments. Faculty will assess student work by means of a rubric.

Where work is to be evaluated in distinct disciplines (e.g., music vs. visual arts), separate, though coordinated, rubrics may be used. Where work from multiple classes within the same discipline is being evaluated at once, a control set of assignments will be read, assessed, and discussed by all faculty within that discipline in order to guarantee parity.

Indirect Evidence: We will rely on the results of the graduating senior survey administered each spring, and the alumni survey administered each summer.

### 2.3.3 Analysis and participants

The assessment of the GASP major will be based on the work of all students in their senior year. However, as the number of students in the GASP major rises, a certain number of students representing the following groups will be selected:

- Students who have expressed a primary interest in music.
- Students who have expressed a primary interest in visual arts.
- Students who have expressed equal interest in music and visual arts.

We will assess each of our PLOs during the academic year. Throughout the following summer, faculty and SSHA staff will enter the data and the faculty will produce results by the end of the subsequent fall semester (with an annual submission deadline of March 1).

Assessment Plan Activity	Who
Evidence collection	Faculty Accreditation Organizer (FAO) and at least one additional faculty member (rotates depending on which course[s] are included in the assessment plan)
Data entry	Faculty
Data analysis	FAO
Dissemination of results	FAO will distribute to all instructional staff (faculty, lecturers, TAs)
Implementation of findings to improve student learning	All faculty

### 2.3.4 Use of findings

Annual assessment findings have been used to improve student learning in several ways and we will continue in this tradition for the assessment of PLOs 2, 3 and 4. First, we will disseminate findings to all instructional staff, including faculty, lecturers, and teaching assistants so that they can identify areas of strength and weakness. Second, all faculty will participate in a discussion at least once a year about whether the results from the assessment

suggest ways in which we may be able to improve our curriculum, alter the curriculum content, enhance students' skill development, or change our pedagogy. Third, we will share the results with students via the website and in informal gatherings.

## 2.4 Samples of study for a BA degree in GASP

What follows are four sample plans of study for a BA degree in GASP. The first assumes that the student begins taking the necessary courses upon arriving at UC Merced as a freshman. The second assumes that the student begins taking the necessary courses in the sophomore year. The third assumes that the student begins taking the necessary courses in spring of the freshman year, and then spends a junior year abroad. The fourth assumes that the student is a junior transfer from a traditional community college music major.

### 2.4.1 Sample study plan, beginning freshman year

Freshman year (fall):

Introduction to Visual Culture

Freshman year (spring):

Introduction to Music Studies: Elements of Music

Music of Asia Pacific

Sophomore year (fall): Multimedia Studio

Sophomore year (spring): Global Art History

Image and Sound

Junior year (fall):

Critical Popular Music Studies

Nordic Dance Ensemble (2 credits) Junior year (spring):

Museums as Contested Sites

Nordic Dance Ensemble (2 credits) Senior year (fall):

Theories of Expressive Culture

Music and Society

Senior year (spring): Senior thesis

### 2.4.2 Sample study plan, beginning sophomore year

Sophomore year (fall):

Introduction to Visual Culture

Substances of Visual Art

Sophomore year (spring):

Introduction to Music Studies: Elements of Music

Multimedia Studio

Junior year (fall):

History of Clothing, Costume, and Fashion: Euro-centric Pre-History to 1800

Introduction to Music Theater Vocal

Junior year (spring): Global Art History Image and Sound

Senior year (fall):

Theories of Expressive Culture

Fundamentals of Three Dimensional Design

Senior year (spring): Senior thesis

History of Clothing, Costume, and Fashion: Euro-centric 1800 to 1980

### 2.4.3 Sample study plan, beginning freshman spring, with junior year abroad

Freshman year (spring):

Introduction to Music Studies: Elements of Music

Techniques of Interdisciplinary Research in Arts

Sophomore year (fall):

Introduction to Visual Culture

Music and Society

Learning to See in Three Dimensions

Sophomore year (spring): Global Art History Image and Sound

Architecture Design Studio: Modern Houses

Senior year (fall):

Theories of Expressive Culture

African American Music of the Twentieth Century

Senior year (spring): Senior thesis

Introduction to Vocal Jazz Repertoire

#### 2.4.4 Sample study plan, junior transfer

Prerequisites covered before arriving at UC Merced (community college music major):

Introduction to Music: Elements of Music (= Music Theory I)

One Additional Lower Division GASP or ARTS course (= Music Theory II) Music and Society  
(= History of American Popular Music)

Music ensembles, 8 credits (= Wind ensemble, four semesters)

Junior year (fall):

Introduction to Visual Culture

Learning to See: Beginning Photography

Junior year (spring): Image and Sound Global Art History

Senior year (fall):

Theories of Expressive Culture

Critical Popular Music Studies

Senior year (spring): Senior thesis

#### 2.5. Catalog Description

The Global Arts Studies Program (GASP) at UC Merced educates students in the history, theory, and practice of the arts in a global context. The program brings together disciplines traditionally housed in different departments, including art history, visual studies, musicology and ethnomusicology, music performance, and studio art. The GASP curriculum integrates creative practice and hands-on training (ARTS 40%) with the theoretical analysis of visual, sonic, and material culture (GASP 60%). Our aim is to build an arts research program that fosters a new generation of critical thinkers with global and interdisciplinary perspectives grounded in rigorous acquisition of historical and theoretical knowledge.

The program is global in many senses of the word. We study all fields of creative expression in multiple global contexts with equal rigor, from film screen to dance club, from ritual and touristic practices to museums and concert halls. [Our faculty](#) of ethnomusicologists and art historians helps students refine the skills they need to critically engage culturally diverse media. Lecture courses, seminars, studio classes, and ensembles are designed to explore creative processes and material connections.

Working closely with faculty, our students conduct original research and acquire nuanced insights in both sonic and visual realms. Students further deepen their understanding of global arts through hands-on training in drawing, painting, sculpture, photography, music, and dance in a variety of media and cultures. GASP offers students ample opportunities to develop their professional skills by participating in community-oriented events—curating exhibitions, managing the UCM Art Gallery, and organizing recitals, concerts, and multimedia performances.

### **3. Annual Assessment and Accreditation**

Submitted Arts Minor Annual PLO Assessment Reports are available upon request. The Reports that are available include one that is specific to the Arts Minor (AY 2012-2013) and one that overlaps with the proposed GASP major (PLO 1, AY 2013-2014). Both available reports illustrate our assessment practices and how we utilize findings.

### **4. Resource Needs and Plan for Providing Them**

#### 4.1 Faculty

In AY 2014-15, the core faculty for GASP will be:

1. Aditi Chandra, Assistant Professor of Art History: Islamic and South Asian art and architecture, Colonial & Postcolonial Studies, Travel and the Visual, Cinemas of India.
2. Jayson Beaster-Jones, Assistant Professor of Ethnomusicology: Music as commodity, South Asian popular music.
3. David Kaminsky, Assistant Professor of Ethnomusicology: Swedish Folk Music and Dance, Music and Identity.
4. Duniya Ramacova, Professor of Art History; History of Costume, Ethnic Costume, Design
5. ShiPu Wang, Associate Professor of Art History: Twentieth-Century Euramerican Art with an Emphasis on Diasporas, Race and Nationalism.
6. Ken Yoshida, Assistant Professor of Art History: Postwar Japanese Art, Film Studies and Critical Theory.

#### Ethnomusicology/Critical Musicology

Our goal is to fill one more area of critical need in an integrated curriculum: music/sound studies in relation to digital technology. A new faculty hire with expertise in sound and music as it relates to digital technology will bridge a number of intra- and interdisciplinary gaps and be a valuable resource for both our graduate and undergraduates. They will round out our strengths in film and media studies, which are currently weighted toward the visual end. They will foster interdisciplinary connections via the digital humanities, and bring in new perspectives on new technologies as mechanisms for the globalization of musical experience. Moreover, they will help prepare our students for new sociotechnological developments both inside and outside of academia.

##### 4.1.1 Teaching rotation

We can initiate the major with six faculty members in Global Arts Studies: two in music and four in visual arts. An additional music faculty member in the following year would help us to offer the full range of senior courses, and graduate our first GASP majors. If a tenure track line is not available, a lecturer would also serve.

A future expansion in faculty would further allow us to offer (a) all of our required courses once per semester, (b) a robust selection of upper-division courses in both music and visual arts, and (c) a selection of service courses for the general student body.

In addition, we would be able to offer regular graduate courses, and to function as a strong pool of advisers and committee members for graduate students interested in doing work in both music and visual arts.

The chart outlines a potential teaching rotation for the required GASP courses with our current five faculty in place in the first year, and a sixth in the second (if we are unable to hire a sixth faculty member, the additional load could be covered by a lecturer). It follows our current three-course teaching load. The rotation allows each student to take at least one course with each of the GASP faculty.

AC (Aditi Chandra), JBJ (Jayson Beaster-Jones), DK (David Kaminsky), KY (Ken Yoshida), SPW (ShiPu Wang), and DR (Dunya Ramicova).

A1 = Introduction to Visual Culture

A2 = Introduction to Music Studies

B1 = Global Art History

B2 = Music and Society

C1 = Image and Sound

D1 = Theories of Expressive Culture

D2 = Senior Thesis

E = Additional upper division GASP and ARTS courses (electives)

F1 = Fall 1st Year    S1 = Spring 1st year    F2 = Fall 2nd Year    S2 = Spring 2nd Year

	AC	JB	DK	KY	SPW	DR
A1	/	/	/	F1	/	
A2	/	/	F1	/	/	
B1	F1	/	/	/	/	
B2	/	/	F1	/	/	
C1	/	F1	/	/	/	
E	F1	/	/	F1	F1	F1

	AC	JB	DK	KY	SPW	DR
A1	/	/	/	/	S1	
A2	/	S1	/	/	/	
B1	/	/	/	/	/	S1
B2	/	/	S1	/	/	
C1	/	S1	/	/	/	
E	S1	/	/	S1	S1	S1

	AC	JB	DK	KY	SPW	DR
A1	/	/	/	F2	/	/
A2	/	F2	/	/	/	/
B1	F2	/	/	/	/	/
B2	/	/	F2	/	/	/
C1	/	/	/	/	/	F2
D1	/	/	F2	/	/	/
E	/	/	/	F2	F2	F2

	AC	JB	DK	KY	SPW	DR
A1	/	/	/	/	S2	/
A2	/	S2	/	/	/	/
B1	/	/	/	S2	/	/
B2	/	/	S2	/	/	/

C1	S2	/	/	/	/	/
D2	/	S2	/	/	/	/
E	S2	/	/	/	S2	S2

#### 4.2 Needs for specialized staff

ARTS and GASP collectively serve over 1,100 students per academic year in classroom settings alone—the number is of course greater when expanded to include audience members, event attendees, and gallery patrons. Much of this service goes beyond classroom teaching and advising to include space, resource, and equipment management; as well as exhibition, event, and concert planning. As the Arts grow at UC Merced, so will these responsibilities. Already the administrative burden is beyond what we consider reasonable for faculty, and our lack of dedicated staff severely limits the services we are able to provide to students and community.

Ideally, we would like to have two ARTS LPSOEs in place by the time we begin to offer the GASP Major in Fall 2016. One would be in music, the other in visual arts, and each would have a two-course reduction to shoulder the administrative burdens of their respective fields—coordinating and managing ARTS and GASP schedules and lecturer/curricular requests, managing equipment and space, and so forth.

One LPSOE will offer ARTS or GASP courses related to digital humanities and/or museum studies, two areas of focus in the Interdisciplinary Humanities Graduate Program. In addition to administrative responsibilities, the LPSOE will also assist in managing the UCM Art Gallery programming through teaching one to two courses in museum studies, with GASP faculty's input and involvement. The Gallery has offered shows that are interdisciplinary in content and presentation, and the LPSOE will continue to organize exhibits that explore intersections of digital, visual, aural, and performative arts—the research interests of several Interdisciplinary Humanities Graduate Program faculty.

The other LPSOE will teach classes in sound recording, mixing, and digital music. The LPSOE will also manage the media lab, music practice rooms, and film viewing stations --particularly for the required Image and Sound course. The LPSOE will be able to become an important contributor to a proposed HumLab that offers tools and training for faculty and graduate students working on public humanities projects.

If resource allocation does not allow the hiring of two LPSOEs by 2016, the abovementioned administrative functions could be handled by a single full-time dedicated staff person, until such time as those resources do become available.

#### 4.3 Specialized space needed

To fully support an integrated curriculum in GASP, we need the following specialized spaces:

- A multimedia room with viewing stations equipped with computers that could handle video and sound editing. As these files tend to be large in size, computers with large amounts of RAM and fast CPU are essential. The Center of Humanities is creating a

multi-media production work station, and some computers have begun to be tasked in this way in the SSM student computer lab.

- A recording studio with separate mixing booth, soundproofed, ventilated, and equipped with mixing board, microphone setup, and cables. Creation of this space is currently in process (SSM 122 is being adapted for this purpose).
- A combined music and dance rehearsal space, soundproofed and outfitted with dance floor and mirrors. Creation of this space is currently in process (SSM is being adapted for this purpose).
- An additional studio art classroom will greatly alleviate the current burden of using only one classroom for all courses regardless of the art medium under study. As divergent materials are used in these classes, it is of paramount importance, for the health of the students and instructors, to be able to use separate chemicals (e.g., those found in paints) in different spaces.
- Several well-ventilated and temperature-consistent storage rooms for musical instruments, media equipment such as video cameras, hard drives, microphones, and other necessary devices, and potential art collections. SSM 152 is currently being adapted for this purpose.

#### 4.4 Library resources

We are currently working with the library to implement a digital streaming service that would allow students to view films assigned in class.

We are also in the process of increasing the book collection in the library as texts in the areas we teach are lacking at present. The library staff have been forthcoming and have started ordering books that are not already available as e-texts.

### 5. Potential for non-Majors to participate

There is a fairly large number of Arts Minors at UC Merced, numbering at about 60-70 in the past two years, who will naturally gravitate towards the GASP major. However, the inherent interdisciplinarity of both art history and musicology will naturally allow for GASP courses to be of interest to non-Majors. For example, students of Chinese, Islamic, or American history will profit from an engagement with the arts and music of those cultures. Anthropology AND Archaeology students will no doubt be interested in the study of pre-modern art and architecture. English majors with interests in theater and performance studies can broaden their education by taking GASP's performance-focused courses that engage both music and theater. GASP Courses on aesthetics, race, and national identity will appeal to Philosophy and Political Science Majors. Courses in visual arts and music will be useful for Cognitive Science majors keen to learn about the impact of images and sound on the brain. GASP majors will also be enriched by their interactions with students in all of these various fields.

If potential majors are unable to take required courses due to overenrollment, the program will generate major-only sections of those courses. However, we do not anticipate this as a problem in the first few years of the major.

### 6. Timetable for implementation

We propose implementation of the GASP Major in Fall 2016. Students with Freshman, Sophomore, or first-semester Junior standing in Fall 2016 would be allowed to change their major to a GASP Major, per the UC Merced Change of Major Policy. Students with second-semester Junior or Senior standing as of Fall 2016 will not be able to declare GASP as a major. Transfer students will be allowed to enter the program as of Fall 2017.



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November 7, 2014

To: GASP Major Proposal Faculty

Re: GASP Major Proposal

On October 29, 2014, the School of Social Sciences, Humanities and Arts Curriculum Committee met to review and discuss the submitted GASP Major Proposal. We received the major at our first meeting, on September 29, and postponed discussion until October 29, when all members would have had time to read and analyze the proposal fully.

The CC wants to congratulate you on an innovative and fresh approach. While some of us have concern about proposing any new major in the current UC climate, as many of us had a strong feeling that a UC campus without an arts major should not exist. With both in mind, we look and respond to your proposal with a view to its necessity and ways to make it function.

First, and technically, Megan Topete has adjusted the courses on pages 8 – 9, in section 2.1.2, to remove courses that do not exist in ENG and to add cross listing when appropriate. You might also reach out to faculty in majors within SSHA and beyond to expand your list. Megan also pointed out that the Arts Minor is listed incorrectly in the GASP Major Proposal. It does not match the [general catalog](#). We have concerns that UGC will delay your proposal because of this error. The committee also expressed concern over the teaching rotation chart included in the major, since it does not list classes and is thus less clear than it could be on how and which faculty will deliver the courses this ambitious major requires.

Our other concerns fall into the area of resources, especially in terms of projected needs for faculty, growth, and space.

As to the first, the committee expressed a desire for you to be clearer on your hiring needs/expectations. Specifically, on p. 17 the major proposal says “it is crucial to have an additional ethnomusicologist or critical musicologist join us by the time the GASP Major is offered.” But it backtracks quite soon to “FF as of year 2 or a lecturer.” Basically, this raises the question: is the hire crucial or not? But more broadly, it asks the question of if the major can launch in the current hiring climate. If funding is not available for a faculty search or lecturer hire, how will the major function? Working on the basic question of whether students can get the courses they need when the major launches, a concern all new majors face, the committee also expressed concern over class size, student faculty ratio and teaching load. Given that the courses in the major will more than likely attract non majors, will there be room in classes and faculty enough to serve the needs of majors? In the most basic iteration, if the major launched now, would existing faculty and lecturer

FTE be enough?

Beyond the major's launch, the CC has some concern over its optimistic growth projections. Will GASP faculty be reaching out to non UCM faculty and community partners, both of which can augment the current structure? With the potential non major appeal of many courses, the CC discussed the idea that some UCs make courses in performing arts for majors only to help manage the balance. The committee also wondered about GASP's potential following of the PSY and SOC slow growth pattern, which PSY structured so that GE courses are reserved for majors and minors by adding a pre req. Finally, the committee would like some assurance of how the major will function if it does not grow to the robust ten member faculty it ideally projects.

Growth needs also seem projected around space expansion. In 4.3, the major specializes space needs. Please clarify which items on the list have been provided and which have not and how the major will move on should specifically listed items not in existence not come to fruition.

The committee expressed a general concern for the workload projected for the LPSOE and urges GASP to think of associate director designation. LPSOEs can take administrative positions, and a clearer explanation of how GASP'S would do that, administratively, will make their projected work load justification clearer.

Overall, the committee hopes you will address our concerns and looks forward to a response sent to Megan Topete ([mtopete@ucmerced.edu](mailto:mtopete@ucmerced.edu)) no later than Friday, December 5. We are impressed by the scope and ambition of your proposal.

Sincerely,

Jan Goggans  
Chair, SSHA Curriculum Committee

CC: James Ortez, Associate Dean, SSHA  
Megan Topete, Manager of Instructional Services, SSHA  
Morghan Young Alfaro, Manager of Student & Program Assessment



SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS  
GLOBAL ARTS STUDIES PROGRAM

UNIVERSITY OF CALIFORNIA, MERCED  
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December 1, 2014

To: SSHA Curriculum Committee

Re: GASP Major Proposal

GASP faculty met on November 21 to address the concerns of the November 7 memo from the SSHA curriculum committee. We made a number of adjustments to the proposal that we hope will address the concerns of the committee. These changes include:

- 1) In section 2.1.1, the description of the Arts Minor in the proposal was adjusted to match the catalog description of the minor.
- 2) In section 4.1, Dunya Ramicova was added to the list of core faculty; language indicating the immediate need for an additional musicologist was removed.
- 3) In section 4.1.1, Dunya Ramicova was added to teaching rotation. Additionally, GASP faculty noted that a list of classes and key were included in this section above the table and abbreviations for these classes are used in the table, which should clarify confusion about reading the teaching rotation schedule.
- 4) In section 4.4.1, the language about future faculty was adjusted in order to compensate for the current hiring climate at UCM. As such, the proposal should now indicate that there are sufficient faculty to begin the major, even as it points to future faculty needs (i.e. a musicologist).
- 5) In section 4.2, LPSOE faculty positions were each given a two-course reduction to compensate for heavy administrative burden.
- 6) In section 4.3, added language to the description of specialized spaces that indicates which spaces are already being adapted for GASP needs. At the present time, all but one of these spaces are in process.
- 7) In section 5, added language that indicates that major-only sections will be created in the case of overenrollment of core GASP classes.

Please let us know if you have any other suggested changes to the proposal.



ACADEMIC SENATE, MERCED DIVISION  
GRADUATE COUNCIL (GC)  
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**February 27, 2014**

**To: Jack Vevea, Chair, Undergraduate Council (UGC)  
Jian-Qiao Sun, Senate Chair**

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

**Re: GC comments on the draft Grade Appeal Policy**

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On February 25, Graduate Council reviewed the grade appeal policy drafted by the Undergraduate Council (UGC) Grade Appeal Policy Subcommittee. In general, members were supportive of the proposed policy that clearly defines the criteria for grade changes and formalizes the steps to appeal a grade.

During the Council's discussion the following comments and questions were raised:

- **Appeal Petition:** The policy notes that an appeal petition includes a written summary that is filed with the program's Dean; by "written" does UGC also include email? Clarification on this point would be helpful so students know if electronic or hard copies will be required. In addition, members believe that an electronic form would be helpful for undergraduate students to use for this purpose.
- **Appeal Process:** As written, the policy indicates that if the program's Dean has a conflict of interest a Dean designate will review the case. Members expressed concern that the conflict of interest may be compounded if the Dean designates the designee. GC suggests that UGC identify the designee to avoid the perception of conflict of interest in such cases; for example, the designee be the program's School Executive Committee Chair.
- **Timeline:** Members appreciate the timeline included in the draft policy, but recommend adding "no later than" language to help students understand the time limitation and when exactly the process for an appeal should begin. It would seem especially critical to set a "no later than" date for initiating the process, since the rules stipulate the process must be complete within one semester. Likewise, given that the policy indicates that the timeframe begins in the semester following that in which the grade in question was filed,

what are the timeline implications for a grade appeal for a spring semester course? Would this mean a timeline for an appeal would begin in the summer? Given such possible confusion, Graduate Council recommends explicitly stating how the summer would be incorporated (or not) in the timeline for potential stages of the appeal processes.

We appreciate the opportunity to opine.

Cc: Division Council  
Graduate Council  
Academic Senate Office

## Grade Appeals Policy

### **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, sexual orientation, 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, title, semester course was taken, and 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.