

June 22, 2012

To: Scott Chandler, Chair
General Education Governance Committee

Michael Meranze, Chair
College Faculty Executive Committee

From: Ellen Carpenter, Co-Chair
Undergraduate Council Curriculum Committee

Russell Schuh, Co-Chair
Undergraduate Council Curriculum Committee

Re: Recommendations for GE Approval – Fall 2012

On behalf of the Undergraduate Council, we have reviewed the recommendations from the General Education Governance Committee as approved by the College Faculty Executive Committee (FEC) on June 6, 2012. We are pleased to inform you that the recommendations for the following courses to satisfy UCLA General Education requirements have been approved, with an effective date of Fall 2012:

- Ancient Near East 15: *Women and Power in the Ancient World*
- Ancient Near East 30: *Science in Archaeology*
- Asian American Studies 40: *The Asian American Movement*
- Ecology and Evolutionary Biology 18: *Why Ecology Matters: The Science Behind Environmental Issues*
- General Education Cluster 26ABCW: *Poverty and Health in Latin America*
- Gerontology/Social Welfare M108: *Biomedical, Social, and Policy Frontiers in Human Aging*
- International and Area Studies 1: *Introduction to International and Area Studies*

If you have any questions or need additional information, please contact Academic Senate Analyst Melissa Spagnuolo (x51194; mspagnuolo@senate.ucla.edu).

cc: Lucy Blackmar, Assistant Vice Provost, Undergraduate Education Initiatives
Kathleen Copenhaver, Associate Registrar, Registrar's Office
Leann Hennig, Senior Editor, Registrar's Office
M. Gregory Kendrick, Director, Freshman Cluster Program
Kyle McJunkin, Executive Coordinator, College Faculty Executive Committee
Melissa Spagnuolo, Principal Policy Analyst, Academic Senate
Richard L. Weiss, Chair, Undergraduate Council

Attachment: College FEC Approval Memo of June 6, 2012

UCLA MEMORANDUM

College Faculty Executive Committee
A265 Murphy Hall

June 6, 2012

To: Russell Schuh, Co-Chair
UCLA Curriculum Committee

Ellen Carpenter, Co-Chair
UCLA Curriculum Committee

From: Michael Meranze, Chair *Michael Meranze*
UCLA College Faculty Executive Committee

Re: Recommendations from General Education Governance Committee (submitted May 30, 2012); Effective date: Fall 2012
Final Approval terminates with the Undergraduate Council

On behalf of the College Faculty Executive Committee (FEC), I have reviewed the recommendations from the GE Governance committee. Acting on behalf of the College FEC, I am pleased to inform you that the FEC has approved the committee's recommendations. The effective date of the College FEC approval is Fall 2012.

Summary of recommendations approved by FEC:

- Two courses from the Department of Near Eastern Languages and Cultures (Fall 2012)
- One course from the Asian American Studies Department (Fall 2012)
- One course from the Department of Ecology and Evolutionary Biology (Fall 2012)
- One course from the General Education Freshman Cluster Program (Fall 2012)
- One course from the Luskin School of Public Affairs (Fall 2012)
- One course from the International & Area Studies IDP (Fall 2012)

You are welcome to contact me at meranze@history.ucla.edu with questions. Kyle Stewart McJunkin, Academic Administrator, is also available to assist you and he can be reached at (310) 825-3223 or kmcjunkin@college.ucla.edu.

cc: Melissa Spagnuolo, Principal Policy Analyst, Academic Senate
Lucy Blackmar, Assistant Vice Provost, Undergraduate Education Initiatives
M. Gregory Kendrick, Director, Freshman Cluster Program
Kathleen Copenhaver, Associate Registrar, Registrar's Office
Leann Hennig, Senior Editor, Registrar's Office
Richard L. Weiss, Chair, Undergraduate Council
Scott Chandler, Chair, GE Governance Committee


Attachment: Recommendation from GE Governance committee

UCLA MEMORANDUM

General Education
A265 Murphy Hall
157101

May 30, 2012

TO: Michael Meranze, Chair
College Faculty Executive Committee

FROM: Scott Chandler, Chair 
General Education Governance Committee

RE: Recommendations for GE Credit Approval

After careful analysis of submitted course materials (http://www.college.ucla.edu/ge/app/ge_archive.aspx), the General Education Governance Committee recommends that the following courses be approved for GE credit. In order for these courses to be listed in the Schedule of Classes for Fall 2012, both the College FEC and the Undergraduate Council Curriculum Committee must ratify the GE Governance Committee's recommendations and notify the Registrar's Office via e-mail as soon as possible.

Ancient Near East 15 *Women and Power in the Ancient World*
Kathlyn (Kara) Cooney, Professor
Units: 5
Effective Date: Fall 2012

GE Governance Committee Recommendation:
Foundations of Society and Culture – Historical Analysis

Ancient Near East 30 *Science in Archaeology*
Hans Bernard, Assistant Adjunct Professor
Units: 5
Effective Date: Spring 2013

GE Governance Committee Recommendation:
Foundations of Scientific Inquiry – Life Science; Foundations of Scientific Inquiry – Physical Science

Asian American Studies 40 *The Asian American Movement*
David Yoo, Professor
Units: 5
Effective Date: Fall 2012

GE Governance Committee Recommendation:
Foundations of Society and Culture – Historical Analysis

Ecology and Evolutionary Biology 18 *Why Ecology Matters: The Science Behind Environmental Issues*
Alison Lipman, Lecturer
Units: 5
Effective Date: Fall 2012

GE Governance Committee Recommendation:
Foundations of Scientific Inquiry – Life Science

General Education Cluster 26ABCW

Poverty and Health in Latin America

Michael Rodriguez, Professor

Units: 6 each

Effective Date: Fall 2012

GE Governance Committee Recommendation:

Foundations of Society and Culture – Historical Analysis; Foundations of Society and Culture – Two (2)
Social Analysis; Foundations of Scientific Inquiry – Life Science

Gerontology/Social Welfare M108

Biomedical, social, and Policy Frontiers in Human Aging

Lené Levy-Storms, Associate Professor

Units: 5

Effective Date: Fall 2012

GE Governance Committee Recommendation:

Foundations of Society and Culture – Social Analysis

International and Area Studies 1

Introduction to International and Area Studies

Adam Moore, Assistant Professor

Units: 5

Effective Date: Fall 2012

GE Governance Committee Recommendation:

Foundations of Society and Culture – Social Analysis

Cc: Kyle McJunkin

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number NELC, Ancient Near East 15
 Course Title Women and Power in the Ancient World
 Indicate if Seminar and/or Writing II course Writing II

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis X
- Philosophic and Linguistic Analysis X
- Visual and Performance Arts Analysis and Practice X

Foundations of Society and Culture

- Historical Analysis X
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
 With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
 With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course examines how feminine power confronts masculine dominance within complex social systems in the ancient world. To gain political power in the ancient world, some female rulers used their sexuality to gain access to important men. Others women gained their position as the regent and helper of a masculine king who was too young to rule. Others denied their femininity in dress and manner, effectively androgynizing themselves or pretending to be a man so that their femininity would not be an obstacle to political rule. Many women only gained the throne at the end of a dynasty, after the male line had run out entirely, or in the midst of civil war, when patrilineal successions were in disarray. A woman was sometimes the only effective leader left in drawn-out battles against imperial aggression. No woman was able to gain the reigns of power through her bloodline alone. In the ancient world, a woman's power was compromised from the outset, and this course will address the root causes and results of this political inequality.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Prof. Kathlyn (Kara) Cooney

Do you intend to use graduate student instructors (TAs) in this course? Yes X No _____

If yes, please indicate the number of TAs 1-3

4. Indicate when do you anticipate teaching this course over the next three years:

2012-2013	Fall	<u> X </u>	Winter	_____	Spring	_____
	Enrollment	<u> 50 </u>	Enrollment	_____	Enrollment	_____

2013-2014	Fall	<u> X </u>	Winter	_____	Spring	_____
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	Enrollment	<u>120</u>	Enrollment	<u> </u>	Enrollment	<u> </u>
2014-2015	Fall	<u>X</u>	Winter	<u> </u>	Spring	<u> </u>
	Enrollment	<u>120</u>	Enrollment	<u> </u>	Enrollment	<u> </u>

5. GE Course Units

Is this an existing course that has been modified for inclusion in the new GE? Yes No X
 If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: _____

6. Please present concise arguments for the GE principles applicable to this course.

- General Knowledge

The course will expose students to theories of social power and human complexity (Michael Mann; Jared Diamond). It considers the careers of specific female rulers from the ancient world (Hatshepsut, Cleopatra, Boudicca, etc.), but within the context of a variety of social systems – from the village, city-state, the regional state, to empire. It also focuses on social inequality, including its roots, its maintenance, and methods by which this disparity was transcended in ancient times.

- Integrative Learning

This is not meant to be a class about modern politics, but current social issues associated with female power (or the lack thereof) will haunt the discourse. Students will be encouraged to look at social inequality within their own systems of modern human complexity, but through the lens of female power in the ancient world.

- Ethical Implications

Increasing social inequity is a major talking point today, and this class provides a historical context from the perspective of gender.

- Cultural Diversity

This class compares incredibly diverse cultural systems in Europe, Africa, Northwest Asia, East Asia, North America and South America, all of which share the exclusion of women from political power. Cultural diversity is an integral part of the course.

- Critical Thinking

The objective of the class is to encourage students to look at status quo social situations with critical eyes, constantly asking why it might be that way. We will question the reasons for male dominated ancient history. It is assumed, if not formally expressed in the coursework, that finding the roots of this political inequality might help us to transcend it in the modern world.

- Rhetorical Effectiveness

The research paper will be an exercise in rhetorical argument and critical thinking using original ancient sources – textual, visual, or archaeological. The entire course leads the student through the research paper process, training them to ask a research question, build a dataset of evidence, read a text with agenda and audience in mind.

- Problem-solving

N/A

- Library & Information Literacy

The research paper will be an introduction to library research for many of

these students – from using library reserves, to learning how to find digital resources and search engines, to building a bibliography for the research paper. The most important element of library research, however, will be learning how to construct a dataset of original texts/images/archaeological evidence and learning how to find that those pieces of evidence in the published resources.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|------------|---------|
| 1. Lecture: | <u>4</u> | (hours) |
| 2. Discussion Section: | <u>1</u> | (hours) |
| 3. Labs: | <u>N/A</u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u>N/A</u> | (hours) |
| 5. Field Trips: | <u>N/A</u> | (hours) |

(A) TOTAL Student Contact Per Week **5** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|------------|---------|
| 1. General Review & Preparation: | <u>1</u> | (hours) |
| 2. Reading | <u>3</u> | (hours) |
| 3. Group Projects: | <u>N/A</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>2</u> | (hours) |
| 5. Information Literacy Exercises: | <u>N/A</u> | (hours) |
| 6. Written Assignments: | <u>2</u> | (hours) |
| 7. Research Activity: | <u>2</u> | (hours) |

(B) TOTAL Out-of-class time per week **10** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **15** **(HOURS)**

ANE & HIST 15 Women and Power in the Ancient World
Fall 2011

Almost no evidence of successful, long-term female leaders exists from the ancient world – in the Mediterranean, Near East, Africa, Central Asia, East Asia, or the New World. Only the female king of Egypt, Hatshepsut, was able to take the throne for any considerable length of time, and she shared power with a male ruler. Not until the development of the modern nation-state were women like Elizabeth I or Catherine the Great allowed to rule without intervention from husbands or fathers or other male relatives. Female rulers from the ancient world used a variety of methods to gain power: Cleopatra attempted to use her sexuality and money to keep the Roman empire at bay; Boudicca, a noble elite led her people against Roman legions; Wu Zeitan began as regent for her young son, but ruthlessly expelled both her sons from power before they came of age.

Complex societies are inherently based on masculine dominance, forcing female rulers to resort to familiar methodologies to gain power. Some female rulers used their sexuality to gain access to important men. Some women gained their position as the regent and helper of a masculine king who was too young to rule. And many of these women only ruled at the end of a dynasty, after the male line had run out, or in the midst of civil war. Or, a woman was sometimes the only effective leader left in drawn-out battles against imperial aggression. A woman's power in the ancient world was always compromised from the outset, and this class will address the root causes of this social inequality.

Given this social reality, how did women negotiate their limited leadership roles? Were they able to rule “behind the throne” so to speak? How are we to find a woman's power when it is cloaked by a man's dominance?

Instructor: Kathlyn (Kara) Cooney, Assistant Professor of Egyptian Art and Architecture
Office: 393 Humanities Building
Email: cooney@ucla.edu
Office hours:
Mailbox: 378 Humanities Building
Phone: 310 206 9222
TAs: Meryl King; merylking@gmail.com

Sections:

In addition to lecture, each of you will also be in a section class. Sections will be a place for you to go over questions you may have from lecture or your reading, in preparation for the midterm and final exam. Most of your work in section will involve your preparation for the paper. Your TAs will help you with your collection of primary and secondary sources, the development of your analysis, and the crafting of your argument. You will also spend time critiquing each other's arguments in class. I will look over your papers, but your TAs will be responsible for all grading, including your participation, midterm, final, and the paper.

Time and Place:

<i>Activity</i>	<i>Time</i>	<i>Room</i>	<i>Instructor/TA</i>
Lecture			Cooney

Weekly Schedule:

Week 1	Introduction: Women and Power in the Ancient World Read: <ul style="list-style-type: none">• Michael Mann, <i>The Sources of Social Power</i>, 1-33• Jared Diamond, <i>Guns, Germs and Steel: The Fates of Human Societies</i>, (1999) (pp.98-113, 157-175, 215-38).• Green and Troup, "Gender and History" from <i>The Houses of History</i> (1999), pp. 253-276
Week 2	Women in pre-complex societies Read selections of: <ul style="list-style-type: none">• Robert Max Jackson, <i>Down So Long</i> (unpublished) – chapter 2 (http://www.nyu.edu/classes/jackson/future.of.gender/Readings/DownSoLong--Persistence&Origins.pdf)• Margaret Ehrenberg, <i>Women in Prehistory</i> (1989)• Karen Olsen Bruhns and Karen E. Stothert, <i>Women in Ancient America</i> (1999).
Week 3	Female Rule in the Americas Part 1 Read selections of: <ul style="list-style-type: none">• Karen Olsen Bruhns and Karen E. Stothert, <i>Women in Ancient America</i>. University of Oklahoma Press, Norman, 1999 (chapter 8)
Week 4	Female Rule in the Americas Part 2 Read selections of: <ul style="list-style-type: none">• Traci Ardren, ed., <i>Ancient Maya Women</i>. Altamira, 2002 (chapters by Ardren, Bell, and Falcon, Krochok)
Week 5	Female Rule in the context of a Regional State: Egypt Read selections of: <ul style="list-style-type: none">• Read Gay Robins, <i>Women in Ancient Egypt</i>• Capel and Markoe, eds., <i>Mistress of the House; Mistress of Heaven</i> (1996)
Week 6	Female Rule in Egypt: Hatshepsut vs. Cleopatra Read selections from: <ul style="list-style-type: none">• Kara Cooney, <i>Hatshepsut: The Woman who became king</i> (unpublished)• Stacy Schiff, <i>Cleopatra: A Life</i> (2011) MIDTERM
Week 7	Female Rule in a City-State: Mesopotamia and Greece Read selections from:

		<ul style="list-style-type: none"> • Zainab Bahrani, <i>Women of Babylon: Gender and Representation in Mesopotamia</i>. London (2001) • Sue Blundell, <i>Women in Ancient Greece</i> (1999)
Week 8		Female Rule in the context of Empire: Persia and Rome Read selections from: <ul style="list-style-type: none"> • Maria Brosius, <i>Women in Ancient Persia, 559-331 BC</i> (1998) • Diana E.E. Kleiner and Susan B. Matheson, eds., <i>I, Claudia: Women in Ancient Rome</i>. Yale University Art Gallery, New Haven (1996)
Week 9		Female Rule in the context of Empire: China Read Selections from: <ul style="list-style-type: none"> • Yuan Yang, <i>Tales From Ancient China's Imperial Harem</i> (1998) • Bret Hinsch, <i>Women in Early Imperial China</i> (2010)
Week 10		Female Rule in Opposition to Empire Read selections from: <ul style="list-style-type: none"> • R. Hingley and C. Unwin, <i>Boudica: Iron Age</i>. London (2005). • Stacy Schiff, <i>Cleopatra: A Life</i> (2011) • Diana E.E. Kleiner and Susan B. Matheson, eds., <i>I, Claudia: Women in Ancient Rome</i>. Yale University Art Gallery, New Haven (1996)(chapter on Cleopatra)
Finals Week	Wed, Dec 7	Paper due!!

Grading:

<i>% of grade</i>	<i>Type of work</i>
10%	Discussion sessions attendance and participation
25%	Midterm XX in class
35%	Paper due date XXX! Use Turnitin and leave paper copy in mailbox of your TA in 378 Humanities Building
30%	Final Exam XX, on last day of class

Required reading:

- The Sourcebook with most of the reading selections for the class is available through the UCLA bookstore

Exams:

You will have two exams in this class – a midterm and a final. Both will be short answer and essay format. There will be no multiple choice. They are not cumulative, per se, but a holistic knowledge will be necessary for the final exam. I will give you a study guide before each exam, and you will know what you need to prepare in advance. Please bring blue books to class on exam days.

Paper:

The culmination of the course is a paper of at least 15 pages that relies on primary ancient Egyptian source material – in the form of ancient texts, ancient art, and/or archaeological evidence like artifacts and features from an ancient site – to understand a problem about feminine power (or the lack thereof) from one or more points in time in the ancient world. You can work with your TA to develop an appropriate dataset to answer your research questions. Your paper might focus on aspects of interest to this class, including the reasons for gender inequality, biological determinism, cultural creation of gendered roles, ways around gendered roles, feminine power in the home, feminine power amongst elites, feminine power at court, or feminine power on the throne. You can also include discussions of bureaucracy, systems of labor, systems of elite incentives, conspicuous consumption, the ideological underpinnings of power, state collapse, reaction to empire, or economic systems – all in relation to female influence.

The main point of this paper is to allow you to do analysis with primary sources, including ancient texts in translation, artifacts, buildings, and other archaeological data. We are interested in argument, not description. This is not meant to be a book report, but an examination of primary data to understand how a particular system may have touched, influence, or worked upon women. That system might be ideological, political, social, economic, and/or militarily oriented (as in Michael Mann's *The Sources of Social Power*).

If you are asking WHY? or HOW? in your paper, you are on the right track. If you are just asking WHAT happened?, then you will produce a descriptive paper with no real analysis.

Please use at least 4 primary sources and at least 4 secondary sources for your paper. We have a number of sourcebooks on reserve at the library, and these will be of great use to you:

- Bonnie MacLachlan, *Women in Ancient Greece: A Sourcebook*. Continuum Sources in Ancient History (2012)
- Mark Chavalas, *Women in the Ancient Near East: A Sourcebook*. Routledge (2012).
- Judith Evans Grubbs, *Women and the Law in the Roman Empire: A Sourcebook on Marriage, Divorce and Widowhood*. Routledge (2002).
- Ross Shepard Kraemer, *Women's Religions in the Greco-Roman World: A Sourcebook* (2004)
- Mary R. Lefkowitz and Maureen B. Fant, *Women's Life in Greece and Rome: A Sourcebook in Translation* (2005).
- Prudence J. Jones, *Cleopatra: A Sourcebook*. Oklahoma Series in Classical Culture (2006).
- Jane Rowlandson, *Women and Society in Greek and Roman Egypt: A Sourcebook* (1998).
- Stephanie W. Jamison, *Sacrificed Wife / Sacrificer's Wife: Women, Ritual and Hospitality in Ancient India* (1996).
- Barbara Lesko, *Women's Earliest Records from Ancient Egypt and Western Asia*

You may use MLA (parenthetical) or Chicago (footnotes) for you citations. For a quick guide to either system, see <http://www.libraries.iub.edu/index.php?pageId=337>. Please do not use endnotes.

Your TAs will develop their own internal due dates for the paper, including when bibliography and outlines are due. Please look at your section syllabus for those due dates.



New Course Proposal

	Ancient Near East 15 Women and Power in the Ancient World
Course Number	Ancient Near East 15
Title	Women and Power in the Ancient World
Short Title	WMN&PWR-ANCNT WORLD
Units	Fixed: 5
Grading Basis	Letter grade or Passed/Not Passed
Instructional Format	Lecture - 4 hours per week Discussion - 1 hours per week
TIE Code	LECS - Lecture (Plus Supplementary Activity) [T]
GE Requirement	Yes
Major or Minor Requirement	No
Requisites	None
Course Description	This course examines how feminine power confronts masculine dominance within complex social systems in the ancient world. To gain political power in the ancient world, some female rulers used their sexuality to gain access to important men. Others women gained their position as the regent and helper of a masculine king who was too young to rule. Others denied their femininity in dress and manner, effectively androgynizing themselves or pretending to be a man so that their femininity would not be an obstacle to political rule. Many women only gained the throne at the end of a dynasty, after the male line had run out entirely, or in the midst of civil war, when patrilineal successions were in disarray. A woman was sometimes the only effective leader left in drawn-out battles against imperial aggression. No woman was able to gain the reigns of power through her bloodline alone. In the ancient world, a woman's power was compromised from the outset, and this course will address the root causes and results of this political inequality.
Justification	We are creating this course to introduce new topics and general intro courses in our department. Additionally, the course will expose students to theories of social power and human complexity (Michael Mann; Jared Diamond). It considers the careers of specific female rulers from the ancient world (Hatshepsut,

	Cleopatra, Boudicca, etc.), but within the context of a variety of social systems ? from the village, city-state, the regional state, to empire. It also focuses on social inequality, including its roots, its maintenance, and methods by which this disparity was transcended in ancient times.				
Syllabus	File Syllabus - women and power in the ancient world.docx was previously uploaded. You may view the file by clicking on the file name.				
Supplemental Information					
Grading Structure	10% Discussion sessions participation 25% Midterm 35% Paper 30% Final Exam				
Effective Date	Fall 2012				
Instructor	<table border="1"> <thead> <tr> <th>Name</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>Kara Cooney</td> <td>Associate Professor</td> </tr> </tbody> </table>	Name	Title	Kara Cooney	Associate Professor
Name	Title				
Kara Cooney	Associate Professor				
Quarters Taught	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer				
Department	Near Eastern Languages & Cultures				
Contact	<table border="1"> <thead> <tr> <th>Name</th> <th>E-mail</th> </tr> </thead> <tbody> <tr> <td>ESTHER CHANG</td> <td>estchang@humnet.ucla.edu</td> </tr> </tbody> </table>	Name	E-mail	ESTHER CHANG	estchang@humnet.ucla.edu
Name	E-mail				
ESTHER CHANG	estchang@humnet.ucla.edu				
Routing Help					

ROUTING STATUS

Role:	Registrar's Publications Office
Status:	Pending Action
Role:	Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441
Status:	Added to SRS on 4/23/2012 3:28:08 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	Registrar's Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441
Status:	Returned for Additional Info on 4/23/2012 3:27:45 PM
Changes:	Effective Date
Comments:	No Comments

Role: Registrar's Scheduling Office - Thomson, Douglas N
(dthomson@registrar.ucla.edu) - 51441
Status: Added to SRS on 4/23/2012 3:27:17 PM
Changes: Short Title
Comments: No Comments

Role: FEC School Coordinator - Castillo, Myrna Dee Figurac
(mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 4/23/2012 1:35:22 PM
Changes: No Changes Made
Comments: Routing to Doug Thomson in the Registrar's Office

Role: FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) -
52671
Status: Approved on 4/13/2012 9:44:19 AM
Changes: No Changes Made
Comments: No Comments

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac
(mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 4/12/2012 5:29:18 PM
Changes: No Changes Made
Comments: Routing to Michael Meranze for FEC approval

Role: Dean College/School or Designee - Schaberg, David C
(dschaberg@college.ucla.edu) - 54856, 50259
Status: Approved on 4/11/2012 8:54:10 PM
Changes: No Changes Made
Comments: No Comments

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac
(mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 3/13/2012 11:55:45 AM
Changes: Grading Structure
Comments: Routing to Dean Schaberg for Humanities approval

Role: Department/School Coordinator - Chang, Esther S
(estchang@humnet.ucla.edu) - 54165
Status: Approved on 3/13/2012 11:52:32 AM

Changes:	Grading Structure
Comments:	changes made

Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 3/13/2012 11:48:15 AM
Changes:	Grading Structure
Comments:	Routing back to Esther Chang. "Attendance" cannot be part of what a student is graded on. Please omit from syllabus. Please also include the % breakdown in the "Grading Structure" section of this form.

Role:	Department Chair or Designee - Schniedewind, William M (williams@humnet.ucla.edu) - 54165
Status:	Approved on 3/13/2012 1:52:35 AM
Changes:	No Changes Made
Comments:	No Comments

Role:	Initiator/Submitter - Chang, Esther S (estchang@humnet.ucla.edu) - 54165
Status:	Submitted on 3/6/2012 4:37:23 PM
Comments:	Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 206-7045

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number AN N NE M30 / ANTHRO M30 (suggested)
 Course Title Science in Archaeology (short title: ArchaeoSTEM)
 Indicate if Seminar and/or Writing II course ---

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis _____

Foundations of Scientific Inquiry

- Physical Science x (elements)
With Laboratory or Demonstration Component must be 5 units (or more) ---
- Life Science x (elements)
With Laboratory or Demonstration Component must be 5 units (or more) ---

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course aims to introduce undergraduate students to selected elements of the physical and life science as these are used in archaeology, using archaeological examples as a paradigm and at the same time as evidence for the applicability and importance of the presented knowledge and skills. As an MD with a PhD in archaeology and a specialism in applying the natural sciences in archaeology I feel perfectly positioned to offer a course as proposed here (see, for instance, Barnard H., A.N. Dooley, G. Areshian, B. Gasparyan and K.F. Faull, Chemical evidence for wine production around 4000 BCE in the Late Chalcolithic Near Eastern highlands, *Journal of Archaeological Science* 38; 2011: 977-84; Barnard H., S.H. Ambrose, D.E. Beehr, M.F. Forster, R.E. Lanehart, M.E. Malainey, R.E. Parr, M. Rider, C. Solazzo and R.M. Yohe II, Mixed results of seven methods for organic residue analysis applied to one vessel with the residue of a known foodstuff, *Journal of Archaeological Science* 34; 2007: 28-37; Barnard H and J.W. Eerkens (eds.), *Theory and Practice of Archaeological Residue Analysis: British Archaeological Reports International Series 1650*, Oxford 2007).

3. "List faculty member(s) who will serve as instructor (give academic rank):

Hans Barnard MD PhD
 Adjunct Assistant Professor (NELC) and Assistant Researcher (Cotsen Institute of Archaeology)

Do you intend to use graduate student instructors (TAs) in this course? Yes x No
 If yes, please indicate the number of TAs 1

4. Indicate when do you anticipate teaching this course over the next three years:

2012-2013	Fall	_____	Winter	_____	Spring	<u> x </u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u> 80 </u>
2013-2014	Fall		Winter		Spring	<u> x </u>

	Enrollment	_____	Enrollment	_____	Enrollment	80
2014-2015	Fall	_____	Winter	_____	Spring	x
	Enrollment	_____	Enrollment	_____	Enrollment	80

5. GE Course Units

Is this an existing course that has been modified for inclusion in the new GE? Yes x No _____

If yes, provide a brief explanation of what has changed. _____

The course ANNNEA CM169/269—ANTHRO CM110Q/210Q, “*An Introduction to Archaeological Science*,” was originally set-up to discuss with anthropology and archaeology students elements of the physical sciences that are used in present-day archaeological research. After offering the course several times the substantial gap in the most basic scientific knowledge and skills among especially the undergraduate students enrolled in the course became obvious. At the same time I discovered a personal interest in and talent for undergraduate instruction. I therefore propose to amend the existing course to cater to a larger audience of undergraduate students and use archaeology as a paradigm to introduce selected elements of the physical sciences and life sciences. The appeal of archaeology will attract those not primarily interested in the sciences, while the immediate relevance of the scientific knowledge and skills included in the course will help to consolidate these. The course material is adapted to a different and larger student enrollment. The original weekly quizzes are replaced by weekly on-line assignments and are now geared more towards problem solving than knowledge testing, while the original in-class activities are replaced by a second weekly on-line assignment which requires students to collaborate in an on-line environment such as Google Docs. A discussion section moderated by a Teaching Assistant has been added to discuss the weekly assignments.

Present Number of Units: 4

Proposed Number of Units: 4

6. Please present concise arguments for the GE principles applicable to this course.

- General Knowledge

This course provides an overview of these elements of the natural sciences that should be common knowledge among UCLA graduates. Subjects range from the Pythagorean theorem to the translation of RNA into proteins, and from defining atoms, molecules and ions to calculating standard deviations, Pearson’s correlations, and Student’s t-tests.

- Integrative Learning

All learning in this course is centered on the application of the presented knowledge and skills in the field of archaeology, providing evidence for their applicability and importance. Archaeology is a particularly interdisciplinary field of research and can serve as paradigm for many elements of the natural sciences, for instance trigonometry in surveying, physical and organic chemistry in dating and residue analysis, and geology in ceramic analysis.

- Ethical Implications

As evident from the on-going debate on the fate of, among many others, the Bamiyan Buddhas, the Elgin marbles, and Native American petroglyphs, archaeology is directly connected to ethnic and national pride and thus the subject of heated debates on the ethics of stewardship and ownership. These will be the subject of assignments and discussions in class. The philosophy of science is also addressed in several of the lectures and discussions.

- Cultural Diversity

Archaeologists work in many countries in the world, among many different ethnic groups, and often investigate previous (pre-colonial) cultures associated with modern minority groups, such as the pre-Columbian cultures in Middle and South America, the late pre-Islamic cultures in the Middle East, and Native American Cultures in the United States. Rather than working in isolation, archaeologists more and more cooperate with local archaeologists and other stakeholders. These issues are touched upon in class and the readings.

- ❑ Critical Thinking

Critical thinking takes central stage in this course. Lectures and discussions are geared towards student participation, while weekly on-line assignments invite students to critically address the subjects discussed in class. A second set of weekly on-line assignments require problem solving skills related to the methods and techniques discussed in class and the readings. Both ethical issues and the philosophy of science are addressed in several of the lectures and discussions.
- ❑ Rhetorical Effectiveness

Students will be called upon for their input in class, not only during the planned discussion sections, but also by the questions posed by the instructor aimed to keep them engaged during the lecture sessions. A randomized roster will be used to secure a fair rotation of such prepared and *ad hoc* oral participation.
- ❑ Problem-solving

One set of weekly on-line assignments will address the subjects presented in class. These assignments do not aim to test knowledge, but rather to stimulate problem solving skills related to the methods and techniques discussed in class and the readings. A second set of on-line assignments invite students to critically address the subjects to be discussed in class.
- ❑ Library & Information Literacy

One set of weekly on-line assignments will require students to solve a number of problems, partly based on the lectures and readings as well as independent research using a variety of physical and on-line information sources ranging from UCLA's Research Library to Wikipedia.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	3	(hours)
2. Discussion Section:	1	(hours)
3. Labs:	N/A	(hours)
4. Experiential (service learning, internships, other):	N/A	(hours)
5. Field Trips:	N/A	(hours)

(A) TOTAL Student Contact Per Week **4** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	2.0	(hours)
2. Reading	2.0	(hours)
3. Group Projects:	N/A	(hours)
4. Preparation for Quizzes & Exams:	2.0	(hours)
5. Information Literacy Exercises:	1.5	(hours)
6. Written Assignments:	1.5	(hours)
7. Research Activity:	2.0	(hours)

(B) TOTAL Out-of-class time per week **11** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **15** **(HOURS)**

Proposal for a new GE-course

Course Title

Science in Archaeology

(short title: ArchaeoSTEM)

Most of the constituent elements of the proposed class have been tested in course ANNEA CM169/269—ANTHRO CM110Q/210Q, “*An Introduction to Archaeological Science*,” by the same instructor. The GE-course proposed here should likewise be cross-listed between NELC and Anthropology; course number ANNEA M30—ANTHRO M30 is suggested.

This proposal is supported by William Schniedewind (Chair, Department of Near Eastern Languages and Cultures), P. Jeffrey Brantingham (Vice Chair, Department of Anthropology), Charles Stanish (Director, Cotsen Institute of Archaeology), and Kym F. Faull (Director, Pasarow Laboratory of Mass Spectrometry).

Grading Structure

Students who submit and pass all of the weekly on-line assignments receive a passing grade. Students who fail to

submit or pass more than two of the weekly assignments do a written final exam. With consent of the instructor other students can also take the final exam for a letter grade.

Instructional Format

The course consists of ten lectures; each divided in two instructional sessions, separated by a discussion of an assignment. Participation in class will be stimulated using a randomized roster. Each week all students do two on-line assignments: one comprises a dozen multiple-choice questions about the readings; the second comprises a brief activity to be reported in a collaborative on-line environment. There is no mid-term examination and a final written examination only for students who failed to submit or pass more than two assignments.

Proposed for a GE-Requirement?

Yes (see the table below and the attached form).

Proposed for a Major or Minor Requirement?

No.

Prerequisites?

None.

Course Description

Archaeology is rapidly developing due to the on-going introduction of new hardware, software and information dissemination technology. This process presents opportunities not only to obtain new scholarly insights, but also to provide integrated instruction in STEM skills. This class aims to use archaeological data as a paradigm in STEM education during ten weeks of lectures, discussion and assignments. Each week all students do two on-line assignments. One comprises a dozen multiple-choice questions about the readings. The questions address insight rather than factual knowledge. The second assignment comprises an activity which is reported upon in a collaborative on-line environment. Assignments will be available for nine days before they are due. Discussion of the assignments and the participation of students in class will be according to a randomized roster, which will also function as a check on the presence of students. All material shown in class, the assignments and the readings, except the textbook, will be available to students on UCLA's CCLE web-site.

Justification

Archaeology is a multi-disciplinary field of study, combining its own research methods and technologies with elements from geology, history, ethnography, geography, material science, statistics, biology, biochemistry, medicine, and others. In an undergraduate learning environment, the problem-based approach of archaeological projects instantly leads to STEM-based skills; skills that will be consolidated as they feed directly into an intellectual framework. The instant practical application of mathematics during surveying, geology during ceramic analysis or geophysical research, biochemistry during archaeological residue analysis, or biology during zooarchaeological or paleoethnobotanical research offers a point of departure for instructors as well as motivation to students. The fact that too few UCLA students can remember the difference between a molecule and an ion, or how to project a line on the abscissa using a cosine, illustrates the great need for STEM instruction at the most basic level. The appeal of archaeology can be used to introduce STEM subjects to students, including those not directly pursuing a career in

anthropology or archaeology, and at the same time show the relevance of these skills.

Syllabus

The table below presents the subjects of the weekly lectures, discussions and assignments, along with the readings. The GE component of each set is given in a separate column.

Week	Title	GE-component	Discussion	Assignment	Readings
1	Introduction	critical and ethical thinking	ethics of archaeology and heritage (with video)	compare maps	<p>Bahn, P. and C. Renfrew (2008), <i>Archaeology: Theories, Methods and Practice</i>, London, Thames and Hudson (textbook, selected readings).</p> <p><u>Further reading:</u> Brothwell, D.R. and A.M. Pollard (2005), <i>Handbook of Archaeological Sciences</i>, Chichester and New York, John Wiley and sons, Ltd. McGovern, P.E. (1995), Science in archaeology: A review, <i>American Journal of Archaeology</i> 99: 79-142.</p>
2	Surveying, mapping and GIS	elements of trigonometry, sine, cosine, Pythagorean theorem	compare maps	measuring exercise	<p>Renfrew and Bahn, <i>Archaeology</i>, pp. 73-120.</p> <p>Smith, M.L. (2005), Networks, territories, and the cartography of ancient states, <i>Annals of the Association of American Geographers</i> 95: 832-849. Warden, R. (2009), Towards a new era of cultural-heritage recording and documentation, <i>ATP Bulletin: Journal of Preservation Technology</i> 40: 5-10. Williams, P.R. and D.J. Nash (2006), Sighting the <i>apu</i>: A GIS analysis of Wari imperialism and the worship of mountain peaks, <i>World Archaeology</i> 38: 455-468.</p>

3	Remote sensing	elements of physics, electromagnetics, SI	measuring	game model of science	<p>Renfrew and Bahn, <i>Archaeology</i>, pp. 177-230.</p> <p>Davenport, G.C. (2001), Remote sensing applications in forensic investigations, <i>Historical Archaeology</i> 35: 87-100.</p> <p>Kvamme, K.L. (2003), Geophysical surveys as landscape archaeology, <i>American Antiquity</i> 68: 435-457.</p> <p>Leucci, G. and S. Negri (2006), Use of ground penetrating radar to map subsurface archaeological features in an urban area, <i>Journal of Archaeological Science</i> 33, 502-512</p>
4	Molecular archaeology	elements of physical chemistry, periodic table, stable isotopes	game model of science (with video)	classification exercise	<p>Renfrew and Bahn, <i>Archaeology</i>, pp. 275-316.</p> <p>Bentley, R.A. (2006), Strontium isotopes from the earth to the archaeological skeleton: A review, <i>Journal of Archaeological Method and Theory</i> 13: 135-187.</p> <p>Budzikiewicz, H. and R.D. Grigsby (2006), Mass spectrometry and isotopes: A century of research and discussion, <i>Mass Spectrometry Reviews</i> 25: 146-157.</p> <p>Hedges, R.E.M. and L.M. Reynard (2007), Nitrogen isotopes and the trophic level of humans in archaeology, <i>Journal of Archaeological Science</i> 34: 1240-1251.</p>
5	Dating	elements of physical chemistry, unstable isotopes	classification	form-function-style	<p>Renfrew and Bahn, <i>Archaeology</i>, pp. 121-174.</p> <p>Mellars, P. (2006), A new radiocarbon revolution and the dispersal of modern humans in Eurasia, <i>Nature</i> 439: 931-935.</p> <p>Rogers, A.K. (2008), Obsidian hydration dating: Accuracy and resolution limitations imposed by intrinsic water variability, <i>Journal of Archaeological Science</i> 35: 2009-2016.</p> <p>Wilson, M.A., M.A. Carter, C. Hall, W.D. Hope, C. Ince, S.D. Savage, B. McKay and I.M. Betts (2009), Dating fired-clay ceramics using long-term power law rehydroxylation kinetics, <i>Proceedings of the Royal Society A</i>, doi: 10.1098/rspa.2009.0117.</p>

6	Ceramic analysis	elements of geology, minerology	form-function-style (with video)	archaeology in the popular media	<p>Renfrew and Bahn, <i>Archaeology</i>, pp. 317-356.</p> <p>Barnard, H., S.H. Ambrose, D.E. Beehr, M.D. Forster, R.E. Lanehart, M.E. Malainey, R.E. Parr, M. Rider, C. Solazzo and R.M. Yohe II (2007), Mixed results of seven methods for organic residue analysis applied to one vessel with the residue of a known foodstuff, <i>Journal of Archaeological Science</i> 34: 28-37.</p> <p>Riederer, J. (2004), Thin section microscopy applied to the study of archaeological ceramics, <i>Hyperfine Interactions</i> 154: 143-158.</p> <p>Tite, M.S. (2008), Ceramic production, provenance and use: A review, <i>Archaeometry</i> 50: 216-231.</p>
7	Flora and fauna	elements of biochemistry, DNA, RNA, proteins	archaeology in the popular media (with video)	philosophy of science	<p>Renfrew and Bahn, <i>Archaeology</i>, pp. 231-274.</p> <p>Pennington, H.L. and S.A. Weber (2004), Paleoethnobotany: Modern research connecting ancient plants and ancient peoples, <i>Critical Reviews in Plants Sciences</i> 23: 13-20.</p> <p>Piperno, D.R. (2009), Identifying crop plants with phytoliths (and starch grains) in Central and South America: A review and an update of the evidence, <i>Quaternary International</i> 193: 146-159.</p> <p>Thomas, R. (2005), Zooarchaeology, improvement and the British agricultural revolution, <i>International Journal of Historical Archaeology</i> 9, 71-88.</p>
8	Databases	elements of information technology, databases	philosophy of science (with video)	age Clint exercise	<p>Renfrew and Bahn, <i>Archaeology</i>, pp. 429-468.</p> <p>Broquet-Appel, J.-P., P.-Y. Demars, L. Noiret and D. Dobrowsky (2005), Estimates of Upper Palaeolithic meta-population size in Europe from archaeological data, <i>Journal of Archaeological Science</i> 32: 1656-1668.</p> <p>Joyce, R.A. and R.E. Tringham (2007), Feminist adventures in hypertext, <i>Journal of Archaeological Method and Theory</i> 14: 328-358.</p> <p>Kintigh, K. (2006), The promise and challenge of archaeological data integration, <i>American Antiquity</i> 71: 567-578.</p>

9	Statistics	elements of statistics, correlation, hypothesis testing	age Clint	critique imagery	<p>Renfrew and Bahn, <i>Archaeology</i>, pp. 545-577.</p> <p>Aldenderfer, M.S. (1998), Quantitative methods in archaeology: A review of recent trends and developments, <i>Journal of Archaeological Research</i> 6: 91-120.</p> <p>Eerkens, J.W. and R.L. Bettinger (2001), Techniques for assessing standardization in artifact assemblages: Can we scale material variability? <i>American Antiquity</i> 66: 493-504.</p> <p>Neff, H. (1993), Theory, sampling, and analytical techniques in the archaeological study of prehistoric ceramics, <i>American Antiquity</i> 58: 23-44.</p>
10	Visual archaeology	elements of information technology, data reduction	critique imagery	none	<p>http://hampsonmuseum.cast.uark.edu/browse.htm http://www.maya-archaeology.org/museums/copan/copangate.php http://seasia.museum.upenn.edu/ http://www.learn.columbia.edu/bourbonnais/ http://dlib.etc.ucla.edu/projects/Karnak/</p> <p>Hendrickson, C. (2008), Visual field notes: Drawing insights in the Yucatan, <i>Visual Anthropology Review</i> 24: 117-132.</p> <p>Monmonier, M. and H.J. de Blij (1996), <i>How to Lie with Maps</i>, Chicago, University of Chicago Press: 139-173 (Chapters 10-11).</p> <p>Tufte, E.R. (2001), <i>The Visual Display of Quantitative Information</i>, Cheshire, Graphics Press: 13-51 (Chapter 1).</p>



New Course Proposal

	Ancient Near East 30 Science in Archaeology
Course Number	Ancient Near East 30
Title	Science in Archaeology
Short Title	ARCHAEOSTEM
Units	Fixed: 4
Grading Basis	Letter grade or Passed/Not Passed
Instructional Format	Lecture - 3 hours per week Discussion - 1 hours per week
TIE Code	LECS - Lecture (Plus Supplementary Activity) [T]
GE Requirement	Yes
Requisites	None.
Course Description	Archaeology is rapidly developing due to the on-going introduction of new hardware, software and information dissemination technology. This process presents opportunities not only to obtain new scholarly insights, but also to provide integrated instruction in STEM skills. This class aims to use archaeological data as a paradigm in STEM education during ten weeks of lectures, discussion and assignments. Each week all students do two on-line assignments. One comprises a dozen multiple-choice questions about the readings. The questions address insight rather than factual knowledge. The second assignment comprises an activity which is reported upon in a collaborative on-line environment. Assignments will be available for nine days before they are due. Discussion of the assignments and the participation of students in class will be according to a randomized roster, which will also function as a check on the presence of students. All material shown in class, the assignments and the readings, except the textbook, will be available to students on UCLA's CCLE web-site.
Justification	Archaeology is a multi-disciplinary field of study, combining its own research methods and technologies with elements from geology, history, ethnography, geography, material science, statistics, biology, biochemistry, medicine, and others. In an undergraduate learning environment, the problem-based approach of archaeological projects instantly leads to STEM-based skills; skills that will be consolidated as they feed directly into an intellectual framework. The instant practical application of mathematics during surveying, geology during ceramic analysis or geophysical research, biochemistry during archaeological residue analysis, or biology during zooarchaeological or paleoethnobotanical research offers a point of departure for instructors as well as motivation to students. The fact that too few UCLA students can remember the difference between a molecule and an ion, or how to project a line on the abscissa using a cosine, illustrates the great need for STEM instruction at the most basic level.
Syllabus	File Science in Archaeology syllabus.doc was previously uploaded. You may

	view the file by clicking on the file name.	
Supplemental Information		
Grading Structure	100% - weekly written assignments (10% each)	
Effective Date	Fall 2012	
Instructor	Name	Title
	Hans Barnard	Assistant Adjunct Professor
Quarters Taught	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer	
Department	Near Eastern Languages & Cultures	
Contact	Name	E-mail
Routing Help	ESTHER CHANG	estchang@humnet.ucla.edu

ROUTING STATUS

Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671	
Status:	Pending Action	
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040	
Status:	Returned for Additional Info on 6/22/2012 10:17:43 AM	
Changes:	No Changes Made	
Comments:	Routing to Michael Meranze for FEC approval	
Role:	Dean College/School or Designee - Schaberg, David C (dschaberg@college.ucla.edu) - 54856, 50259	
Status:	Approved on 6/20/2012 9:03:34 PM	
Changes:	No Changes Made	
Comments:	No Comments	
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040	
Status:	Returned for Additional Info on 6/20/2012 12:53:46 PM	
Changes:	Course Number, Multiple List, Grading Structure	
Comments:	Per departments, removed multiple listing and changed course number back to 30. Routing to David Schaberg for Dean's approval.	
Role:	Department/School Coordinator - Walters, Ann E (awalters@anthro.ucla.edu) - 52511	
Status:	Denied on 6/20/2012 12:21:52 PM	
Changes:	No Changes Made	
Comments:	Ann Walters, staff designee, for P. Jeffrey Brantingham, Vice Chair, Anthropology	
Role:	Department/School Coordinator - Chang, Esther S (estchang@humnet.ucla.edu) -	

54165
Status: Approved on 5/31/2012 10:09:55 AM
Changes: Course Number, Multiple List
Comments: Changed the course number to meet the requirements of the anthropology department. Dr. Barnard has received permission to make this change and to multiple-list from the Anthro Dept Chair.

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 4/17/2012 12:10:07 PM
Changes: No Changes Made
Comments: Routing back to Esther Chang. Per Anthro dept, please remove Anthro multiple listing from this course.

Role: Department/School Coordinator - Walters, Ann E (awalters@anthro.ucla.edu) - 52511
Status: Denied on 4/17/2012 9:34:52 AM
Changes: No Changes Made
Comments: Ann Walters, staff designee, for P. Jeffrey Brantingham, Vice-chair.

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 3/13/2012 11:42:25 AM
Changes: No Changes Made
Comments: Routing to Ann Walters for Anthro dept chair approval

Role: Department Chair or Designee - Schniedewind, William M (williams@humnet.ucla.edu) - 54165
Status: Approved on 3/13/2012 1:50:00 AM
Changes: No Changes Made
Comments: No Comments

Role: Initiator/Submitter - Chang, Esther S (estchang@humnet.ucla.edu) - 54165
Status: Submitted on 3/6/2012 4:42:53 PM
Comments: Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 206-7045

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number Asian American Studies 40
 Course Title The Asian American Movement
 Indicate if Seminar and/or Writing II course _____

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis X
- Social Analysis _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The course draws primarily on historical methods and frameworks to critically examine a multi-layered social movement in United States during the 1960s and 1970s and its linkages to issues for society and culture that extend to the present.

3. "List faculty member(s) who will serve as instructor (give academic rank):

David K. Yoo, Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes x No _____

If yes, please indicate the number of TAs 2

4. Indicate when do you anticipate teaching this course over the next three years:

	2010-2011	Fall	_____	Winter	_____	Spring	_____
		Enrollment	_____	Enrollment	_____	Enrollment	_____
	2011-2012	Fall	_____	Winter	_____	Spring	_____
		Enrollment	_____	Enrollment	_____	Enrollment	_____
	2012-2013	Fall	<u>X</u>	Winter	_____	Spring	_____
		Enrollment	<u>150</u>	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes _____ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5.0

6. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge

Historical study of neglected yet important social movements document how non-elite individuals and communities have worked for societal change through organizing efforts that challenged the power structures of their time. Students are not only exposed to this history, but also analyze how those in the Asian American movement articulated and worked toward a more inclusive and just society and culture in the United States and abroad. In the process, students gain a fuller understanding of the nation's past.

❑ Integrative Learning

Although primarily historical in focus, the course draws upon the interdisciplinary field of Asian American studies/ethnic studies to access methodological and theoretical frameworks that will allow for an integrated learning experience that incorporates reading, writing (brief assignments as well as research-based), discussion sections, and historical research skills (e.g., primary sources). The course content will also address issues of community-based documentation and learning as well as the theme of civic engagement.

❑ Ethical Implications

Social movements inherently contain ethical issues since reform and change suggest a kind of critique of structures like the state and other institutions and their impact upon peoples' lives. Issues relevant for this course like racism, war, colonialism, poverty, and educational access are steeped in ethical questions and concerns related to justice, equity, and inclusiveness

❑ Cultural Diversity

Diverse Asian American and Pacific Islander groups formed coalitions with one another and across racial groups in the effort to effect social change in the United States, but that also made linkages to other parts of the world under the banner of the Third World (abroad and at home).

❑ Critical Thinking

The development of critical thinking skills is woven throughout the course through readings and response papers, analysis of primary documents and film, and other writing assignments. In addition, sections will provide additional opportunities to develop these skills.

❑ Rhetorical Effectiveness

Small group work, writing assignments, section-based discussions, and interactions with guest speakers will enhance the rhetorical skills of students in written and oral formats.

❑ Problem-solving

Students will address is how social movements take form and what issues arise as individuals and organizations seek to institute changes in the social, political, economic, and cultural arenas of which they are a part. Analysis of "successes" and "failures" provide opportunities for students to engage in a socio-cultural problem solving, especially as they are encouraged to pose alternative approaches and to apply lessons from the past to present issues.

❑ Library & Information Literacy

The use of the library for primary and secondary sources, including the UCLA Oral History Research Center and the Department of Special Collections, is a remarkable resource for the subject matter of this course, as well as web-based research that will help students gain important skills in posing research questions and finding answers in a variety of sources.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>2</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	<u> </u>	(hours)
4. Experiential (service learning, internships, other):	<u>1</u>	(hours)

5. Field Trips: _____ (hours)

(A) TOTAL Student Contact Per Week 4 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|----------|---------|
| 1. General Review & Preparation: | <u>2</u> | (hours) |
| 2. Reading | <u>4</u> | (hours) |
| 3. Group Projects: | <u>1</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>1</u> | (hours) |
| 5. Information Literacy Exercises: | <u>1</u> | (hours) |
| 6. Written Assignments: | <u>1</u> | (hours) |
| 7. Research Activity: | <u>1</u> | (hours) |

(B) TOTAL Out-of-class time per week 11 **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 15 **(HOURS)**

Asian American Studies 40/The Asian American Movement
Professor David K. Yoo
Office: Rolfe Hall 3321
Email: dkyoo@ucla.edu

Course Grading

Participation (10%)

*Primary Source Papers (15%): 1 page papers, Due Weeks 2, 4, 8

*Oral History Paper (20%): 5 pages, Proposal Due Week 3, Paper Due Week 6

Mid-Term Exam (25%): Short IDs and Essay, Week 5

*Research Paper (30%): 8-10 page paper, Due Week 10

*Guidelines/Prompts will be provided.

Course Description

Using the Asian American movement of the late 1960s and 1970s as a lens, this course introduces students to social history methods, including the role of oral history, documentary film, and archival history, and the analysis of primary and secondary sources. The course situates the Asian American movement within the larger frame of social change of the era and interprets nation and society through the lives of “ordinary” men and women. Campus- and community-based activism, service learning, and civic engagement are also themes that will be explored.

Course Readings

Yuri Kochiyama, *Passing It On*

Laura Pulido, *Black, Brown, Yellow and Left*

Donald Ritchie, *Doing Oral History: A Practical Guide*

Selected Other Readings and Documents (On reserve, on-line, and library collections)

Films

A Song for Ourselves, 34 minutes

Mountains That Take Wing- Angela Davis and Yuri Kochiyama, 2009, 92 minutes

My America (Or Honk if You Love Buddha), 1997, 87 minutes

On Strike! Ethnic Studies, 1969-1999, 2008, 30 minutes

Week 1/ Introduction

The Asian American movement is an important, but often neglected part of the activism and social change in the 1960s and 1970s, and readings and film and discussion will introduce students to major themes for the course. Theoretical and methodological issues will be presented along with discussion of all writing assignments: primary source papers, oral history paper, and research paper.

Rdg: Daryl Maeda, “Black Panthers, Red Guards, and Chinamen: Constructing Asian American Identity through Performing Blackness, 1969-1972.” *American Quarterly* 57, no. 4 (December 2005), 1079-1103

Film: *My America* (partial)

Week 2/Telling Our Stories/Oral History

Oral history has been a critical method for documenting the stories of everyday people and a staple of social history. UCLA Oral History Research Center is a leader in the field and a staff person will provide an overview of the work of the Center.

Rdg: Ritchie, *Doing Oral History*, Chaps. 1-4

Asian American History section on UCLA Oral History Research Center website

Primary Source Paper Due (in section): Oral History

Week 3/LA Story, Part I

The Asian American movement is often portrayed as a San Francisco Bay Area phenomenon, but there was a significant parallel story in Los Angeles, and this week focuses on situating the movement within a larger, multiracial context that included African Americans and Latinos.

Rdg: Pulido, Chaps 1-4

Oral History Paper Proposal Due (in section)

Week 4/LA Story, Part II

This week will emphasize the Asian American Movement in Los Angeles, based in the reading and also drawing upon primary sources from on-line and archival sources in UCLA Department of Special Collections and UCLA Asian American Studies Center Library.

Rdg: Pulido, Chaps 5-8

Selected Sources

Primary Source Paper Due (in section)

Week 5/Mid-Term Exam

Part I will consist of identification and short answer items and Part II is a major essay question. Mid-term guidelines will be provided in advance.

Week 6/The Remarkable Life of Yuri Kochiyama

By focusing on the activist, Yuri Kochiyama, students, through the reading and film, we are able to witness the convergence of memoir and oral history that builds upon the multi-racial lens of the Pulido reading.

In addition, the UCLA Asian American Studies Center houses a significant portion of Yuri Kochiyama's papers, photos, and other materials. Center librarian and archivist, the principal editor of the book, *Passing It On*, will guest lecture in class not only on the process of producing the book, but also provide an in-depth look at the role of archival history that is linked to the research paper assignment.

Rdg: Kochiyama, *Passing It On*

Film: *Mountains That Take Wing* (partial)

Oral History Paper Due (in section)

Week 7/Documenting Community

Documentary film has been an important methodological tool for understanding and analyzing social movements, and this week we will watch and discuss the film, *A Song for Ourselves* about musician and activist Chris Iijima. The filmmaker of the documentary will visit class and discuss documentary film along with a staff member of the UCLA Center for Ethnocommunications that offers courses on documentary film production.

Rdg: Chris Iijima, "Pontifications on the Distinction between Grains of Sand and Yellow Pearls." in Steve Louie and Glenn Omatsu, eds., *Asian Americans: The Movement and the Moment* (Los Angeles: UCLA Asian American Studies Center Press, 2001), 2-15; Russell Leong, ed., *Moving the Image* (Los Angeles: UCLA Asian American Studies Center Press, 1991), Introduction, and Renee Tajima, "Moving the Image: Asian American Independent Filmmaking, 1970-1990," in Russell Leong, ed., *Moving the Image*, 10-33.

Film: *A Song For Ourselves*

Week 8/Campus Activism

College and University campuses played a pivotal role in the Asian American movement and the call for ethnic studies and Asian American studies. The UCLA Asian American Studies Center has extensive student organization files.

Rdg: Karen Umemoto, "On Strike!" *Amerasia Journal* 15:1 (1989), 3-41; Harvey Dong, "Transforming Student Elites into Community Activists," in Steve Louie and Glenn Omatsu, eds., *Asian Americans: The Movement and the Moment*, 186-205.

Film: *On Strike! Ethnic Studies, 1969-1999*

Primary Source Paper Due (in section): Student Org Files

Week 9/Community Connections

Community-based efforts, along with and often in convergence with campus-based activism, formed a core of the Asian American movement. Guest speakers from several leading non-profit organizations with links to the movement will be brought to class for a panel discussion that emphasizes community-based- and service learning and civic engagement.

Rdg: Steve Louie, "When We Wanted It Done, We Did It Ourselves,"; Warren Mar, "From Pool Halls to Building Workers' Organizations,"; Carol Ojeda-Kimbrough, "The Chosen Road,"; Tram Quang Nguyen, "Caring for the Soul of Our Community," in Steve Louie and Glenn Omatsu, eds., *Asian Americans: The Movement and the Moment*, xv-xxv, 32-47, 64-73, 284-304.

Week 10/Conclusion

Rdg: Glenn Omatsu, "The Four Prisons and Movements for Liberation," *Amerasia Journal*, 15: 1 (1989) 15-30.

Research Paper Due (in section)



New Course Proposal

Asian American Studies 40 Serve People: Asian American Community-Based Learning

Course Number Asian American Studies 40

Title Serve People: Asian American Community-Based Learning

Short Title SERVE PEOPLE

Units Fixed: 5

Grading Basis Letter grade or Passed/Not Passed

Instructional Format Lecture - 3 hours per week
Discussion - 1 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement Yes

Major or Minor Requirement Yes

Requisites None.

Course Description Lecture, three hours; discussion, one hour. Multidisciplinary examination of Asian American social movements and their connections to issues such as migration, race, and community formation within framework of community-based service learning. P/NP or letter grading.

Justification The course seeks to broaden GE course offerings in Asian American Studies.

An objective of the course is incorporate service learning in Asian American Studies curricula, the major, and the minor. In addition, the course will introduce students to service learning and internships in the larger Asian American and Pacific Islander communities.

It is intended that Asia Am 40 will be the first in an Asian American Studies service learning sequence that may be followed by internship-based courses as well as other departmental service learning components.

Lane Hirabayashi, Chair, Asian American Studies and Center for Community Learning (CCL) Director Kathy O'Byrne were consulted on the service learning courses. Both were supportive of the classes.

Syllabus File [Asia Am 40 Syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure Participation (10%): Based on discussion sections
Response Papers (10%): One-page response papers based upon readings
Mid-Term Exam (30%): Identification items and essay questions
Community Organization Profile (20%): Group project in researching Asian American community-based organization, written report and presentation to class
Final Exam (30%): Identification items and essay question

Effective Date Fall 2011

<u>Instructor</u>	Name	Title
	David K. Yoo	Professor

Quarters Taught Fall Winter Spring Summer

Department Asian American Studies**Contact** Name

E-mail

STACEY HIROSE

stacey@asianam.ucla.edu

[Routing Help](#)**ROUTING STATUS****Role:** Registrar's Office**Status:** Processing Completed**Role:** Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704**Status:** Added to SRS on 4/9/2011 7:42:27 PM**Changes:** Description**Comments:** Edited course description into official version.**Role:** Registrar's Scheduling Office - Bartholomew, Janet Gosser (jbartholomew@registrar.ucla.edu) - 51441**Status:** Added to SRS on 4/1/2011 2:30:45 PM**Changes:** Title, Short Title**Comments:** Took "the" out of the full title and short title.**Role:** FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040**Status:** Returned for Additional Info on 3/31/2011 3:09:52 PM**Changes:** No Changes Made**Comments:** Routing to Registrar's Office**Role:** FEC Chair or Designee - McClendon, Muriel C (mcclendo@history.ucla.edu) - 53918**Status:** Approved on 3/31/2011 1:40:01 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040**Status:** Returned for Additional Info on 3/15/2011 2:05:12 PM**Changes:** No Changes Made**Comments:** Routing to Vice Chair Muriel McClendon for FEC approval**Role:** Dean College/School or Designee - Fan, Chi-Fun Cindy (fan@geog.ucla.edu) - 53821**Status:** Approved on 3/15/2011 1:50:39 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** Dean College/School or Designee - Escobar, Linda Carol (lescobar@college.ucla.edu) - 58510**Status:** Returned for Additional Info on 3/15/2011 11:06:03 AM**Changes:** No Changes Made**Comments:** Re-routed to Assoc Dean Cindy Fan during Dean Duranti's absence per his instructions.**Role:** FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040**Status:** Returned for Additional Info on 3/14/2011 3:31:18 PM**Changes:** No Changes Made**Comments:** Routing to Linda Escobar acting on behalf of Dean Duranti for approval**Role:** Department/School Coordinator - Hirose, Stacey Yukari (stacey@asianam.ucla.edu) - 50894**Status:** Approved on 3/10/2011 3:47:41 PM**Changes:** Instructional Format

Comments: Revised discussion section time and attached updated syllabus. I sent a revised course information form by email. Thank you very much for your help, Michael. Approved by Stacey Hirose, MSO and designee, for Lane Hirabayashi, Professor and Chair, Asian American Studies Department.

Role: FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040

Status: Returned for Additional Info on 3/10/2011 3:38:04 PM

Changes: No Changes Made

Comments: Per request, routing back to Stacey

Role: Department Chair or Designee - Hirose, Stacey Yukari (stacey@asianam.ucla.edu) - 50894

Status: Approved on 3/2/2011 5:19:33 PM

Changes: No Changes Made

Comments: Approved by Stacey Hirose, MSO and designee, for Lane Hirabayashi, Chair, Asian American Studies Department.

Michael, I will send you the syllabus and course information form in an email.

Role: Initiator/Submitter - Hirose, Stacey Yukari (stacey@asianam.ucla.edu) - 50894

Status: Submitted on 3/2/2011 5:18:16 PM

Comments: Initiated a New Course Proposal

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General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number Ecology and Evolutionary Biology 18
 Course Title Why Ecology Matters: the science behind environmental issues
 Indicate if Seminar and/or Writing II course _____

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science X _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

As an ecology course, this class will teach the ecological basis of environmental issues. All course themes will be based in ecological and/or biological concepts (e.g., biodiversity, evolution, genetics extinctions, primary production, organisms, etc.) that are all based in the life sciences.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Alison Lipman, Ph.D. (Lecturer)

Do you intend to use graduate student instructors (TAs) in this course? Yes X No _____

If yes, please indicate the number of TAs 2

4. Indicate when do you anticipate teaching this course over the next three years:

2010-2011	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2011-2012	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2012-2013	Fall	<u>2012</u>	Winter	_____	Spring	_____
	Enrollment	<u>100</u>	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____

Proposed Number of Units: _____

6. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge

This course will teach environmental literacy, with an ecological basis, to students who would not otherwise have the opportunity to learn about environmental issues. Environmental literacy will equip students to become leaders in the growing “green economy” and to help forge solutions to the current and future environmental crises that threaten our natural resource base. This course will teach basic scientific and life science concepts (e.g., scientific method, ecology, evolution, organismal biology, biodiversity, genetics, evolution, etc.) that will give UCLA graduates the tools necessary to understand and evaluate the science behind important future (policy, developmental, etc.) decisions. This course would align UCLA with the efforts of a growing number of states and universities that are officially recognizing and mandating the need for all students to be taught environmental literacy.

❑ Integrative Learning

There will be three projects assigned during the quarter (two required, one for extra credit) through which students will learn by evaluating, creating, and changing aspects of their own lives and social worlds. Through a Lifestyle Change Project, students must choose and evaluate an aspect of their lives they would like to change to be more environmentally responsible. Through a Media Report, students will evaluate the impact of a piece of media (on them and others), whose purpose is to inform the public of environmental issues. Finally, students will also have the opportunity to earn extra credit points by conducting the Supermarket Project, in which students will create and analyze the environmental and health impacts of three realistic diets: (1) low cost diet; (2) convenience diet; and (3) environmentally low impact diet.

❑ Ethical Implications

This course will enable students to see how their life choices have both direct and indirect impacts on the environment, themselves, and others. Students will learn that “environment” translates simply to “the conditions in which we live,” and that it includes the air we breathe, the water we drink, the food we eat, etc. Students will come to understand that when we engage in patterns of resource use that damage the environment, we affect our own health and future livelihood, as well as those of other people. Students will also learn that by living in the U.S., we consume about 20 times the resources of a person who lives in a developing country, which means that our environmental impact is 20 times as large. And, because we are relatively rich, the negative environmental effects (e.g., climate change, water scarcity, pollution) of our actions, will often affect the health and livelihoods of other people (often poor or disenfranchised) before they affect us.

❑ Cultural Diversity

This course will not focus solely on environmental issues in the United States. Rather, the course will integrate a global perspective on factors affecting changing environmental issues. For instance, different regions of the world (e.g., South America, the Middle East, Asia, Europe, Africa, United States) will be compared with one another on such issues as biodiversity, water resources, deforestation, and pollution. Additionally, case studies will be presented from a variety of geographies and cultures. Different lifestyles, issues, concepts of nature, and health and management practices (of peoples ranging from indigenous to urbanites) will be presented and discussed.

❑ Critical Thinking

Students will be asked to present their perspectives, through discussion and debate, in a multidisciplinary manner, on issues such as the social and moral implications that must be addressed in order to achieve true sustainability. They will be required to think critically and holistically, substantiating their statements and arguments with facts and science. Students will be taught the scientific method, and they will be required to analyze environmental issues through many variables, including science, economics, politics, short vs. long-term risks and benefits, ethical implications, the precautionary principle, etc. Through the Lifestyle Change and Media projects, students will be required to think about and present (both written and orally) possible solutions to environmental issues. Students will leave the class with a more informed and critical perspective on environmental and science issues, which should positively affect how they listen and react to media concerning these issues.

❑ Rhetorical Effectiveness

This course will require students to effectively present and argue their understanding and opinions related to a variety of issues, through a variety of media (discussions and

debates, written opinion reviews of media pieces, a formal written research report, and live presentation of projects in class). Because solutions to environmental problems will need to be interdisciplinary and collaborative in nature, students from a variety of fields will benefit through interacting with students from diverse backgrounds. This course will instill in all students (from all majors) a strong understanding of environmental issues that they will be able to take back (and effectively translate to) their respective disciplines, and apply to their future careers.

□ Problem-solving

In the Lifestyle Change Project, students will be required to problem solve in a group setting. They will be required to propose a change they will make in their lives, in order to be more environmentally responsible. They will need to document and log both the quantitative and qualitative data related to their change, and they will need to research and calculate the cumulative impacts of their change. Finally, they will need to assess the success of their change and how it might be promoted in the larger society. At the end of the quarter, students will submit a final, written research report and present their findings in discussion section. In the five short media reviews, student will engage in educational problem solving by critically reviewing educational media presented in course lectures. By assessing the effective of materials in their own education, students will be helping to problem solve potential inefficiencies in course design. Finally, in the extra credit Supermarket Project, students will create three hypothetical diets (low cost, convenience, and environmentally low impact diet) consisting of the foods they would normally consume. Student will submit written reports that will compare the health, environmental impact, cost, convenience, and general accessibility of the three diets. This project gives students a real life opportunity to solve the negative impacts that their diets have on their health and the environment.

□ Library & Information Literacy

Within the discussion sections, students will be required to discuss and/or debate an assigned topic, many of which will require the students to seek other primary and secondary resources to support their viewpoints. Additionally, one discussion section will be devoted to how to conduct factual research, especially on the internet. Students will learn to distinguish fact from bias, science from pseudoscience, and reputable sources from unqualified sources. This section will cover materials from a variety of sources, including governmental, educational, and peer reviewed.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|-------------------|---------|
| 1. Lecture: | <u>3</u> | (hours) |
| 2. Discussion Section: | <u>2</u> | (hours) |
| 3. Labs: | <u> </u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u> </u> | (hours) |
| 5. Field Trips: | <u> </u> | (hours) |

(A) TOTAL Student Contact Per Week **5** (HOURS)

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|----------|---------|
| 1. General Review & Preparation: | <u>1</u> | (hours) |
| 2. Reading | <u>2</u> | (hours) |
| 3. Group Projects: | <u>2</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>1</u> | (hours) |
| 5. Information Literacy Exercises: | <u>1</u> | (hours) |
| 6. Written Assignments: | <u>2</u> | (hours) |
| 7. Research Activity: | <u>2</u> | (hours) |

(B) TOTAL Out-of-class time per week **11** (HOURS)

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **16** (HOURS)

EE Biol 18: Why Ecology Matters: the science behind environmental issues

Instructor: Alison Lipman, Ph.D.

Lecture, three hours. Discussion, two hours.

COURSE DESCRIPTION

The purpose of this course is to promote both science and environmental literacy in UCLA students. A broad curriculum will teach basic ecological concepts, the scientific method, and the ecological basis for local and global environmental issues. The course will address the major challenges to be faced in this century, including the need to find interdisciplinary and collaborative solutions to the world's worsening environmental problems (e.g., global climate change, biodiversity loss, deforestation, pollution, declining water resources, declining fisheries). Environmental literacy will equip students to become leaders in the growing 'green economy' and to help forge solutions to the current and future environmental crises that threaten our natural resource base.

JUSTIFICATION FOR COURSE

This general education course, EEB 18, was designed to teach environmental literacy to non-major UCLA students who would not otherwise have the opportunity to learn about environmental issues. International scientific consensus tells us that the global problems of tomorrow will be largely environmental in nature. Relevant education will thus teach today's students a solid understanding of ecological issues and the science that describes them. This course would align UCLA with the efforts of states and universities across the country that are officially recognizing and mandating the need for all students to be taught environmental literacy.

Surprisingly, with its strong history of environmental protection, California and its educational institutions lag behind other states in requiring environmental education. For example, the states of Maryland and Minnesota, along with universities in Georgia, Maine, Arizona, and Kentucky, require environmental literacy of their students. The California state legislated Education and the Environment Initiative (EEI), which mandated creation of a K-12 curriculum (formally approved by the State Board of Education) for use in classrooms statewide, was an important step to bring California to the forefront of this movement. Although California does not yet require environmental literacy of its students, the state is actively promoting the teaching of environmental themes in its schools. Universities in the state should be leading, or at least joining, this effort.

By offering this course, UCLA will join national and statewide efforts to teach environmental literacy to all students. Although there are a variety of environmental courses and majors offered at UCLA, there is a current need for environmental education that is specifically designed for all students. Common sense tells us that the solutions to environmental problems will need to be interdisciplinary and collaborative in nature. This course will instill in UCLA students (from all majors) a strong understanding of environmental issues, and the science behind them, that they will be able to take back to

their respective disciplines and apply to their future careers.

CLASS CONCEPT

This GE course was developed to promote environmental literacy in UCLA students. This goal will be achieved through a broad curriculum that teaches basic ecological concepts and the ecological basis for local and global environmental issues. The course is specifically designed to reach students (especially non majors) who would not otherwise have the opportunity to learn about environmental issues. The idea for this class was inspired by a similar class that is offered as a GE course at the Odum School of Ecology at the University of Georgia (UGA). UGA is one of the first universities (since 1993) in the United States to require that every undergraduate student complete an environmental literacy (EL) requirement. Studies tracking the EL program's success have revealed the course to consistently be one of the university's most popular, because today's students feel it is important to learn about environmental issues.

Given California's strong environmental record, California surprisingly lags behind states like Georgia in requiring environmental literacy of its students. However, a recent California state-wide mandate (the Education and the Environment Initiative (EEI)) requires that environmental curriculum be taught to K-12 students. Our goal in developing this UCLA course is to align the university with state-wide efforts to promote EL education in California. This effort is based on the knowledge that the major challenges we face this century will include finding interdisciplinary and collaborative solutions to the world's worsening environmental problems (e.g., global climate change, biodiversity loss, deforestation, pollution, declining water resources, declining fisheries). The main objective of this course will thus be to instill in UCLA students a strong understanding of environmental issues, which they will be able to take back to their respective disciplines. Environmental literacy will equip UCLA graduates to help forge solutions to today's environmental crises and to lead the necessary movement to a more sustainable and "green" economy.

COURSE OBJECTIVES

The objectives of this course are to give students from all disciplines a strong understanding of environmental issues, as well as the science behind these issues, which will allow them to make better informed decisions, in their careers and personal lives, that will help build a more sustainable future for our society. Our specific objectives are to arm students with:

- 1) an understanding of the scientific method and scientific peer review and reporting processes;
- 2) the ability to distinguish valid science from "pseudoscience;"
- 3) an understanding of the key terms: ecology, environment, and sustainability;
- 4) the ability to think and debate critically, across disciplines, "outside the box," and with a strong foundation in science and fact;
- 5) an understanding of basic ecological concepts, including ecological functions and services;

- 6) an understanding of the ecological basis of current and future environmental issues/crises;
- 7) an understanding of the main environmental issues of our time, including causes;
- 8) an understanding that environmental issues affect every living person and system;
- 9) an understanding of how our actions (especially as U.S. residents) have widespread consequences (to the environment, ourselves, and people across the globe);
- 10)an understanding of the precautionary principle and lag times and how they should be applied to current policies and planning;
- 11)the ability to analyze and balance the costs/risks/benefits of current and future outcomes, especially related to environmental issues;
- 12)an understanding of the moral and social issues related to environmental decision making;
- 13)the ability to address and navigate these moral/social issues in a manner that is ethically, socially, and culturally sensitive and just.
- 14)an understanding of the choices we can make as individuals and societies, to mitigate and reverse current environmental destruction;
- 15)the will to make choices and changes that decrease our negative environmental impacts.

16)EEB 18 COURSE SYLLABUS

Week	Lecture	Lecture Topic	Key Concepts	Reading & Films	Assignment Due
1	1	Introduction: Course organization, goals, & concepts	<ul style="list-style-type: none"> • Terms: ecology, environment, ecosystem function, sustainability • Scientific method • Precautionary principle / Lag time 	<ul style="list-style-type: none"> • ES 1.3, 1.4, 1.6, 1.7, 3.3, 3.9 • ES Ch.2 	
	2	Ecological Concepts 1: Ecosystems & their functions	<ul style="list-style-type: none"> • Ecosystems, communities & species • Food chains • Ecosystem functions 	<ul style="list-style-type: none"> • ES Ch.5 	
	3	Ecological Concepts 2: Ecological cycles	<ul style="list-style-type: none"> • Biogeochemical, soil & hydrological cycles • Watersheds 	<ul style="list-style-type: none"> • CB Ch.3 	
	Discussion	Discuss & Debate: What is "Environment?"	<ul style="list-style-type: none"> • Meaning of "Environment" • Introduce lifestyle change project & media report 		
2	4	Ecological Concepts 3: Production & energy transfer	<ul style="list-style-type: none"> • Primary production / photosynthesis • Energy flows & thermodynamics 	<ul style="list-style-type: none"> • ES Ch.14 	<ul style="list-style-type: none"> • Lifestyle Change Project proposal due
	5	Biodiversity 1: Evolution, life histories & ecological niches <u>clips: <i>This is not just a frog.</i></u>	<ul style="list-style-type: none"> • Biodiversity (where & why it's important) • Evolution • Symbioses, parasitism, predation & competition 	<ul style="list-style-type: none"> • CB 2.3 • ES Ch.8 	
	6	Biodiversity 2: Endangered species & habitats <u>clips: <i>E.O. Wilson on TED Talks</i></u>	<ul style="list-style-type: none"> • Disturbance • Extirpation/extinction • Endangered species • Non-native species 	<ul style="list-style-type: none"> • CB Ch.10; 12.2.3, 12.5 • ES Ch.13 	
	Discussion	Group Think & Present: Science vs. pseudoscience (e.g., internet, news)	<ul style="list-style-type: none"> • Scientific method • Peer review • Fact vs. bias 		
3	7	Population 1: Size, distribution & growth	<ul style="list-style-type: none"> • Birth, death rates • Age Structure/ Demographic transition 	<ul style="list-style-type: none"> • ES 3.2, Ch.4 	<ul style="list-style-type: none"> • Short media review due
	8	Population 2: Carrying capacity & social / moral issues <u>clips: <i>Finding Balance</i></u>	<ul style="list-style-type: none"> • Carrying capacity • Limiting factors • Zero population growth 	<ul style="list-style-type: none"> • ES 1.2-1.3 	
	9	Resource Use 1: Historical trends, consumption/overexploitation <u>clips: <i>The Story of Stuff</i></u>	<ul style="list-style-type: none"> • Hunter/gatherer, agriculture & industrial societies • Global trends 	<ul style="list-style-type: none"> • CB Ch.6 	
	Discussion	Discuss & Debate: Population issues	<ul style="list-style-type: none"> • Population issues & moral implications 	<ul style="list-style-type: none"> • Population articles 	

4	10	Resource Use 2: Commons & ecological economics	<ul style="list-style-type: none"> • Tragedy of the commons • Ecological economics 	<ul style="list-style-type: none"> • ES Ch.7 	<ul style="list-style-type: none"> • Final Media Report proposal due • Begin tracking lifestyle changes
	11	Resource Use 3: Freshwater Resources- Use, waste, loss & wars <u>clips</u> : <i>Our Thirsty World</i> <i>The Cycle of Insanity</i> <i>The Story of Bottled Water</i>	<ul style="list-style-type: none"> • Global sources, transport, droughts • Domestic, agricultural & industrial use • Bolivia, LA, Mid. East • Water reclamation 	<ul style="list-style-type: none"> • ES Ch.18 • Film: <i>Flow</i> 	
	12	Resource Use 4: Agriculture 1- Green Revolution; industrial vs. sustainable systems <u>clips</u> : <i>The Meatrix</i>	<ul style="list-style-type: none"> • Global production • Traditional farming vs. Green Revolution • Pesticides/herbicides fertilizers/soil erosion • Domestic animals 	<ul style="list-style-type: none"> • ES Ch.11 • Film: <i>Food, Inc.</i> 	
	Discussion	Watch & Discuss: <i>Supermarket Secrets</i>	<ul style="list-style-type: none"> • Modern agriculture • Explain extra credit supermarket project. 	<ul style="list-style-type: none"> • Agriculture articles 	
5	13	Resource Use 5: Agriculture 2- Environmental & human effects	<ul style="list-style-type: none"> • Bees- Colony Collapse • GMOs • Habitat destruction • Desertification • Organic farming • Eating lower on the food web 	<ul style="list-style-type: none"> • Film: <i>The Future of Food</i> 	<ul style="list-style-type: none"> • Short media review due
	14	Resource Use 6: Terrestrial habitat loss <u>clips</u> : <i>SOY: In the Name of Progress</i>	<ul style="list-style-type: none"> • Global trends • Deforestation • Fragmentation & species effects • Old growth forests • Agroforestry • Parks & reserves • Restoration 	<ul style="list-style-type: none"> • CB Ch.4; 13.2-13.6, 13.8, 13.10 • ES Ch.12 	
	15	Midterm	<ul style="list-style-type: none"> • All materials to date 		
	Discussion	Midterm Review	<ul style="list-style-type: none"> • All materials to date 		
6	16	Resource Use 7: Terrestrial wildlife resources	<ul style="list-style-type: none"> • Wildlife mang. • Hunting pressures • Population viability • Freshwater turtles 	<ul style="list-style-type: none"> • ES Ch.13 	<ul style="list-style-type: none"> • Short media review due
	17	Resource Use 8: Aquatic wildlife resources <u>clips</u> : <i>Shifting Baselines</i> <i>Seafloor Carnage</i>	<ul style="list-style-type: none"> • Overfishing, bottom trawling, aquaculture, etc. • Sustainable fisheries • MPAs 	<ul style="list-style-type: none"> • Film: <i>End of the Line</i> 	
	18	Resource Use 9: Aquatic habitat loss (freshwater & marine) <u>clips</u> : <i>Sylvia Earle on the Colbert Report</i> <i>Why the Ocean Matters</i>	<ul style="list-style-type: none"> • Wetlands, waterways & coastal zones • Dams / diversions • Coral reefs • Dead zones • Restoration 		
	Discussion	Present & Debate: Supermarket Project results & the impacts of food choices	<ul style="list-style-type: none"> • What we eat affects the environment & our health 	<ul style="list-style-type: none"> • Overfishing articles 	

7	19	Resource Use 10: Energy basics & fossil fuels	<ul style="list-style-type: none"> • Energy efficiency • Energy policy • Peak oil • Oil spills • Oil dependency 	<ul style="list-style-type: none"> • ES Ch.14-15 	<ul style="list-style-type: none"> • Draft Lifestyle Change Projects due (optional) • Short media review due
	20	Resource Use 11: Energy alternatives	<ul style="list-style-type: none"> • Nuclear energy • Renewable energies • LEED certification 	<ul style="list-style-type: none"> • ES Ch.16-17 	
	21	Global Climate Change <u>clips</u> : <i>Climate Change: State of the Earth</i> <i>Ocean Acidification- Oregon Sea Grant</i>	<ul style="list-style-type: none"> • Greenhouse effect • Sea level rise • Ocean acidification • Habitat/Agric. effects • Mitigation/ Legislation 	<ul style="list-style-type: none"> • ES Ch. 20 • Film or book: <i>An Inconvenient Truth</i> 	
	Discussion	Watch & Debate: <i>A Crude Awakening</i>	<ul style="list-style-type: none"> • Energy issues 	<ul style="list-style-type: none"> • Energy articles 	
8	22	Pollution 1: Concepts; Air, land, & food <u>clips</u> : <i>Contaminated fish warning</i> <i>A Breath of Air</i>	<ul style="list-style-type: none"> • Point vs. nonpoint • Synergism • Biomagnification • Acute/chronic effects • Air pollutants • Radiation & EMFs • Indoor air pollution • Clean Air Act 	<ul style="list-style-type: none"> • ES Ch.10 & 21 	<ul style="list-style-type: none"> • Short media review due
	23	Pollution 2: Water- marine, freshwater & tap water <u>clips</u> : <i>What's in Your Water?</i> <i>Ganges River</i>	<ul style="list-style-type: none"> • Run-off: urban/agric. • Thermal pollution • Waterborne disease • Nutrients/dead zones • Tap water treatment • Wastewater treatment • OFGs • Clean Water Act 	<ul style="list-style-type: none"> • ES Ch.19 • Film: <i>Poisoned Waters</i> 	
	24	Pollution 3: Toxins & Plastics- in the environment, our food, our water & us <u>clips</u> : <i>Sailing the Great Pacific Garbage Patch</i> <i>The Story of Cosmetics</i> <i>Toxic chemicals enter womb</i>	<ul style="list-style-type: none"> • Plastics in the ocean • Endocrine disruptors • Carcinogens • Heavy metals • Persistent organic compounds • Pharmaceuticals 	<ul style="list-style-type: none"> • CB Box13.1 • Film: <i>Homo Toxicus</i> 	
	Discussion	Watch, Discuss & Debate: Environmental ethics clips	<ul style="list-style-type: none"> • The moral & social ethics regarding issues 		
9	25	Pollution 4: Materials- harvest, production & disposal <u>clips</u> : <i>The Story of Electronics</i>	<ul style="list-style-type: none"> • Mineral mining • Fossil fuel mining • Waste management • E-wastes • Hazardous wastes • Superfund sites • 3 R's 	<ul style="list-style-type: none"> • ES Ch. 23 • Film: <i>Tapped</i> 	<ul style="list-style-type: none"> • Final Media Reports due • Final week for tracking lifestyle changes
	26	Urbanization: Urban vs. rural & subsistence systems	<ul style="list-style-type: none"> • Cities as systems • Global trends • Urban effects/sprawl • Urban "wilds" 	<ul style="list-style-type: none"> • ES 1.5; Ch.22 	

	27	Environmental Ethics <u>clips</u> : <i>Oil on Ice</i> <i>Bolivia's Glaciers Melt Away</i>	<ul style="list-style-type: none"> • Native peoples • Developed / developing worlds • Resource rights • Poverty/equity/justice • Inter-species relations 	<ul style="list-style-type: none"> • CB 13.9, Ch.14 	
	Discussion	Final Review	<ul style="list-style-type: none"> • All materials to date 		
10	28	Conclusion: Review & solutions	<ul style="list-style-type: none"> • What we can do • Sustainability • Science as a tool • Social issues • Limits to growth • Local solutions • Environmental ed. • Legislation/reserves • Gap between knowledge & action 	<ul style="list-style-type: none"> • CB Ch. 15 • ES Ch. 24 	<ul style="list-style-type: none"> • Final Lifestyle Change Projects due
	29	Guest Lecturer	(to be announced)		
	30	Final	<ul style="list-style-type: none"> • All materials to date 		
	Discussion	Present & Discuss: Lifestyle Change Projects	<ul style="list-style-type: none"> • Lifestyle changes to induce environ. change 		

*clips: In an effort to enhance and diversify student learning, we will be including various forms of media in the lectures. These will include short films, news clips, interviews, photos, etc. We have listed an example of clips that will be shown in lectures; however, this is not an all inclusive list. Additional clips will be added as the course develops. Titles and sources of all clips will be available on the class website.

COURSE REQUIREMENTS & GRADING

EEB 18 is a 4-credit hour life science course that satisfies UCLA's requirement for a ...general education course. Grading for EEB 18 includes 2 exams, a media report, a "lifestyle change" report, 5 short media reviews, and participation in discussion sections. We will use a letter grading system, with permission required from the instructors in special cases when students request pass/fail.

*Attendance of discussion sections is mandatory and reflected in the grading breakdown below. Discussion sections consist of a variety of activities, including group projects, class discussions, debates, presentations, and watching additional media clips. Active engagement in debates, discussions, and presentations will help students test, practice, and develop their critical thinking and rhetorical skills, which are crucial to problem solving in the real world.

Grading Breakdown

We will assign grades based on performance on the following assignments:

5 short media reviews	10% (2% each)
Lifestyle change project	25%
Media report	15%
Midterm test	25%
Final test	25%
Discussion attendance	5%
Discussion participation	5%
TOTAL	100%

Grades will be based on a percentage of total points, as follows:

93-100% = A	80-82% = B-	68-69% = D+
90-92% = A-	78-79% = C+	63-67% = D
88-89% = B+	73-77% = C	60-62% = D-
83-87% = B	70-72% = C-	<60% = F

ASSIGNMENT DESCRIPTIONS

Short Media Reviews

Five of these short reviews will be due, as scheduled, throughout the quarter. Students will be able to choose which media they would like to review, and the review can be either negative or positive. Students must choose media (e.g., photography, video clips, textbook chapter, article, movies) that have been shown in lecture, discussion section, or assigned as homework. The student will be requested to write a paragraph in which he/she critically analyzes and reviews the content and effect of the media. Students will be asked to think about and address the following questions: 1) is the media factual?, 2) does the media correctly represent current scientific understanding?, 4) is the media convincing?, 5) is the media appealing/interesting/entertaining?; 6) does the media motivate the reader/viewer

to think differently and/or change his/her actions?, 7) is the media educational?, and 8) is the media effective?

This assignment will give students the opportunity to practice both their critical thinking and rhetorical writing skills. It will motivate them to think about, analyze, and present their opinions relating to the themes they are being taught. Additionally, this assignment gives students the rare opportunity to provide evaluative, and critically constructed feedback related to specific course materials. This student feedback, which will include important information related to student interest and learning effects, will be used for future updating of course materials.

Lifestyle Change Project

This group research project will be conducted throughout the quarter; results will be reported the final week of classes. Students, in groups of 2 or 3, will choose an aspect of their lives that they would like to change to be more environmentally responsible (e.g., use public transportation, conserve water at home). The change must be a significant lifestyle change. Throughout the quarter, students will document and keep detailed logs, including both qualitative and quantitative data, of exactly what they do to implement this change. In addition to documenting their work, students must research, calculate, and report the subjective and objective impacts their change made to their lives and the larger environment. Students will submit a final, written research report, and they will present their findings the final week of discussion section.

Media Report

This project will require students to evaluate one piece of media of their choice (e.g., book, movie, video clip, game, art/photography exhibit) whose purpose is to inform the public of environmental issues. Students will be able to choose from a list of media, or they will be able to work with an approved piece of their choice. Students will have to submit a written report that discusses the following themes related to their chosen piece: 1) the main issue and how it relates to larger environmental issues, 2) why the student feels this issue is/is not important, 3) the author's stance, 4) if and why the author's arguments/stance are convincing, 5) if the media is effective and why/why not, 6) reactions/responses of other people who have seen/used the media, and 7) if there were any images/lessons that made a lasting or emotional impact and why. Students will share their findings in discussion section.

Supermarket Project (extra credit)

This project can be conducted either individually or in groups of up to three people. Students will create three hypothetical diets consisting of foods they would normally consume: 1) low cost diet, 2) convenience diet, and 3) environmentally low impact diet. All diets must meet the minimum US RDA nutritional recommendations. The low impact diet must meet the following standards: low to no packaging, recyclable containers, locally produced, food chain efficiency, organically produced, and low to no artificial ingredients or chemicals. Students will visit 1-2 supermarkets of their choice and collect the following data related to each diet: calories consumed per day, nutritional content, cost, environmental impact, and time to prepare. Students will submit written reports that

compare and contrast the health, environmental impact, cost, convenience and general accessibility of the three diets.

REQUIRED COURSE TEXTS & FILMS

Textbooks

Daniel B. Botkin & Edward A. Keller. 2011. *Environmental Science: Earth as a Living Planet*, 8th Edition. John Wiley & Sons, Inc.

Paul R. Ehrlich & Navjot S. Sodhi. 2010. *Conservation Biology for All*. Oxford University Press. (Free Online Textbook)

Movies/Films

Links for streaming movies will be provided where they exist. Otherwise movies must be obtained (rented/purchased) by students.

An Inconvenient Truth

Food, Inc.

Vanishing of the Bees

The Future of Food

End of the Line

Homo Toxicus

Poisoned Waters

Tapped

Flow: For the Love of Water

Any additional course materials, including PowerPoint presentations and additional readings for discussion sections will be available on the course website.

CLASS POLICIES

Academic honesty: Students are expected to read and abide by the University's Student Code of Conduct, which can be found at <http://www.deanofstudents.ucla.edu/studentconductcode.pdf>. Students who violate this policy will be subject to disciplinary action, and may receive a failing grade in the course for a single violation.

Reading & film schedule: Reading and film assignments will include reading from both textbooks, Environmental Science (ES) and Conservation Biology for All (CB), and popular movies. Reading and watching of materials should be completed BEFORE the lecture date listed in the syllabus, as we will be discussing issues relevant to the material on that date. Course tests will include information from all required materials.

Assignments: Assignments for this class promote integrative learning that translates to the real world, as well as student participation in course creation and evaluation. Assignments will require critical thinking, real world action, self evaluation, use of multi-media, and critical evaluation of course materials. An extra credit assignment will be offered that could be worth 5% of your total class grade. No additional extra credit points will be offered. All assignments are due during discussion section, according to the schedule. Late assignments will only be accepted with prior WRITTEN CONSENT signed by the instructor.

Participation: Students learn best when they are actively engaged in lectures and discussion, thus you will be awarded points for attending and actively participating in discussion. Attendance at discussion is required. If an extraordinary circumstance requires you to miss discussion section, you must coordinate with your TA BEFOREHAND, to make-up the section at another time the same week.

Exams: The midterm and final exam consist of definitions, short answers, and short essays. It is very important for you to attend all aspects of this course as both exams will reflect the material covered in the lectures, discussion, and assigned texts and films. Exams will test students on: 1) definitions and understanding of the most important course concepts, 2) understanding of general course themes, and 3) ability of students to think critically, across disciplines, and to draw conclusions based on science (as opposed to "pseudo-science"). Exams WILL NOT test trivial knowledge such as dates, names, titles, and scientific jargon. All exams must be taken on the date and time of the exam unless there is prior WRITTEN CONSENT signed by the instructor. Students missing an exam without prior consent receive a zero for that exam.

SUPPLEMENTAL COURSE BOOKS

These books are not required, but they are recommended as supplemental (“night stand”) reading for more in depth and personal accounts related to class themes.

The Population Explosion (1991)- Paul and Anne Ehrlich The Population Explosion vividly describes how the Earth's population, growing by 95 million people a year, is rapidly depleting the planet's resources, resulting in famine, global warming, acid rain, and other major problems. (Amazon.com review)

A Green History of the World: The Environment and the Collapse of Great Civilizations (1992)- Clive Ponting Will modern society survive the current environment crisis it faces or will our civilization dwindle and fade in the face of global warming, worldwide pollution and mass poverty and starvation? This book provides an interpretation of human history on a global scale- revealing just how old many of our contemporary environmental problems really are. (Amazon.com review)

The Diversity of Life- E. O. Wilson Wilson, internationally regarded as the dean of biodiversity studies, conducts us on a tour through time, traces the processes that create new species in bursts of adaptive radiation. He describes how the sixth great spasm of extinction on earth--caused this time entirely by humans--may be the one that breaks the crucible of life. (Amazon.com review)

The Future of Life- E. O. Wilson This eloquently written book on the biodiversity crisis is by a Pulitzer Prize-winning ecologist. The author makes a solid business and economic case for the preservation of life on earth. (Jim Porter)

The World is Blue: How our fate and the ocean's are one- Sylvia Earle This book tie-in to National Geographic's ambitious 5-year ocean initiative—focusing on overfishing—is written in Sylvia Earle's accessible yet hard-hitting voice. Through compelling personal stories she puts the current and future peril of the ocean and the life it supports in perspective for a wide public audience. (Amazon.com review)

Cadillac Desert: The American west and its disappearing water- Fred Pearce Goldsmith and Hildyard, with examples from throughout the world, demolish the common justifications for large dams. Cadillac Desert describes serious, perhaps fatal threats to the miraculous desert civilization of the West. (James R. Karr review)

The Omnivore's Dilemma- Michael Pollan

A national bestseller, this revolutionary book by award winner Michael Pollan asks the seemingly simple question: What should we have for dinner? Pollan discusses the profound implications our food choices have for the health of our species and the future of our planet. (Amazon.com review)

And the Waters Turned to Blood- R. Barker A true account of one woman's efforts to make the public aware of the causes and consequences of blooms of a flesh eating protozoan in North Carolina waters. This story has many parallels to other real life

experiences such as those of Rachel Carson, Diane Fossey, Karen Silkworth, and Erin Brockovich. (Jim Porter review)

***Our Stolen Future-* Colborn, T., D. Dumanoski, and J.P. Meyers** An impressive and chilling accumulation of evidence of the effects of environmental pollutants on present and future human health. (Jim Porter review)

***The Last Hours of Ancient Sunlight-* T. Hartmann** The inevitable depletion of fossil fuel reserves leads to a philosophical / scientific discussion of the environmental ethics and our innate spiritual connection with the Earth. (Jim Porter review)

***Crimes Against Nature-* R. F. Kennedy** An activist's view of the current state of environmental affairs in national politics. (Jim Porter review)

***Human Ecology, Following Nature's Lead:* F. Steiner** A noted landscape architect presents a new synthesizes of ecology, anthropology, sociology, geography, engineering, landscape architecture, planning, and conservation. (Jim Porter review)

***The Boiling Point-* Ross Gelbspan** The most authoritative and up-to-date compilation on the science and politics of global warming. (Jim Porter review)



New Course Proposal

	Ecology and Evolutionary Biology 18 Why Ecology Matters: The Science Behind Environmental Issues
Course Number	Ecology and Evolutionary Biology 18
Title	Why Ecology Matters: The Science Behind Environmental Issues
Short Title	ECOL ENVIRON ISSUES
Units	Fixed: 5
Grading Basis	Letter grade or Passed/Not Passed
Instructional Format	Lecture - 3 hours per week Discussion - 2 hours per week
TIE Code	LECS - Lecture (Plus Supplementary Activity) [T]
GE Requirement	Yes
Requisites	None
Course Description	Lecture, three hours. Discussion, two hours. The purpose of this course is to promote both science and environmental literacy in UCLA students. A broad curriculum will teach basic ecological concepts, the scientific method, and the ecological basis for local and global environmental issues. The course will address the major challenges to be faced in this century, including the need to find interdisciplinary and collaborative solutions to the world's worsening environmental problems (e.g., global climate change, biodiversity loss, deforestation, pollution, declining water resources, declining fisheries). Environmental literacy will equip students to become leaders in the growing 'green economy' and to help forge solutions to the current and future environmental crises that threaten our natural resource base.
Justification	EE BIOL 18 was designed to teach environmental literacy to non-majors who would not otherwise have the opportunity to learn about environmental issues. International scientific consensus tells us that the global problems of tomorrow will be largely environmental in nature. Relevant education will thus teach today's students a solid understanding of ecological issues and the science that describes them. This course would align UCLA with the efforts of states and universities across the country that are officially recognizing and mandating the need for all students to be taught environmental literacy. California and its educational institutions lag behind other states in requiring environmental education, e.g., Maryland,

	Minnesota, and universities in Georgia, Maine, Arizona, and Kentucky require environmental literacy of their students. The California state legislated Education and the Environment Initiative (EEI) which mandated creation of a K-12 curriculum was an important step to bring California to the forefront of this movement.				
Syllabus	File EEB 18 SYLLABUS 3-14-12.doc was previously uploaded. You may view the file by clicking on the file name.				
Supplemental Information					
Grading Structure	Grading breakdown: Five short Media Reviews 10% (2% each); Lifestyle Change project 25%; Media report 15%; Midterm exam 25%; Final exam 25%; Discussion attendance 5%; Discussion participation 5%				
Effective Date	Fall 2012				
Instructor	<table border="1"> <thead> <tr> <th>Name</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>Alison Lipman</td> <td>Lecturer</td> </tr> </tbody> </table>	Name	Title	Alison Lipman	Lecturer
Name	Title				
Alison Lipman	Lecturer				
Quarters Taught	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer				
Department	Ecology and Evolutionary Biology				
Contact	<table border="1"> <thead> <tr> <th>Name</th> <th>E-mail</th> </tr> </thead> <tbody> <tr> <td>JESSICA ANGUS</td> <td>jangus@lifesci.ucla.edu</td> </tr> </tbody> </table>	Name	E-mail	JESSICA ANGUS	jangus@lifesci.ucla.edu
Name	E-mail				
JESSICA ANGUS	jangus@lifesci.ucla.edu				
Routing Help					

ROUTING STATUS

Role:	Dean College/School or Designee - Hwang, Sandra (shwang@college.ucla.edu) - 54673
Status:	Pending Action
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 3/19/2012 4:46:47 PM
Changes:	No Changes Made
Comments:	Routing to Sandra Hwang for Dean Sork's approval
Role:	Department/School Coordinator - Angus, Jessica Abijay (jangus@lifesci.ucla.edu) - 51680
Status:	Approved on 3/14/2012 9:44:17 AM
Changes:	Title, Short Title, Description, Justification, Syllabus, Grading Structure
Comments:	The following revisions were made: course title; course description; justification for course; syllabus; and grading breakdown.

Submitted by Jessica Angus on behalf of:
Daniel T. Blumstein, Department Chair
Blaire Van Valkenburgh, Associate Dean for Education Programs, Division
of Life Sciences

Role: Dean College/School or Designee - Hwang, Sandra Se Mi
(shwang@college.ucla.edu) - 54673

Status: Returned for Additional Info on 1/20/2012 3:34:31 PM

Changes: No Changes Made

Comments: Return to dept. for additional justification, suggest dept. consults with the
Associate Dean Blaire Van Valkenburgh.

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac
(mcastillo@college.ucla.edu) - 45040

Status: Returned for Additional Info on 12/15/2011 12:58:42 PM

Changes: No Changes Made

Comments: Routing to Sandra Hwang for Dean Sork's approval

Role: Department/School Coordinator - Angus, Jessica Abijay
(jangus@lifesci.ucla.edu) - 51680

Status: Approved on 12/15/2011 12:32:43 PM

Changes: No Changes Made

Comments: Submitted by Jessica Angus on behalf of:

Daniel T. Blumstein, Department Chair
Peggy Fong, Vice Chair for Undergraduate Studies.

GE proposal paperwork in progress.

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac
(mcastillo@college.ucla.edu) - 45040

Status: Returned for Additional Info on 12/15/2011 12:30:24 PM

Changes: No Changes Made

Comments: Routing back to Jessica Angus for dept chair approval. Please also send me
the GE proposal for this course, since you indicate that this will be a GE
course. GE proposal deadline is 01/06/12.

Role: Initiator/Submitter - Angus, Jessica Abijay (jangus@lifesci.ucla.edu) -
51680

Status: Submitted on 12/15/2011 11:58:08 AM

Comments: Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 206-7045

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number	GE Cluster 26ABCW
Course Title	Poverty and Health in Latin America
Indicate if Seminar and/or Writing II course	GE Cluster with WII Credit and Spring Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis $\sqrt{(3)}$
- Social Analysis $\sqrt{(1)}$
- Social Analysis $\sqrt{(2)}$

Foundations of Scientific Inquiry

- Physical Science $\sqrt{(1)}$
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science $\sqrt{(1)}$
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

Our request for GE credit in the Foundations of Society and Culture is based on the fact that the course will be introducing freshmen to the ways in which Latin American geography, history, civil society, and politics (regional, national, and local) inform the interrelated issues of poverty and health in this area of the world. Specifically, students in this cluster will be familiarized with many of the tools and methodologies that are central to the social sciences, e.g., the gathering of economic, demographic, and health related data; the ways in which historians and social scientists evaluate this material; and finally how this information has been disseminated and used by governments, agencies, health care professionals, and the public-at-large to address the questions and problems that are at the heart of the cluster. It is our hope that by the end of the first year, our students will leave our course with a stronger understanding of “how humans organize, structure, rationalize and govern their societies and cultures over time.”

Our request for GE credit in the Life Sciences (without lab) sub-category of the Foundations of Scientific Inquiry is based on the fact that we will be exposing freshmen to the methodologies, techniques, and literature of medicine, public health, and psychology as they relate to the issues of poverty and health in Latin America. Specifically, students will be working with scientific, evidence-based research practices and methods that are used to address the ways in which climate change, natural disasters, water, sanitation, and non-infectious diseases affect the health of impoverished communities throughout the Latin American continent. By the end of the year, we hope that our students will have attained a degree of scientific literacy that will enable them to actually begin to develop solutions to these important problems.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Stephen Commins- Lecturer, Urban Planning
Javier Iribarren- Assistant Director, Chicano Studies Research Center
Michael Rodriguez- Professor, Family Medicine
Bonnie Taub- Interim Chair, Latin American Studies; Adjunct Assistant Professor, Public Health

6. Please present concise arguments for the GE principles applicable to this course.

√ General Knowledge	The students will acquire a wide range of knowledge about the social and scientific determinants of poverty and health in Latin America and among Latin American immigrant populations.
√ Integrative Learning	This course will introduce students to the ways in which social scientists, psychologists, and physicians address the problem of poverty and health in Latin America.
√ Ethical Implications	The topic of social justice and human rights will be addressed during this course with a specific focus on the policies that create existing inequities of health care in Latin America. Additionally, students will be required to recommend ethical policy solutions to these health disparities.
√ Cultural Diversity	Latin America is a very diverse region with a plethora of social groups, cultures, and ethnicities. Latin American populations in the United States are equally diverse.
√ Critical Thinking	Students will be expected to exercise their critical thinking skills through a series of writing and blogging assignments that will require them to evaluate programs and policies that impact health and poverty. They will also address these issues in some depth in their discussion sections.
√ Rhetorical Effectiveness	Student's rhetorical effectiveness will be graded through their blog postings and their written assignments. It will be noted as to whether they make a clear and logical argument and persuade the reader to understand the point they are arguing.
√ Problem-solving	Students will be asked to identify the barriers to the success of programs and policies that address health inequities, as well as suggest approaches that might address these obstacles.
√ Library & Information Literacy	We will work with the UCLA librarians to insure that our students can access and critically assess the information they will need to complete their blogs and writing assignments.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>2</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)

5. Field Trips: Film viewings, cultural performances, etc 0.5 avg (hours)

(A) TOTAL Student Contact Per Week 5.5 avg **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|--------------|---------|
| 1. General Review & Preparation: | <u>2</u> | (hours) |
| 2. Reading | <u>5</u> | (hours) |
| 3. Group Projects: | <u>N/A</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>1 avg</u> | (hours) |
| 5. Information Literacy Exercises: | <u>N/A</u> | (hours) |
| 6. Written Assignments: | <u>3</u> | (hours) |
| 7. Research Activity: | <u>2</u> | (hours) |

(B) TOTAL Out-of-class time per week 13 avg **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 18.5 **(HOURS)**

PROPOSED WRITING II COURSE INFORMATION SHEET

Please submit this information sheet along with the course syllabus and course request form through the Course Inventory Management System (CIMS).

1. Title of course proposed to fulfill the Writing II requirement: Poverty and Health in Latin America
2. What faculty member(s) will serve as instructor(s): Stephen Commins; Javier Iribarren; Michael Rodriguez; Bonnie Taub
3. a). Is this course currently being taught? Yes _____ No X
If yes: Number of units: _____
Quarter(s) offered: _____
b). What is the current enrollment? N/A
c). What is the projected enrollment for your proposed course? 160
d). Does the course currently use TAs: Yes _____ No X (new course)
If yes: Number of TAs: _____
e). How many TAs will your department support for your proposed course (each TA will handle one writing section of twenty students)? 6
f). How many additional TA's will you request from the College for your proposed course (each TA will handle one writing section of twenty students and should not exceed the number of TAs supported by the department)? 0
g). Do you intend to discontinue the existing version of this course (without the writing component)? Yes _____ No X (new course)
4. When would you anticipate teaching this course over the next two years:
2012-2013: Fall X Winter X Spring X
2013-2014: Fall X Winter X Spring X
Unsure: _____
5. Do you intend to offer this proposed course on an on-going basis? Yes X No _____
If yes: How many times per academic year: GE cluster course

Please contact Myrna Dee F. Castillo (Tel: x4-5040; E-mail: mcastillo@college.ucla.edu) for further information about this form and the approval process.

General Education Cluster Course Proposal
Poverty and Health in Latin America
May 30, 2012

I. Course Synopsis

Lead Instructor

Michael Rodriguez, Professor, Family Medicine

Course Description Abstract

This course is the first in the UCLA cluster series on Poverty and Health in Latin America. The course provides an introduction to the social determinants of health; focuses on the cultural, historical, socioeconomic, public health, medical, political, and artistic context of poverty in modern Latin America; and looks at the different local, national, and regional responses to health inequities. The lectures, readings, images, sounds and other material will explore the major trends and debates that have shaped and continue to define issues related to poverty and health in the region. The course is interdisciplinary in its approach.

Class Format

Lectures (Instructors and Guest Instructors) - twice per week

Discussion sections- once per week

Film Viewing- once per quarter

Assignments and Evaluation

Evaluation of student performance per quarter (fall & winter) is based on:

1. Class Participation (20%)

This includes attendance, active participation in class discussions, and blogging.

2. Midterm (20%)

This will cover the first half of the course.

3. Writing Assignments (40%)

Students will be responsible for two written assignments during fall and winter; each worth 15% of the final grade. During fall and winter students will also be required weekly to generate reading responses and take brief quizzes regarding the assigned weekly readings and case study worth 10% of the final grade.

4. Final Exam (20%)

This will cover entire course content.

II. Teaching Team

The faculty teaching team includes:

Stephen Commins, Lecturer, Urban Planning
Patricia Greenfield, Professor, Developmental Psychology
Javier Iribarren, Assistant Director, Chicano Studies Research Center
Michael Rodriguez, Professor, Family Medicine
Bonnie Taub, Interim Chair, Latin American Studies; Public Health-Medical Anthropology

This course has grown with the help and guidance of many faculty and researchers campus-wide who have expertise in the area of health and/or Latin America. Faculty who have contributed to the course and may participate as guest instructors include:

Onyebuchi Arah, Public Health (Epidemiology)
Judy Baca, Art
Carole Browner, Medical Anthropology
Xavier Cagigas, Psychology and Biobehavioral Science
Robin Derby, History
Jose Escarce, Medicine
Andrew Fuligni, Developmental Psychology
Reza Jarrahy, Medicine (Plastic & Reconstructive Surgery)
M. Gregory Kendrick, History
Carl Maida, Public Health-Medical Anthropology
Karin Nielsen, Medicine (Peds-Infectious Disease)
Marjorie Orellana, Education
Angie Otiniano, Public Health
Francisco Ramos Gomez, Dentistry
Adam Richards, Medicine (Neurology)
Deanna Rivera, Law
Kevin Terraciano, History
Arturo Vargas-Bustamante, Public Health
Steven Wallace, Public Health

The core faculty team will be joined by graduate student instructors who will offer discussion sections in the fall and winter quarters and teach satellite seminars related to the cluster topic in the spring quarter. Graduate students from Public Health, Latin American Studies, Chicano Studies and other relevant areas will be recruited as possible graduate student instructors.

III. Course Description

Subject and Rationale

Health disparities is a critical problem affecting societies worldwide with effects at the individual, community, and national levels. These inequities are the product of poverty, politics, historic inequities, and other social factors that play a role in health determinants and access to

quality health care. Latin America is a comparatively understudied region for undergraduates with respect to these social determinants of health.

The *Poverty and Health in Latin America* cluster is focused on helping freshmen develop a basic understanding of how the conditions in which people are born, grow, live, work, and age influence their health and their access to health care. This course focuses on health inequities both between and within Latin American countries and communities, and it explores, in a multi-disciplinary fashion, the *social determinants of health*— including gender, race, ethnicity, socioeconomic status, poverty, religion, governance, politics, foreign policies. Over the course of the academic year, students in this class will be introduced to a conceptual framework for understanding the interrelationships between social determinants of health in Latin America. Students will also be introduced to the science of health including epidemiology, environmental health, nutrition, data collection, and evaluation methods. Introductory medical public health articles as well as articles from other fields will be used to expose students to current methods of conducting scientific research including discussion of basic methodology, uncertainty and related implications of scientific work.

Weekly case studies will be used to help students better understand how communities respond to specific health problems. Through these cases, students will learn how programs are evaluated and how policies impact health.

IV. Course Aims and Objectives

At the end of the course, the student will be able to:

A) Understand the overall history and social determinants of Latin American poverty and health. Specifically, by the end of the cluster year, students will:

- Understand the core concepts of health-what it is, how we measure it and what influences it.
- Have a basic understanding of Latin America including its diverse history, geography, cultures, governments and other factors contributing to health.
- Be familiar with conceptual frameworks that address how social determinants influence the health of populations in Latin America.
- Understand health equity as a matter of social justice and basic human rights.

B) Understand problems and responses related to Latin American poverty and health. Specifically, cluster students will:

- Identify international organizations whose missions include addressing global health.
- Learn how societal structures, policies, and the environment are strategic elements that affect the design and implementation of public policies that promote health.
- Understand the importance of working with local communities and other stakeholders in designing and implementing solutions to poverty and health care.
- Describe programs and policies that integrate the social determinants of health concepts into efforts aimed at reducing health inequities.

V. Course Organization and Approach

During fall and winter quarters students will meet two times per week for lecture for a total of three hours per week and once per week for a two hour discussion. Once per quarter students will also be required to attend an out-of-class film viewing event. During spring quarter students will meet once per week for a three hour seminar. The following illustrates the organization and approach to be followed:

Case Study Approach

Throughout the course, a case-study approach will be used. In the fall and winter, weekly case-studies related to the topic being covered that week will be presented to students. These case studies will be discussed during the weekly discussion sections and will be examples of solutions or responses to problems related to the topics of poverty and health in Latin America. These case studies are intended to help enhance student understanding and familiarity with the process of problem solving. Supplemental materials used to help students understand the concepts will include videos, films, and music.

Example case study include: 1) the practice of integrating western and traditional indigenous medicine in the countries of Chile, Colombia, Ecuador, Guatemala, and Suriname; 2) the impact of maternal health investments in Peru; and 3) Studying organizations such as Native Seeds/SEARCH that uses traditional indigenous approaches to address problems that contribute to health inequities such as food security.

Fall Quarter Course

This quarter will provide an introduction to the social determinants of health in Latin America. Students will be introduced to the diversity of the region in terms of history, geography, culture and governance. Poverty and other social determinants of health will be defined and examined as they interrelate to health in Latin America. Other cross cutting factors that impact Latin American health, such as migration and urbanization, will be addressed in an integrated manner.

Winter Quarter Course

This quarter will focus on responses to health inequities and possible solutions to promote improved health outcomes. Responses to the social determinants of health will be illustrated through examples of current programs and policies. The major areas for addressing health inequity include governance; community action; social justice and human rights movements; health sector & public health programs; and global priorities.

Spring Quarter Seminars

During this quarter, students will meet weekly in small group seminars based on topics related to the theme of the course. This will allow them to study, discuss and then generate policy solutions aimed at creating more equitable health in Latin America. Faculty and course Graduate Student Instructors (GSIs) as well as other graduate student experts with health in Latin America will lead these seminars. One or more seminars may focus on a particular area of Latin America or a local Latin American community to reflect the field study sites that will eventually be offered and serve as preparation for the summer field study component. Course activities will be coordinated with other campus wide activities such as participation in “Global Health Awareness

Week". The spring seminars will be writing intensive and require their students to write a substantial paper by the end of the quarter.

Summer Quarter Field Experience

During the summer following this course, we hope that students who have completed the cluster will be eligible to participate in a field experience either in Latin America or locally within Latin American communities in Los Angeles. By collaborating with organizations, agencies, or communities affected by poverty and health disparities students will have an opportunity to connect the theory and practice of the social determinants of health in Latin American communities. They will learn and gain insight into the existing health disparities and the solutions being implemented to eliminate these inequalities. We plan to work with the UCLA Center for Community Learning during the cluster's first year and offer it as a subsection of the already existing Civic Engagement 95 course. In this manner, this summer fieldwork component would be a 2-unit, pass/no pass course. This component will take place if there are sufficient resources.

VI. Assignments, Examinations, and Grading

During Fall & Winter Quarter student grades will be based on the following:

Class Participation (20%)

This includes:

- Attendance at sessions and active participation in class discussions (10%).
- Blog (10%): Each student in the class must complete one blog post and one comment per week beginning in week two of the course. A total of 8 blog posts and comments are expected, meaning that you may not post during one week without penalty. A successful blog post MUST discuss (a) one concept from the reading (b) the relationship between that concept and that week's lecture topic (c) one link to outside material (d) one photo or video. The blog post should be between 100-200 words long. You must also post one comment on another student's blog posting in your discussion section's blog. A comment should be between 50-100 words and address the posted ideas.

Midterm (20%)

This will cover the first half of the course.

Writing Assignments (40%)

Students will be responsible for two written assignments. Both of these assignments will be revised work. Each of these assignments will be 15% of the final grade. In addition, students will be required weekly to generate reading responses and take brief quizzes regarding the assigned weekly readings and case study worth 10% of the final grade.

Final Exam (20%)

This will be a cumulative exam that will cover the entire course content.

VII. Writing Assignments

The required papers (one 3-4 page paper and one 5-6 page paper for both fall and winter and a 10-15 page research paper in the spring) will undergo a process of revision. The students will receive feedback on the first draft of their written work in the form of TA critique and peer-review.

In fall quarter, papers will be based on observation, interview, and analysis. These assignments will teach students how to read scientific literature and the health related perspectives and experiences of Latin Americans. The first paper will be a 3-4 page paper that will walk students through steps to read and assess scientific articles; the second will build on the first assignment and be a 5-6 page interview and analytic paper.

In winter quarter, papers will address policy issues regarding grass root movements and governmental agencies. These assignments will delve into the effects of poverty in relation to health and address different tiers of possible solutions. For these papers, students will be provided a list of topics and potential references. The assignment will challenge the student to: 1) conduct library and on-line relevant research on a topic; 2) formulate succinctly and accurately the pertinent data in the scholarly work uncovered in their research; and 3) develop and articulate the students' assessment of the scholarship, according to disciplinary criteria set forth in lectures and propose, at least preliminarily, their own insights and/or contribution to this scholarship.

In addition to the above writing assignments, students will be required weekly to generate reading responses and take brief quizzes regarding the assigned weekly readings and case study.

Fall Quarter

The **first writing assignment** will help students learn how to read and understand the content of scientific articles. Students will be provided a list of articles related to poverty and health in Latin America from which they will choose one article to analyze. Students will be asked to evaluate and interpret the findings of the article they chose. The following areas will need to be covered in their summary:

- 1) Question & Hypothesis- What are the author(s) asking and why is this question important to the field at large?
- 2) Tests- How did the author(s) go about trying to answer the question? What methods did they use?
- 3) Tables & Figures- What tables & figures were included in the paper? What did these tables & figures show? Explain these tables & figures in general words.
- 4) Conclusion- What answer(s) did the author(s) come up with to their question?
- 5) Further Tests- What, if any, further questions did the author(s) offer to further the field of study?

The **second writing assignment** will allow students to build on what they have learned about reading scientific articles. Students will interview a Latin American individual and ask them about their experience as Latin Americans and their thoughts on how poverty impacts health. Students will be provided a topic guide of questions to be used for their interview, in order to ask about the following:

- 1) Demographic Information- Country of origin, ethnicity, education, marital status, age, gender, years in the United States, occupation, income, etc.
- 2) General Health and Specific- How do they rate their health? What types of problems have they had? Where do they seek care?
- 3) Beliefs and Attitudes (with regards to social determinants) - How does the interviewee understand that nonmedical factors impact health? If interviewee does not mention poverty, they will be asked to comment on it and any relationship with health. What do they attribute their health or lack thereof to? How do they think their race, ethnicity, gender, age, education may impact their health and health seeking behavior and how they are treated?

Students will then choose from a list of scientific articles dealing with social determinants of health and relate the findings of this article to their interviewee's experience with social factors that affect health.

Winter Quarter

The **first writing assignment** will be a descriptive and analytical review of a grass roots effort. Students will be asked to identify a grass roots movement of people community level that addresses health issues. For example, the selected grassroots effort could be : non-profit work; local individual traditional healers; organizations addressing health issues (i.e. soup kitchens in Peru, Odo-ya the Brazilian sex education group); students will be provided with a list of resources to aid them with the selection of a grass roots movement. This assignment will require students to research and analyze the strength and capacity of a local movement in addressing the health inequities they have gained knowledge of through lectures. Students will describe the history and mission of this grassroots movement. They should also address the organizational techniques of the grassroots movement to analyze the strengths and weaknesses of each of these procedures. Lastly, students will discuss one procedure that could be changed or added in order to help this movement gain recognition (i.e. reports, flyers, television, etc) to better address the targeted health issue.

The **second writing assignment** will be a policy paper requiring students to research, analyze, and argue the importance of a government or agency program that works towards alleviating poverty. Students will be provided a list of such agencies, for example: World Health Organization (WHO), Pan American Health Organization (PAHO), United Nations (UN), Brazil's Bolsa Familia, or Mexico's Progreso Program. In their research the student will need to learn and explain the agency mission and identify 2-3 measures initiated by the program that target poverty alleviation. The student will be expected to provide a description of these measures, identify people it most benefits, argue their opinion about the benefit of such measures, and provide one idea that would make the measure more successful (i.e. changing

dissemination measures, adding a component, targeting a different population, etc). Lastly, the student will need to argue how alleviation of poverty at this level impacts (positively or negatively) the grass roots effort they analyzed during their first paper assignment.

VIII. General Education Course Credit

Students who participate in this year-long cluster course will fulfill four of their General Education requirements. Upon completion students will have satisfied 3 Society and Culture credits (1 Historical Analysis, 2 Social Analysis) and 1 Scientific Inquiry credit (1 Life Science without lab). At the successful completion of all three quarters, students will also earn Writing II credit, with the “W” attached to the spring seminar. Students will earn 6 units of course credit per quarter and college honors credit for all three quarters, for a total of 18 units for the year.

IX. Tentative Course Outline and Schedule of Readings

Fall Quarter: Experiences of Poverty & Health in Latin America

Week 1: Course Overview & Introduction to Public Health Perspectives on Latin America

1.1- Course Introduction/Overview, graduate student instructors, faculty, assessment of the course, assessment of students, requirements, grading, and other expectations. **Scientific Inquiry (SI): Defining public health terminology: health, epidemiology, public health, disease, illness, epidemic, pandemic, endemic, morbidity, mortality.**

1.2- **SI: Using a public health perspective to understand health in Latin America.**

Readings:

Farmer P. (2003). On Suffering and Structural Violence: Social and Economic Rights in the Global Era. In Paul Farmer, *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. University of California Press.

Millennium Development Goals

<http://www.undp.org/mdg/basics.shtml>

Pan American Health Organization. Health Agenda for the Americas 2008-2017. Washington, DC: PAHO; 2007.

Writing: Introduction to reading responses & quizzes

Week 2: Latin American Demography, Geography and Anthropology

2.1- Latin American demographic characteristics

SI: Introduction to Health Indicators- common measures of morbidity and mortality; defining incidence, prevalence, risk, and surveillance.

2.2- Latin American geography. A review of the different regions that comprise Latin America, the Caribbean and their Diaspora.

Readings:

Gonzalez, Alfonso. "Physical Landscapes and Settlement Patterns" & Karl Schwerin.

"Indigenous Populations of Latin America" in Jan Knippers Black, *Latin America: It's Problems and Its Promise: A Multidisciplinary Introduction*, 5th ed., Westview (2010)

Forrest D. Colburn. "The Poor" in *Latin America at the End of Politics*, Princeton (2002)

Peter Winn. "A View from the South" & "North of the Border" in *Americas: The Changing Face of Latin America and the Caribbean*, 3d ed, California (2006)

World Health Organization. Monitoring The Building Blocks of Health Systems: A Handbook of Indicators and Their Measurement Strategies. 2010.(selected reading)

Writing: Discussion of scientific articles

Week 3: Latin America: History and Identity

3.1- Latin American historical milestones. An interdisciplinary overview of Latin America from pre-Columbian times to the present. Focus on social and political evolution, and literature.

SI: Data Sources- sources of data for use in epidemiology: databases, censuses, surveys, and registries.

3.2 – Latin American historical milestones and identity.

Readings:

Chasteen, John Charles. "Postcolonial Blues" & "Neoliberalism" in *Born in Blood & Fire: A Concise History of Latin America*, 3d ed., Norton (2011)

Waitzkin H, Iriart C, Estrada A and Lamadrid S. Social Medicine Then and Now: Lessons From Latin America. *American Journal of Public Health*. 2001 October; 91(10): 1592-1601.

Greenfield PM. Linking Social Change and Developmental Change: Shifting Pathways of Human Development. *Developmental Psychology*. 2009; 45(2): 401-418.

Irwin A and Scali E. Action on the social determinants of health: A historical perspective. *Global Public Health*. 2007 Jul; 2(3): 235-256.

Writing: Choose a scientific article to analyze for paper #1

Week 4: Introducing Social Determinants of Health in Latin America

4.1 – How health varies systematically according to social, economic, cultural and political factors.

SI: Overview of study design methods

4.2 - How health is affected by dominant political discourses and social and economic policies.

Readings:

Goldberg DS. The difficulties of enhancing public understanding of the social determinants of health in the United States: A commentary on Pesce, Kpaduwa, Danis (2011). *Social Science & Medicine*. 2012,1139-42.

Briggs CL and Mantini-Briggs C. Confronting Health Disparities: Latin American Social Medicine in Venezuela. *American Journal of Public Health*. 2009 March; 99(3): 549-555.

Koh HK, Piotrowski JJ, Kumanyika S and Fielding JE. Healthy People: A 2020 Vision for the Social Determinants Approach. *Health Education & Behavior*. 2011; 38(6): 551-557.

Pan-American Health Organization. Health in the Americas. Volume I-Regional. World Health Organization, Washington, D.C., 2007 (selected reading).

Writing: Scientific Article Outline Draft Due (Monday, 10/22)

Week 5: Understanding Social Determinants of Health: Social and Political Contexts

5.1- Examining how the social context impacts health in Latin America

SI: Review of Data Collection Methods in Public Health

5.2 – Examining how the political context impacts health in Latin America

Readings:

The Lancet. Social determinants of health: the environmental dimension. *Lancet*. 2012 Feb; 379(9817): 686.

Slack J and Whiteford S. Violence and Migration on the Arizona-Sonora Border. *Human Organization*, Vol. 70, No. 1, 2011: 11-21.

Waitzkin H. One and a Half Centuries of Forgetting and Rediscovering: Virchow's Lasting Contributions to Social Medicine. *Social Medicine*. 2006 February; 1(1): 5-10.

Writing: Final Scientific Article Summary Due (Monday, 10/29)

Distribute Take-Home Midterm Exam

Week 6: Understanding Social Determinants of Health: Poverty and Socioeconomic Position

6.1 – How poverty impacts health in Latin America

SI: Overview of Data Analysis methodology- Qualitative vs Quantitative

Take-Home Midterm Exam Due (11/5)

6.2 – How other socioeconomic characteristics impact health in Latin America

Readings:

Ferri CP et al. Socioeconomic Factors and All Cause and Cause-Specific Mortality among Older People in Latin America, India, and China: A Population-Based Cohort Study. *PLoS Med*. 2012; 9(2): e1001179.

Montenegro RA, Stephens C. Indigenous health in Latin America and the Caribbean. *The Lancet* 2006. Vol 367. 1859-1869.

Writing: Distribution of prompt for paper #2; developing interview questions

Week 7: Understanding Social Determinants of Health: Civil Society and the State

7.1- How civil society and social capital impact health in Latin America

7.2- How the State impacts health in Latin America

Readings:

Baris E, Belmartino S and Fleury S. Reshaping Health Care in Latin America a Comparative Analysis of Health Care Reform in Argentina, Brazil and Mexico. Ottawa: International Development Research Center, 2000.

Laurell AC. What does Latin American Social Medicine do when it governs? The case of the Mexico city government. *American Journal of Public Health*. 2003; 93(12): 2028-2031.

Laurell AC. Health system reform in Mexico. A critical review. *International Journal of Health Services*. 2007; 37(3): 515-535.

Writing: Paper #2 Outline Due (Wednesday, 11/14)

Week 8: Understanding Social Determinants of Health: Globalization, Neo-Liberalism and Privatization

8.1- How migration impacts health in Latin America

SI: Chronic & Infectious Disease Epidemiology

8.2- The impact of Urbanization on Health in Latin America

Readings:

Villalpando S, Rodrigo JR. The status of non-transmissible **chronic disease** in **Mexico** based on the National Health and Nutrition Survey 2006. Introduction. *Salud Publica Mex*. 2010;52 Suppl 1:S2-3.

Migration: A Social Determinant of the Health of Migrants. International Organization for Migration. 2009.

Krieger N, Alegría M, Almeida-Filho N, Barbosa da Silva J, Barreto ML, Beckfield J, Berkman L, Birn AE, Duncan BB, Franco S, Garcia DA, Gruskin S, James SA, **Laurell AC**, Schmidt MI, Walters KL. Who, and what, causes health inequities? Reflections on emerging debates from an exploratory Latin American/North American workshop. *J Epidemiol Community Health*. 2010 Sep;64(9):747-9. Epub 2010 Jun 27

Laurell AC. Neoliberal crisis, health policy, and political processes in Mexico. *International Journal of Health Services*. 1991; 21(3): 457-470.

Zimmerman C, Kiss L, Hossain M. Migration and Health: A Framework for the 21st Century Policy Making. PLOS Medicine. May 2011. 1-7.

Writing: Paper # 2 Draft Due (Wednesday, 11/21)

Week 9: Describing Health Disparities in Latin America

9.1- Health & health inequalities between countries of Latin America

SI: Prevention & Health Promotion Methods

9.2- Health & health inequalities within countries of Latin America

Readings:

Confalonieri UEC et al. Public Health Vulnerability to Climate Change in Brazil. *Climate Research*. 2009; 40: 175-186.

Langellier BA, Garza JR, Glik D, et al. Immigration Disparities in Cardiovascular Disease Risk Factor Awareness. *Journal of Immigrant and Minority Health*. 2012 Jan Epub.

Laurell AC. Social analysis of collective health in Latin America. *Social Science and Medicine*. 1989; 28: 1183-1191.

Pan-American Health Organization. Health in the Americas. Volume I-Regional. World Health Organization, Washington, D.C., 2007. (selected reading).

Writing: Peer-review of papers and instructor responses

Week 10: Global Responses to Promoting Health in Latin America

10.1- International Agencies: WHO, NGO's, PAHO, UN, UN Women, UN Habitat, UNICEF

10.2- Course wrap-up, Final Review

Readings:

Auer A, Guerrero Espinel JE. The Pan American Health Organization and international health: a history of training, conceptualization, and collective development. *Rev Panam Salud Publica*. 2011 Aug;30(2):111-21.

Meier BJ and Fox AM. Development as Health: Employing the Collective Right to Development to Achieve the Goals of the Individual Right to Health. *Human Rights Quarterly*. 2008; 30: 259-355.

World Health Organization. Rio Political Declaration on the Social Determinants of Health. 2011 Oct 21. Report.

Writing: Final Paper #2 Due (in discussion section)

Winter Quarter: Responses to Health Problems in Latin America

Week 1: Reviewing Poverty & Health Frameworks & Responses to Health Problems in Latin America

1.1 – Review of conceptual frameworks of Health (i.e. ecological, biopsychosocial, CSDH models)

1.2- Evaluation of responses to health problems

SI: Overview of evaluation methods

Readings:

Green LW and Allegrante JP. Healthy People 1980-2020: Raising the Ante Decennially or Just the Name From Public Health to Health Promotion to Social Determinants? *Health Education & Behavior*. 2011; 38(6):558-562.

Koh HK, Piotrowski JJ, Kumanyika S and Fielding JE. Healthy People: A 2020 Vision for the Social Determinants Approach. *Health Education & Behavior*. 2011; 38(6): 551-557.

Ryan A. Bell, BS, Virginia N. Hillers, PhD, and Theo A. Thomas, BS. The Abuela Project: Safe Cheese Workshops to Reduce the Incidence of Salmonella Typhimurium From Consumption of Raw-Milk Fresh Cheese. *American Journal of Public Health*. Vol 89, No. 9, 1421-1424.

Writing: Introduce winter writing assignments; Distribute prompt for paper #1

Week 2: Methods used to Address Health Problems in Latin America

2.1- **SI: Community Organizing around Health Problems in Latin America**

2.2- **SI: Community-Based Participatory Research in Latin America**

Readings:

Methods in Community-Based Participatory Research for Health (Israel et al.)

Chapter 1: Introduction to Methods in Community-Based Participatory Research for Health.

Health Behavior and Health Education: Theory, Research, and Practice (Glanz et al.)

Chapter 13: Improving Health Through Community Organization and Community Building

Velasquez J, Knatterud-Hubinger N, Narr D, Mendenhall T, Solheim C. Mano a Mano: Improving health in impoverished Bolivian communities through community-based participatory research. *Fam Syst Health*. 2011 Dec; 29(4):303-13.

Writing: Proposal for selection of country, grass roots health project, and governmental poverty reduction program.

Week 3: Addressing Health Problems Through Governance and Community Development

3.1- Health in all policies approach

3.2- Working between different sectors of Society to Promote Health (Implementing intersectoral action -across different policy sectors for reducing health inequities).

Readings:

Waitzkin H et al. Primary care in Cuba; low- and high-technology developments pertinent to family medicine. *The Journal of Family Practice*. 1997; 45(3): 250-258.

Morice A and Robles A. Impact of long term policies based on social determinants of health: The Costa Rican experience. Draft Background Paper 27, World Conference on Social Determinants of Health. WHO, 2011 October.

Pacheco Santos LM et al. The Brazilian experience with conditional cash transfers: A successful way to reduce inequity and to improve health. Draft Background Paper 1, World Conference on Social Determinants of Health. WHO, 2011 October.

Writing: Paper #1 Outline Due (in discussion section)

Week 4: The Role of Gender in Addressing Social Determinants of Health and Responding to Natural Disasters

4.1- Gender Empowerment (i.e. El Salvador intersectoral empowerment of adolescent girls)

4.2- Response to Natural Disasters (i.e. Haiti)

SI: Natural and human-made disasters; factors placing the region at higher risk, vulnerabilities, resources, and public health impacts in terms of preparedness, response, and mitigation efforts; preparedness interventions.

Readings:

Gaspar de Alba A. The Maquiladora Murders, Or, Who Is Killing the Women of Juarez, Mexico? 2003 August, No. 7.

Mensua A, Mounier-Jack S, Coker R. Pandemic influenza preparedness in Latin America: analysis of national strategic plans. *Health Policy Plan*. 2009 Jul;24(4):253-60. Epub 2009 May 1.

De Vos P, De Ceukelaire W, Bonet M, Van der Stuyft P. Cuba's international cooperation in health: an overview. *Int J Health Serv*. 2007;37(4):761-76.

Confalonieri UEC et al. Public Health Vulnerability to Climate Change in Brazil. *Climate Research*. 2009; 40: 175-186.

Writing: Paper #1 Draft Due (Monday, 1/28)

Week 5: Local Communities, and government responding to Health Problems

5.1- Civil Society & Local Government: Grass Roots Organizing among Indigenous Peoples & Climate Change

5.2- Brokering: Brazil and Porto Alegre example

Readings:

Giugliani C et al. The Green Area of Morro da Policia: Health practitioners working with communities to tackle the social determinants of health. Draft Background Paper 24, World Conference on Social Determinants of Health. WHO, 2011 October.

Peruzzotti E. Improving Governance: Civil Society's Efforts for More Accountable Government in Latin America. Institute of Development Studies. 1999 Jan 1.

Writing: Final Paper #1 Due (Wednesday, 2/6)

Week 6: The Role of Social Movements in Addressing Social Determinants of Health

6.1- Midterm Exam in Class

6.2- Political Violence and War in Latin America

Readings:

Solar O, Irwin A. Social determinants, political contexts and civil society action: a historical perspective on the Commission on Social Determinants of Health. Health Promot J Austr. 2006 Dec;17(3):180-5.

Grummer-Strawn LM, Cáceres JM, Herrera de Jaimes BP. Trends in the nutritional status of Salvadorian children: the post-war experience. Bull World Health Organ. 1996;74(4):369-74

Burch T, Wander N, Collin J. Uneasy money: the Instituto Carlos Slim de la Salud, tobacco philanthropy and conflict of interest in global health. Tob Control. 2010 Dec;19(6):e1-9.

Avila J. Political Apartheid in California: Consequences of Excluding a Growing Noncitizen Population. CSRC Issue Brief. 2003 December, No. 9.

Writing: Distribution of prompt for paper #2

Week 7: Social Movements and the Arts as a Response to Health Problems

7.1- The Use of Traditional & Social Media to Promote Health in Latin America (i.e. radio, print, tv, blogs, FB, twitter)

7.2- Examples and impact of visual art and music as responses to health problems

Readings:

Bertrand JT, Anhang R. The effectiveness of mass media in changing HIV/AIDS-related behaviour among young people in developing countries. *World Health Organ Tech Rep Ser.* 2006;938:205-41; discussion 317-41.

Gandara P et al. An Assets View of Language and Culture for Latino Students. 2011 May, No. 25.

Sabbatella PL. Music therapy research in Ibero-American countries: an overview focused on assessment and clinical evaluation. *Ann N Y Acad Sci.* 2005 Dec;1060:294-302.

Writing: Paper #2 Outline Due (Wednesday, 2/20)

Week 8: Infectious Disease & Nutrition Issues in Latin America

8.1- Water, Sanitation, Hygiene & Infectious Disease in Latin America

8.2- Nutrition (Including food production and nutrition, i.e. meat processing, genetic modifications, organic agriculture debates, micronutrient deficiencies, food taboos, etc)
Addressing factors that make certain individuals and communities more vulnerable to problems related to nutrition.

Readings:

Garcia PJ et al. Prevention of sexually transmitted infections in urban communities (Peru PREVEN): a multicomponent community-randomised controlled trial. *Lancet.* 2012 Feb.

Gomez-Dantes H and Ramsey Willoquet J. Dengue in the Americas; challenges for prevention and control. *Cadernos de Saude Publica.* 2009; 25(1): S19-S31.

Rhee JJ et al. Association between commercial and traditional sugar-sweetened beverages and measures of adiposity in Costa Rica. *Public Health Nutrition.* 2012 Apr; 12: 1-8.

Ulloa-Gutierrez R et al. The global pertussis initiative: Meeting report from the regional Latin America meeting, Costa Rica, 5-6 December, 2008. *Human Vaccines and Immunotherapeutics.* 2010 Nov; 6(11): 876-880.

Writing: Paper #2 Draft Due (Wednesday, 2/27)

Week 9: Addressing Chronic Disease Issues

9.1- Responding to Diabetes & Obesity in Latin America

9.2- Promoting Mental Health in Latin America

Readings:

Patiño C and Kirchner T. Stress and Psychopathology in Latin-American Immigrants: The Role of Coping Strategies. *Psychopathology*. 2010; 43: 17-24.

Akee R et al. Does More Money Make You Fat? The Effects of Quasi-Experimental Income Transfers on Adolescent and Young Adult Obesity. IZA Discussion Paper No. 5135. Germany, August 2010.

Romero AJ and Ochoa O'Leary A. Undergraduate Student Response to Arizona's "Anti-ethnic Studies" Bill: Implications for Mental Health. 2011 September, No. 26.

Zimmet P. Globalization, coca-colonization and the chronic disease epidemic: can the Doomsday scenario be averted? *J Intern Med*. 2000 Mar;247(3):301-10.

Writing: Peer-review of paper and instructor responses

Week 10: Global Responses to Health Problems in Latin America

10.1- WHO six building blocks for health systems strengthening

10.2- Course Summary, Review of major themes and next steps

Readings:

Barnighausen T, Bloom DE and Humair S. Strengthening Health Systems: Perspectives for economic evaluation. *Program of the Global Demography of Aging*. 2012 Jan; Working Paper No. 85.

Laurell AC. Health system reform in Mexico. A critical review. *International Journal of Health Services*. 2007; 37(3): 515-535.

World Health Organization. Monitoring The Building Blocks of Health Systems: A Handbook of Indicators and Their Measurement Strategies. 2010.(selected reading)

Writing: Final Paper #2 Due (in discussion section)

Spring Quarter

Seminars on Poverty and Other Social Determinants of Health

Probable Spring Seminar Topics:

Climate Change

Gender

Governance & Health

Human Rights

Migration

Race & Ethnicity

Social Determinants of Health-Southern California

Urbanization

Seminars will challenge students to expand on the knowledge attained in the previous two quarters and generate their own ideas of policy solution by integrating the approach of various disciplines. This will allow for a facet of critical thinking, analysis, creativity and exploration.



New Course Proposal

	General Education Clusters 26A Poverty and Health in Latin America	
Course Number	General Education Clusters 26A	
Title	Poverty and Health in Latin America	
Short Title	PVRTY&HLTH-LATIN AM	
Units	Fixed: 6	
Grading Basis	Letter grade only	
Instructional Format	Lecture - 3 hours per week Discussion - 2 hours per week	
TIE Code	LECS - Lecture (Plus Supplementary Activity) [T]	
GE Requirement	Yes	
Major or Minor Requirement	No	
Requisites	None	
Course Description	Lecture, three hours; discussion, two hours. Course 26A is enforced requisite to 26B, which is enforced requisite to 26CW. Limited to first-year freshmen. Introduction to social determinants of health, with focus on cultural, historical, socioeconomic, public health, medical, political, and artistic context of poverty in modern Latin America and on different local, national, and regional responses to health inequities. Exploration of major trends and debates that have shaped and continue to define issues related to poverty and health in region. Letter grading.	
Justification	The Cluster Program was given the opportunity to offer a new cluster on a timely topic, to be fully funded by extramural funding.	
Syllabus	File cluster proposal 4 16 12.pdf was previously uploaded. You may view the file by clicking on the file name.	
Supplemental Information		
Grading Structure	Class Participation (20%) Midterm (20%) Writing Assignments (40%) Final Exam (20%)	
Effective Date	Fall 2012	
Instructor	Name	Title
	Michael Rodriguez	Professor
Quarters Taught	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer	
Department	General Education Clusters	

Contact	Name	E-mail
Routing Help	MYRNA CASTILLO	mcastillo@college.ucla.edu

ROUTING STATUS

Role:	Registrar's Office
Status:	Processing Completed
Role:	Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704
Status:	Added to SRS on 5/14/2012 12:32:01 PM
Changes:	Description
Comments:	Edited course description into official version.
Role:	Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441
Status:	Added to SRS on 5/13/2012 9:48:16 PM
Changes:	Short Title
Comments:	No Comments
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 5/11/2012 3:43:34 PM
Changes:	No Changes Made
Comments:	Routing to Doug Thomson in the Registrar's Office
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671
Status:	Approved on 4/27/2012 2:01:40 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 4/25/2012 9:56:10 AM
Changes:	No Changes Made
Comments:	Routing to Michael Meranze for FEC approval
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671
Status:	Returned for Additional Info on 4/23/2012 2:31:29 PM
Changes:	No Changes Made
Comments:	Myrna, I am confused about two things. First why is this six credits rather than the usual 5 for a Cluster course (at least I think that it is normal for there to be 5) and also in the syllabus it claims that the sequence will fulfill 4 of the ten GE requirements but I don't understand how 3 courses can fulfill 4 required courses.

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 4/23/2012 1:01:06 PM
Changes: No Changes Made
Comments: Routing to Michael Meranze for FEC approval

Role: Dean College/School or Designee - Friedmann, Manuela Christin (mfriedmann@college.ucla.edu) - 58510
Status: Approved on 4/23/2012 11:17:21 AM
Changes: No Changes Made
Comments: This approval is forwarded on behalf of vice Provost and Dean for Undergraduate Education, Judith L. Smith.

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 4/18/2012 9:13:44 AM
Changes: No Changes Made
Comments: Routing to Manuela Friedmann for Judi Smith's approval

Role: Department Chair or Designee - Kendrick, M Gregory (gregk@college.ucla.edu) - 60831
Status: Approved on 4/17/2012 3:11:07 PM
Changes: No Changes Made
Comments: Route to Myrna Castillo.

Role: Initiator/Submitter - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status: Submitted on 4/17/2012 2:58:10 PM
Comments: Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 206-7045



New Course Proposal

	General Education Clusters 26B Poverty and Health in Latin America				
Course Number	General Education Clusters 26B				
Title	Poverty and Health in Latin America				
Short Title	PVRTY&HLTH-LATIN AM				
Units	Fixed: 6				
Grading Basis	Letter grade only				
Instructional Format	Lecture - 3 hours per week Discussion - 2 hours per week				
TIE Code	LECS - Lecture (Plus Supplementary Activity) [T]				
GE Requirement	Yes				
Major or Minor Requirement	No				
Requisites	Enforced: Course 26A				
Course Description	Lecture, three hours; discussion, two hours. Enforced requisite: course 26A. Limited to first-year freshmen. Responses to health inequities and possible solutions to promote improved health outcomes and to social determinants of health illustrated through examples of current programs and policies. Major areas for addressing health inequity include governance, community action, social justice and human rights movements, health sector and public health programs, and global priorities. Introduction to tools to promote health, such as service delivery, health workforce, information systems, access to medicines, health systems financing, and health systems governance. Letter grading.				
Justification	The Cluster Program was given the opportunity to offer a new cluster on a timely topic, to be fully funded by extramural funding.				
Syllabus	File cluster proposal 4 16 12.pdf was previously uploaded. You may view the file by clicking on the file name.				
Supplemental Information					
Grading Structure	Class Participation (20%) Midterm (20%) Writing Assignments (40%) Final Exam (20%)				
Effective Date	Fall 2012				
Instructor	<table border="0"> <tr> <td>Name</td> <td>Title</td> </tr> <tr> <td>Michael Rodriguez</td> <td>Professor</td> </tr> </table>	Name	Title	Michael Rodriguez	Professor
Name	Title				
Michael Rodriguez	Professor				
Quarters Taught	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer				

Department	General Education Clusters	
Contact	Name	E-mail
Routing Help	MYRNA CASTILLO	mcastillo@college.ucla.edu

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Role:	Registrar's Office	
Status:	Processing Completed	
Role:	Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704	
Status:	Added to SRS on 5/14/2012 1:54:08 PM	
Changes:	Description	
Comments:	Edited course description into official version.	
Role:	Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441	
Status:	Added to SRS on 5/13/2012 9:50:54 PM	
Changes:	Short Title	
Comments:	No Comments	
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040	
Status:	Returned for Additional Info on 5/11/2012 3:44:31 PM	
Changes:	Effective Date	
Comments:	Routing to Doug Thomson in the Registrar's Office	
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671	
Status:	Approved on 4/27/2012 2:04:43 PM	
Changes:	No Changes Made	
Comments:	No Comments	
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040	
Status:	Returned for Additional Info on 4/25/2012 10:00:32 AM	
Changes:	No Changes Made	
Comments:	Routing to Michael Meranze for FEC approval	
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671	
Status:	Returned for Additional Info on 4/23/2012 2:32:59 PM	
Changes:	No Changes Made	
Comments:	same questions are previous one.	

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 4/23/2012 1:02:10 PM
Changes: No Changes Made
Comments: Routing to Michael Meranze for FEC approval

Role: Dean College/School or Designee - Friedmann, Manuela Christin (mfriedmann@college.ucla.edu) - 58510
Status: Approved on 4/23/2012 11:18:30 AM
Changes: No Changes Made
Comments: This approval is forwarded on behalf of vice Provost and Dean for Undergraduate Education, Judith L. Smith.

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 4/18/2012 9:15:05 AM
Changes: No Changes Made
Comments: Routing to Manuela Friedmann for Judi Smith's approval

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 4/17/2012 3:17:36 PM
Changes: Effective Date
Comments: Changed date

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 4/17/2012 3:16:37 PM
Changes: Effective Date
Comments: Changed effective date

Role: Department Chair or Designee - Kendrick, M Gregory (gregk@college.ucla.edu) - 60831
Status: Approved on 4/17/2012 3:12:24 PM
Changes: Requisites
Comments: Route to Myrna Castillo.

Role: Initiator/Submitter - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status: Submitted on 4/17/2012 3:01:20 PM
Comments: Initiated a New Course Proposal

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New Course Proposal

	General Education Clusters 26CW Poverty and Health in Latin America: Special Topics				
Course Number	General Education Clusters 26CW				
Title	Poverty and Health in Latin America: Special Topics				
Short Title	PVRTY&HLTH-LATIN AM				
Units	Fixed: 6				
Grading Basis	Letter grade only				
Instructional Format	Seminar - 3 hours per week				
TIE Code	SEMR - Seminar (Research/Creative) [I]				
GE Requirement	Yes				
Major or Minor Requirement	No				
Requisites	Enforced: Course 26B				
Course Description	Seminar, three hours. Enforced requisite: course 26B. Limited to first-year freshmen. Students meet weekly in small group seminars based on topics related to course theme to allow them to study, discuss, and then generate policy solutions to create more equitable healthcare in Latin America. Focus on one particular area of Latin America or one local Latin American community to reflect field study sites to eventually be offered and serve as preparation for summer field study component. Satisfies Writing II requirement. Letter grading.				
Justification	The Cluster Program was given the opportunity to offer a new cluster on a timely topic, to be fully funded by extramural funding.				
Syllabus	File cluster proposal 4 16 12.pdf was previously uploaded. You may view the file by clicking on the file name.				
Supplemental Information					
Grading Structure	As part of the seminars, students will be asked to do a major writing assignment on the topic they choose to research. Assignments and grading policy will vary a bit among the spring seminars of this cluster. However, all seminars will likely assign the following and their grade value in the course will be estimated as follows: Classroom Participation 30% Research Paper (13-15 pages)70%				
Effective Date	Fall 2012				
Instructor	<table border="1"> <thead> <tr> <th>Name</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>Michael Rodriguez</td> <td>Professor</td> </tr> </tbody> </table>	Name	Title	Michael Rodriguez	Professor
Name	Title				
Michael Rodriguez	Professor				
Quarters Taught	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer				

Department	General Education Clusters	
Contact	Name	E-mail
Routing Help	MYRNA CASTILLO	mcastillo@college.ucla.edu

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Role:	Registrar's Office	
Status:	Processing Completed	
Role:	Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704	
Status:	Added to SRS on 5/14/2012 1:59:03 PM	
Changes:	Description	
Comments:	Edited course description into official version.	
Role:	Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441	
Status:	Added to SRS on 5/13/2012 9:53:49 PM	
Changes:	Short Title	
Comments:	No Comments	
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040	
Status:	Returned for Additional Info on 5/11/2012 3:45:26 PM	
Changes:	Effective Date	
Comments:	Routing to Doug Thomson in the Registrar's Office	
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671	
Status:	Approved on 4/27/2012 2:06:07 PM	
Changes:	No Changes Made	
Comments:	No Comments	
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040	
Status:	Returned for Additional Info on 4/25/2012 10:02:25 AM	
Changes:	No Changes Made	
Comments:	Routing to Michael Meranze for FEC approval	
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671	
Status:	Returned for Additional Info on 4/23/2012 2:33:45 PM	
Changes:	No Changes Made	
Comments:	same as previous ones	

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 4/23/2012 1:02:56 PM
Changes: No Changes Made
Comments: Routing to Michael Meranze for FEC approval

Role: Dean College/School or Designee - Friedmann, Manuela Christin (mfriedmann@college.ucla.edu) - 58510
Status: Approved on 4/23/2012 11:19:20 AM
Changes: No Changes Made
Comments: This approval is forwarded on behalf of vice Provost and Dean for Undergraduate Education, Judith L. Smith.

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 4/18/2012 9:16:16 AM
Changes: Grading Structure
Comments: Routing to Manuela Friedmann for Judi Smith's approval

Role: Department Chair or Designee - Kendrick, M Gregory (gregk@college.ucla.edu) - 60831
Status: Approved on 4/17/2012 3:13:25 PM
Changes: No Changes Made
Comments: Route to Myrna Castillo.

Role: Initiator/Submitter - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status: Submitted on 4/17/2012 3:11:31 PM
Comments: Initiated a New Course Proposal

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General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number Social Welfare/Gerontology M108
 Course Title Biomedical, Social, & Policy Frontiers in Human Aging
 Indicate if Seminar and/or Writing II course _____

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis X
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science X
With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

Foundations of Society and Culture: This course employs a lifecourse analytic framework on aging, which calls for both historical and social analysis. It allows students to understand how events, successes and losses at one stage of life can have important effects later in life. Further, the class will include a focus on individuals as they age within a particular socio-historical context. Attention will be given to the current cohort of college-age persons in comparison to depression-era and baby boom cohorts in the United States. It will also address how age stratification and differential access by class and racial/ethnic groups influence opportunities and resources in a society.

Foundations of Scientific Inquiry: As indicated by its title, this course will also engage students in an exploration of the biomedical aspects of aging. It will cover the genetics of longevity and biological theories, introducing students to experimental models involved in knowledge production, and topics such as aging at the level of the individual cell. It will also address aging body systems, the aging brain, mental health and aging, and geriatric evaluation.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Lené Levy-Storms, PhD, MPH, Associate Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course over the next three years:

	2010-2011	Fall	_____	Winter	_____	Spring	_____
		Enrollment	_____	Enrollment	_____	Enrollment	_____
	2011-2012	Fall	_____	Winter	_____	Spring	_____
		Enrollment	_____	Enrollment	_____	Enrollment	_____
	2012-2013	Fall	<u>X</u>	Winter	_____	Spring	_____
		Enrollment	<u>50</u>	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an existing course that has been modified for inclusion in the new GE? Yes ___ No x

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: 5

Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

- ❑ General Knowledge

Increases in life expectancy have led to the unprecedented aging of our society. Students, therefore, need to be prepared to live longer and to work in a world with an increasingly broad age spectrum. This course will provide a critical knowledge base for students' understanding of human aging.
- ❑ Integrative Learning

Students will be taught that the study of aging is inherently interdisciplinary, requiring attention to biological, psychological, and social factors (i.e. adopting a bio/psycho/social perspective of aging). This involves considering human aging through the lenses of different disciplines. Students will, therefore, be called upon to synthesize theories and foci coming from diverse disciplinary perspectives.
- ❑ Ethical Implications

Students will be introduced to ways in which access to resources shape human aging. In this, they will be called upon to reflect on various social inequalities (e.g. those based on sex, age, class, race/ethnicity) when considering the social, political, and biomedical aspects of lifelong aging. In that this course will also address how aging is studied, ethical implications of aging theories and research methodologies will be covered.
- ❑ Cultural Diversity

Age stratification and differential access by class and racial/ethnic groups influence opportunities and resources in a society. The life course perspective adopted by this course is particularly valuable in addressing these issues of diversity in aging. Culture, race, ethnicity, gender, and class will be actively considered within each aging context area.
- ❑ Critical Thinking

Three analytical frameworks will be employed to enhance students' critical thinking about human aging. In addition to the life course perspective, discussed above, a bio/psycho/social framework, which recognizes that aging is inherently an interdisciplinary phenomenon, will be used to contextualize issues. Students will need to synthesize perspectives introduced by different disciplines. Students will also be exposed to a systems perspective framework, which will aid students in understanding aging phenomena at all levels by calling upon them to apply common characteristics of all living systems.
- ❑ Rhetorical Effectiveness

Students will prepare a persuasive paper and participate in a debate on end of life issues. These assignments will require students to formulate their arguments by leveraging their understandings of sociohistorical perspectives on death, medical definitions of death, legal perspectives on death, programs of care for the dying, immortality, and grief and bereavement.
- ❑ Problem-solving

Formulation of cohesive arguments in preparation for the end of life debate assignments, as well as completion of a policy brief and policy paper, will require students to identify and assess competing solutions to problems related to human aging.
- ❑ Library & Information Literacy

Students will be required to do library research to identify a scholarly article, complete with bibliographic citation, on a subject related to human aging.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>4</u>	(hours)
2. Discussion Section:	<u>N/A</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)

5. Field Trips: N/A (hours)

(A) TOTAL Student Contact Per Week 4 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|------------|---------|
| 1. General Review & Preparation: | <u>n/a</u> | (hours) |
| 2. Reading | <u>6</u> | (hours) |
| 3. Group Projects: | <u>.5</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>1</u> | (hours) |
| 5. Information Literacy Exercises: | <u>n/a</u> | (hours) |
| 6. Written Assignments: | <u>2</u> | (hours) |
| 7. Research Activity: | <u>1.5</u> | (hours) |

(B) TOTAL Out-of-class time per week 11 **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 15 **(HOURS)**

Gerontology & Social Welfare M108
Biomedical, Social and Policy Frontiers in Human Aging
Winter 2012 SYLLABUS

Professor: Lené Levy-Storms, PhD, MPH

Departments of Social Welfare and Medicine/Geriatrics

Email: llstorms@ucla.edu

Office: 310 825 7388

Fax: 310 206 7564

Office hours: Wednesdays 1-2pm

Campus location: 5226 Luskin School of Public Affairs

Lectures

Day: Monday and Wednesdays

Time: 3-4:50pm

Location: Luskin School of Public Affairs 2355

Interdepartmental Faculty: Interdisciplinary faculty from the Department of Medicine and related disciplines will regularly join in lecturing on the biomedical aspects of aging.

COURSE DESCRIPTION:

A. Rationale

Individual life expectancy from birth has dramatically increased, leading to an unprecedented aging of our society. Students entering college today can expect to live decades longer than their ancestors. Life expectancy in the United States has increased in the last century from 47 to 76 years. People aged 65 years or older now comprise nearly 13% of the population. This proportion will grow to 20% by the year 2025 with the maturation of the “baby boomers,” the 76 million Americans born between 1946 and 1964. Since the aging process is both biologically influenced and socially constructed, this “Age Revolution” involves both biomedical science as well as socio-cultural change. The reasons why so many are living longer have as much to do with lifestyle and social opportunities as with genes and biology. Advances in medical technology and public health have helped create this demographic transition through fundamental changes in environmental risk factors (e.g., sanitation) as well as vaccinations. Yet, our perceptions of age are deeply rooted in culture, religion, literature, music and film, all of which shape our views of the human life course. Thus, aging is a complex biological and social phenomenon; and gerontology, the study of aging, is inherently interdisciplinary. This “Age Revolution” is also creating new career opportunities in the social, behavioral and biomedical sciences, as well as in the humanities. In response to these trends, the nation’s academic institutions are moving to encourage an invigorated emphasis on age-related research and education. In addition to professional education, students need to be prepared to live longer and to work in a world with an increasingly broad age spectrum.

B. Course Organization & Approach

In order to chart the course of human aging in a way that is based in a variety of recent research (frontiers) and yet have topics related and integrated, the following conceptual frameworks are used throughout the course. It is also the aim that these frameworks will increase the relevance of aging to the student's lives as well as enhance their critical thinking. The first perspective will be a **bio/psycho/social approach**, which is based on the recognition that aging is inherently an interdisciplinary phenomenon. The multiple disciplines will be represented by the core faculty for the cluster as well as by various guest lecturers. The course professor as well as guest lecturers will clearly articulate the fundamentals of their discipline and its contributions to and limitations for the study of aging. The interdisciplinary approach aims to assist students in their mastery of gerontological content as well as their understanding of the nature of disciplinary knowledge.

The class also aims to sensitize students at an early stage in the life cycle to the relevance of issues relating to aging throughout life. Aging is, in fact, recognized as a life-long process of human growth and development. Hence, the second approach embodied by this cluster will be the **life course perspective**, which is distinguished by the analytical framework it provides for understanding the interplay between human lives and changing social structures. This approach allows students to understand how events, successes and losses at one stage of life can have important effects later in life. Further, the class will include a focus on individuals as they age within a particular socio-historical context. Attention will be given to the current cohort of college-age persons in comparison to depression-era and baby boom cohorts in the United States. Age stratification and differential access by class and racial/ethnic groups influence opportunities and resources in a society. The life course perspective is particularly valuable in addressing these issues of diversity in aging. Culture, race, ethnicity, gender, and class will be actively considered within each aging context area.

This 5 unit course will also explore aging from multiple levels, ranging from the individual cell to society. A **systems perspective**, which identifies common characteristics of all living systems, will aid students in understanding aging phenomena at all levels.

COURSE AIMS AND OBJECTIVES:

The *Biomedical, Social and Policy Frontiers in Human Aging* course objectives include:

- To illustrate the interdisciplinary relationship between:
 - Biological foundations of aging,
 - Psychological and social constructions of aging,
 - Policy implications of aging;
- To explore diversity in human aging across the life course;
- To sensitize students to principles of successful and intergenerational aging;
- To appreciate continuity of aging over the life span within a socio-historical context;
- To introduce viable career opportunities in the fields of gerontology and geriatrics.

C. Required Course Texts

Hooyman, N.R. & Kiyak, H.A. (2011). *Social Gerontology: A Multidisciplinary Perspective* (9th ed.). Boston: Allyn & Bacon.

D. Course Website

The Website is an integral component of the class and you should visit it often to keep current on all aspects of the course.

<https://ccle.ucla.edu/course/view.php?name=12W-SOCWLFM108-1>

E. Course Credit

Students will earn 5 course units and fulfill the core, required course for the Gerontology Interdisciplinary Minor.

F. Student Assignments and Grading Policy

Grading

- 40% exams (2 exams) Note: Second exam will be during Finals Week
- 15% elder life review project
- 5% ageism paper #1
- 10% policy paper #2
- 15 % debate and paper #3
- 15% research article annotated bib and presentation

Late papers, missed exams, missed lectures

- Late papers will not be accepted and there will be no make-up exams. It is your responsibility to attend all lectures.
- Extenuating circumstances may be considered on a case-by-case basis. Please take up such issues with Dr. Levy-Storms.

Academic Integrity

- Academic dishonesty will not be tolerated. All members of the team will strictly follow UCLA policy if cheating or plagiarism is suspected. Students will be referred to the Dean of Students and a formal hearing may be held. See the following URL for detailed information:
<http://www.deanofstudents.ucla.edu/integrity.html>
- The maximum penalty for academic dishonesty is expulsion from UCLA.
DO NOT CHEAT OR PLAGIARIZE! It is not worth it!

G. Course Weekly Outline

The following outline presents the topics to be covered in the class. During lecture, key aging issues will be presented in-depth. Students are expected to complete all readings before lecture on the date of the assigned readings.

WEEK ONE:

**Monday,
1/9/12**

HUMAN AGING FRONTIERS: INTRODUCTION AND FRAMEWORKS

- Attitudes about aging and ageism
- Life span and life expectancy
- A systems framework
- Biopsychosocial perspective
- Life course perspective
- The longevity revolution and you

Reading assignment:

p. 1-19 (the study of aging); 325-328 (social constructionism);
324-325 (life-course perspective)

Ageism Paper Assigned

Wednesday,
1/11/12

GLOBAL IMPACTS OF THE LONGEVITY REVOLUTION

- Demography of aging in the USA
- Worldwide aging
- Domestic and international demographic shift
- The epidemiologic transition

Reading assignment:

p. 22-30 (USA); 43-51 (global)

WEEK TWO:

Monday,
1/16/12

HOLIDAY—MARTIN LUTHER KING DAY

Wednesday,
1/18/12

RESEARCH AND PSYCHOSOCIAL THEORIES OF AGING

- Research in Aging
- Psychological theories of aging
- Developmental theories of aging
- Social theories of aging

Reading assignment:

p. 30- 39 (research methods); p. 52-54 (modernization theory), 215-220 (stage theories), 312-333 (note p. 324-328 assigned for previous lectures)

Ageism Paper Due at beginning of class

WEEK THREE:

Monday,
1/23/12

THE FUTURE OF AGING: CIVIC ENGAGEMENT AND TECHNOLOGY

- Successful aging and other concepts
- Culture and meaning in late-life
- Religion and spirituality
- Civic engagement and contribution
- Technology and aging environments
- Age and intergenerational friendly communities

Reading Assignment:

pp. 224-229, 374-375, 473-477, 493-496, 515-540
Additional articles posted on course website

Life Review Assignment Introduced

Wednesday,
1/25/12

THE POLITICS AND POLICIES OF AGING
Dr. Fernando Torres-Gil

- Cohorts and voting behavior
- Political debates about the aged
- Intergenerational conflict
- Activism of older adults
- Social Security
- Medicare/Medicaid
- Health care delivery system
- Long-term care

Reading assignment:

p. 532-540 (political participation); p. 718-727 (politics of productivity vs. entitlement); p. 687 - 717 (social services and programs); 731 - 771 (health and long-term care, Medicare and Medicaid)

WEEK FOUR:

Monday,
1/30/12

DIVERSITY, INEQUALITY AND AGING

- Social class
- Gender inequality
- Race/ethnicity
- Multiple jeopardy

Reading assignment:

p. 51-64 (older immigrants); 603-612 (elders of color); 655-658(older women)

Wednesday,
2/1/12

BIOLOGY LECTURE: MIND AND BODY; MENTAL HEALTH AND AGING

Guest Lecturer: Dr. Lynn Woods, UCLA School of Nursing

- Mind/body connections
- Stressors and the stress response
- Stress across the life course
- Healthy and unhealthy personalities
- Depression and anxiety
- Psychological well-being

Reading assignment:

Sapolsky article (posted on course website)

Gorman article (link posted on course website)

p. 91-93 (changes in sleep patterns with aging); 220-241 (from trait theories of personality to chronic mental illness)

WEEK FIVE:

**Monday,
2/6/12**

RELATIONSHIPS, INTIMACY, FAMILIES AND CAREGIVING

- Social networks
- Social support
- Sexuality and intimacy
- Grandparents
- Caregiving

Reading assignment:

p. 339 - 378 (social supports); p. 276-304 (sexuality in older adulthood); 394 - 410 (caregiving)

Policy Paper Assigned

**Wednesday,
2/8/12**

Research Article Assignment Described & EXAM #1

WEEK SIX:

**Monday,
2/13/12**

WORK & RETIREMENT

- Paid and unpaid work
- Gender and labor
- Intergenerational markets
- Retirement financing
- Retirement planning

Reading Assignment:

pp. 493-514

**Wednesday,
2/15/12**

BIOLOGY LECTURE: AGING BODY SYSTEMS I

**Guest faculty: Dr. Maristela Garcia, Department of Medicine, Division of Geriatrics,
UCLA Geffen School of Medicine**

- Cardiovascular system
- Atherosclerosis and the immune system
- Life style effects
- The aging senses
- Sight, sound, touch, taste, and smell

Reading assignment:

p. 78 - 83 (physiological changes with age)
Libby article (posted on course website)
pp. 93-109 (senses)

WEEK SEVEN:

Monday,
2/20/12

HOLIDAY—PRESIDENTS' DAY

Wednesday,
2/22/12

BIOLOGY LECTURE : GENETICS OF LONGEVITY & BIOLOGICAL THEORIES OF AGING

Guest faculty: Dr. Rita Effros, PhD, Department of Pathology and Laboratory Medicine, UCLA School of Medicine

- Genes and lifespan
- Experimental models
- Evolution of lifespan
- Components of the cell
- Aging at the level of the individual cell
- An illustrative case: Cancer

Reading assignment:

19-25 (centenarians); 71-78 (theories of aging); 131-132 (cancer)

Policy Paper Due at beginning of class

WEEK EIGHT:

Monday,
2/27/12

DEATH & DYING

- Sociohistorical perspective on death
- Medical definitions of death
- Legal perspectives on death
- Programs of care for the dying
- Immortality
- Grief and Bereavement

Reading Assignment posted on course website:

Chap. 13; Additional Moody: pp. 123-150

Wednesday,
2/29/12

**STUDENT RESEARCH ARTICLE PRESENTATIONS
TURN IN HARD COPY ARTICLE SUMMARY
AND POWER POINT PRESENTATION**

DEBATE PAPERS ASSIGNED

WEEK NINE:

Monday,
3/5/12

BIOLOGY LECTURE: THE AGING BRAIN

**Guest faculty: Gary Small, MD, Professor of Clinical Psychiatry,
Director, UCLA Center on Aging**

- The brain/central nervous system
- Dementia
- Technological advances in studying the human brain

Reading assignment:

p. 179 - 186 (through factors that may influence intelligence); p. 190-202 (starting with learning and memory in everyday life); p. 241 - 250 (dementia and Alzheimer's Disease - read through end of stages of Alzheimer's Disease)

Wednesday,
3/7/12

BIOLOGY (CLINICAL) LECTURE: GERIATRIC EVALUATION

Guest Faculty: David Reuben MD, Chief, Geriatrics Division, UCLA

- Functioning
- Comprehensive Geriatric Assessment
- Medicine and Aging
- Activities of Daily Living

Reading Assignment:

pp. 117-119 and 150-152

Reuben (2009) article posted on course website

WEEK TEN:

Monday,
3/12/12

BIOLOGY LECTURE: AGING BODY SYSTEMS II

**Guest faculty: Dr. Rita Effros, PhD, Department of Pathology and Laboratory Medicine,
UCLA School of Medicine**

- Immune system
- Vaccines
- Skin & musculoskeletal systems
- Neuroendocrine system
- Type 2 diabetes, obesity epidemic

Reading assignment:

p. 145 - 148 (HIV and aging); Effros Chapter on website; p. 76 (growth hormones), p. 79-80 (aging in body composition), p. 90 (endocrine system), p. 135-138 (estrogen and osteoporosis), p. 139-141 (diabetes and obesity)

Wednesday,
3/14/12

END OF LIFE DEBATES

DEBATE PAPERS DUE END OF CLASS

WEEK ELEVEN:

****Final Exam on March 20 from 8-11am**
Life Review Assignment DUE March 22 by 5pm**

New Course Proposal

	Social Welfare M108 Biomedical, Social, and Policy Frontiers in Human Aging
Course Number	Social Welfare M108
Multiple Listed With	Gerontology M108
Title	Biomedical, Social, and Policy Frontiers in Human Aging
Short Title	BIOMED/SOC/POL AGNG
Units	Fixed: 5
Grading Basis	Letter grade only
Instructional Format	Lecture - 4 hours per week
TIE Code	LECN - Lecture (No Supplementary Activity) [T]
GE Requirement	No
Major or Minor Requirement	Yes
Requisites	Upper Division only with enforcement.
Course Description	(Same as Gerontology M108.) Lecture, four hours. Limited to juniors/seniors. Course of human aging charted in ways that are based on variety of recent research frontiers. Use of conceptual frameworks to increase relevance of aging to students' lives and enhance their critical thinking -- biopsychosocial approach that is based on recognition that aging is inherently interdisciplinary phenomenon, and life course perspective that is distinguished by analytical framework it provides for understanding interplay between human lives and changing social structures, and allows students to understand how events, successes, and losses at one stage of life can have important effects later in life. Focus on individuals as they age within one particular sociohistorical context. Letter grading.
Justification	This is the new core course for the newly proposed Gerontology Minor. Proposal for the minor will be submitted soon. The course has been approved by the Social Welfare Curriculum Committee.
Syllabus	File GMP-CoreCourse.doc was previously uploaded. You may view the file by clicking on the file name.
Supplemental Information	
Grading Structure	? 40% exams (2 exams) ? 15% elder life review project ? 5 % brief paper #1 ? 10% policy paper #2 ? 10 % debate and paper #3 ? 10% research article annotated bib and presentation ? 10% participation

Effective Date	Winter 2012	
Instructor	Name	Title
	Lené Levy-Storms	Associate Professor
Quarters Taught	Fall Winter Spring Summer	
Department	Social Welfare	
Contact	Name	E-mail
	MICHELLE BROOKS	brooks@publicaffairs.ucla.edu
Routing Help		

ROUTING STATUS

Role:	Registrar's Office
Status:	Processing Completed
Role:	Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704
Status:	Added to SRS on 10/27/2011 12:18:49 PM
Changes:	Title, Description
Comments:	Edited course description into official version; corrected title.
Role:	Registrar's Scheduling Office - Bartholomew, Janet Gosser (jbartholomew@registrar.ucla.edu) - 51441
Status:	Added to SRS on 10/11/2011 1:45:42 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 10/10/2011 3:26:40 PM
Changes:	No Changes Made
Comments:	Routing to Doug Thomson in the Registrar's Office
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671
Status:	Approved on 10/10/2011 12:43:25 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 10/10/2011 10:23:20 AM
Changes:	No Changes Made
Comments:	Routing to Michael Meranze for FEC approval
Role:	Dean College/School or Designee - Loukaitou-Sideris, Anastasi (sideris@ucla.edu) - 69679
Status:	Approved on 9/30/2011 11:00:38 PM
Changes:	No Changes Made
Comments:	No Comments

Role:	UgC Coordinator - Paul, Stanley Mitchell (paul@publicaffairs.ucla.edu) - 68966
Status:	Returned for Additional Info on 9/30/2011 3:03:23 PM
Changes:	No Changes Made
Comments:	Re-routing to Associate Dean, Academic Affairs, Anastasia Louktaïtou-Sideris
Role:	Department Chair or Designee - Torres-Gil, Fernando M (torres@publicaffairs.ucla.edu) - 61994
Status:	Approved on 9/29/2011 3:43:13 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	Initiator/Submitter - Brooks, Michelle J (brooks@publicaffairs.ucla.edu) - 51429
Status:	Submitted on 9/13/2011 2:59:41 PM
Comments:	Initiated a New Course Proposal

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number I A STD 1
 Course Title Introduction to International & Area Studies
 Indicate if Seminar and/or Writing II course No

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____ X
- Social Analysis _____ X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The first section of the course covers political and economic topics central to international studies such as democratization and development. The second half of the course focuses on social and cultural issues with a global significance such as migration and climate change.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Adam Moore, Assistant Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes X No _____
 If yes, please indicate the number of TAs _____ 1-2

4. Indicate when do you anticipate teaching this course over the next three years:

2012-2013	Fall	<u>75</u>	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2013-2014	Fall	<u>150</u>	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2014-2015	Fall	<u>150</u>	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes ___ No X
 If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge

The goal is to illuminate and clarify the profoundly international character of the world we live in, and to introduce a set of contemporary issues and challenges that cross borders and affect every region of the world.

❑ Integrative Learning

This course places an emphasis on continuous engagement with the lectures and readings. It also asks students to delve deeply into key books which address one or more of the course topics. For example, through the book essay assignment, students will discuss how the book relates to the themes of the course and enhances your understanding of commonalities and differences across regions of the world. Students are expected to ensure that their book essay and a separate presentation assignment cover both of the overall themes of this course. That is, if the book that they chose for the presentation assignment addresses an issue or set of issues covered in the society and culture section of the course the book they choose for their essay assignment should focus on political and economic themes, and vice versa.

❑ Ethical Implications

Understanding different cultural contexts will prevent students from assuming that Western societies are necessarily more advanced than others.

❑ Cultural Diversity

The broad sweep of the course will allow students to learn about how different cultures and societies approach solutions to similar problems.

❑ Critical Thinking

Deep individual and group based investigation of important books will teach students to read and evaluate authors' claims more critically and to integrate the general themes and concepts introduced in the lectures.

❑ Rhetorical Effectiveness

In discussion sections and through group projects, students learn how to form cogent arguments about such things as globalization, international social movements, climate change, and religion.

❑ Problem-solving

Through studying provocative works on controversial subjects, students will be required to assess conflicting claims in the literature and draw their own conclusions about important world issues. Through group presentations, they will experience the challenge of collective action toward a common goal.

❑ Library & Information Literacy

Students will be encouraged to use library resources to enhance their understanding of course materials.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|----------|---------|
| 1. Lecture: | <u>3</u> | (hours) |
| 2. Discussion Section: | <u>1</u> | (hours) |
| 3. Labs: | _____ | (hours) |
| 4. Experiential (service learning, internships, other): | _____ | (hours) |
| 5. Field Trips: | _____ | (hours) |

(A) TOTAL Student Contact Per Week 4 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|----------------------------------|----------|---------|
| 1. General Review & Preparation: | <u>1</u> | (hours) |
|----------------------------------|----------|---------|

- | | | |
|-------------------------------------|-------------------|---------|
| 2. Reading | <u>5</u> | (hours) |
| 3. Group Projects: | <u>1</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>2</u> | (hours) |
| 5. Information Literacy Exercises: | <u> </u> | (hours) |
| 6. Written Assignments: | <u>2</u> | (hours) |
| 7. Research Activity: | <u> </u> | (hours) |

(B) TOTAL Out-of-class time per week 11 **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 15 **(HOURS)**

International and Area Studies 1

Introduction to International and Area Studies

12 Fall

Instructor: Adam Moore
Email: adam.moore@geog.ucla.edu
Office: Bunche Hall 1157

Course description and objectives

IAS 1 is an interdisciplinary course designed to introduce students to the subject matter of the international studies curriculum. The goal is to illuminate and clarify the profoundly international character of the world we live in, and to introduce a set of contemporary issues and challenges that cross borders and affect every region of the world. Most of these issues can be studied at greater depth and detail in the upper division thematic courses. And many of them will reappear as “context” in the upper division area-focused courses as well.

This class is divided into two main parts. The first section covers political and economic topics central to international studies such as democratization and development. The second half of the course focuses on social and cultural issues with a global significance such as migration and climate change.

Course requirements and expectations

This course places an emphasis on continuous engagement with the lectures and readings. It also asks students to delve deeply into key books which address one or more of the course topics. There are four required assignments for this course:

- One short (~5-6 page) book essay

Each student will write a book review of one of the recommended books for the class. In this paper, students should address the following points:

- a) Describe the author’s argument and purpose in writing the book. What is the question the author seeks to answer? Is there a debate which the author is engaging, and if so, what is the author’s point of view?
- b) Assess the quality of the argument with regard to logic and evidence. Does the author’s reasoning make sense? What evidence is offered to support it, and is it sufficient? What assumptions underlie the author’s argument, and are they justified?
- c) Discuss how the book relates to the themes of the course and enhances your understanding of commonalities and differences across regions of the world.

Note: Late essays will suffer a 10% reduction per day. In the case of illness, family emergency or other similar circumstance, please contact your TA as soon as possible, before an assignment is due.

- Group book presentation and evaluations

The second assignment is a small group (4-5 students) book presentation of roughly 20-25 minutes. Student groups and books will be determined by the second week of the course. In addition to their own presentation students are expected to evaluate the other group presentations in their section and participate in a brief question and answer discussion following presentations. (Details on presentation and evaluation expectations will be presented by TAs in sections). As with the essay, group presentations should address the following points:

- a) Describe the author's argument and purpose in writing the book. What is the question the author seeks to answer? Is there a debate which the author is engaging, and if so, what is the author's point of view?
- b) Assess the quality of the argument with regard to logic and evidence. Does the author's reasoning make sense? What evidence is offered to support it, and is it sufficient? What assumptions underlie the author's argument, and are they justified?
- c) Discuss how the book relates to the themes of the course and enhances your understanding of commonalities and differences across regions of the world.

One further point: Students are expected to ensure that their book essay and presentation cover both of the overall themes of this course. That is, if the book that they chose for the presentation assignment addresses an issue or set of issues covered in the society and culture section of the course the book they choose for their essay assignment should focus on political and economic themes, and vice versa.

- Midterm and final exams:

The midterm and final exams will consist of 4 point identification questions and 16 point short answer questions. Students are required to answer the latter section of the exams in full and complete sentences (*i.e.*, no bullet-point answers will be accepted). There will be no rescheduling of the midterm or final exams save for serious medical emergencies, which must be documented.

Basis of grades:

Book presentation and evaluations:	25%
Book review essay:	25%
Midterm exam:	25%
Final exam:	25%

Grading scale:

95-100 = A+

90-94.9 = A
85-89.9 = B+
80-84.9 = B
75-79.9 = C+
70-74.9 = C
65-69.9 = D+
60-64.9 = D
0-59.9 = F

A note on academic honesty: Academic honesty and integrity is expected at all times. Academic dishonesty, including but not limited to plagiarism, cheating and other forms of misconduct, will NOT be tolerated. Cases of academic dishonesty will be handled according to University guidelines.

Finally, this course is taught with the assumption that everyone here is an adult and responsible for their own education. Therefore, while students are expected to attend all lectures and read all assigned materials, attendance will not be taken. Attendance is mandatory, however, for sections. Please be aware that if you miss a lecture for any reason you are responsible for the material covered. Lecture slides will be posted on the class website.

Required and recommended books

There is one required book for this class:

Paul Collier, *The bottom billion: Why the poorest countries are failing and what can be done about it*

In addition to this book selected readings will be posted on the course website. Required and recommended readings are listed in the class schedule section of the syllabus outlined below. Additional readings may be assigned during the course.

Below is a list of recommended books for group presentations and review essays. All of these books are fairly cheap to purchase online (all are available in paperback). A copy of each book will also be placed on reserve at College Library. Students are expected to choose books from this list for presentations and essays unless they receive permission from their TA to utilize a different text.

John Bowen, *Why the French don't like headscarves: Islam, the state and public space*

Jared Diamond, *Guns, germs and steel: The fates of human societies*

Dani Rodrick, *The globalization paradox: Democracy and the future of the world economy*

John and Jean Comaroff, *Ethnicity, Inc.*

Naomi Klein, *The shock doctrine: The rise of disaster capitalism*

Larry Smith, *The world in 2050: Four forces shaping civilization's northern future*

Samuel Huntington, *The clash of civilizations and the remaking of world order*

Kathryn Sikkink, *The justice cascade: How human rights prosecutions are changing world politics*

Olivier Roy, *Globalized Islam: The search for a new Ummah*

Daron Acemoglu and James Robinson, *Why nations fail: The origins of power, prosperity and poverty*
Hernando de Soto, *The mystery of capital: Why capitalism triumphs in the West and fails everywhere else*
Leiba Faier, *Intimate encounters: Filipina women and the remaking of rural Japan*
Anna Tsing, *Friction: An ethnography of global connection*
William Easterly, *The elusive quest for growth: Economists' adventures and misadventures in the Tropics*
Sally Merry, *Human rights and gender violence: Translating international law into local justice*
Amartya Sen, *Development as freedom*
Marc Lynch, *The Arab uprising: The unfinished revolutions of the new Middle East*
Denise Brennan, *What's love got to do with it? Transnational desires and sex tourism in the Dominican Republic*

Class schedule

Part I: Politics and Economics

Week 1

Day 1: Introduction to the class

Day 2: Globalization (political and economic)

Reading: Robert Keohane and Joseph Nye, "Globalization: What's new? What's not? (And so what?)" *Foreign Policy*. 2000

Reading: Peter Dicken, "Tangled webs: Unraveling complexity in the global economy" (Chapter 3). *Global shift* (6th edition), 2011

Week 2

Day 1: The politics and economics of development

Reading: Paul Collier, "What's the issue?" (Part 1) and, "An agenda for action" (Part 5). *The bottom billion*, 2007

Reading: William Easterly, "Planners versus searchers" (Chapter 1). *The white man's burden: Why the West's efforts to aid the rest have done so much ill and so little good*, 2006

Day 2: Development 'traps': What are they, and can they be overcome?

Reading: Paul Collier, “The traps” (Part 2) and, “The instruments” (Part 4). *The bottom billion*, 2007

Week 3

Day 1: Global inequality

Reading Paul Collier, “An interlude: Globalization to the rescue?” (Part 3). *The bottom billion*, 2007

Reading Nancy Bermeo, “Does electoral democracy boost economic equality?” *Journal of Democracy*, 2009

Day 2: Democracy and democratization

Reading: Georg Sorensen, “Democracy and democratization” (Chapter 24). *Handbook of politics*, 2010

Reading: Larry Diamond and Leonardo Molino, “The quality of democracy: An overview.” *Journal of Democracy*, 2004

Week 4

Day 1: Development of the sovereign territorial state system

Reading: Alec Murphy, “The sovereign state system as a political-territorial ideal: Historical and contemporary considerations” (Chapter 4). *State sovereignty as social construct*, 1996

Day 2: Globalization and challenges to the sovereign territorial state

Reading: John Agnew: “Globalization and state sovereignty” (Chapter 1). *Globalization and sovereignty*, 2009

Reading: James Ferguson and Akhil Gupta: “Spatializing states: Toward an ethnography of neoliberal governmentality.” *American Ethnologist*, 2002

Week 5

Day 1: Transnational terrorism and crime

Reading: Bruce Hoffman, “Defining terrorism” (Chapter 1). *Inside terrorism*, 2006

Reading: Tamara Makarenko. “The crime-terror continuum: Tracing the interplay between transnational organized crime and terrorism.” *Global Crime*, 2004

Day 2: Weak states, intra-state wars and international intervention

Reading: Gareth Evans and Mohamed Sahnoun, "The responsibility to protect." *Foreign Affairs*, 2002

Reading: Stephen Krasner: "Sharing sovereignty: New institutions for collapsed and failing states." *International Security*, 2004

Part II: Society and Culture

Week 6

Day 1: **Midterm**

Day 2: Globalization (cultural)

Reading: John Tomlinson, "Cultural globalization" (Chapter 17). *The Blackwell companion to globalization*, 2008

Reading: Heather Tyrrell, "Bollywood versus Hollywood: The battle of the dream factories" (Chapter 40). *The globalization reader*, 2003

Week 7

Day 1: Religion, identity and society

Reading: John Bowen, "Should there be an Islam for Europe?" (Chapter 7). *Can Islam be French? Pluralism and pragmatism in a secular state*, 2009

Reading: Philip Jenkins, "The Christian revolution" (Chapter 1). *The next Christendom, the coming of global Christianity*, 2007

Day 2: Transnational migration

Reading: Roger Waldinger, "Immigrant transnationalism." *Sociopedia.isa*, 2011

Reading: Hein de Haas, "International migration, remittances and development: Myths and facts." *Third World Quarterly*, 2005

Week 8

Day 1: Gender, family and demography

Reading: Sheila Croucher, "Gendering globalization, globalizing gender" (Chapter 5). *Globalization and belonging: The politics of identity in a changing world*, 2004

Reading: Nira Yuval-Davis: "Women and the biological reproduction of the nation" (Chapter 2). *Gender and Nation*, 1997

Day 2: Human rights and transnational social movements

Reading: Gay Seidman, "Transnational labor campaigns: Can the logic of the market be turned against itself?" *Development and Change*, 2008

Reading: Reading: Louis Henkin, "Human rights: Ideology and aspiration, reality and prospect" (Chapter 1). *Realizing human rights: Moving from inspiration to impact*, 2000

Week 9

Day 1: Nationalism

Reading: Michael Billig, "Flagging the homeland daily" (Chapter 5). *Banal nationalism*, 1995

Reading: Jerry Muller, "Us and them: The enduring power of ethnonationalism." *Foreign Affairs*, 2008

Day 2: Climate change and human societies (Guest lecture by Larry Smith)

Reading: TBD

Week 10

Day 1: Food systems, natural resource exploitation and environmental crises

Reading: Theodore Bestor, "How sushi went global." *Foreign Policy*, 2000

Reading: Jared Diamond, "One island, two peoples, two histories: The Dominican Republic and Haiti" (Chapter 11). *Collapse: How societies choose to fail or succeed*, 2006

Day 2: **Final exam**

Finals week: Book review essay due

Section schedule

Week 1: Introduction and discussion of book presentation and essay assignments

Week 2: TA modeling of book presentation and discussion facilitation

Week 3: Student group book presentation and discussion I

Week 4: Student group II

Week 5: Student group III

Week 6: Student group IV

Week 7: Paper workshop

Week 8: Student group V

Week 9: Student group VI

Week 10: Wrap up



New Course Proposal

	International and Area Studies 1 Introduction to International and Area Studies
<u>Course Number</u>	International and Area Studies 1
<u>Title</u>	Introduction to International and Area Studies
<u>Short Title</u>	INTL & AREA STUDIES
<u>Units</u>	Fixed: 5
<u>Grading Basis</u>	Letter grade or Passed/Not Passed
<u>Instructional Format</u>	Lecture - 3 hours per week Discussion - 1 hours per week
<u>TIE Code</u>	LECS - Lecture (Plus Supplementary Activity) [T]
<u>GE Requirement</u>	Yes
<u>Major or Minor Requirement</u>	Yes
<u>Requisites</u>	None
<u>Course Description</u>	Introduction to International & Area Studies from an interdisciplinary framework covering themes related to international politics and markets, as well as international societies and cultures. The goal is to illuminate and clarify the profoundly international character of the world we live in, and to introduce a set of contemporary issues and challenges that cross borders and affect every region of the world.
<u>Justification</u>	This is the required lower division preparation course for all students pursuing a major or minor under the International & Area Studies IDP.
<u>Syllabus</u>	File IA STD 1 12F Syllabus.docx was previously uploaded. You may view the file by clicking on the file name.
<u>Supplemental Information</u>	
<u>Grading Structure</u>	Book presentation and evaluations: 25% Book review essay: 25% Midterm exam: 25% Final exam: 25%
<u>Effective Date</u>	Fall 2012
<u>Instructor</u>	Name Title Adam Moore Assistant Professor
<u>Quarters Taught</u>	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer

Department	International and Area Studies	
Contact	Name	E-mail
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Status:	Approved on 4/19/2012 11:24:02 AM
Changes:	No Changes Made
Comments:	Acting on behalf of Michael Thies, International & Area Studies IDP Chair and Roger Waldinger, Associate Vice Provost, International Institute.
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