

February 14, 2014

To: Joseph Nagy, Chair
General Education Governance Committee

From: Eric Gans, Co-Chair
Undergraduate Council Curriculum Committee

David Glanzman, Co-Chair
Undergraduate Council Curriculum Committee

Re: Recommendations from General Education Governance Committee (submitted February 5, 2014); Effective date: Spring 2014

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. 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 **Spring 2014**:

- Art History 58: *Architecture in the Modern World*
- Ecology and Evolutionary Biology 25: *Living Ocean*
- English/Environment M30: *Introduction to the Environmental Humanities*
- English/Environment M30SL: *Introduction to the Environmental Humanities*
- Honors Collegium 43W: *Science, Rhetoric, and Social Influence*
- Honors Collegium 63W: *Nabokov and the Reading Mind*
- Honors Collegium 78: *Science and Religion from Copernicus to Darwinism*
- Life Sciences 15L: *Life: Concepts and Issues Laboratory*
- Music History 35: *Introduction to Opera*
- Music History 71: *Listening*
- Physics 11: *Revolutions in Physics*
- Public Policy 10A: *Introduction to Public Policy*
- Southeast Asian 70: *Modern Southeast Asian Literature*

The following course(s) are not approved:

- Ecology and Evolutionary Biology 17: *Evolution for Everyone*

The department has proposed to switch this course from its current category to Life Sciences–Laboratory/Demonstration. The justification for requesting this switch is that "the activities and projects that are part of EE BIOL 17 are similar to [other courses in this category]." In support of this statement the department notes that in Molecular and Developmental Biology 70, "students engage in activities similar to those in EE BIOL 17, including viewing relevant films and videos, as well as completing reports based on observational studies."

In looking at the course syllabus, the majority of activities under the heading of Laboratory Investigation and Demonstration involve activities that appear difficult to describe as either a laboratory investigation or demonstration. Among these are (1) a book review, (2) discussions of projects, (3) writing drafts of projects and (4) review of projects. Items 2-4 appear to be simply class discussions. The only exercise that appears to represent a true laboratory exercise is the visit to the botanical garden, during which students are expected to "observe, record observations and speculate on the adaptive significance of what they observed" by way of giving them the experience of exercising "natural selection thinking".

It is our recommendation that the department further justify the switch of EE BIOL 17 to the category of Life Sciences–Laboratory/Demonstration.

If you have any questions or need additional information, please contact Academic Senate Analyst Mark Kaminsky (x62070; mkaminsky@senate.ucla.edu).

cc: Christina Palmer, Chair, College Faculty Executive Committee
Lucy Blackmar, Assistant Vice Provost, Undergraduate Education Initiatives
Kathleen Copenhaver, Associate Registrar, Registrar's Office
Leobardo Estrada, Chair, Undergraduate Council
Leann Hennig, Senior Editor, Registrar's Office
Corey Hollis, Director, College Academic Counseling
M. Gregory Kendrick, Director, Freshman Cluster Program
Kyle McJunkin, Director of Curriculum Coordination and Operations, Undergraduate Education Initiatives
Mark Kaminsky, Policy Specialist, Academic Senate
Linda Mohr, Interim Chief Administrative Officer, Academic Senate

Attachment: College FEC Approval Memo of February 7, 2014

UCLA MEMORANDUM

FACULTY EXECUTIVE COMMITTEE
College of Letters and Science

A265 Murphy Hall
Box 951571
Los Angeles, California 90095

To: Eric Gans, Co-Chair, Undergraduate Council Curriculum Committee
David Glanzman, Co-Chair, Undergraduate Council Curriculum Committee

Fr: Christina Palmer, Chair, College Faculty Executive Committee *CP*

Date: February 7, 2014

Re: **Recommendations from General Education Governance Committee (submitted February 5, 2014); Effective date: Spring 2014**
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 Spring 2014.

Summary of recommendations approved by FEC:

- One course from the Department of Art History
- Two courses from the Department of Ecology and Evolutionary Biology
- Two courses from the Department of English/Institute of the Environment and Sustainability
- Three courses from Honors Programs
- One course from the Department of Life Sciences Core Education
- Two courses from the Department of Musicology
- One course from the Department of Physics and Astronomy
- One course from the Department of Public Policy
- One course from the Department of Asian Languages and Cultures

You are welcome to contact me at cpalmer@mednet.ucla.edu with questions. Kyle Stewart McJunkin, Director of Curriculum Coordination and Operations, is also available to assist you and he can be reached at (310) 825-3223 or kmcjunkin@college.ucla.edu.

cc: Kyle Cunningham, Senior Administrative Analyst, Academic Senate
Mark Kaminsky, Policy Specialist, Academic Senate
Linda Mohr, Assistant Chief Administrative Officer, 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
Leo Estrada, Chair, Undergraduate Council
Corey Hollis, Director, College Academic Counseling
Joseph Nagy, Chair, GE Governance Committee

Attachment: Recommendations from GE Governance Committee

UCLA MEMORANDUM

General Education
A265 Murphy Hall
157101

February 5, 2014

TO: Christina Palmer, Chair
College Faculty Executive Committee

FROM: Joseph Nagy, Chair *Joseph Nagy*
General Education Governance Committee

RE: Recommendations for GE Credit Approval

After careful analysis of submitted course materials (www.uei.ucla.edu/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 beginning in the Spring 2014 term, 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.

[Art History 58](#)

Architecture in the Modern World
Dell Upton, Professor
Units: 5
Effective Date: Spring 2014

GE Governance Committee Recommendation:

Foundations of Arts and Humanities: Visual and Performance Arts Analysis and Practice ; Foundations of Society and Culture: Historical Analysis

[Ecology and Evolutionary Biology 17](#)

Evolution for Everyone
Patricia Adair Gowaty, Distinguished Professor
Stephen P. Hubbell, Distinguished Professor
Units: 5
Effective Date: Spring 2014

GE Governance Committee Recommendation:

Foundations of Scientific Inquiry: Life Science with Lab/Demo

[Ecology and Evolutionary Biology 25](#)

Living Ocean
Laura K. Jordan, Lecturer
Units: 5
Effective Date: Spring 2014

GE Governance Committee Recommendation:

Foundations of Scientific Inquiry: Life Science with Lab/Demo

English/Environment M30

Introduction to the Environmental Humanities

Allison Carruth, Assistant Professor

Units: 5

Effective Date: Spring 2014

GE Governance Committee Recommendation:

Foundations of Arts and Humanities: Literary and Cultural Analysis

English/Environment M30SL

Introduction to the Environmental Humanities

Allison Carruth, Assistant Professor

Units: 5

Effective Date: Spring 2014

GE Governance Committee Recommendation:

Foundations of Arts and Humanities: Literary and Cultural Analysis

Honors Collegium 43W

Science, Rhetoric, and Social Influence

Bruce Stone, Lecturer

Units: 5

Effective Date: Spring 2014

GE Governance Committee Recommendation:

Foundation of Arts and Humanities: Philosophic and Linguistic Analysis

Honors Collegium 63W

Nabokov and the Reading Mind

Dana Cairns Watson, Lecturer

Units: 5

Effective Date: Spring 2014

GE Governance Committee Recommendation:

Foundation of Arts and Humanities: Literary and Cultural Analysis

Honors Collegium 78

Science and Religion from Copernicus to Darwinism

Amir Alexander, Adjunct Associate Professor

Units: 5

Effective Date: Spring 2014

GE Governance Committee Recommendation:

Foundation of Arts and Humanities: Philosophic and Linguistic Analysis; Foundations of Society and Culture: Historical Analysis

Life Sciences 15L

Life: Concepts and Issues Laboratory

Jay Phelan, Academic Administrator

Units: 1

Effective Date: Spring 2014

GE Governance Committee Recommendation:

Foundations of Scientific Inquiry: Life Science with Lab/Demo (*when taken concurrently with LS15*)

Music History 35

Introduction to Opera

Tamara Levitz, Professor

Units: 5

Effective Date: Spring 2014

GE Governance Committee Recommendation:

Foundations of Arts and Humanities: Visual and Performance Arts Analysis and Practice

Music History 71

Listening

Olivia Bloechl, Associate Professor

Units: 5

Effective Date: Spring 2014

GE Governance Committee Recommendation:

Foundations of Arts and Humanities: Visual and Performance Arts Analysis and Practice

Physics 11

Revolutions in Physics

James Larkin, Professor

Units: 4

Effective Date: Spring 2014

GE Governance Committee Recommendation:

Foundations of Scientific Inquiry: Physical Science

Public Policy 10A

Introduction to Public Policy

Mark Kleiman, Professor

Michael A. Stoll, Professor

Units: 5

Effective Date: Spring 2014

GE Governance Committee Recommendation:

Foundations of Society and Culture: Social Analysis

Southeast Asian 70

Modern Southeast Asian Literature

George Dutton, Associate Professor

Units: 5

Effective Date: Spring 2014

GE Governance Committee Recommendation:

Foundation of Arts and Humanities: Literary and Cultural Analysis; Foundations of Society and Culture: Historical Analysis

UNIVERSITY OF CALIFORNIA, LOS ANGELES



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DEPARTMENT OF ART HISTORY
DODD 100
P.O. BOX 951417
LOS ANGELES, CALIFORNIA 90095-1417
(310) 206-6905
FAX (310) 206-1903

To: Scott Chandler, Chair
General Education Governance Committee

From: Stella Nair, Undergraduate Faculty Advisor
Department of Art History

Subject: New GE Proposal (ART HIS 58)

Date: January 15, 2014

The Department of Art History is submitting a proposal to create a new GE for our course offerings-- ART HIS 58 (Architecture in the Modern World). Please find attached a GE Course Information sheet, course syllabus and the CIMS New Course Proposal (pending approval).

In advance, thank you for considering this matter. If you have any questions, please don't hesitate contacting me (snair@humnet.ucla.edu) or the departmental SAO Verlena Johnson (vjohnson@humnet.ucla.edu).

General Education Course Information Sheet*Please submit this sheet for each proposed course*

Department & Course Number Department of Art History / ART HIS 58
 Course Title Architecture in the Modern World
 Indicate if Seminar and/or Writing II course NA

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 _____
- Visual and Performance Arts Analysis and Practice X

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 treats architecture as visual art. The instructor's approach relies heavily on connecting architecture to larger cultural values as expressed in social practices and in written texts. In addition, it stresses understanding both the immediate and the broader-scale historical processes that shape architectural change. Students will learn to understand the role of architecture in its shaping and responding to social-historical change and to relate architectural forms to aesthetic and sociopolitical theories.

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

Dell Upton, Professor

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

If yes, please indicate the number of TAs 7

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

2013-2014	Fall	_____	Winter	_____	Spring	<u>X</u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u>315</u>
2014-2015	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2015-2016	Fall	_____	Winter	_____	Spring	<u>X</u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u>315</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: 5

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

- General Knowledge

Students will learn about how the human-made environment that they occupied came to be and to understand the theories and ideas that underlie particular kinds of buildings. In addition to encountering canonical figures and works of architectural history, they will learn to see architecture as a medium significant beyond the circumscribed world of artistic discourse.
- Integrative Learning

In addition to secondary and survey texts, students will be asked to read primary documents of architectural history and theory and to understand (largely in the context of section discussion) how they relate to broad intellectual and social currents of the times and places they were produced.
- Ethical Implications

While the popular-culture view of architects treats architecture as a matter of an individual artistic vision, the course emphasizes the importance of conceiving those who design and build as members of a larger society with particular skills to offer but also with responsibilities as citizens that sometimes conflict with aesthetic or professional imperatives.
- Cultural Diversity

The title of the course has been carefully chosen. Courses in “Modern Architecture” are usually confined to the professional and theoretical canon of the Euro-American avant-garde. “Architecture in the Modern World” examines those traditional materials, but treats them as one aspect of the global response to modernity and modernization.
- Critical Thinking

While the lectures will model a particular interpretation of architectural history, they will also emphasize a variety of possible interpretations of critical ideas and movements. In discussion sections, students will be asked to treat assigned primary and secondary readings not merely as information, but as arguments structured in particular ways...
- Rhetorical Effectiveness

and to think about the lessons learned in framing their own term papers in a way that uses information pertinently and carefully to build an argument. Similarly, the instructions that I give on examination questions stress thesis, argument, and choice of appropriate information over the inclusion of large amounts of information with no underlying point.
- Problem-solving

The paper proposals required of students will ask them to begin thinking about a thesis that they might wish to argue (recognizing that this cannot be expected to be final or detailed), about how one might build an argument to support the thesis, ...
- Library & Information Literacy

and about where they might find appropriate information. In all of my courses, I demand the use of the library and forbid Internet sources except where they provide data that is formally or substantively distinctive and not available in published sources. (On-line scholarly journals and similar scholarly resources are excluded from this prohibition, of course.)

(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>2</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>.5</u>	(hours)
6. Written Assignments:	<u>2</u>	(hours)
7. Research Activity:	<u>3</u>	(hours)

(B) TOTAL Out-of-class time per week **12.5** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **16.5** **(HOURS)**

rev. 01.14.14

Art History 58. Architecture in the Modern World

Dell Upton

Course meets Tuesday/Thursday, 11-12:15, Dodd 147

Office hours: TBD, Dodd 200B

E-mail: dupton@humnet.ucla.edu

Art History 58 examines the human-made world of the past two centuries. New architectural ideas, building technologies, forms of economic, social, and political life have produced a modern built environment is both diverse and increasingly connected. We will try to give attention to both of those qualities, examining factors that have affected architecture globally, as well as those that give regions, cultures, and historical periods their particular qualities. The topics we will cover include the architectural and urban ramifications of modern self-consciousness, nationalism and internationalism, industrialism, colonialism and anti-colonialism, and new art and architectural theories.

COURSE OBJECTIVES

The course will introduce you to the fundamental concepts that historians use to analyze architecture and cities. You will learn how to understand a building visually: to see the relationships between a building's appearance and its structure and spatial organization. It will also help you to understand the role that the human-made environment plays in social life and the ways that cultural and aesthetic ideas, technological change, and political movements shape architecture and cities. By the end of the quarter, you should have some facility in "reading" buildings that you encounter and you should begin to understand the connection between the act of building and larger cultural forces.

COURSE REQUIREMENTS

1. Regular attendance at lectures and sections.
2. Completion of all reading assignments.
The readings are an important supplement to the lectures and sections. *The readings will be covered on the exams.*
3. A mid-term examination, given in class May 8.
4. A final examination on TBD.
5. A 1-2-page paper proposal, with preliminary bibliography, due in section Week 4. Your proposal should describe the topic of your paper, the tentative analytical goal of your research (bearing in mind that this will

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undoubtedly change as your project develops), and a preliminary research strategy. Your bibliography should contain at least five items and should include a brief (one-sentence) description of the relevance of the source to your project.

6. A term paper of 8-10 pages, due at the beginning of class May 29.

Your paper topic, *chosen in consultation with your TA*, should investigate a building or buildings in the light of a question or questions suggested by one of the assigned readings or the lectures. Your task will be much easier if you choose a building that you know well – one that you have visited or can visit during the quarter.

A good term paper is not a simple compilation of random information. It has an introduction, a main body, and a conclusion. The point of view, the concept, the thesis, the focus, or whatever one calls the guiding idea is set out in the introduction. Then the thesis is supported by offering *relevant* evidence, appropriately documented, that builds an argument clearly and logically. Finally, a conclusion sums up and restates the thesis.

All papers must be typed, double-spaced, and literately written. For format and style of paper and footnotes, consult one of the standard style manuals (MLA Style Sheet, Chicago Manual of Style, Kate Turabian). Your paper must be illustrated as necessary to make your points, and the illustrations should be pertinent to what you are saying.

No extensions will be granted except for a written medical excuse presented in a timely manner.

GRADING POLICY

Section attendance & participation	15%
Mid-term	20%
Paper proposal	5%
Term Paper	30%
Final Examination	30%

All six course requirements must be fulfilled to earn a passing grade for the course.

E-MAIL POLICY

The primary mode of personal communication among the instructor and TAs and students in the course is face-to-face conversation. I hold regular office hours for that purpose and I am also glad to make appointments to meet you at other mutually convenient times. This is the only forum in which to discuss your academic or career interests, questions about the course, clarification of ideas presented in lectures or readings, topics and strategies for your papers, concerns about grades, requests for accommodations or exceptions, or other complex matters. E-mail is appropriate only for quick messages and replies. You are welcome to e-mail me with *brief* questions or comments (e.g., a request for an

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appointment, a question that can be answered in a sentence or two). I regret to say, however, that owing to budget cuts, operators are no longer standing by to respond to your e-mail messages 24/7. I will answer them as I have the opportunity, but cannot guarantee immediate responses. Note also that **e-mail messages cannot be accepted as fulfilling class obligations or providing excuses for failing to do so.**

READINGSBooks for Purchase:

- Kenneth Frampton, *Modern Architecture* [4th ed.]

All other assigned readings will be found on-line either on the course website on CCLE (Moodle) or among the library's on-line holdings if a URL is listed with the reading on this syllabus. They average one chapter or essay per class meeting. Note that many are only available to you from on-campus computers, although you can also view them on your own off-campus computer if you have a UCLA proxy account or VPN account. These are easy to obtain and install. Go to <https://www.bol.ucla.edu/services/proxy/> for more instructions.

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SCHEDULE OF LECTURES AND READINGS**Week 1**

Apr. 1 INTRODUCTION TO THE COURSE

Apr. 3 FOUNDATIONS OF MODERN ARCHITECTURE: NEOCLASSICISM

Reading: Hugh Honour, *Neo-classicism*, chap. 4

Week 2

Apr. 8 FOUNDATIONS OF MODERN ARCHITECTURE: THE PICTURESQUE

Reading: Caroline Constant, *The Modern Architectural Landscape*, chap. 2, "The Barcelona Pavilion as Landscape Garden: Modernity and the Picturesque"

Apr. 10 NO CLASS

Week 3

Apr. 15 THE INDUSTRIAL CITY

Reading: Zola, *Pot-Bouille*, chap. 1
Frampton, part I, chap. 2

Apr. 17 TECHNOLOGY

Reading: Frampton, I/3, II/9

Week 4

Apr. 22 ANTI-TECHNOLOGY

Reading: Frampton, II/4, 5, 6, 9, 12

Apr. 24 ROMANTIC NATIONALISMS

Reading: Ioanna Theocharopoulou, "Nature and *The People*" (Greece), in *Modern Architecture and the Mediterranean*

PAPER PROPOSALS DUE IN SECTION THIS WEEK

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Week 5

Apr. 29 REPRESENTATIONS OF EMPIRE

Reading: Zeynep Çelik, *Empire, Architecture and the City: French-Ottoman Encounters, 1830-1914*, chap. 4, “A New Monumentality and an Official Architecture”

May 1 THE CULTURE OF TIME & SPACE

Reading: Frampton, II/7, 8, 12, 16
Loos, “Ornament and Crime”

Week 6

May 6 ARCHITECTURE & REVOLUTIONS

Reading: Frampton II/23, 24

May 8 **MID-TERM EXAMINATION****Week 7**

May 13 CLASSIC MODERNISM

Reading: Frampton II/14, 17, 18, 19, III/1

May 15 RETHINKING THE MODERN CITY

Reading: Frampton, II/20, 21
Jyoti Hosagrahar, “Negotiated Modernities: Symbolic Terrains of Housing in Delhi,” in *Colonial Modernities*, ed. Peter Scriver & Vikramaditya Prakash

Week 8

May 20 MODERNISM EVOLVES

Reading: Frampton, II/19, 25, 26; III/2, 3

May 22 POST-WAR REBUILDING

Reading: Frampton III/2, 3
Duanfang Lu, *Remaking Chinese Urban Form: Modernity, Scarcity and Space, 1949-2005*, chap. 5, “Modernity as Utopia: Planning the People’s Commune, 1958-60”

Week 9

May 27 MID-CENTURY MODERN

Reading: Frampton III, 3/4

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May 29 ANTI-COLONIAL AND POST-COLONIAL MODERNISM

Reading: Gitler, "Campus Architecture as Nation Building," in *Third World Modernism*, ed. Duanfang Lu

TERM PAPER DUE

Week 10

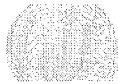
June 3 REACTIONS AGAINST MODERNISM

Reading: Frampton, III/5, 6

June 5 GLOBALIZING MODERN ARCHITECTURE

Reading: Frampton, III/7
Anthony D. King, *The Spaces of Global Culture*, chap. 7

FINAL EXAMINATION: \$\$\$



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New Course Proposal

Art History 58 Architecture in the Modern World

Course Number Art History 58

Title Architecture in the Modern World

Short Title

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 No

Requisites None.

Course Description Lecture, three hours; discussion, one hour. Introduction to historical and visual analysis of architecture 1850 to the present. Examines the ways that new architectural theories, economic and technological change, nationalism, and colonialism and have shaped architecture and cities worldwide. Letter grade or P/NP.

Justification This course will provide a foundation for the growing emphasis in architectural history created by three recent hires as well as complementing our already strong offerings in modern art. In addition, it will help to replace GE offerings lost to recent retirements.

Syllabus File *58sylSp14.doc* was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure Section attendance & participation 15%
Mid-term 20%
Paper proposal 5%
Term Paper 30%
Final Examination 30%

Effective Date Spring 2014

Instructor	Name	Title
	Dell Upton	Professor

Quarters Taught Fall Winter Spring Summer

Department Art History

Contact	Name	E-mail
	VERLENA JOHNSON	vjohnson@humnet.ucla.edu

Routing Help

ROUTING STATUS

Role: FEC School Coordinator - Castillo, Myrna Dee Figuracion (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Pending Action

Role: Department Chair or Designee - Johnson, Verlena Lisa (VJOHNSON@HUMNET.UCLA.EDU) - 53992

Status: Approved on 1/15/2014 9:00:41 AM

Changes: Instructional Format

Comments: Approving on behalf of the Chair of the Department of Art History, Miwon Kwon.

Role: Initiator/Submitter - Johnson, Verlena Lisa (VJOHNSON@HUMNET.UCLA.EDU) - 53992

Status: Submitted on 1/14/2014 3:31:51 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



DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY
 621 CHARLES E. YOUNG DRIVE SOUTH
 BOX 951606
 LOS ANGELES, CALIFORNIA 90095-1606
 FAX: (310) 206-3987

December 13, 2013

To: Joseph Nagy, Chair
 General Education Governance Committee

From: Peggy Fong, Vice Chair for Undergraduate Studies
 Department of Ecology and Evolutionary Biology

Re: Change of GE Category for Ecology and Evolutionary Biology 17 – Evolution for Everyone

Dear Dr. Nagy:

The Department of Ecology and Evolutionary Biology (EE BIOL) proposes to change the general education category for Ecology and Evolutionary Biology 17 – Evolution for Everyone, effective Spring 2014. Presently, EE BIOL 17 fulfills one of the requirements for the Foundations of Scientific Inquiry: Life Sciences. The Department would like EE BIOL 17 to be included under the Life Sciences – Laboratory/Demonstration category.

The Department reviewed the course syllabi for other courses included under the Life Sciences – Laboratory/Demonstration category. We found that the activities and projects that are part of EE BIOL 17 are similar to these other courses. For example, in Molecular, Cell and Developmental Biology (MCD BIO) 70 – Genetic Engineering and Society, students engage in activities similar to those in EE BIOL 17, including viewing relevant films and videos, as well as completing reports based on observational studies.

Students are required to complete two projects, termed as the “First Project” and the “Final Project”. The former is an observational exercise in which students, working in small groups, are required to visit the Mildred E. Mathias Botanical Gardens to make and record observations in a field notebook to mimic the activities of early naturalists who discovered the processes of natural selection. Moreover, this activity is an exercise on how to formulate hypotheses, and possibly, alternate hypotheses, based on their observations and the data collected over time. The “Final Project” is to be a paper in which they formulate a protocol for testing hypotheses regarding randomly-assigned adaptive traits. These activities are comparable to the “Double Helix Report” that is required in MCD BIO 70.

Included in this packet you will find a course syllabus, lecture schedule, course reading list, and the GE Course Information Sheet. A course action form has already been submitted to the Faculty Executive Committee.

Thank you in advance for your consideration of this proposal. If you have any further questions, please contact Dr. Peggy Fong at x55444 (pfong@biology.ucla.edu) or Jessica Angus at x51680 (jangus@lifesci.ucla.edu).

Sincerely,

A handwritten signature in black ink that reads "Peggy Fong".

Peggy Fong
 Vice Chair Undergraduate Studies

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number Ecology and Evolutionary Biology 17
 Course Title Evolution for Everyone
 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 _____
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)* _____ X

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.
 Evolution is the most important idea in biology, and evolution by natural selection is one of the most important intellectual ideas ever conceived. Assigned projects allow students to gain hands-on experience on how early naturalists made their findings regarding natural selection and to become familiar with the scientific method. In these projects, students will be asked to make observations and formulate and prove or disprove hypotheses based on these observations.

3. List faculty member(s) who will serve as instructor (give academic rank):
Patricia Adair Gowaty (Distinguished Professor) and Stephen P. Hubbell (Distinguished 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:

2012-2013	Fall	_____	Winter	_____	Spring	<u>X</u>
	Enrollment	_____	Enrollment	_____	Enrollment	80 (+ 8 WL)
2013-2014	Fall	_____	Winter	_____	Spring	<u>X</u>
	Enrollment	_____	Enrollment	_____	Enrollment	80 (+ 8 WL)
2014-2015	Fall	_____	Winter	_____	Spring	<u>X</u>
	Enrollment	_____	Enrollment	_____	Enrollment	80 (+ 8 WL)

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 department is requesting that the GE classification be changed from Life Sciences to Life Sciences + Lab/Demo. After reviewing what qualified as lab activities of other courses within the Life Sciences + Lab/Demo category and comparing the required activities of this course, the department determined that the nature of the activities in EE BIOL 17 justifies this change. Please note the argument under item 6, "Problem-Solving".

Present Number of Units: 5 Proposed Number of Units: 5 (no change)

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

- | | |
|--|--|
| <input type="checkbox"/> General Knowledge | The course will immerse students in the scientific way of knowing through reading of classic foundational texts, modern scientific papers from “primary literature” (i.e., peer-reviewed), and other sources; engaging in field natural history, which is the foundational activity of the biological sciences, particularly of evolution and natural selection; collecting data that will allow students to confront with data adaptationist hypotheses; and practicing skills of skeptical and critical thinking. Therefore, knowledge enhancement will be theoretical, methodological, and factual. |
|--|--|

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|---|--|
| <input type="checkbox"/> Integrative Learning | Students will encounter the current controversy associated with “creation science” known now as “intelligent design”, which will not be taught due to it not being science, but which will be used to contrast a scientific way of knowing that stresses uncertainty with faith-based certainty. Contrasting these ways of knowing puts a fine point on what science can and cannot do and further emphasizes the power of science to understand empirically the nature of things. |
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|---|---|
| <input type="checkbox"/> Ethical Implications | A priority value in science is honesty and integrity in the execution and reporting of scientific work. We will stress these scientific values, and discuss them in the context of “doing science”. The students will also be exposed to modern work on the evolution of moral systems. |
|---|---|

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|---|--|
| <input type="checkbox"/> Cultural Diversity | Much of the class will focus on diversity of traits in natural populations. While this will not directly “contextualize race, ethnicity, gender, and multicultural interactions”, all of our discussions will be “diversity affirming” in that “there is no possibility of evolution without variation”. |
|---|--|

- | | |
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| <input type="checkbox"/> Critical Thinking | We will teach natural selection thinking and instantiate the idea that in order for natural selection hypotheses to count as more than just-so-stories they must be capable of being confronted by data. Therefore, we will provide student experiences that will allow them to further develop critical thinking relative to the evidence necessary to confirm or reject natural selection explanations for traits. |
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|---|---|
| <input type="checkbox"/> Rhetorical Effectiveness | We will ask the students to describe their observational project to the rest of the class during discussion sections. We will brief them on how to give a sound-bite description of what they observed and how they collected their observations. |
|---|---|

- | | |
|--|--|
| <input type="checkbox"/> Problem-solving | The students will practice problem-solving in two ways: (1) by carrying out original field observations and (2) designing a research protocol for investigation of the adaptive significance of a trait. |
|--|--|

- | | |
|---|---|
| <input type="checkbox"/> Library & Information Literacy | The students will be required to locate their design of future research within existing literature of adaptation. To do this, they will learn to use web-of-science, and to find appropriate papers in the library. |
|---|---|

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

- | | | |
|---|-------|---------|
| 1. Lecture: | 3 | (hours) |
| 2. Discussion Section: | _____ | (hours) |
| 3. Labs (include Discussion): | 2 | (hours) |
| 4. Experiential (service learning, internships, other): | _____ | (hours) |
| 5. Field Trips: | _____ | (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: | 1 | (hours) |
| 2. Reading | 2 | (hours) |
| 3. Group Projects: | 2 | (hours) |
| 4. Preparation for Quizzes & Exams: | 1 | (hours) |

- | | | |
|------------------------------------|----------|---------|
| 5. Information Literacy Exercises: | 1 | (hours) |
| 6. Written Assignments: | 2 | (hours) |
| 7. Research Activity: | 2 | (hours) |

(B) TOTAL Out-of-class time per week	11	(HOURS)
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GRAND TOTAL (A) + (B) must equal at least 15 hours/week	16	(HOURS)
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Ecology and Evolutionary Biology 17
 Evolution for Everyone

INSTRUCTORS:

Patricia Adair Gowaty, Ph.D.

Stephen Hubbell, Ph.D.

COURSE DESCRIPTION:

Evolution for Everyone is an in-depth, one quarter, course on Darwinian natural selection with an emphasis on evidence and implications for modern problems people and societies face: *e.g.*, antibiotic resistance, insect resistance to pesticides, co-evolution of pollinators with our crop plants, etc. A short-hand term for what our course is about is "natural selection thinking and the nature of science". Our pedagogic goal is to teach the nature of science in the context of questions about on-going, real-time Darwinian processes. So, our topic is an extended discussion of natural selection and why it is an important idea for all, especially college-educated people.

FORMAT:

Lecture, three hours. Discussion/Laboratory Investigation & Demonstration

JUSTIFICATION AND COURSE OBJECTIVES:

Evolution is the most important idea in biology and evolution by natural selection is one of the most important intellectual ideas ever conceived. Every citizen, especially every college graduate, should know and understand the mechanisms of natural selection, the nature of the evidence, and the implications of natural selection for science and society.

Our objectives are to arm each student with

- (1) a working understanding of natural selection;
- (2) a sophisticated understanding of the nature of the evidence for the operation of natural selection;
- (3) a grounding for natural selection through an introduction to natural history, organisms, and selective environments.
- (4) exposure to the key alternatives, namely drift and simple null models;
- (5) an ability to use "natural selection thinking" to anticipate and analyze existing evidence that bear on the origin of phenotypes;
- (6) an in-depth knowledge of Darwin's *On the Origin of Species* (1st edition);
- (7) the utility of natural selection thinking for predicting changes due to anthropogenic causes;
- (8) a broad understanding of the implications of Darwinian natural selection for societal problems;
- and
- (9) the ability to recognize and challenge "just-so-stories".

Week	Lecture	Date	Title	Assignment Due
1	1		Why did Darwin and Wallace get it?	Friday Week 1 posted to Blackboard by 5 PM <i>Book Review</i>
	2		What is Darwinian natural selection? How does it work? "Natural selection thinking" (Charnov 1982)	

	Discussion		Orientation, description of reading projects and guides and expectations Film: Attenborough's <i>Evolution Part I</i>	<i>of Our Inner Ape</i>
	Lab/Demo		Book Review: <i>Our Inner Ape</i>	
2	3		Natural history: the setting for natural selection Darwin's Birthday! 200 years	Friday week 2 Posted to Blackboard by 5 PM <i>1st reading guide and Essays on readings for Lecture 1,2,3,and 4</i>
	4		The Nature of Science Testing ideas in natural selection. Science versus "just-so-stories". The comparative method's strengths and weaknesses. How do we know without time machines?	
	Discussion		<i>Our Inner Ape</i> Film: Attenborough's <i>Evolution Part II</i>	
	Lab/Demo		Discussion of First Project and Final Project	
3			Holiday	Friday week 3 Posted to Blackboard by 5 PM <i>2nd reading guide and Essays on readings for lecture 5</i>
	5		Darwin's finches Evolution on islands	
	Discussion		<i>1st reading guide and lecture material</i> Film:	
	Lab/Demo		Visit to Mildred E. Mathias Botanical Garden at UCLA	
4	6		Levels of selection Selective environments	Friday week 4 Posted to Blackboard by 5 PM FIRST PROJECT and <i>Essays on readings for lectures 6 and 7</i>
	7		Evidence for adaptation and adaptively flexible phenotypes	
	Discussion		<i>2nd reading guide and lecture material</i>	

	Lab/Demo		First Project DUE	
5	8		The development of phenotypes Evolutionary plasticity and development The unity of life	Friday week 5 Posted to Blackboard by 5 PM <i>3rd reading guide and Essays on readings for lectures 8 & 9</i>
	9		Extraordinary sex ratios	
	Discussion		<i>First Projects Presentations</i>	
	Lab/Demo		Presentations of First Project	
6	10		Mimicry	Friday week 6 Posted to Blackboard by 5 PM <i>4th reading guide and Essays on readings for lectures 10&11</i>
	11		The evolution of sex and sex changing organisms	
	Discussion		<i>3rd reading guide and lecture material</i>	
	Lab/Demo		Discussion of Final Project	
7			HOLIDAY	Friday week 7 Posted to Blackboard by 5 PM 1st draft of Final Project and <i>Essays on reading for lecture 12, 13, 14</i>
	12		Co-evolution Plants and their pollinators Hosts and their pathogens	
	Discussion		<i>4th reading guide and lecture material</i> <i>Film: Attenborough on Plants and Pollinators</i>	
	Lab/Demo		First draft of Final Project	
8	13		Evolution of life histories Evolution of body size Evolution of body size in seed-eating rodents Aging and the evolution of	Friday week 8 Posted to Blackboard by 5 PM

			senescence Evolution of reproductive rates Fitness trade-offs and species traits	<i>5th reading guide and Essays on readings for lectures 15 & 16, 17, and 18</i>
	14		Darwinian medicine Why we get sick Evolution of resistance to antibiotics Evolution of HIV Herd immunity Evolution of public health Natural selection and disease ecology	
	Discussion		Suggestions for first draft improvements on Final Project <i>and lecture material</i> <i>Film: The Future of Food</i>	
	Lab/Demo		Review of Final Project	
9	15		Darwinian farming Artificial and natural selection compared Evolution of resistance to pesticides Evolution of resistance to herbicides The future of food	Friday week 9 Posted to Blackboard by 5 PM <i>Second Book Review of Sean Carroll's book, "the Making of the Fittest"</i>
	16		Evolution of moral systems Altruism Reciprocal altruism Group selection Questions about the evolution of infanticide, murder, rape and warfare	
	Discussion		<i>5th reading guide and lecture material</i> <i>Film: An Inconvenient Truth</i>	
	Lab/Demo		Review of Final Project	
10	17		Evolution and anthropogenic climate change The suitability of environments for life as we know it	Friday week 10 Posted to Blackboard

		Has evolution in people stopped? The evolution of human fertility variation	by 5 PM <i>Final draft of final project</i>
18		Philosophical and policy implications of evolution The importance of teaching evolution	
Discussion		<i>of S. Carroll's book and lecture material</i>	
	Lab/Demo	Final Project Due	

We are in the process of developing a course reader. We will post required readings to Blackboard.

Assignments and Grades

Grades

We will use a letter grading system, with permission required from the instructors in special cases when students request pass/fail.

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

First book review	5%
25 "low stakes" writing assignments	50% (4% each)
Second book review	5%
First project	10%
Final project	20%
Class and discussion participation	10%

Students will base their *first book review* on *Our Inner Ape* by Frans de Waal as an introduction to modern comparative inferences about natural selection and morality, a controversial topic in primate evolution. The first book review will be a two-page, single-spaced, 12-point font, essay on the evolution of morality from de Waal's perspective. The essay title might be something like "What de Waal thinks about the evolution of morality in humans and other apes". Points will be subtracted for late submissions. See the syllabus for due dates and times.

The 25 "low stakes" writing assignments will be based on reading assignments associated with each lecture and reading guides for parts of the course's main text: Darwin's (1859) *On the Origin of Species*.

The pedagogic goal of the lecture-related reading assignments is to stimulate student responses to the lecture material by asking them to read ahead and engage thoughtfully with the lecturers *during the lectures*. They will also write a one-page reflection about the paper in relation to the lecture material.

The pedagogic goal of the reading guides is to elicit thoughtful responses from the students about what some believe to be the most important text of all time. Students' responses must be completed alone, and the responses must be in the student's own words, comprised of short sentences as concise and thoughtful answers to the questions. Each guide will have ten questions. The students' responses will prepare her/him for discussions in the following weeks. Points will be subtracted for late submissions. See the syllabus for due dates and times.

Guide one will cover Chapters 1, 2, and 3

Guide two will cover Chapters 4, 5, and 6

Guide three will cover Chapters 7, 8, and 9

Guide four will cover Chapters 10, 11, and 12

Guide five will cover Chapters 13 and 14

The *second book review* will be of Sean Carroll's *The Making of the Fittest*. The students will write an essay on no more than 2 pages, single spaced, 12-point font. The title of the essay will be "Evo-devo demonstrates the unity of life". Points will be subtracted for late submissions. See the syllabus for due dates and times.

The "First Project" will be an observational exercise. Our goal is to acquaint or re-acquaint students with what the great naturalists who discovered natural selection actually did. To mimic what the great naturalists did, we will give the students a choice of exercises that they can do in small groups of two or three. This exercise will result in field notebook entries of systematically collected and

recorded data on questions about the natural world. We will ask the students to observe, record observations, and speculate on the adaptive significance of what they observed. This in an exercise about formation of hypotheses about adaptation using "natural selection thinking" and reasonable alternatives such as null models or competing adaptive hypotheses. In effect these hypotheses might be considered "just-so-stories". What distinguishes hypotheses from just so stories is that we will ask the students to speculate on alternative hypotheses, and also on simple experiments that could reject alternative hypotheses of adaptive significance, or which can demonstrate a lack of adaptive significance. Our field site will be the Mildred E Mathias Botanical Garden at UCLA.

The Final Project will be a "term paper" in the form of a protocol for testing a hypothesis about adaptation. We will ask the students to hypothesize the adaptive significance of a trait (we will assign the traits randomly to students). Their task will be to design an experiment or experiments to test the adaptive significance of the trait they are assigned. The formal protocol will consist of the following parts:

- A. A statement and brief justification for the hypothesis
- B. Background information from the literature on previous tests, if they exist
- C. Methods described in as much detail as possible
- D. A graphical display of alternative outcomes
- E. A discussion about what conclusions could be drawn from each alternative outcome

During discussion Sections students and TAs will discuss in groups the writing assignments for the previous week; watch four films and write responses to questions about the films posed before hand; and use some time to design group field projects (First Project), which will be completed outside of class time. The discussion periods will also be used as time to discuss the requirements for protocols (Final Project).

Course Texts

EE Biol 17

Evolution for Everyone: Nothing in biology makes sense except in the light of evolution

Zimmer, Carl. *Evolution: The Triumph of an Idea* Harper Collins paperback

Sean B. Carroll.. 2006 *The Making of the Fittest: DNA and the Ultimate Forensic Record of Evolution*. W. W. Norton & Company. paperback \$11.53

or

Sean B. Carroll. 2005. *Endless Forms Most Beautiful: The New Science Of Evo Devo And The Making Of The Animal Kingdom* WW Norton & Co.

Frans daWaal. 2005. *Our Inner Ape* Penquin.

Evolution: A Scientific American Reader. University of Chicago Press

Films:

"Evolution" PBS special

Winged Migration

March of the Penguins

The Future of Food

An Inconvenient Truth



Course Revision Proposal

Ecology and Evolutionary Biology 17 Evolution for Everyone	
Requested revisions that apply:	
	Renumbering Title Format Requisites Units Grading Description
	Multiple Listing: Add New Change Number Delete
	Concurrent Listing: Add New Change Number Delete
CURRENT	PROPOSED
Course Number	Ecology and Evolutionary Biology 17
Title	Evolution for Everyone
Short Title	EVOLTN FOR EVERYONE
Units	Fixed: 5
Grading Basis	Letter grade only
Instructional Format	Primary Format Lecture
	Secondary Format Discussion
TIE Code	LECS - Lecture (Plus Supplementary Activity) [T]
GE	Yes
Requisites	None
Description	Lecture, three hours; discussion, two hours. Exploration in detail of Darwinian natural selection, with emphasis on evidence and implications for modern problems people and societies face, including antibiotic resistance, insect resistance to pesticides, and coevolution of pollinators with crop plants. Nature of science in context of questions about ongoing real-time Darwinian processes. Letter grading.
Justification	Lecture, three hours; Fieldwork/laboratory/demonstration, two hours. Exploration in detail of Darwinian natural selection, with emphasis on evidence and implications for modern problems people and societies face, including antibiotic resistance, insect resistance to pesticides, and coevolution of pollinators with crop plants. Nature of science in context of questions about ongoing real-time Darwinian processes. Letter grading.
	The Department reviewed the course syllabi for other courses included under the Life Sciences Laboratory/Demonstration category. We found that the activities and projects that are part of EE BIOL 17 are similar to these other courses. For example, in Molecular, Cell and Developmental Biology (MCD BIO) 70 - Genetic Engineering and Society, students engage in activities similar to those in EE BIOL 17, including viewing relevant films and videos, as well as completing reports based on

		observational studies. Required projects in EE BIOL 17 afford students to learn how to design research protocol, formulate hypotheses, and discuss and present their findings. These projects are similar to the "Double Helix Report" that is one of the requirements of MCD BIO 70.
Syllabus		File EEB 17 Lab-Demo.doc was previously uploaded. You may view the file by clicking on the file name.
Supplemental Information		Proposal to GE Governance Committee will be submitted for 14W meeting.
Effective Date	Fall 2008	Spring 2014
Department	Ecology and Evolutionary Biology	Ecology and Evolutionary Biology
Contact		Name JESSICA ANGUS
Routing Help		E-mail jangus@lifesci.ucla.edu

ROUTING STATUS

Role:	Registrar's Scheduling Office
Status:	Pending Action
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 1/16/2014 4:04:34 PM
Changes:	TIE Code
Comments:	Routing to Doug Thomson in the Registrar's Office.
Role:	FEC Chair or Designee - Palmer, Christina (CPALMER@MEDNET.UCLA.EDU) - 44796
Status:	Approved on 1/12/2014 4:18:50 PM
Changes:	TIE Code
Comments:	No Comments
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 1/8/2014 11:42:32 AM
Changes:	TIE Code
Comments:	Routing to Christina Palmer for FEC approval.
Role:	Department/School Coordinator - Angus, Jessica Abijay (JANGUS@LIFESCI.UCLA.EDU) - 51680
Status:	Approved on 1/3/2014 11:53:06 AM
Changes:	TIE Code, Description
Comments:	Submitted by Jessica Angus on behalf of: Daniel T. Blumstein, Department Chair Peggy Fong, Vice Chair for Undergraduate Studies
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 1/3/2014 11:45:50 AM
Changes:	TIE Code
Comments:	Routing back to Jessica. See FEC comment below. Also, please submit GE proposal by 01/13/14.
Role:	FEC Chair or Designee - Palmer, Christina (CPALMER@MEDNET.UCLA.EDU) - 44796
Status:	Returned for Additional Info on 12/27/2013 11:09:40 AM

Changes:	TIE Code
Comments:	Please update the course description to reflect that the 2 hours Discussion has changed to 2 hours Fieldwork/Lab/Demonstration
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 12/20/2013 1:20:21 PM
Changes:	TIE Code
Comments:	Routing to Christina Palmer for FEC approval.
Role:	Department/School Coordinator - Angus, Jessica Abijay (JANGUS@LIFESCI.UCLA.EDU) - 51680
Status:	Approved on 12/20/2013 11:33:01 AM
Changes:	TIE Code
Comments:	Submitted by Jessica Angus on behalf of: Daniel T. Blumstein, Department Chair Peggy Fong, Vice Chair for Undergraduate Studies
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 12/20/2013 11:11:24 AM
Changes:	TIE Code
Comments:	Attached correct syllabus, per Jessica's request. Routing back to Jessica for dept chair approval.
Role:	Initiator/Submitter - Angus, Jessica Abijay (JANGUS@LIFESCI.UCLA.EDU) - 51680
Status:	Submitted on 12/18/2013 11:33:57 AM
Comments:	Initiated a Course Revision Proposal

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



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 621 CHARLES E. YOUNG DRIVE SOUTH
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 FAX: (310) 206-3987

December 13, 2013

To: Joseph Nagy, Chair
 General Education Governance Committee

From: Peggy Fong, Vice Chair for Undergraduate Studies
 Department of Ecology and Evolutionary Biology

Re: Change of GE Category for Ecology and Evolutionary Biology 25 – Living Ocean

Dear Dr. Nagy:

The Department of Ecology and Evolutionary Biology (EE BIOL) proposes to change the general education category for Ecology and Evolutionary Biology 25 – Living Ocean, effective Spring 2014. Presently, EE BIOL 25 fulfills one of the requirements for the Foundations of Scientific Inquiry: Life Sciences. The Department would like EE BIOL 25 to be included under the Life Sciences – Laboratory/Demonstration category.

The Department reviewed the course syllabi for other courses included under the Life Sciences – Laboratory/Demonstration category. We found that the activities and projects that are part of EE BIOL 25 are similar to these other courses.

In this course, students participate in a number of activities whose purpose is to develop their ability to understand, interpret, and discuss scientific primary literature and to learn about the scientific method. Some of these activities include at least one field trip (tidepooling expedition at a local intertidal habitat, visit to a local aquarium, observe an education program at Heal the Bay by shadowing an educator for the marine science outreach program, among others), and writing exercises that assist in developing critical and analytical reading and writing skills.

Included in this packet you will find a course syllabus, lecture schedule, course reading list, and the GE Course Information Sheet. A course action form has already been submitted to the Faculty Executive Committee.

Thank you in advance for your consideration of this proposal. If you have any further questions, please contact Dr. Peggy Fong at x55444 (pfong@biology.ucla.edu) or Jessica Angus at x51680 (jangus@lifesci.ucla.edu).

Sincerely,

A handwritten signature in black ink that reads "Peggy Fong".

Peggy Fong
 Vice Chair Undergraduate Studies

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number Ecology and Evolutionary Biology 25
 Course Title Living Ocean
 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) X

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

This course will study the physical and chemical characteristics of the ocean environment with a major focus on discussing current issues facing our oceans including, but not limited, to issues of climate change, off-shore oil drilling, plastic and chemical pollution, overfishing, and fresh water shortages. Students will be required to attend at least one field trip where they will have the opportunity for hands-on experience with marine biology.

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

Laura K. Jordan (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:

2012-2013	Fall Enrollment _____	Winter Enrollment _____	<u>X</u> 80 (+ 8 WL)	Spring Enrollment _____
2013-2014	Fall Enrollment _____	Winter Enrollment _____	<u>X</u> 80 (+ 8 WL)	Spring Enrollment _____
2014-2015	Fall Enrollment _____	Winter Enrollment _____	<u>X</u> 80 (+ 8 WL)	Spring Enrollment _____

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 department is requesting that the GE classification be changed from Life Sciences to Life Sciences + Lab/Demo. After reviewing lab activities of other courses within the Life Sciences + Lab/Demo category, the department determined that the nature of the activities in EE BIOL 25 justifies this change.

Present Number of Units: 5 Proposed Number of Units: 5 (no change)

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

- General Knowledge

This course is designed for non-majors and covers an overview of the broad disciplines of science that are included under the term “Marine Biology, including the physical and chemical characteristics of the ocean environment.
- Integrative Learning

There is a field trip requirement for this course. Numerous options are available for students to fulfill this requirement, including a tidepooling expedition at an intertidal habitat, shadowing educators in a marine science outreach program, a visit to a local aquarium, among others.
- Ethical Implications

A major focus of the course will be to discuss and understand current issues facing our oceans, including the effect of current and future population growth on the state of the oceans, as well as the effects of overfishing, climate change, and other issues, and the implications for future generations.
- Cultural Diversity

Topics covered in this course include ocean and culture, the study of the diversity of marine life, and how the industrial practices in different countries affect the ocean.
- Critical Thinking

The course would provide students with the ability to understand, interpret, and discuss scientific primary literature as well as an appreciation of the scientific method, and new perspectives on the living ocean and society.
- Rhetorical Effectiveness

The nature of the assignments will give students the opportunity to learn how to craft a sound argument (Debate Position Statement) and how to write articles as a scientific journalist (Scientific Writing Exercise).
- Problem-solving

Class exercises, such as an in-class scavenger hunt, will teach students how to develop their problem-solving skills. It is expected that at the end of this course, students will be able to identify the various species that inhabit the ocean, and to make educated decisions and observations on ocean and environmental issues.
- Library & Information Literacy

A number of the assignments require that students review the current scientific literature as well as media sources found online or in print publications (newspapers, magazines) that discuss findings from primary research resources.

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

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

(A) TOTAL Student Contact Per Week 7 **(HOURS)**

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

- 1. General Review & Preparation: _____ (hours)
- 2. Reading: 2 (hours)

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

(B) TOTAL Out-of-class time per week

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

16	(HOURS)
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Ecology and Evolutionary Biology 25

Marine Biology: Living Ocean

Winter Quarter 2012 – Dr. Laura K. Jordan

Course Description

Have you ever wondered what it would be like to be a marine biologist? Do you love spending time on or in the ocean and want to learn more about it? Could you sit and stare at fish swimming around in an aquarium for hours? Have you ever wondered how sharks can detect electric fields or why penguins wear what looks like a tuxedo? If you identify with any of these questions you have come to the right place! The ocean is a fascinating part of our world, and while it dominates the surface of our planet, there are still so many secrets to be discovered. In this class we will cover an overview of the broad disciplines of science that are included under the term “Marine Biology,” including physical and chemical characteristics of the ocean environment so we can understand more about the critters that make it their home. A major focus of this class will be to discuss and understand current issues facing our oceans. As the human population surpasses 7 billion, most of which live on or near coastlines, issues of climate change, off-shore oil drilling, plastic and chemical pollution, overfishing, and fresh water shortages, are just a few of the ocean-related topics where major decisions must be made during our lifetimes and will affect future generations.

This course is a lower-division non-majors course that offers GE credit in the life sciences. As a GE course, this class assumes no prior college-level experience in the sciences but does expect that you have had at least one life sciences course in the last few years of secondary school.

As a part of this class you will attend lectures and participate in discussion sessions. In addition to weekly reading and section assignments you will complete one midterm exam and one final exam. To get a real taste of marine biology you will also participate in at least one field trip.

After this Class

You will know that whales are *not* fish, that the ocean and its inhabitants *are* a finite resource, and most of all, you will be better prepared to evaluate literature and media presentations to make educated decisions on issues affecting the ocean. Your diligence and efforts in this class should provide you with many skills including the ability to understand, interpret, and discuss scientific primary literature, an appreciation of the scientific method, and new perspectives on the living ocean and society. Of course you’ll also have an arsenal of fun marine bio facts! Remember, the more you put in, the more you’ll come away with. Enjoy!

Class Meeting Times and Office Hours

Lectures (Dodd 161): Mondays and Wednesdays 2:00 to 3:15

Discussions (Life Sciences 1315) Tuesdays 10:00 to 10:50, or 1:00 to 1:50,
or Wednesdays 10:00 to 10:50, or 11:00 to 11:50

Office Hours:	Dr. Jordan	Mondays 3:30 to 4:30 PM and Wednesdays 3:30 to 4:30 Life Sciences 3326, ljordan@ucla.edu
	Chris Chabot	Wednesdays 9-10, 12-1, LS 1315, c.l.chabot@ucla.edu
	Asif Razee	Tuesdays 11-1, LS 1315, asifraze@ucla.edu

Course Requirements:

Participation: The success of this class relies on participation and discussion from all class members during discussion sections. *Your* success in this class requires that you attend all class sessions prepared to discuss the day’s topic and participate in class activities. Constructive participation and preparation prior to class sessions will therefore make up an important component of your evaluation in addition to timely completion of all assignments. If verbal participation does not come easily to you please speak with me or your TA outside of the class so we can explore ways to enhance your comfort speaking in the classroom. Absence from class will result in a loss of participation points and late assignments will lose 1/3 credit (see “policies,” any emergencies will be assessed if they arise). While attendance will not be recorded in lectures, the information overlaps highly with that of discussion sections and will be the primary source of content for exams.

Reading: Reading assignments will be from the required text book, *Marine Biology*, and from selected scientific papers and articles. Reading assignments may approach 100 pages per week so be sure to plan time to complete reading and other

assignments. I have chosen a textbook that is very approachable, however it does cover a vast amount of information. Your reading assignments highlight information I think will be particularly interesting, important, and useful. Research has indicated that reading before class can improve your comprehension of the material and identify questions and areas of confusion. Questions can be asked in class, office hours or posted on the class discussion board. You are also welcome and encouraged to read additional materials that have not been assigned whenever you can make the time. Each chapter in the book concludes with a list of several resources for additional information.

Communication: Office hours are an excellent time for you to address any difficulties you are having with the class, check in on your progress, or to explore ideas about anything that comes up regarding the class. I welcome each of you to come by as often as you like and strongly encourage you to come at least once during the quarter to discuss your thoughts and progress. Groups for the Climate Change Research Presentation are required to check in with your TA during their office hours to ensure you are on the right track before the presentation. If you cannot make it to any scheduled office hours please let me and/or your TA know and we will be happy to work out another time by appointment.

LAB/DEMO: Field Trip Requirement

Field Trip Choices: Attendance for at least one field trip is required, however, you are encouraged to attend more than one of these fantastic excursions:

1. Tidepooling expedition: We will meet at White Point, Palos Verdes, a local rocky intertidal habitat, for exploration at low tide. Scheduled for 12:30pm on Feb 25th.
2. Aquarium visit: Join us for a behind the scenes aquarium tour of Cabrillo Marine Aquarium (San Pedro) or the Aquarium of the Pacific (Long Beach). Other great aquariums in CA include Monterey Bay Aquarium (Monterey), or Scripps Birch Aquarium (La Jolla). It may also be possible to arrange a trip to one of these. You will have a chance to talk to an aquarist and see the aquarium from new perspectives. Cabrillo: Jan 28th time TBA; Aquarium of the Pacific: Feb 23 TBA
3. Observe an educational program at the Santa Monica Pier aquarium, Heal the Bay. Shadow educators for the marine science outreach program while they expose local primary and/or secondary school groups to marine environmental and biological science. Arrange via TA
4. Tour of the Natural History Museum. Get the chance to tour a museum's collections rooms (not open to the public) with a working museum marine biologist. Thurs or Fri of week 5 or 6, TBA

Schedule of Topics for Lectures and Sections, Assigned Readings, and Exam Dates

Week	Lecture Date	Topic	Textbook Reading Due	Other Reading
1	1/9	Introduction to study of marine biology and ocean habitat	Ch. 1	
	1/11	Physical/Chemical/Biological Oceanography	Ch. 2 & 3	
2	1/16	Martin Luther King Day- No class!		
	1/18	Study of Life	Ch. 4 & Ch 5	
3	1/23	Primary Producers	Ch. 6	
	1/25	Spineless but Spectacular: Invertebrates I	Ch. 7	
4	1/30	Spineless but Spectacular: Invertebrates II		TBA
	2/1	The Wonderful World of the Fishes I	Ch. 8	
5	2/6	The Wonderful World of the Fishes II		TBA
	2/8	The rest of our Scaled, Furred and Feathered Marine Friends	Ch. 9	
6	2/13	Midterm Exam		Review
	2/15	Challenges of Ocean Life: Sensory, navigation, locomotion, diving	Ch. 15	TBA
7	2/20	Happy Presidents Day- No class!		
	2/22	Marine Ecology: Our Changing Planet	Ch. 10 & p. 231-243	
8	2/27	Ecosystems: Intertidal & Estuaries	Ch. 11 & 12	
	2/29	Ecosystems: Coastal Seas, Life on the Shelf	Ch. 13	
9	3/5	Ecosystems: Coral Reefs	Ch. 14	
	3/7	Ecosystems: Secrets of the Deep	Ch. 16	
10	3/12	Marine Conservation: Fisheries	Ch. 17 & 18	
	3/14	Marine Conservation: Pollution	Ch. 19	Review

Exams

One midterm exam will be administered during the course. This exam will be given in place of a lecture on February 13. The exam will cover all topics discussed in the lectures AND their associated reading. The final exam is scheduled for Monday, March 19th from 11:30AM-2:30PM. The final exam will be cumulative, that is it will include material from all 10 weeks of the class, however, it will be focused primarily on material covered during the second half of the class (material not included on the midterm). These exams will include identifications of relevant terms and concepts, short answer questions that require more than simple memorization, including comprehensive integration of course concepts. Exams will be graded in a timely fashion and will be returned to you in your sections. All course grades will be posted on the web and can be accessed through the MyUCLA website.

Textbook and Materials

Required texts: Castro, P. and M.E. Huber. *Marine Biology*, 8th edition, 2010. McGraw Hill.

Additional reading: PDFs will be posted on the website or distributed by TAs

Discussion Section and Lab/Demo topics, activities and assignments

Week	Topic	Activities	Reading	Assignments due
1	Ocean and culture	Discussion, plate tectonics	Review Ch. 1-3	Find your section! Form Climate Groups
	LAB/DEMO	Water density activities		
2	Diversity of marine life: Primary producers	Discussion	Review Ch. 4-6	SWA if choose week 2
	LAB/DEMO	Stations- live/preserved (scavenger hunt)		
3	Diversity of marine life: Invertebrates	Discussion	Review Ch. 7	SWA if choose week 3
	LAB/DEMO	Stations- live/preserved (scavenger hunt)		
4	Diversity of marine life: Fishes	Take home quiz	Review Ch. 8	SWE if choose week 4
	LAB/DEMO	Stations- live/preserved		
5	Diversity of marine life: Other vertebrates	Discussion	Review Ch. 9	Take home quiz
	LAB/DEMO	Stations- live/preserved		
6	Sharks in the wake of Jaws, finning and cage diving	Discussion	Media Analysis handout	Shark media analysis
	LAB/DEMO	Media study		
7	Climate change and the global population	Discussion		Climate Change Research Presentation
	LAB/DEMO	Short presentations		
8	Chemical Pollution: Antidepressants to offshore oil drilling and dead zones	Debate		Debate position statement
	LAB/DEMO	Bioaccumulation activity		
9	Physical Pollution: The great garbage patch	Discussion	TBA	SWE if choose week 9
	LAB/DEMO	Movie		
10	Overfishing and the global population	Discussion		Sustainable Seafood Comparison
	LAB/DEMO	Sustainable seafood comparison activity		

Descriptions of Assignments:

Scientific Writing Analysis (SWA) 50 pts

Due EITHER week 2 or 3. For this analysis, you will choose an article published in the media (online/newspaper/magazine), that discusses findings of a primary research paper related to that week’s discussion section (primary producers a.k.a. phytoplankton or algae- week 2 or invertebrates-week 3). You must obtain a copy of the original study (primary literature) that the article discusses. Write a short summary (one paragraph, 150-200 words) of each. In the summary, be sure to identify the main goal of the author(s). For the final paragraph (300-400 words) you will compare the two to discuss how well the media article portrays the actual study that was published. Does the media article contain any inaccuracies from the original study? Are there differences in tone or conclusions between the two? How does the media article inspire interest in the topic? Is the media article a valuable representation that provides a more accessible interpretation of the original study? How could it be improved? Turn in a copy of both articles with your writing assignment.

Scientific Writing Exercise (SWE) 50 pts

Due EITHER week 4 or 9. Now it’s your turn to be the reporter! Choose a scientific article from the primary literature on a topic related to that week’s discussion section (fishes-4, pollution- week 9). Your challenge is to interpret the original study for the general public audience in a way that could get it published in your favorite magazine/news source. That means it needs to

capture your audience’s attention and provide interesting information and perspectives, but it also must stay true to the findings and conclusions of the original article’s author(s). Have fun with this one and be creative!

Shark Media Analysis (50 pts)

Choose an example of recent/current media where sharks are the star. Choose one of the following forms of media: film, book (adult or children–choose at least 2), TV series/special, or a selection of 3 written articles or 3 YouTube videos focused on sharks. Write a one paragraph summary (200 words) of the media example you chose. Then write a one paragraph response to how the movie/book/show/articles made you feel and think about sharks (150-200 words). In the third paragraph discuss how and why it elicited that response in you (300-400 words). For example, how are sharks portrayed? Is the representation of sharks on the cover/title consistent with how they are portrayed throughout? What stylistic tactics (cinematography, music, language) are used to elicit certain responses in viewers/readers? Does the movie/book/show/articles contain misguided or incorrect information about sharks? If so, why might the creators have chosen to provide inaccuracies and how might that be dangerous?

Climate Change Research Presentation

With a small group (4-6 people) you will summarize current knowledge of a major topic related to climate change. Topics: CO₂ (greenhouse effect, carbon sources, cycling and sequestration), global temperature patterns (geologic timescale to present), coral bleaching and ocean acidity, rising sea level (glacier and ice cap melting, ocean circulation), impact on weather patterns (droughts, storms). *Written assignment (4-5 pages):* For each you will outline an estimate of the number of scientific studies that you found addressing this topic using library resources (Web of Science, Biosis). Describe what different types of research have been done to acquire data on this topic. Summarize the major findings of at least 3 recent studies. Are the results consistent across studies? How do they tie in to the big picture of global climate change? Why is understanding this aspect of global climate change important? What, if any, steps can be taken to minimize damages associated with your topic? Provide all appropriate citations for information. *Presentation:* One group member will provide a short, 5 minute, powerpoint presentation on your topic, describing how it is studied, and outlining important recent research findings. The remaining topics in the written assignment will be addressed in the discussion following the presentations.

Debate Position Statement (50 pts)

You will be assigned a debate position in class during week 7. For this assignment you will research your position and write a statement summarizing your position citing evidence to support your statements (300-400 words). In a final paragraph (200 words), state whether you agree or disagree with your assigned position and provide evidence for your statements with appropriate citations.

Sustainable Seafood Comparison (50 pts)

Visit the 5 major websites/apps designed to help people make smarter choices when consuming seafood. Choose 5 species you are advised not to purchase and explain why you should avoid. Look for any discrepancies in advice between the different organizations and describe these. Finally, decide which you think is the most reliable/contains the most useful and accurate information and why you chose it.

Scavenger Hunts and Take Home Quiz

Two scavenger hunt activities (25 pts each) will take place during your discussion sections to help you discover the diversity of life in the ocean. After the diversity of life exploration of fishes, you will complete a take home quiz (50 pts) provided by your TA reviewing information from all three diversity of life sections you have completed. You are allowed to use all resources available to you including those provided through the UC library system, however, you may *not* use another person to help you complete your quiz. If you have taken careful notes during section, those will be your best resource.

Grading

Midterm	200
Section Assignments (see breakdown above)	350
Climate Change Research Presentation	100
Final exam	300
Participation/attendance	50
<hr/> Total	<hr/> 1000

Policies

In accordance with the discussion-centered nature of this class, each of us must agree to treat everyone else’s opinions and comments with courtesy and defend our positions intellectually to create a safe and constructive learning environment. Assignments are due at the beginning of class any late work will lose 1/3 credit (A to A-).

Academic dishonesty such as cheating and/or plagiarism will be reported to the Dean of Students office. Please familiarize yourself with UCLA's policies at the following link: www.deanofstudents.ucla.edu/studentconduct.htm. To correctly distinguish plagiarism from citation please visit: www.library.ucla.edu/bruinsuccess.

Please contact the Office for Students with Disabilities (OSD) to make any class-related arrangements at: www.osd.ucla.edu.



Course Revision Proposal

Ecology and Evolutionary Biology 25 Living Ocean	
Requested revisions that apply:	
	Renumbering Title Format Requisites Units Grading Description
Multiple Listing:	Add New Change Number Delete
Concurrent Listing:	Add New Change Number Delete
CURRENT	PROPOSED
<u>Course Number</u>	Ecology and Evolutionary Biology 25
<u>Title</u>	Ecology and Evolutionary Biology 25
<u>Short Title</u>	Living Ocean
<u>Units</u>	LIVING OCEAN
<u>Grading Basis</u>	Fixed: 5
<u>Instructional Format</u>	Letter grade or Passed/Not Passed
	Primary Format Lecture
	Secondary Format Discussion
<u>TIE Code</u>	Primary Format Lecture - 3 hours per week
<u>GE</u>	Secondary Format Laboratory - 2 hours per week
<u>Requisites</u>	LECS - Lecture (Plus Supplementary Activity) [T]
<u>Description</u>	FWS - Fieldwork (Skills/Techniques) [T]
<u>Justification</u>	No
	Yes
	None
	Lecture, three hours; discussion, two hours; field trips, two hours. Not open for credit to students with credit for Earth and Space Sciences 15. Physical and chemical processes that take place in oceans, with emphasis on their effects on organisms. P/NP or letter grading.
	Lecture, three hours; discussion, one hour; field trips, three hours. Not open for credit to students with credit for Earth and Space Sciences 15. Physical and chemical processes that take place in oceans, with emphasis on their effects on organisms. P/NP or letter grading.
	The Department reviewed the course syllabi for other courses included under the Life Sciences Laboratory/Demonstration category. We found that the activities and projects that are part of EE BIOL 25 are similar to these other courses. For example, in Molecular, Cell and Developmental Biology (MCD BIO) 70 - Genetic Engineering and Society, students engage in activities similar to those in EE BIOL 25, including viewing relevant films and videos, as well as completing reports based on observational studies. Required projects in EE BIOL 25 afford students to learn how to design research protocol, formulate hypotheses, and discuss and

		present their findings.
Syllabus		File EEB 25 Lab-Demo.doc was previously uploaded. You may view the file by clicking on the file name.
Supplemental Information		
Effective Date	Fall 2011	Fall 2014
Department	Ecology and Evolutionary Biology	Ecology and Evolutionary Biology
Contact		Name JESSICA ANGUS
Routing Help		E-mail jangus@lifesci.ucla.edu

ROUTING STATUS

Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figuracion (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Pending Action
Role:	Department/School Coordinator - Angus, Jessica Abijay (JANGUS@LIFESCI.UCLA.EDU) - 51680
Status:	Approved on 1/17/2014 9:07:51 AM
Changes:	Instructional Format, TIE Code
Comments:	Revised secondary format to laboratory. Submitted by Jessica Angus on behalf of: Daniel T. Blumstein, Department Chair Peggy Fong, Vice Chair Undergraduate Studies
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 1/16/2014 4:06:43 PM
Changes:	TIE Code
Comments:	Routing to Jessica. Please see and address FEC comment below.
Role:	FEC Chair or Designee - Palmer, Christina (CPALMER@MEDNET.UCLA.EDU) - 44796
Status:	Returned for Additional Info on 1/12/2014 4:29:37 PM
Changes:	TIE Code
Comments:	Please clarify if the course is meant to count as lab/demo or not. The justification for the change and the syllabus suggests that it is, but 'activity' was checked as the secondary format above instead of lab. Please check 'laboratory' as the secondary format if that is the true intention.
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 1/8/2014 3:32:19 PM
Changes:	TIE Code
Comments:	Routing to Christina Palmer for FEC approval.
Role:	Department/School Coordinator - Angus, Jessica Abijay (JANGUS@LIFESCI.UCLA.EDU) - 51680
Status:	Approved on 1/8/2014 1:37:50 PM
Changes:	TIE Code
Comments:	Submitted by Jessica Angus on behalf of: Daniel T. Blumstein, Department Chair Peggy Fong, Vice Chair, Undergraduate Studies
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 1/8/2014 11:43:47 AM
Changes:	TIE Code
Comments:	Routing to Jessica for chair approval.

Role:	Initiator/Submitter - Angus, Jessica Abijay (JANGUS@LIFESCI.UCLA.EDU) - 51680
Status:	Submitted on 1/7/2014 10:49:09 AM
Comments:	Initiated a Course Revision Proposal

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

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UCLA Department of English
 149 Humanities Building
 LOS ANGELES, CA 90095-1530

October 22, 13

Scott Chandler, Chair
 General Education Governance Committee
 A265 Murphy Hall

Dear Dr. Chandler:


I am submitting the materials for two proposed General Education courses, which are closely related: English / Environmental Studies M30 and English/Environmental Studies M30SL. These courses introduce students to the environmental humanities, a growing interdisciplinary field in which our department and UCLA have strengths. Both courses provide students with training in the themes, questions, and materials that shape how humanities scholars approach the study of environmental narrative, art, and ethics. By examining diverse primary materials, the class exposes students to fundamental humanistic methods of rhetorical analysis and cultural history while also surveying topics central to environmental studies (such as biodiversity and climate).

The service learning version of the proposed course (ENGL/ENVS M30SL) will have a reduced reading and traditional assignment load in order to afford students the time to participate in a required service learning project. The Center for Community Learning has consulted with us on the design of M30SL and, should the GE Governance Committee approve both courses, will work closely with Professor Allison Carruth over the coming year to select a set of community partners. Each section will be paired with one organization working in areas such as urban agriculture and community gardening, species and habitat restoration, water conservation, and environmental justice. In groups, students will work on a multimedia writing project for their section's community partner.

In both courses (M30 and M30SL), students will develop a general understanding of the topics and frameworks that guide researchers in the environmental humanities while also gaining knowledge of how writers, artists, and activists employ narrative and other cultural forms to engage with environmental debates and discoveries. The courses will augment the Department of English's existing G.E. courses and provide a foundation for upper division courses in this field.

Please let us know if you have any questions.

Sincerely,


 Ali Behdad

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number ENGLISH DEPT.: ENGL M30 / ENVIRON M30
 Course Title (multiple-listed)
Introduction to the Environmental Humanities
 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 X _____
- 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.

Will provide students a broad introduction to the growing interdisciplinary field of the
environmental humanities. It will introduce them to current research questions in fields such as
literary and cultural studies, history, communications, and philosophy. It will also compare a range
genres and media as well as the forms of knowledge and inquiry in the sciences & humanities.

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

Allison Carruth, 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 2-4

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

2013-2014	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2014-2015	Fall	_____	Winter	_____	Spring	<u>X</u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u>~80-120</u>
2015-2016	Fall	_____	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 units

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

<input checked="" type="checkbox"/> General Knowledge	The course will introduce students to current research questions and methods in the emerging field of environmental humanities. It will also examine some of the core primary materials for researchers in this field: including nature writing, environmental fiction, environmental media, green design, and documentary film.
<input checked="" type="checkbox"/> Integrative Learning	Students will examine materials from different cultural contexts and will how different genres, discourses and disciplines respond to the same environmental topic (e.g., an essay from a prominent environmental magazine by EO Wilson alongside entries in the IUCN Red List and video footage about the Galapagos Islands).
<input checked="" type="checkbox"/> Ethical Implications	Through course content and assignments, students will deliberate on different ethical frameworks for issues such as biodiversity, environmental conservation, environmental justice, and urban ecology / the built environment.
<input checked="" type="checkbox"/> Cultural Diversity	The course will highlight the role of historical context, language, race and ethnicity, gender, class, and professional identity in shaping different narratives about nature as well as environmental science and politics.
<input checked="" type="checkbox"/> Critical Thinking	The course will be problem and question driven and will model as well as engage students in being attentive to aesthetics, ethics, and different forms of knowledge / research.
<input checked="" type="checkbox"/> Rhetorical Effectiveness	The course will have a strong writing component and may include collaborative research exercises or presentation assignments.
<input type="checkbox"/> Problem-solving	
<input checked="" type="checkbox"/> Library & Information Literacy	Course website/forum; collaborative research exercises and writing workshops that will be held in YRL or Powell

(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: | <u> </u> | (hours) |
| 4. Experiential (learning, internships, other): | <u> </u> | (hours) |
| 5. Field Trips: | <u> </u> | (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>3</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>3</u> | (hours) |
| 7. Research Activity: | <i>Folded into</i>
<i>#3, 5, 6</i> | (hours) |

(B) TOTAL Out-of-class time per week**11 (HOURS)****GRAND TOTAL (A) + (B) must equal at least 15 hours/week****15 (HOURS)**

GE COURSE PROPOSAL
 PROFESSOR ALLISON CARRUTH
 SAMPLE SYLLABUS

COURSE DETAILS

ENGL M30 / ENVIRON M30

Introduction to the Environmental Humanities

Wilderness, Climate, Cities in Contemporary American Culture

DESCRIPTION

This course introduces students to the growing field of the Environmental Humanities, which draws on history, literature, visual culture, geography, and philosophy to explore how cultural and artistic practices related to the environment both shape and are shaped by the biophysical sciences and environmental politics. Our focus this quarter will be on the two questions: (1) How do ideas of nature in U.S. culture evolve over the twentieth and twenty-first centuries in response to wilderness conservation, climate change, and urbanization? and (2) What role do cultural forms – from science writing and fiction to visual art and interactive websites – play in both ecological science and environmental movements. To address these questions, we will zero in on three case studies: nature writing, conservation science and ideas of American wilderness; popular science and climate change; urban environmentalism and urban food culture. Readings include novels by Don DeLillo and Indra Sinha; artwork by Edward Burtynsky and Natalie Jeremijenko; and video works such as *Last Chance to See* and *The Garden*. We will also survey writings by Aldo Leopold, Rachel Carson, Buckminster Fuller, Edward Abbey, Bill McKibben, James Hansen, the IPCC, Rebecca Solnit, Arundhati Roy, and Elizabeth Kolbert.

TEXTS

- Course website (eng129s2013.wordpress.com)
- *American Earth: Environmental Writing since Thoreau*
- *The Global Warming Reader*
- Don DeLillo, *White Noise*
- Indra Sinha, *Animal's People*

REQUIREMENTS

Description	% of Grade
Section Participation (including 2-3 short writings)	15%
<p>Personal Essay – 1,000-1,200 words (approx. 5 pages)</p> <p>Write an essay for a general interest magazine (e.g., <i>Wired</i>, <i>Orion</i>, <i>The New Yorker</i>, <i>GOOD</i>) describing a specific place that has influenced your ideas of nature. The essay should primarily draw on firsthand experience and detailed observations, focusing on a particular environmental theme (e.g., wilderness, urban parks, farm work, biodiversity, interspecies relationships, etc.). Integrate a few short relevant references to 2-3 writers/artists/scientists on our syllabus as a means of providing points of comparison to your view of “what counts as nature.”</p>	15%
<p>Interpretative Essay – 1,500-1,800 words (approx. 7-8 pages)</p> <p>Develop an essay for a scholarly audience that examines how a nonfiction or fiction text <u>on the syllabus</u> <i>imagines</i> a specific environmental concept (e.g., conservation, endangered species, nuclear fallout, pollution, ecosystems, networks, urban agriculture, etc.). Craft a cogent thesis. Develop each paragraph around a specific claim, concrete evidence, and analysis of that evidence. Evidence should include (1) at least one sustained close reading of a passage; (2) description of thematic and rhetorical patterns; and (3) explanation of relevant historical context. To prepare, we will work on thesis development and these 3 forms of evidence & analysis.</p>	20%
Midterm Exam	20%
Final Exam	30%

COURSE FORMAT & POLICIES

- **INTERACTIVE FORMAT:** I strive to make lectures organized, meaningful, and interactive. Chime in to test out an idea or raise a question at any point during class.
- **CLASS WEBSITE & FORUM:** TBD
- **TECHNOLOGY POLICY:** While I view digital technologies as incredible tools, their use by students in class tends to be more of a distraction than an aid. Please take notes by hand and bring the physical book(s) with you. Particularly for the quizzes and final exam, it will be valuable to mark up the readings during our discussions and to take relatively detailed notes during lecture.
- **DEADLINES:** In general, essays are due to Turnitin by midnight on the deadline. If you need an extension for medical or other reasons, please make that request at least 24 hours in advance of the deadline.

STUDENT RESOURCES

- Student Affairs: <http://www.studentaffairs.ucla.edu/>
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- Writing Center <http://www.wp.ucla.edu/ucla-undergraduate-student-writing-center.html>

ACADEMIC INTEGRITY

The UCLA Student Conduct Code is a commitment among students and faculty to support UCLA's mission as well as your learning. A key aspect of this code is academic integrity, which prohibits plagiarism, cheating, and submitting the same work in two classes without each instructor's permission. I am always happy to talk through questions and challenges that arise around academic integrity. http://www.deanofstudents.ucla.edu/Code_choice.php

COURSE ACCOMMODATIONS

If you need an academic accommodation, please let me know at the beginning of the course. The Office for Students with Disabilities provides resources and guidance for requesting accommodations. <http://www.osd.ucla.edu/>.

SCHEDULE

AE = *American Earth*; GWR = *The Global Warming Reader*

UNIT ONE

Nature Writing, Conservation Science & Ideas of Wilderness

SUPPLEMENTAL MATERIALS

- Henry David Thoreau, from *Walden* (1854), pp. 9-25 in AE
- William Cronon, "The Trouble with Wilderness" (1995) – [WEBSITE](#)
- Annie Dillard, "Fecundity" from *Pilgrim at Tinker Creek* (1974), pp. 531-549 in AE
- Douglas Adams, co-author with Mark Carwardine of *Last Chance to See*, 2001 Talk at UCSB – [WEBSITE](#)

Class	Readings / Viewings (complete in advance of lecture)	Key Dates
1	<ul style="list-style-type: none"> • Course Introduction 	
2	<ul style="list-style-type: none"> • Aldo Leopold, from <i>A Sand County Almanac</i> (1949), pp. 265-294 in AE • Howard Zahniser, from <i>The Wilderness Act</i> (1965), pp. 392-394 in AE • Rebecca Solnit, "The Thoreau Problem" (2007), pp. 971-974 in AE 	Select & email event you will write about for event review
3	<ul style="list-style-type: none"> ▪ Edward Abbey, "Polemic: Industrial Tourism and the National Parks" from <i>Desert Solitaire</i> (1968), pp. 413-433 in AE 	PERSONAL ESSAY – INTRODUCTION DUE)
4	<ul style="list-style-type: none"> • Jenny Price, "13 Ways of Seeing Nature in L.A., Part I" (2006) – WEBSITE • VIEW Edward Burtynsky, Online Photography Portfolio – WEBSITE 	WRITING WORKSHOP: Bring copy of personal essay introduction; Meet in YRL pods
5	<ul style="list-style-type: none"> • E.O. Wilson, "Bernhardsdorp" from <i>Biophilia</i> (1984), pp. 671-689 in AE • IUCN Red List entries: Ivory-Billed Woodpecker, Giant Panda, Monterey Cypress, Franklin's Bumble Bee, and Homo Sapiens – WEBSITE 	
6	<ul style="list-style-type: none"> • David Quammen, "Planet of Weeds" (1998), pp. 874-897, in AE • VIEW Mark Carwardine & Stephen Fry, BBC <i>Last Chance to See</i>, Rhino episodes & clips from other episodes – WEBSITE 	PERSONAL ESSAY – FINAL VERSION DUE
7	<ul style="list-style-type: none"> • CONTINUE DeLillo, <i>White Noise</i> (1985), pp. 80-105, Chs. 17-20 • Rachel Carson, from <i>Silent Spring</i> (1962), pp. 365-376 in AE • Lecture #1 on <i>White Noise</i> 	
8	<ul style="list-style-type: none"> • FINISH DeLillo, <i>White Noise</i> (1985), pp. 109-325 / Ch. 21-end • Lecture #2 on <i>White Noise</i> 	INTERPRETIVE ESSAY - THESIS & 1-PG CLOSE READING

UNIT TWO**“The Anthropocene”: Popular Science & Climate Change**SUPPLEMENTAL MATERIALS

- James Hansen, Statement on Climate Science (1988), pp. 46-54 in GWR
- Cape Farewell – Climate Science & Art Projects – **WEBSITE**

Class	Readings / Viewings	Key Dates
9	<ul style="list-style-type: none"> • Bring thesis & 1 body paragraph of interpretative essay as well as your copy of <i>White Noise</i> and <i>American Earth</i> to the writing workshop 	WRITING WORKSHOP: <i>Bring copy of thesis & close reading;</i> <i>Meet in YRL pods</i>
10	<ul style="list-style-type: none"> • Crutzen & Stoermer, “The ‘Anthropocene’” (2000), pp. 68-72 in GWR • Naomi Oreskes, “Scientific Consensus...” (2004), pp. 74-78 in GWR • Bill McKibben, from <i>The End of Nature</i> (1989), pp. 292-297 in GWR 	
11	<ul style="list-style-type: none"> • Al Gore, “Remarks at Kyoto...” (1997), pp. 126-132 in GWR • Michael Crichton, from <i>State of Fear</i> (2004), pp. 192-207 in GWR • Mohamed Nasheed, “Speech at Klimaforum” (2009), pp. 285-288 in GWR • VIEW Ice Worlds episode of <i>Planet Earth</i>, Music by Sigur Rós – WEBSITE 	INTERPRETIVE ESSAY – DRAFT
12	<ul style="list-style-type: none"> • Arundhati Roy, “The Briefing” (2009), pp.350-358 in GWR • Elizabeth Kolbert, “The Darkening Sea” (2006), pp. 376-398 in GWR 	
13	<ul style="list-style-type: none"> • Billy Parish, “Climate Generation” (2000), pp. 224-231 in GWR • PERUSE websites for 350.org and Energy Action Coalition – WEBSITE 	
14	<ul style="list-style-type: none"> • MIDTERM EXAM 	MIDTERM EXAM

UNIT THREE**Eco-City: Urban Environmentalism & Urban Food Culture**SUPPLEMENTAL MATERIALS

- Jane Jacobs, "The Death and Life of Great American Cities" (1961), pp. 359-364 in AE
- Gary Snyder, "Night Song of the Los Angeles Basin" (1986) – **WEBSITE**

Class	Readings / Viewings	Key Dates
15	<ul style="list-style-type: none"> • BEGIN Indra Sinha, <i>Animal's People</i> (2007), pp. 1-141 ("Tapes 1-10") • <i>Lecture #1 on Animal's People</i> 	
16	<ul style="list-style-type: none"> • CONTINUE Sinha, <i>Animal's People</i> (2007), pp.142-205 ("Tapes 11-13") • CONTEXT: Robert D. Bullard, "Dumping in Dixie" (1990), pp. 725-736 in AE • <i>Lecture #2 on Animal's People</i> 	
17	<ul style="list-style-type: none"> • FINISH Sinha, <i>Animal's People</i> (2007), pp. 205-366 ("Tapes 14-23") • <i>Lecture #3 on Animal's People</i> 	
18	<ul style="list-style-type: none"> • VIEW: <i>The Garden</i> 	INTERPRETIVE ESSAY - FINAL (Submit to Turnitin)
19	<ul style="list-style-type: none"> • Ellen Meloy, "The Flora & Fauna of Los Vegas" (1994), pp. 793-808 in AE • Robert Kunzig, "The City Solution" (2011) – WEBSITE • VIEW selected urban environmental art projects (2010s) – WEBSITE 	
20	<ul style="list-style-type: none"> • CLASS CONCLUSIONS 	

FINAL EXAM

GE COURSE PROPOSAL
CATALOG ENTRY & TITLE

Introduction to the Environmental Humanities

ENGL M30/ENVIRON M30 Introduction to the Environmental Humanities (5). Lecture, 3 hours; discussion, 1 hour. Enforced requisites: satisfaction of Entry-Level Writing requirement. Introduces students to core themes, questions, and methods within interdisciplinary field of the environmental humanities. Examines how different cultural forms (e.g., fiction, journalism, poetry, visual art) represent environmental issues. Topics may include biodiversity, wilderness, food, urban ecologies, postcolonial ecologies, environmental justice, and climate change. P/NP or letter grading.

UCLA Course Inventory Management System

Main Menu Inventory Reports Help Exit

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Course Catalog Title R Introduction to the Environmental Humanities

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Grading Basis R Letter grade or Passed/Not Passed

Instructional Format R Sub du# #rup dv
Lecture K rxuv#huh# hhn 3
Vhfrqgdul #rup dv
Discussion K rxuv#huh# hhn 1 Qh/w

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

GE Requirement R #hv#m# #z
L#| hv/#xep lv#bursrvd#e#kch# #U ryhuzdqf#rp p lvhhl#

Major or Minor Requirement R #hv#m# #z
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Requisites R L#fcah#hg#iruf#p hqu#lv#h#hg#iruf#p hqu#lv#du#qj# #grq#h,1
Enforced requisite: Satisfaction of Entry-Level Writing requirement.

Course Description R Introduces students to core themes, questions and methods within interdisciplinary field of the environmental humanities. Examines how different culture forms (e.g. fiction, journalism, poetry, visual art) represent
704 #0kduifvhu#p d|qj

Justification R M#v#d#l| #k#h#jhg#d#g#v#d#h#k#h#e#m#f#v#h#v#h#r#u#k#lv#q#z #r#xuv#h#l#g#h#w#l| #h#i#h#f#w#k#q#k#h#u#f#r#xuv#h#v#l#q# #xuv#h#s#d#p h#q#w#k#u#k#q# #r#xuv#h#v#r#u#x#u#l#f#o#p #q#k#h#u#h#s#d#p h#q#w#l#D#l#v#h#s#d#p h#q#w#l#g#g#k#d#l#v#h#r#q#v#x#o#g#d#g#g#x#p p du#l#h#h#v#r#q#v#l

Course provides students with training in themes, questions and materials that shape how humanities scholars approach the study of environmental narrative, art, and ethics. By examining diverse primary materials, the class exposes

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Supplemental Information

Grading Structure R I#f#o#h#i#p# #r#h#p# #i#g# #l#q#d#h# #d#p# #d#w#r#q# #r#u#p# #w#r#q#1

15% Section Participation, including short writings
 15% Personal Essay (1,000-2,000 words)
 20% Interpretive Essay (1,500-1,800 words)
 20% Midterm Exam

915 #Kduifwuv#hnp d#q#j

Effective Date R Spring 2014

Discontinue Date Select Term Select Year

Instructor R Q#p# #h# Allison Carruth W#ch# Assistant Professor q#h#w

Quarters Taught #r#d# #l#x#v# #l#j# #r#h#u# #l#j# #l#j# #w#u#l#j# #l#j# #w#x#p# #h#

Contact Q#p# #h# JANEL MUNGUIA H#p# #d# #b# munguia@english.ucla.edu

Routing Help

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UNIVERSITY OF CALIFORNIA, LOS ANGELES

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UCLA

SANTA BARBARA • SANTA CRUZ

UCLA Department of English
 149 Humanities Building
 LOS ANGELES, CA 90095-1530

October 22, 13

Scott Chandler, Chair
 General Education Governance Committee
 A265 Murphy Hall

Dear Dr. Chandler:

I am submitting the materials for two proposed General Education courses, which are closely related: English / Environmental Studies M30 and English/Environmental Studies M30SL. These courses introduce students to the environmental humanities, a growing interdisciplinary field in which our department and UCLA have strengths. Both courses provide students with training in the themes, questions, and materials that shape how humanities scholars approach the study of environmental narrative, art, and ethics. By examining diverse primary materials, the class exposes students to fundamental humanistic methods of rhetorical analysis and cultural history while also surveying topics central to environmental studies (such as biodiversity and climate).

The service learning version of the proposed course (ENGL/ENVS M30SL) will have a reduced reading and traditional assignment load in order to afford students the time to participate in a required service learning project. The Center for Community Learning has consulted with us on the design of M30SL and, should the GE Governance Committee approve both courses, will work closely with Professor Allison Carruth over the coming year to select a set of community partners. Each section will be paired with one organization working in areas such as urban agriculture and community gardening, species and habitat restoration, water conservation, and environmental justice. In groups, students will work on a multimedia writing project for their section's community partner.

In both courses (M30 and M30SL), students will develop a general understanding of the topics and frameworks that guide researchers in the environmental humanities while also gaining knowledge of how writers, artists, and activists employ narrative and other cultural forms to engage with environmental debates and discoveries. The courses will augment the Department of English's existing G.E. courses and provide a foundation for upper division courses in this field.

Please let us know if you have any questions.

Sincerely,


 Ali Behdad

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number ENGLISH DEPT.: ENGL M30SL / ENVIRON M30SL
 Course Title (multiple-listed)
Introduction to the Environmental Humanities
 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 X
- 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.

Will provide students a broad introduction to the growing interdisciplinary field of the
environmental humanities. It will introduce them to current research questions in fields such as
literary and cultural studies, history, communications, and philosophy. It will also compare a range
genres and media as well as the forms of knowledge and inquiry in the sciences & humanities.

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

Allison Carruth, 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 2-4

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

2013-2014	Fall	_____	Winter	_____	Spring	<u>X</u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u>~80-120</u>
2014-2015	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2015-2016	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>~80-120</u>	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 units

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

<input checked="" type="checkbox"/> General Knowledge	The course will introduce students to current research questions and methods in the emerging field of environmental humanities. It will also examine some of the core primary texts for researchers in this field: including nature writing, environmental fiction, environmental media, green design, and documentary film.
<input checked="" type="checkbox"/> Integrative Learning	Students will study primary materials from different historical / cultural contexts and will consider how different genres / media / disciplines represent the same environmental topic (e.g., an essay from a prominent environmental magazine by EO Wilson alongside entries in the IUCN Red List and video footage about the Galapagos Islands); students will also work in teams on a substantive service learning project with organizations connected to the LA River, LA food policy and urban agriculture, biodiversity and conservation, etc.
<input checked="" type="checkbox"/> Ethical Implications	Through the course content, academic assignments, and service learning project, students will be introduced to and then will test out different ethical frameworks for issues such as biodiversity, conservation, environmental justice, and urban ecology / built environments.
<input checked="" type="checkbox"/> Cultural Diversity	The course will emphasize cultural contexts and will explore roles of language, race and ethnicity, gender, class, and discipline in shaping different narratives about nature as well as environmental science and politics.
<input checked="" type="checkbox"/> Critical Thinking	The course aims to be problem and question driven and to consider the assumptions and values along with disciplinary frameworks that shape environmental knowledge and ethics.
<input checked="" type="checkbox"/> Rhetorical Effectiveness	The course will have a central writing component and will also provide occasions for students to develop skills in multimedia presentation, basic research, and environmental communication.
<input type="checkbox"/> Problem-solving	
<input checked="" type="checkbox"/> Library & Information Literacy	Course website/forum; collaborative research exercises and writing workshops that will be held in YRL or Powell

(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:	<u> </u>	(hours)
4. Experiential (service learning, internships, other):	<u>2</u>	(hours)
5. Field Trips:	<u> </u>	(hours)
(A) TOTAL Student Contact Per Week	6	(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>3</u>	(hours)
3. Group Projects:	<u>2</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>1</u>	(hours)
5. Information Literacy Exercises:	<u>0</u>	(hours)
6. Written Assignments:	<u>2</u>	(hours)
7. Research Activity:	<i>Folded into #3, 5, 6</i>	(hours)
(B) TOTAL Out-of-class time per week	10	(HOURS)
GRAND TOTAL (A) + (B) must equal at least 15 hours/week	16	(HOURS)

GE COURSE PROPOSAL
 PROFESSOR ALLISON CARRUTH
 SAMPLE SYLLABUS

COURSE DETAILS

ENGL M30SL / ENVIRON M30SL

Introduction to the Environmental Humanities (service learning):

Wilderness, Climate, Cities in Contemporary American Culture

DESCRIPTION

This course introduces students to the growing field of the Environmental Humanities, which draws on history, literature, visual culture, geography, and philosophy to explore how cultural and artistic practices related to the environment both shape and are shaped by the biophysical sciences and environmental politics. Our focus this quarter will be on the two questions: (1) How do ideas of nature in U.S. culture evolve over the twentieth and twenty-first centuries in response to wilderness conservation, climate change, and urbanization? and (2) What role do cultural forms -- from science writing and fiction to visual art and interactive websites -- play in both ecological science and environmental movements.

A central aspect of the course will be a service learning component. Service learning is a pedagogical approach that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. In this course, student teams will be paired with an LA environmental organization to undertake a collaborative writing project related to environmental education, policy, or art (e.g., a series of short blog posts or newsletter stories; an interactive webpage; or a guided tour). These community partners will be selected in advance by the instructor in consultation with the UCLA Center for Community Learning. To complement this applied learning experience, the course will investigate several case studies: nature writing, conservation science and ideas of American wilderness; popular science and climate change; urban environmentalism and urban food culture.

TEXTS

- Course website & course reader
- *American Earth: Environmental Writing since Thoreau*
- Don DeLillo, *White Noise*
- Indra Sinha, *Animal's People*

REQUIREMENTS

Description	% of Grade
Section Participation	15%
<p>Analytical Essay (5-6 pages)</p> <p>Identify a concrete and meaningful question that one of our case studies raised for you (e.g., “What kinds of metaphors and images do an environmental law like the Wilderness Act draw on?” or “How do photographs and documentary video depict climate science? What kinds of emotion do they elicit and what ideas about nature do they tend to promote?” In response to your question, write an evidence-based and thesis-driven analysis in which you discuss two primary sources on our syllabus; in addition, you can draw on research you have done as part of the service learning project provided you cite and integrate secondary sources carefully (both in text and in a works cited) – as we’ve worked on in class.</p>	15%
<p>Service Learning Collaborative Project Reflective Essay / Portfolio</p> <p>Students will work in groups with one of several LA-area environmental organizations on a science communication or environmental education project over the course of the quarter. This assignment will ask you to write a short essay in which you provide an overview of the L.A. Community Partner that your group worked with during the term and reflect on the points of connection between the project you completed for the service learning assignment and one of the units we explored in class; the essay should also highlight your major contributions / tasks within the group. In addition, you’ll assemble a portfolio of the materials you and your group members wrote / designed for the Community Partner over the course of the quarter (if the final outcome was online, you can print out the page(s) and also provide a hyperlink).</p>	30%
<p>Quizzes (2 quizzes total, dates listed on syllabus)</p> <p>The quizzes will prepare you for the final by testing your careful engagement with the readings and lectures and by following the format, in miniature, of the exam.</p>	10%
Final Exam	30%

NOTE: Weekly service learning with your community partner is just as integral to your ability to participate actively in this course as the homework you do outside of class. Therefore you must complete a minimum of 20 hours of service between Week 2 and Week 10 (roughly 2-3 hours per week) in order to pass this course. Successful completion of 20 hours will be reflected in your graded assignments and class participation grade, and will be verified through a mid-quarter check-in with your site supervisor and a *signed* timesheet submitted at the end of the quarter.

COURSE FORMAT & POLICIES

- **INTERACTIVE FORMAT:** I strive to make lectures organized, meaningful, and interactive. Chime in to test out an idea or raise a question at any point during class.
- **CLASS WEBSITE & FORUM:** TBD
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- Disabilities and Computing Program: <http://www.dcp.ucla.edu/>
- Writing Center <http://www.wp.ucla.edu/ucla-undergraduate-student-writing-center.html>
- Center for Community Learning www.communitylearning.ucla.edu

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SCHEDULE

AE = American Earth

CR= Course Reader

UNIT ONE

Nature Writing, Conservation Science & Ideas of Wilderness

SUPPLEMENTAL MATERIALS

- Henry David Thoreau, from *Walden* (1854), pp. 9-25 in AE
- William Cronon, "The Trouble with Wilderness" (1995) – **WEBSITE**
- Douglas Adams, co-author with Mark Carwardine of *Last Chance to See*, 2001 Talk at UCSB – **WEBSITE**

Class	Readings / Viewings (complete in advance of lecture)	Key Dates
1	<ul style="list-style-type: none"> • Course Introduction & Service Learning Orientation • Guest speakers from UCLA Center for Community Learning and community partners 	
2	<ul style="list-style-type: none"> • Aldo Leopold, from <i>A Sand County Almanac</i> (1949), pp. 265-294 in AE • Rebecca Solnit, "The Thoreau Problem" (2007), pp. 971-974 in AE 	
3	<ul style="list-style-type: none"> • Edward Abbey, "Polemic: Industrial Tourism and the National Parks" from <i>Desert Solitaire</i> (1968), pp. 413-433 in AE 	SERVICE LEARNING: TEAM CHECK-IN #1 with T.A.s
4	<ul style="list-style-type: none"> • Jenny Price, "13 Ways of Seeing Nature in L.A., Part I" (2006) – WEBSITE • VIEW Edward Burtynsky, Online Photography Portfolio – WEBSITE 	
5	<ul style="list-style-type: none"> • E.O. Wilson, "Bernhardsdorp" from <i>Biophilia</i> (1984), pp. 671-689 in AE • IUCN Red List entries: Ivory-Billed Woodpecker, Giant Panda, Monterey Cypress, and Homo Sapiens – WEBSITE 	
6	<ul style="list-style-type: none"> • David Quammen, "Planet of Weeds" (1998), pp. 874-897, in AE • VIEW Mark Carwardine & Stephen Fry, BBC <i>Last Chance to See</i>, Rhino episodes & clips from other episodes – WEBSITE 	QUIZ #1
7	<ul style="list-style-type: none"> • CONTINUE DeLillo, <i>White Noise</i> (1985), pp. 80-105, Chs. 17-20 • Rachel Carson, from <i>Silent Spring</i> (1962), pp. 365-376 in AE • <i>Lecture #1 on White Noise</i> 	ANALYTICAL ESSAY: DRAFT DUE
8	<ul style="list-style-type: none"> • FINISH DeLillo, <i>White Noise</i> (1985), pp. 109-325 / Ch. 21-end • <i>Lecture #2 on White Noise</i> 	SERVICE LEARNING: TEAM CHECK-IN #2 With T.A.s

UNIT TWO**“The Anthropocene”: Popular Science & Climate Change**SUPPLEMENTAL MATERIALS

- James Hansen, Statement on Climate Science (1988) – **WEBSITE**
- Cape Farewell – Climate Science & Art Projects – **WEBSITE**

Class	Readings / Viewings	Key Dates
9	<ul style="list-style-type: none"> • Unit introduction 	
10	<ul style="list-style-type: none"> • Crutzen & Stoermer, “The ‘Anthropocene’” (2000) – CR • Bill McKibben, from <i>The End of Nature</i> (1989) - CR 	SERVICE LEARNING: TEAM CHECK-IN #3 WITH T.A.s
11	<ul style="list-style-type: none"> • Al Gore, “Remarks at Kyoto...” (1997) - CR • Mohamed Nasheed, “Speech at Klimaforum” (2009) - CR • VIEW Ice Worlds episode of <i>Planet Earth</i>, Music by Sigur Rós – WEBSITE 	
12	<ul style="list-style-type: none"> • Billy Parish, “Climate Generation” (2000) - CR • PERUSE websites for 350.org and Energy Action Coalition – WEBSITE 	
13	<ul style="list-style-type: none"> • SERVICE LEARNING PROJECT – WORKSHOP THE WRITING YOU ARE DEVELOPING FOR THE COMMUNITY PARTNER 	ANALYTICAL ESSAY: FINAL VERSION DUE
14	<ul style="list-style-type: none"> • SERVICE LEARNING PROJECT – WORKSHOP CONTINUED 	

UNIT THREE**Eco-City: Urban Environmentalism & Urban Food Culture**SUPPLEMENTAL MATERIALS

- Jane Jacobs, “The Death and Life of Great American Cities” (1961), pp. 359-364 in AE
- Gary Snyder, “Night Song of the Los Angeles Basin” (1986) – **WEBSITE**

Class	Readings / Viewings	Key Dates
15	<ul style="list-style-type: none"> • BEGIN Indra Sinha, <i>Animal’s People</i> (2007), pp. 1-141 (“Tapes 1-10”) • <i>Lecture #1 on Animal’s People</i> 	
16	<ul style="list-style-type: none"> • CONTINUE Sinha, <i>Animal’s People</i> (2007), pp.142-205 (“Tapes 11-13”) • CONTEXT: Robert D. Bullard, “Dumping in Dixie” (1990), pp. 725-736 in AE • <i>Lecture #2 on Animal’s People</i> 	SERVICE LEARNING: DRAFT OF PROJECT DUE (Uploaded to class website for class comment/review process)

17	<ul style="list-style-type: none"> • FINISH Sinha, <i>Animal's People</i> (2007), pp. 205-366 ("Tapes 14-23") • <i>Lecture #3 on Animal's People</i> 	
18	<ul style="list-style-type: none"> • VIEW: <i>The Garden</i> 	SERVICE LEARNING: FINAL VERSION OF PROJECT DUE TO COMMUNITY PARTNER & IN CLASS
19	<ul style="list-style-type: none"> • Ellen Meloy, "The Flora & Fauna of Los Vegas" (1994), pp. 793-808 in AE • Robert Kunzig, "The City Solution" (2011) – WEBSITE • VIEW selected urban environmental art projects (2010s) – WEBSITE 	
20	<ul style="list-style-type: none"> • CLASS CONCLUSIONS 	

**WEEK 11
FINAL EXAM**

GE COURSE PROPOSAL
CATALOG ENTRY & TITLE

Introduction to the Environmental Humanities (Service Learning Version)

ENGL M30SL / ENVIRON M30SL Introduction to the Environmental Humanities (Service Learning) (5). Lecture, 3 hours; discussion, 1 hour, service learning, 1 hour. Enforced requisites: satisfaction of Entry-Level Writing requirement. Introduces students to core themes, questions, and methods within interdisciplinary field of the environmental humanities. Examines how different cultural forms (e.g., fiction, journalism, poetry, visual art) represent environmental issues. Topics may include biodiversity, wilderness, food, urban ecologies, postcolonial ecologies, environmental justice, and climate change. Service learning component includes meaningful work with off-campus agency/agencies selected by instructor. P/NP or letter grading.

UCLA Course Inventory Management System

Main Menu Inventory Reports Help Exit

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ENGL English M 30 SL
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ENVIRON Environment M 30 SL qh#w
or
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Course Catalog Title R Introduction to the Environmental Humanities--Service Learning

Short Title R #4 < #k#d#u#f#w#h#p#l#w

Units R #l#hg#5
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Grading Basis R Letter grade or Passed/Not Passed

Instructional Format R Su#p#d#l# #r#p#d#w
Lecture
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Discussion
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TIE Code R LECS - Lecture (Plus Supplementary Activity) [T]

Requirement R #h#v# # #Q#z
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Major or Minor Requirement R #h#v# # #Q#z
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Requisites R Iq#f#o#h#h#q#i#r#u#f#p# h#q#h#y#h#d#h#q#i#r#u#f#p# h#q#w#k#d#u#q#j#l#q#h#l
Enforced requisite: Satisfaction of Entry-Level Writing requirement.

Course Description R Introduces students to core themes, questions and methods within interdisciplinary field of the environmental humanities. Examines how different culture forms (e.g. fiction, journalism, poetry, visual art) represent
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Course provides students with training in themes, questions and materials that shape how humanities scholars approach the study of environmental narrative, art, and ethics. By examining diverse primary materials, the class exposes

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Syllabus R

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Supplemental Information

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Grading Structure R

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15% Section Participation
15% Analytical Essay (5-6 pages)
30% Service Learning Collaborative Project Reflective Essay/Portfolio

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Effective Date R

Spring 2014

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Instructor R

Q#d#p#h Allison Carruth W#k#h Assistant Professor q#h#w

Quarters Taught

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Contact

Q#d#p#h JANEL MUNGUIA H#q#p#d#b munguia@english.ucla.edu

Routing Help

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HONORS PROGRAMS
 DIVISION OF UNDERGRADUATE EDUCATION
 A311 MURPHY HALL
 405 HILGARD AVE.
 LOS ANGELES, CA 90095-1414

November 13, 2013
 Scott Chandler, Chair
 General Education Governance Committee
 A265 Murphy Hall
 157101

Attention: Myrna Dee F. Castillo, Program Representative

Dear Professor Chandler:

Please review the course *Science, Rhetoric, and Social Influence*, taught by Lecturer Dana Cairns Watson, for two general education foundations: Foundations of the Arts and Humanities, and/or Foundations of Society and Culture. The course has been approved by the all appropriate committees, and we will be offering it in Winter 2014.

Sincerely,

G. Jennifer Wilson, Ph.D.
 Assist. Vice Provost for Honors
 UCLA
gjwilson@college.ucla.edu
 (310) 825-1752

HONORS COLLEGIUMHONORS COLLEGIUM***

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number HONORS COLLEGIUM 43W
 Course Title Science, Rhetoric, and Social Influence
 Indicate if Seminar and/or Writing II course Seminar and Writing II course

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

- | | |
|---|---------------------|
| Foundations of the Arts and Humanities | <u>X</u> |
| • Literary and Cultural Analysis | <u>X</u> |
| • Philosophic and Linguistic Analysis | <u>X</u> |
| • Visual and Performance Arts Analysis and Practice | <u> </u> |
|
Foundations of Society and Culture |
<u>X</u> |
| • Historical Analysis | <u>X</u> |
| • Social Analysis | <u>X</u> |
|
Foundations of Scientific Inquiry |
<u> </u> |
| • Physical Science | <u> </u> |
| <i>With Laboratory or Demonstration Component must be 5 units (or more)</i> | <u> </u> |
| • Life Science | <u> </u> |
| <i>With Laboratory or Demonstration Component must be 5 units (or more)</i> | <u> </u> |

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

This is an interdisciplinary Honors seminar that examines the relationship between scientific arguments and policy by examining the rhetoric used to communicate these scientific arguments to and influence large groups of people's beliefs.

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

Dana Cairns Watson, Lecturer

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:

2013-2014	Fall	<u> </u>	Winter	<u>X</u>	Spring	<u> </u>
	Enrollment	<u> </u>	Enrollment	<u>20</u>	Enrollment	<u> </u>
2014-2015	Fall	<u> </u>	Winter	<u>X</u>	Spring	<u> </u>
	Enrollment	<u> </u>	Enrollment	<u>20</u>	Enrollment	<u> </u>
2015-2016	Fall	<u> </u>	Winter	<u>X</u>	Spring	<u> </u>
	Enrollment	<u> </u>	Enrollment	<u>20</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: 5

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

X General Knowledge	This is a course that includes a discursive look at how different reading and writing approaches impact the brain in a way that enhances general knowledge of the cognition and literacy as instruments for discovery and catalysts for new ideas.
X Integrative Learning	The course is interdisciplinary including literary studies, psychology, neuroscience, biology, mathematics, history, political science.
X Ethical Implications	Some parts of the course examine ways people, as individuals and as a society, react to the dangers and joys of heightened perception and crises of cognition.
X Cultural Diversity	Many cultural viewpoints addressing these scientific issues (i.e. environment, food, international carbon trading) and often looked-over factors are addressed. Historical and present rhetoric affecting these scientific issues are also used
X Critical Thinking	Students are required to think critically about current scientific issues (healthcare, environmentalism, government and industry regulation, food), how policies regarding these issues affect how we think of the issues, and how that dialogue and rhetoric modify existing policies.
X Rhetorical Effectiveness	Writing required and assessed
X Problem-solving	Course raises issues of "how?" (i.e. How can policy deal with these issues in the most uniting way? How are people who have played a part in these issues largely blind to ramifications as they also affect people across the globe? How can we ameliorate this?)
X Library & Information Literacy	Course requires library/web research

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

- 1. Lecture: 4 (hours)
- 2. Discussion Section: _____ (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: 1 (hours)
- 2. Reading 2 (hours)
- 3. Group Projects: 1 (hours)
- 4. Preparation for Quizzes & Exams: (Amortized) 1 (hours)
- 5. Information Literacy Exercises: 1 (hours)
- 6. Written Assignments: (Amortized) 3 (hours)
- 7. Research Activity: (Amortized) 2 (hours)

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

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

15 (HOURS)

Dana Cairns Watson (Revision of Proposal submitted last year)

Lecturer/Engineering/Writing Programs

Title: Science, Rhetoric, and Social Influence

Description of the Course:

Building off of HC50W, “Public Science Writing,” which I taught Spring ’05, Spring ’06, Spring 07, and Fall ’07, this course takes the desire to communicate science beyond clarity, interest, and education, to the next step: understanding how techniques of communicating scientific arguments affect outcomes in policy. In that previous course, we did, indeed, identify, discuss, practice, and even try to further develop rhetorical methods of influencing readers, but the focus was on education and personal motivations (e.g. teaching people about their own illnesses, helping them decide what kind of milk to buy, influencing their personal views on evolution or cloning) rather than broader influence. When students wanted to write about coelacanths or dinosaur eggs, they had to develop methods that satisfied their own intellectual interests while appealing to various imagined audiences, usually by linking the topic to something of more obvious contemporary significance or offering information that was conceivably useful to those audiences. Public policy arose when we discussed scientific ethics and how people vote (usually quite indirectly) among policy choices. But I feel that, by tenth week, we had usually led ourselves up to a door through which we did not have the time to step.

That next step is exploring ways that rhetoric is used to communicate to and influence large groups of people’s beliefs and behavior. What is it about certain scientific texts that they reached so many people and changed the ways we live? Successful (or mainly successful) examples of these texts are Darwin’s *On the Origin of Species*, Rachel Carson’s *Silent Spring*, and Michael Pollan’s *The Omnivore’s Dilemma*. Pollan’s book is especially interesting in the ways that it has changed individual behavior and started an important national conversation leading to light policy change (e.g. healthier personal behavior is encouraged by Michelle Obama’s anti-obesity campaign, city councils have banned new fast-food franchises in some places), but it has not yet led to big national or even state policy changes that directly affect large food corporations and farm subsidies. Is this just timing (big change takes time) or a shortcoming that Pollan could have avoided? The issue of climate change has been written about for a general audience for three decades, however, and these texts have (up to now) failed to lead to the kind of big policy changes that they argue are necessary and that they intended to bring about. These include Bill McKibben’s *End of Nature*, Mark Lynas’ *Six Degrees: Our Future on a Hotter Planet* (2008), and even the 2007 Nobel Peace Prize winning Intergovernmental Panel on Climate Change (IPCC).

Dr. James Hansen has recently stated that “the climate contrarians” “have been winning the argument for several years, even though the science has become clearer. . . . There’s been a very strong campaign by those who want to continue fossil fuel ‘business as usual,’ and the scientific story has not been powerful enough to offset that push.” *The Independent* reports, “Part of the problem, he said, was that the climate skeptic lobby employed communications professionals, whereas ‘scientists are just barely competent at communicating with the public and don’t have the wherewithal to do it.’” (I would also argue that scientists are usually trained to communicate quite cautiously.) And thus, Hansen says, “a gap has opened between what is understood about global warming by the relevant scientific community, and what’s known by the people who need to know—and that’s the public.”

While it seems to be true that the naysayers have thus far won the policy wars, Hansen does not take into account issues other than the words themselves. First, public opinion is not the same as effective governmental policy, so the fact that these policies have not uniformly been put into place does not mean that people disbelieve the climate scientists. Second, our seemingly natural “confirmation bias” means that it’s much more difficult to convince people to change than to convince them to do nothing, so jeremiads about global climate change have a much more difficult job than advocacy for the status quo. Third, corporations have money and political influence in active circulation already, while scientists and environmentalists do not start with the enabling infrastructure of a corporate flow chart, organized lobbyists, and full bank accounts. In short, while we will be exploring the rhetorical moves of all sides in this issue, we have to acknowledge that some voices begin with large advantages.

Other complicating issues are implemental and almost philosophical. What’s the best way to deal with the problem? Cutting back emissions? Limiting the energy we use? Taxing carbon? International carbon trading? Other international agreements or pressure? Destroying the fossil fuel corporations? Engineering our way out of a warmer planet? Better disaster relief? Evolving?? And who’s the enemy? What are their interests? Are we all in this together or not? Is growing the economy the only way we can be wealthy? Might the people who have caused and might be able to ameliorate the problem be largely blind to its disastrous ramifications as they affect other people across the globe? In other words, the problem is also one of inertia, lack of imagination (or different imaginings), stubbornness, greed, and complexity.

Hansen is partly right, however--that the science is in and that the problem is one of communication. And so I propose that this course study the rhetoric of climate science, the arguments and communication methods of the scientists and their detractors, and even try to invent new forms of communication that might make a difference, start us across a bridge to solving the problem.

Writing skills are important, and they will be emphasized in this course, but we will also pay some attention to how to get read and how to be influential. In short, we will work to move “from bench to bedside.” This is not an advocacy or activism course, but it could provide some valuable tools for those who choose to advocate action on whatever causes their scientific knowledge and their ethical consciences choose.

Weekly Schedule and Proposed texts

Weeks 1-3: Public science writing

(Topics: healthcare, evolution)

Week 1:

Atul Gawande “The Checklist,” *New Yorker*, 10 Dec 2007; “Getting There from Here,” 26 Jan 2009; “The Cost Conundrum,” 1 June 2009

Week 2:

Charles Darwin, selections from *On the Origin of Species* and *The Descent of Man*.
Thomas Henry Huxley, 1859 *Time* review of *Origin* and 1860 lecture, both in favor of Darwin’s theory

Week 3:

Richard Dawkins, article TBA (he has a very different way of talking about evolution than Quammen, largely because of he writes to a broad British audience rather than a substantial but limited American audience).
David Quammen, “Was Darwin Wrong?” *National Geographic*, Nov 2004;
selections from *The Reluctant Mr. Darwin: An Intimate Portrait of Charles Darwin and the Making of his Theory of Evolution*

Weeks 4-6: The changing contexts of modern science writing

(Topics: environmentalism, food, toxins, manufacturing, government and industry regulation)

Week 4:

Rachel Carson, *Silent Spring* (1962)

Week 5:

Michael Pollan, *The Omnivore’s Dilemma* and a few other articles by Pollan in periodicals (one that summarizes individual eating habits one might

change, one that may undermine his position somewhat by leaving him open to charges to elitism)

Week 6:

Dennis Meredith, selections from *Explaining Research*

David Michaels, selections from *Doubt is their Product*

Weeks 7-10: Climate change: 25 years of arguing, experimenting with attitudes and rhetoric, and re-evaluating tactics

(Except for Week 7, these texts will be assigned in approximately chronological order, so we can see the evolution of the conversation, its rhetoric, and changes of approach over time Also, instead of introducing dozens of writers, I've emphasized the changing voices of a few such as McKibben, Lomborg, and Lynas.)

Week 7: One person, a quarter century

Bill McKibben, *The End of Nature* (1989). Beautifully written and philosophical. Science and nature writing combined.

---. Recent article in *Rolling Stone*, "Global Warming's Terrifying New Math" (7/19/2012). Quite a contrast!

Week 8: Debates

Jared Diamond, "Easter's End," *Discover*, 1995. A precursor to *Collapse* (2005). Some quotations from negative reviews of *Collapse* will be introduced in class.

Bjorn Lomborg, short selections from *The Skeptical Environmentalist* (2001) about climate change. Just to get the idea.

Stephen Schneider. "Global Warming: Neglecting the Complexities." *Scientific American*, Jan. 2002. A very short but angry response to Lomborg.

Michael Crichton, *State of Fear* (2004). A fast-paced best-selling novel that questions the idea of "global warming," is dubious about the all-encompassing phrase "climate change," and makes environmentalists look pretty bad. It's also got graphs, footnotes, and commentary from the author. Another generic mash-up, which is always interesting.

Note: the main reading is Crichton this week. The other readings are just a few pages each. It's only last because I tried to list the readings in chronological order by publication date.

Week 9: Three very different approaches.

IPPC (Intergovernmental Panel on Climate Change) report (2007, Nobel prize winner). A genre of its own: official science.

Mark Lynas' selections from *Six Degrees: Our Future on a Hotter Planet* (2007; recipient of 2008 Royal Society Science Books Prize). Quite graphic, dramatic, scientific but also appealing to the fairly raw emotions).

Lomborg, *Cool It* (2007). Engineering solutions recommended.

Week 10: Different visions, different plans of action

McKibben, selections from *Eaarth* (2011). Argues that it's time to accept that our planet has changed; offers new ways of dealing with it (and trying to prevent further change).

Mark Lynas, selections from *The God Species: How the Planet Can Survive the Age of Humans* (2011). A radically different way of approaching the issue.

Lomborg, recent articles "Climate Course Correction" and "The Moral of Sandy." (Lomborg is still a contrarian voice in the argument—he might say "realistic" but McKibben would not. He's dubious about long-term problems and focused on economical ways of dealing with potential problems.)

Assignments and Grading

This intensive writing course will ask students to write **microthemes** (reading responses, summaries, evaluations; topics will be suggested but left open-ended) approximately once per week (10%).

As a course on communication of all types, and because speaking is a useful kind of drafting, it will also require students to **start discussion with a performance of a 2-page paper** (10%), as well as **give a short presentation on their main assignment** (10%).

Since efficient summary of information is important in most situations, students will be asked to **write a synopsis** of David Michael's ideas on how corporate scientists cheat (and perhaps some other option will be given from the readings), plus **offer some amendments to or evaluation** of Michael's ideas based on further assigned readings and/or their **(required) conversation with a current working scientist, science writer, activist, or policy maker** (20%).

Finally, students will be working on a **main assignment that either evaluates a science campaign (350.org, the Union of Concerned Scientists, etc.) or offers a plan for (including important text for) a campaign of their own**; it can be from **any ideological perspective**, as long as it is scientifically grounded. The **proposal and review of literature** for this assignment will count for 10% of the total grade, and the main assignment itself will count for 30% of the course grade.

Workshop participation (discussion mediation, peer responses, preparation for and participation in class discussions, work in journal teams, and on-time attendance) will count for 10% of the grade.

Who would want to take this course?

The course should appeal to students in the physical and life sciences, as well as those from other disciplines who are interested in environmental issues. The course will probably be especially valuable to Honors Students trying to fulfill a third writing requirement for their medical school applications. Students interested in exploring ways to engage with the "real world" might also be interested in this exploration of some attempts to bridge the divide between academic research and social engagement, and might relish the opportunity to try out a new mixture of rhetorical tactics or kinds of argument in their own writing. Previous courses on public science writing (HC50w and Writing Programs 100w) have also been of interest to students who want to become writers; at least two previous students have gone on to journalism programs.

Proposed number of units: 6

Proposed enrollment

The class should enroll 15 students, leaving some leeway to go to 17. Since it will be an intensive writing course, and also requires student presentations, it is difficult to accommodate more than this number of students. If you note the above work requirements, you can probably imagine the kind of attention each student's work will require. Even more important than teacher workload, however, is the desired sense that we are working together around a table in a cooperative and communicative environment; students will get good practice talking extemporaneously, too.

Preferred Quarter

For 2012-13. Spring.

For 2013-14. Winter, although I could probably work it out to do any quarter. I do not know my other teaching commitments next year (they would be in Writing Programs and/or Electrical Engineering, if I had them).

Proposed class meeting schedule

Seminar meeting twice a week, 2 hours per meeting. Anytime between 9 a.m. and 2:30 p.m. I'd prefer Tuesday/Thursday mornings (but am not adamant about this).

If the course is offered in Spring 2013, it could not take place on Tuesdays 9-1, which is when my EE 295 course will be offered.

I'd also be willing to schedule a "discussion" or "lab" for a third (1-hour) meeting. I envision welcoming all students to this lab every week, but only requiring them to attend every other week. (Spending a year at Cambridge University has opened my eyes to all sorts of unusual ways of ordering a course; they work on a 2-week schedule with even and odd weeks.) This lab would not be in place of office hours, but it might offer students a third kind of interaction with me and with each other.

Suggestion of whether the course should be upper or lower division

Since HC50W was a 6-unit, lower division course, I expect that this should be, too. (I can adjust the assignments if the committee thinks the course needs to be 5 units.) I very much like to work with transfer students, so if you think there's some change that needs to be made to the course that would allow it to be upper division and appropriate for those students, please pass that information along. (I assume that few students transfer into the science majors, but perhaps that assumption is outdated.)

Dana Cairns Watson

dcwatson@ucla.edu

EDUCATION

1996 Ph.D., English, University of California, Los Angeles

1989 B.A., English, UCLA

EMPLOYMENT

Lecturer, Dept of Electrical Engineering, HSSEAS, UCLA (2006-2011, 2012-2013)

Lecturer, Writing Programs, UCLA (2001-2002, 2005-2010, Summer 2012)

Lecturer, Honors, UCLA (2005-2007)

Lecturer, Center for Academic Research Excellence, UCLA (2005-2006)

Adjunct Instructor, Dept of English, Santa Monica College (2001)

Lecturer, Dept of English, UCLA (1997-2001)

Visiting Lecturer, Dept of English, Middlebury College (Winter, Spring 1997)

Teaching Assistant, Dept of English, UCLA (1991-1995)

Administrator, UCLA Orientation Program (1988-1990)

Counselor, UCLA Orientation Program (1986-1987)

Assistant Engineer, Technical Writer, Hughes Aircraft, Radar Systems Group (1986)

PUBLICATIONS

“The Cambridge Museum of Technology.” Museum publication, 24-pages (forthcoming 2013).

“Building a Better Reader: *The Gertrude Stein First Reader and Three Plays.*” *The Lion and the Unicorn*. Baltimore: Johns Hopkins P, 35.3 (Sept. 2011).

“Stop Making Sense.” *The Reader*. Liverpool, UK: U. of Liverpool. Spring 2006.

Gertrude Stein and the Essence of What Happens. Vanderbilt University Press, 2005.

“Alice Munro.” *World Writers in English*. New York: Scribner’s, 2004. Pp. 343-365.

“Paule Marshall.” *American Writers Supplement XI*. New York: Scribner’s, 2002. Pp. 275-292.

“Barbara Kingsolver.” *American Writers: Supplement VII*. New York: Scribner’s, 2001. Pp. 197-214.

“Tim O’Brien.” *American Writers: Supplement V*. New York: Scribner’s, 1999. Pp. 237-255.

AWARDS

2007-2008 UCLA Non-Senate Faculty Professional Development Award

COURSES TAUGHT IN THE LAST TEN YEARS

Approaches to University Writing (English Composition 2)

English Composition, Rhetoric, and Language (English Composition 3)

Literature, Culture and Critical Inquiry: Food in Fields and Genres (English Composition 5w)

Writing Science (Honors Collegium 50W)

Interdisciplinary Academic Writing: Science, Public Science Writing, and Scientific Ethics (English Composition 100W)

Academic Technical Writing for Electrical Engineers (Electrical Engineering 295, once 298)



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New Course Proposal

	Honors Collegium 43W	
	Science, Rhetoric, and Social Influence	
Course Number	Honors Collegium 43W	
Title	Science, Rhetoric, and Social Influence	
Short Title	SCI&RHETORIC&INFLNC	
Units	Fixed: 6	
Grading Basis	Letter grade only	
Instructional Format	Seminar - 4 hours per week	
TIE Code	SEMT - Seminar (Topical) [T]	
GE Requirement	Yes	
Major or Minor Requirement	No	
Requisites	Enforced requisite: English Composition 3 or 3H or English as a Second Language 36.	
Course Description	Seminar, four hours. Enforced requisite: English Composition 3 or 3H or English as a Second Language 36. Science writing, particularly scientific texts, both contemporary and historical, that have been used to communicate science to and influence large groups of people's beliefs and behavior. What is it about certain scientific texts that change way we think and have potential to affect social policy? Texts cover variety of topics from evolution to nutrition and food industry to current debates about climate change. Students encouraged to practice science writing themselves. Satisfies Writing II requirement. Letter grading.	
Justification	This course is part of the interdisciplinary series in the Honors Collegium and is designed for students in College Honors. It is suitable for all majors and will be put forward to the GE and Writing II committees. At the advice of the Honors Faculty Advisory Committee, whose members come from a variety of disciplines, it has been revised to achieve a greater balance in the readings. It has been approved by all members of the committee and by its Chair.	
Syllabus	File 013DanaWatsonHonorsProposal1.doc was previously uploaded. You may view the file by clicking on the file name.	
Supplemental Information		
Grading Structure	Weekly small papers 1-2 pages: 10% Oral performance of a 2 page paper: 10% Oral presentation of final essay proposal: 10% Synopsis and evaluation paper of a critical text: 20% Proposal and review of literature for main essay assignment: 10% Main assignment product: 30% Participation and discussion: 10%	
Effective Date	Spring 2013	
Instructor	Name	Title
	Dana Cairns Watson	Lecturer
Quarters Taught	Fall	Winter
	Spring	Summer
Department	Honors Collegium	

Contact	Name	E-mail
Routing Help	G JENNIFER WILSON	gjwilson@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 5/12/2013 11:24:19 PM**Changes:** Grading Basis, Requisites, Description**Comments:** Edited course description into official version; corrected grading basis; added requisite.**Role:** Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441**Status:** Added to SRS on 2/22/2013 10:39:15 AM**Changes:** Short Title**Comments:** No Comments**Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Approved on 2/22/2013 8:19:03 AM**Changes:** No Changes Made**Comments:** Writing II approval granted. Memo sent 02/21/13. Routing to Doug Thomson in the Registrar's Office**Role:** Registrar's Office - Hennig, Leann Jean (LHENNIG@REGISTRAR.UCLA.EDU) - 56704**Status:** Returned for Additional Info on 1/31/2013 2:03:45 PM**Changes:** No Changes Made**Comments:** Reroute back to Myrna for Writing II approval!**Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 1/31/2013 9:03:42 AM**Changes:** No Changes Made**Comments:** Routing to Doug Thomson in the Registrar's Office**Role:** FEC Chair or Designee - Palmer, Christina (CPALMER@MEDNET.UCLA.EDU) - 44796**Status:** Approved on 1/30/2013 6:13:33 PM**Changes:** No Changes Made**Comments:** Please ask the instructor to remove her resume from the bottom of the syllabus**Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 1/30/2013 4:20:36 PM**Changes:** No Changes Made**Comments:** Routing to Christina Palmer for FEC approval**Role:** Dean College/School or Designee - Friedmann, Manuela Christin (MFRIEDMANN@COLLEGE.UCLA.EDU) - 58510**Status:** Approved on 1/30/2013 4:03:23 PM**Changes:** No Changes Made**Comments:** This approval is being forwarded on behalf of Patricia A. Turner, Dean and Vice Provost of Undergraduate Education.**Role:** FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 1/24/2013 12:41:49 PM

Changes: No Changes Made**Comments:** Routing to Manuela Friedmann for Dean Turner's approval**Role:** Department Chair or Designee - Gurval, Robert A (GURVAL@HUMNET.UCLA.EDU) - 56744**Status:** Approved on 1/17/2013 6:46:47 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** Initiator/Submitter - Wilson, G Jennifer (GJWILSON@COLLEGE.UCLA.EDU) - 51752**Status:** Submitted on 1/17/2013 6:31:10 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

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cims@registrar.ucla.edu or (310) 206-7045



HONORS PROGRAMS
 DIVISION OF UNDERGRADUATE EDUCATION
 A311 MURPHY HALL
 405 HILGARD AVE.
 LOS ANGELES, CA 90095-1414

October 23, 2013
 Scott Chandler, Chair
 General Education Governance Committee
 A265 Murphy Hall
 157101

Attention: Myrna Dee F. Castillo, Program Representative

Dear Professor Chandler:

Please review the course *Nabokov and the Reading Mind*, taught by Lecturer Bruce Stone, for two general education foundations: Foundations of the Arts and Humanities, and/or Foundations of Society and Culture. The course is currently in CIMS for offering in Spring 2014.

Sincerely,

G. Jennifer Wilson, Ph.D.
 Assist. Vice Provost for Honors
 UCLA
gjwilson@college.ucla.edu
 (310) 825-1752

HONORS COLLEGIUMHONORS COLLEGIUM***

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number HONORS COLLEGIUM 63W
 Course Title Nabokov and the Reading Mind
 Indicate if Seminar and/or Writing II course Seminar

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

- Foundations of the Arts and Humanities** X
 - Literary and Cultural Analysis X
 - Philosophic and Linguistic Analysis X
 - Visual and Performance Arts Analysis and Practice

- Foundations of Society and Culture** X
 - 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 is an interdisciplinary Honors seminar that examines the relationship between literacy and cognition as well as between the practices of literary reading and writing and the thought processes and perception by examining the works of Vladimir Nabokov on its critical cognition, and how his work bridges the domains of arts and sciences.

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

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:

2013-2014	Fall	<u> </u>	Winter	<u> </u>	Spring	<u>X</u>
	Enrollment	<u> </u>	Enrollment	<u> </u>	Enrollment	<u>20</u>
2014-2015	Fall	<u> </u>	Winter	<u> </u>	Spring	<u>X</u>
	Enrollment	<u> </u>	Enrollment	<u> </u>	Enrollment	<u>20</u>
2015-2016	Fall	<u> </u>	Winter	<u> </u>	Spring	<u>X</u>
	Enrollment	<u> </u>	Enrollment	<u> </u>	Enrollment	<u>20</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: 5

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

X General Knowledge	This is a course that includes a discursive look at how different reading and writing approaches impact the brain in a way that enhances general knowledge of the cognition and literacy as instruments for discovery and catalysts for new ideas.
X Integrative Learning	The course is interdisciplinary including literary studies, psychology, neuroscience, biology, mathematics, history, political science.
X Ethical Implications	Some parts of the course examine ways people, as individuals and as a society, react to the dangers and joys of heightened perception and crises of cognition.
X Cultural Diversity	Many cultural viewpoints addressing Nabokov's fiction and historical, present, and future practices of literary reading and cognitive criticism, praises, and approaches are addressed (i.e. Lisa Zunshine, Alain de Botton, Proust).
X Critical Thinking	Students are required to think critically about Nabokov's fiction and case studies, his work's densely patterned surfaces, its affinity for puzzles, and how the power of literature changes the operations of the mind, not just the content.
X Rhetorical Effectiveness	Writing required and assessed
X Problem-solving	Course raises issues of "how?" (i.e. How do Nabokov's cognitive processes change the ways our minds work? How are problems and solutions similar and different?) and exhorts students to seek answers.
X Library & Information Literacy	Course requires library/web research

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

- | | | |
|---|-------------------|---------|
| 1. Lecture: | <u>4</u> | (hours) |
| 2. Discussion Section: | <u> </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 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>2</u> | (hours) |
| 3. Group Projects: | <u>1</u> | (hours) |
| 4. Preparation for Quizzes & Exams: (Amortized) | <u>1</u> | (hours) |
| 5. Information Literacy Exercises: | <u>1</u> | (hours) |
| 6. Written Assignments: (Amortized) | <u>3</u> | (hours) |
| 7. Research Activity: (Amortized) | <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 15 **(HOURS)**

Bruce Stone, Lecturer
 UCLA Writing Programs
 110 Humanities
 (424) 298-8036
brucestone@ucla.edu

Course Proposal for the Honors Collegium

a.) Course Title:

Nabokov and the Reading Mind

b.) Description:

This course will investigate the relationship between literacy and cognition, between the practices of literary reading and writing and processes of thought and perception. Our aim is to explore how language might, indeed, be “the parent, and not the child, of thought,” in Oscar Wilde’s formulation. To that end, we will examine the works of Vladimir Nabokov, the Russian-American writer, teacher, translator, lepidopterist and composer of chess problems, most famous for his English-language novels *Lolita* and *Pale Fire*. With its densely patterned surfaces, its affinity for puzzles, puns and dissimulation, Nabokov’s fiction has been correlated, informally but plausibly, with high academic achievement (see Marjorie Schiff’s 2004 [article](#) in *The Chronicle*). Further, in her recent book *The Enchanter* (2011), Lila Zanganeh has called Nabokov “the great writer of happiness,” testifying to the salutary effects of his fiction. As a result, Nabokov’s work lends itself especially well to the precepts of cognitive criticism, the latest trend in literary studies that bridges the domains of the arts and sciences, tracking the impact of reading on the brain. Some cognitive critics, like Lisa Zunshine and Nabokov’s biographer Brian Boyd, approach literature from an evolutionary perspective; they claim that fiction teaches us to read each other’s minds, to intuit emotions and motivations from limited evidence: a survival skill, of sorts. Other critics investigate the neural activity that literary reading stimulates, while still others chart the complex problem-solving operations that are encoded in literary texts. This class will draw on each of these approaches, and more, to explore the special demands of Nabokov’s fiction, the type of critical cognition his work requires and rewards.

From the catalog of Nabokov’s fiction, I’ve chosen three texts that represent the range of his interests and speak most directly to the matter of cognition and the predicament of reading: *Invitation to a Beheading*, a portrait of the artist in a totalitarian society; *The Luzhin Defense*, which chronicles a chess master’s descent into insanity; and *The Stories of Vladimir Nabokov*, which offers the most varied sample of the writer’s style and concerns. While the fiction is central to the work of the class, we will also examine the chess problems that Nabokov devises in *Poems and Problems*, as well as selections from his work on butterflies, and we will use these as the basis for a short class project.

As a point of departure, we will experiment with the critical reading skills that Nabokov himself recommends in his *Lectures on Literature*—essentially requiring a naturalist’s attention to detail—applying these strategies to Nabokov’s own fiction, measuring the rewards and costs of such a method. (As an example of the interdisciplinary thrust of Nabokov’s criticism and this course’s methods, consider that Nabokov’s entomological expertise allows him to discover a crowning irony in Kafka’s *The Metamorphosis*: as a scarab beetle, Gregor Samsa could have merely spread his wings and flown away from the scene of his persecution.) Further, we will

read selections from Lisa Zunshine's *Why We Read Fiction: Theory of Mind and the Novel*, which introduces the principles and practices of cognitive criticism (including a chapter on Nabokov's *Lolita*), and we will likewise read selections from Alain de Botton's *How Proust Can Change Your Life*, a less scholarly appraisal of the power of literature to change our minds, not in their content but in their operations.

Our last class resource will be particularly instructive: *Anatomy of a Short Story*, edited by Yuri Leving, is a casebook study of Nabokov's "Signs and Symbols," a story that poses a unique challenge in textual decryption. The essays collected by Leving represent a range of critical approaches to the text, spanning the disciplines of psychology, mathematics and linguistics in addition to more traditional literary studies. This book will supply a useful supplement to the cognitivist approaches of Zunshine and de Botton. It will also serve as a model for the students' culminating assignment: they will work with a group of peers to likewise compile a casebook study of a single Nabokovian story, exploring the text from a variety of perspectives. Each student in the group will produce an essay of 8-12 pages that will account for the majority of the quarter grade.

As the class, in its content, centers on the cognitive impact of literary reading, we will be equally interested in the relevance of these concerns for our own writing. That is, as an essential component of the course, we will explore the extent to which writing is an instrument of discovery, a catalyst of ideas, rather than an inert repository of prefabricated thoughts, and we will experiment with writing as a tool for training our own minds to "see better" (as Kent says to Lear). In addition to the casebook assignment, students will produce one shorter essay, modeled after the work of one of our critics, in which they discuss the cognitive processes encoded in or engendered by Nabokov's fiction, and they will complete one short project in which they either compose a chess problem or make a survey of the campus birds and butterflies. In lieu of a midterm and final, I will ask students to keep a reading journal in which they record their responses to the assigned texts and reflect on their own cognitive processes as they read and write. In all, students will be required to produce 15-20 pages of revised text. Re-writing is built into the assignments.

c.) A Sketch of the Course Calendar:

Week 1: Beginnings, Kafka and Literary Pessimism

In the first week, we will read and discuss *The Metamorphosis* for the sake of contrast with Nabokovian aesthetics. We will also read Nabokov's "Good Readers and Good Writers" and "The Art of Literature and Commonsense," in which he outlines his own model of literary reading and writing, and we will read Nabokov's analysis of *The Metamorphosis* in *Lectures on Literature*.

Week 2: Thesis, Nabokov and the Joys of Consciousness

In the second week we will read some early Nabokovian stories, roughly contemporaneous with Kafka's *The Metamorphosis*, to illustrate the optimistic dimension of Nabokovian aesthetics: "Beneficence," "A Guide to Berlin," "Trepid Smoke," "Perfection," and "The Vane Sisters." These stories highlight Nabokov's emphasis on empirical observation, an artist's and a scientist's scrutiny of the natural world. We will also begin reading and discussing

Invitation to a Beheading, which evokes comparisons with Kafka and contains a portrait of the Nabokovian artist, a model of sublime awareness.

Week 3: Nabokov on/in the Mind

Our work with *Invitation to a Beheading* continues in Week 3. We will read and discuss relevant chapters by Zunshine, to learn the methods and moves of cognitive criticism. In this week, I will introduce the task of Paper 1—an analysis of “Ultima Thule.”

Week 4: How Nabokov Might Change Your Mind

We will read Nabokov’s lecture on Proust, and relevant chapters from de Botton’s book, noting the similarities and differences in the writers’ discussion of the French author. We will read and discuss “The Vane Sisters” and “Terra Incognita,” works relevant to the students’ experiences with “Ultima Thule.” Students will submit **a first draft of Paper 1**, for feedback and revision suggestions.

Week 5: From Page to Park and Chessboard

We will read selections from *Nabokov’s Butterflies* and study the chess problems in *Poems and Problems*. I will introduce the short observational/compositional project, in which the students either observe the birds and butterflies on campus, or compose a chess problem. **The first paper will be due this week.**

Week 6: Antithesis, the Perils of Nabokovian Cognition

In Week 6, we will consider the downsides and dangers of heightened perception. To that end, we will read selections from Leving’s *Anatomy of a Short Story*. “Signs and Symbols,” the object of Leving’s study, features a character who suffers from “referential mania,” a form of psychosis invented by Nabokov. We will also begin reading *The Luzhin Defense*, a novel in which the protagonist experiences a crisis of cognition. **The short project will be due in this week.**

Week 7: Mind and Mania

We will continue reading *The Luzhin Defense*, along with selected chapters from Zunshine and Leving; these materials will allow us to consider the similarities and differences in the problems and solutions posed by “Signs and Symbols” and *The Luzhin Defense*.

Week 8: Cognitive Impairments, Literary Impediments

We will read and discuss “The Problem of Pattern in *The Defense*” (an online resource), by Nabokov’s biographer Brian Boyd; in the article, he considers the composition of chess problems as a key for decoding the novel, as Leving does for “Signs and Symbols” in his casebook study. We will experiment ourselves with such a reading (suggested by Nabokov himself) of the early story “Christmas,” which concludes with the improbable metamorphosis of a butterfly. We will also read selected short stories, illustrating the special perils of literary reading: “The Admiralty Spire,” “That in Aleppo Once,” and “Vasilii Shishkov.”

Week 9: Synthesis, Nabokov’s Paradox

We will read and discuss “Spring in Fialta,” Nabokov’s most Proustian story which strikes a tenuous balance between the joys and the pains of Nabokovian cognition. In this week, I will introduce the casebook-study assignment, and students will choose their topics and approaches. I will show the students the research resources available through the UCLA library databases, and through the Nabokovian websites *Zembla* and *The Nabokov Online Journal*.

The students will turn in their reading journals.

Week 10: Meetings of Minds

In class, the students will discuss their progress on their papers, sharing discoveries and discussing strategies for varying their responses. **Students will submit drafts of their research papers to me, for feedback and revision suggestions.** We will also read Nabokov’s closing thoughts in his *Lectures on Literature*, “L’Envoi.” The casebook papers will be due on the Monday of finals week.

d.) Proposed Texts:

Nabokov, Vladimir. *Invitation to a Beheading*. 1938, 1959. New York: Vintage, 1989.

---. *Lectures on Literature*. 1980. New York: Mariner, 2002.

---. *The Luzhin Defense*. 1930, 1964. New York: Vintage, 1990.

---. *The Stories of Vladimir Nabokov*. New York: Vintage, 1996.

Zunshine, Lisa. *Why We Read Fiction: Theory of Mind and the Novel*. Columbus, OH: Ohio UP, 2006.

de Botton, Alain. *How Proust Can Change Your Life*. New York: Vintage, 1998.

Leving, Yuri, ed. *Anatomy of a Short Story: Nabokov’s Puzzles, Codes, “Signs and Symbols.”* New York: Continuum, 2012.

Kafka, Franz. *The Metamorphosis, In the Penal Colony and Other Stories*. Trans. Joachim Neugroschel. New York: Touchstone, 2000.

e.) Major Assignments and Grading:

Paper 1: 25% of the quarter grade

This paper will be 5-7 pages long. It will take, as a model, a chapter in de Botton’s *How Proust Can Change Your Life*, and it will ask the students to explore the cognitive processes activated by Nabokov’s late story “Ultima Thule.” The students will be required to integrate the work of Zunshine into their discussion.

Project 1: 10% of the quarter grade

This project will require the students to choose between two options. The first option asks the students to compose a chess problem and write a 1-2 page discussion of the problem’s solution. The second invites the students to survey the butterfly and bird life on UCLA’s campus (particularly in the botanical garden); these naturalists will then write up a 1-2 page account of their findings and experience.

Paper 2: 40% of the quarter grade

This paper will be 8-12 pages long. It will require the students to work in small groups to produce a casebook study of one of Nabokov’s stories. (“Lance,” “Time and Ebb,” and “Conversation Piece, 1945” will be the recommended topic choices.) Each student’s paper will be

graded individually, but the collaborative nature of the assignment is intended to foster the collegiality of a round-table discussion and stimulate varied perspectives on the text. The assignment includes a research component, requiring each student to integrate at least four sources in the discussion.

Reading Journals/Attendance and Participation: 25% of the quarter grade

I will ask the students to complete a reading journal entry of 300-500 words for each day's assigned reading. At times, I will give the students specific prompts for their journal entries, but largely the intention is to require the students to read diligently and to reflect on the experience. I will collect the reading journals at the quarter's midpoint and at its end. The journal will be graded holistically, to measure the overall quality of the student's engagement with the course material. This grade will be combined with a similarly holistic attendance/participation grade, which is based on the students' regular attendance of, and contribution to, the class. There will be no midterm or final exam in the class.

f.) Relevant Disciplines and Majors:

Because Nabokov is that rare combination of artist and scientist whose work straddles the branches of the university, and because our approach will emphasize the cognitive challenges of his fiction, this course should engage students from numerous disciplines. Students interested in literary studies, psychology and neuroscience will be particularly drawn to the class. However, biologists, mathematicians and engineers should likewise find a rooting interest and a professional stake in Nabokov's work, particularly as we consider the role of the natural world and the dynamics of chess problems in his fiction. At the same time, the class can accommodate the interests of historians and political scientists, should they choose to explore those dimensions of the subject. In short, the work of this course should have a broad appeal and relevance to students from a large number of disciplines, provided that they have a moderate commitment to the development of their own English-language fluency.

g. – l.) Logistics:

This 5-unit course should meet twice each week, for sessions of 110 minutes (TR from 11-12:50, for example). The seminar format is preferred to foster close discussion and collaboration, and the roster should be capped at 20 students. The Spring quarter seems optimal for this course as it will allow first-year students to acclimate to university discourse (it will also accommodate the life cycles of birds and butterflies), but the Fall or Winter quarters would work, as well. Because this class provides an introduction to Nabokov's work and the principles of cognitive criticism, it should be classified as a lower-division offering. The class does not require TA support.

m.) One-page Curriculum Vitae (see below). Note: My work on Nabokov's fiction has appeared in *Miranda* and *Nabokov Studies*. In previous classes, I have taught Nabokov's *Invitation to a Beheading*, *Lolita* and "Spring in Fialta."

Bruce Stone

8913 Krueger Street* Culver City, CA 90232 * (424) 298-8036

Education:

MFA, Writing (Fiction), **Vermont College of Norwich University**, Montpelier, VT, 2002.
BA, English, **Columbia University: Columbia College**, New York, NY, May 1993.

Selected Publications:

Nonfiction Books, Essays and Reviews:

“Black Boxes: On Reading Jennifer Egan’s Twitter Story” (essay), *Numéro Cinq*, June 20, 2012.

“The Formalist Reformation: A Review of Viktor Shklovsky’s *Bowstring*” (essay),
Numéro Cinq, July 8, 2011.

“Editorial In(ter)ference: Errata and Aporia in *Lolita*” (essay), *Miranda*, Fall 2010.

“Form and Fabulation in “The Admiralty Spire”” (essay), *Nabokov Studies*, Oct. 2005.

“Hot Couture” (television review of Bravo’s *Project Runway*), *Salon*, February 9, 2005.

The Art of Desire: The Fiction of Douglas Glover (contributing editor), Oberon Press, 2004.

Fiction:

“The Study of Infectious Diseases” (novella), under review, *Paris Literary Prize*.

“Newton’s Umbrella” (short fiction), *Straylight*, Spring 2010.

“The Advantages of Living” (short fiction), *Numéro Cinq*, June 6, 2010.

“Blue Book” (short fiction), *Northwest Review*, Winter 2004; anthologized in *The Way We Knew It*, Vermont College, 2006.

Selected Teaching Experience:

Lecturer, Writing Programs, University of California, Los Angeles, Fall 2011 – Present.

Courses taught: English Composition 3.

Lecturer, English Department, University of Wisconsin-Parkside, 2009 – 2011.

Courses taught: Fundamentals of English, Composition and Reading, Introduction to Literature, Introduction to Literary Analysis, Advanced Expository Writing.

Senior Lecturer, Department of English, University of Illinois at Chicago, 2005 – 2009.

Courses taught: Academic Writing I and II, English and American Fiction.

Additional Experience:

GRE Essay Rater, Educational Testing Service, Ewing, NJ, Oct. 2002 – Present.

Faculty Sponsor, Sigma Tau Delta, University of WI-Parkside chapter, 2010-2011.

Awards:

“The Formalist Reformation” (review essay), semifinalist, *3 Quarks Daily.com Arts & Literature Prize* 2012.

“Newton’s Umbrella” (fiction), nominated for the 2010 Pushcart Prize.

“Blue Book” (fiction), nominated for the 2004 Pushcart Prize, nominated for inclusion in *Best New American Voices 2002*.



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New Course Proposal

	Honors Collegium 63W Nabokov and Reading Minds			
Course Number	Honors Collegium 63W			
Title	Nabokov and Reading Minds			
Short Title	NABOKOV&READNG MIND			
Units	Fixed: 5			
Grading Basis	Letter grade only			
Instructional Format	Seminar - 4 hours per week			
TIE Code	SEMT - Seminar (Topical) [T]			
GE Requirement	Yes			
Major or Minor Requirement	No			
Requisites	Designed for students in the College Honors Program. Enforced requisites: English Composition 3 or English as a Second Language 36			
Course Description	Seminar, four hours. Enforced requisite: English Composition 3 or English as a Second Language 36. Designed for College Honors students. Examination of three works by Vladimir Nabokov, Russian-American writer, teacher, translator, lepidopterist, and composer of chess problems. Nabokov's eclectic writings lend themselves well to precepts of cognitive criticism?way of understanding world through relationship between literacy and thought. Reading and writing about art and science built into course. Satisfies Writing II requirement. Letter grading.			
Justification	This course is offered in the Honors Collegium, the series of interdisciplinary courses designed for students in the College Honors program. It is being proposed for Writing II and General Education credit. It has been approved by the Honors Faculty Advisory Committee, whose members come from a variety of disciplines, and by its Chair.			
Syllabus	File 013BruceStoneHonorsCourse_Proposal.doc was previously uploaded. You may view the file by clicking on the file name.			
Supplemental Information	Requesting GE and Writing II credit from the GE and WII committees			
Grading Structure	Paper (submitted in drafts) 5-7 pp: 25% Chess/Naturalist Project 2 pp: 10% Research casebook study (submitted in drafts)8-12 pp: 40% Reading-journal submission of 300-500 words each class meeting and participation: 25%			
Effective Date	Spring 2014			
Instructor	Name	Title		
	Bruce Stone	Lecturer		
Quarters Taught	Fall	Winter	Spring	Summer
Department	Honors Collegium			
Contact	Name	E-mail		
	G JENNIFER WILSON	gjwilson@college.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 1/14/2014 11:41:27 AM**Changes:** Title, Description**Comments:** Edited course description into official version; corrected title.**Role:** Registrar's Scheduling Office - Hennig, Leann Jean (LHENNIG@REGISTRAR.UCLA.EDU) - 56704**Status:** Added to SRS on 1/14/2014 11:39:56 AM**Changes:** No Changes Made**Comments:** To Leann for proper processing.**Role:** Registrar's Office - Hennig, Leann Jean (LHENNIG@REGISTRAR.UCLA.EDU) - 56704**Status:** Returned for Additional Info on 1/14/2014 11:38:58 AM**Changes:** No Changes Made**Comments:** Reroute to Leann to process properly!**Role:** Registrar's Publications Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441**Status:** Added to SRS on 1/6/2014 5:04:35 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441**Status:** Added to SRS on 12/16/2013 1:26:36 PM**Changes:** Short Title**Comments:** No Comments**Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Approved on 12/10/2013 4:14:55 PM**Changes:** Grading Basis, Requisites**Comments:** Approved by the Writing II Implementation Committee and the College FEC. Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Palmer, Christina (CPALMER@MEDNET.UCLA.EDU) - 44796**Status:** Approved on 10/29/2013 8:43:45 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 10/28/2013 12:09:59 PM**Changes:** No Changes Made**Comments:** Routing to Christina Palmer for FEC approval.**Role:** Dean College/School or Designee - Friedmann, Manuela Christin (MFRIEDMANN@COLLEGE.UCLA.EDU) - 58510**Status:** Approved on 10/24/2013 5:07:32 PM**Changes:** No Changes Made**Comments:** This approval is being forwarded on behalf of Vice Provost Patricia A. Turner.

Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
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Status:	Returned for Additional Info on 10/14/2013 6:04:41 PM
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Changes:	No Changes Made
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Comments:	Routing to Manuela Friedmann for Dean Turner's approval.
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Role:	Department Chair or Designee - Dunkel Schetter, Christine (DUNKEL@PSYCH.UCLA.EDU) - 68116
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Status:	Approved on 10/11/2013 1:02:48 PM
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Changes:	No Changes Made
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Comments:	No Comments
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Role:	Initiator/Submitter - Wilson, G Jennifer (GJWILSON@COLLEGE.UCLA.EDU) - 51752
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Status:	Submitted on 10/11/2013 12:09:31 PM
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Comments:	Initiated a New Course Proposal
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HONORS PROGRAMS
DIVISION OF UNDERGRADUATE EDUCATION
A311 MURPHY HALL
405 HILGARD AVE.
LOS ANGELES, CA 90095-1414

October 23, 2013
Scott Chandler, Chair
General Education Governance Committee
A265 Murphy Hall
157101

Attention: Myrna Dee F. Castillo, Program Representative

Dear Professor Chandler:

Please review the course *Science and Religion from Copernicus to Darwinism*, taught by Adjunct Associate Professor Amir Alexander, for two general education foundations: Foundations of the Arts and Humanities, and/or Foundations of Society and Culture. The course is currently in CIMS for offering in Winter 2014.

Sincerely,

A handwritten signature in purple ink that reads "G. Jennifer Wilson".

G. Jennifer Wilson, Ph.D.
Assist. Vice Provost for Honors
UCLA
gjwilson@college.ucla.edu
(310) 825-1752

HONORS COLLEGIUMHONORS COLLEGIUM***

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number HONORS COLLEGIUM 78
 Course Title Science and Religion from Copernicus to Darwinism
 Indicate if Seminar and/or Writing II course Seminar

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

- Foundations of the Arts and Humanities** X
 • Literary and Cultural Analysis X
 • Philosophic and Linguistic Analysis X
 • Visual and Performance Arts Analysis and Practice _____
- Foundations of Society and Culture** X
 • 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 is an interdisciplinary Honors seminar that examines the relationship of religion and science in the West by focusing on leading scientists (i.e. Galileo, Newton, and Darwin), how science and religion reflect on each other's positions, and how they respond to each other's challenges.

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

Amir Alexander, Adjunct 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:

2013-2014	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>20</u>	Enrollment	_____
2014-2015	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>20</u>	Enrollment	_____
2015-2016	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>20</u>	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.

X General Knowledge	This is a course that includes a discursive look at society and culture in a way that enhances general knowledge of the history of science and religion as worldviews.
X Integrative Learning	The course is interdisciplinary including religion, history, culture, anthropology, evolutionary science, and philosophy.
X Ethical Implications	Some parts of the course examine ways people, as individuals and as a society, politics, science, and religion have affected each other through seemingly incompatible worldviews.
X Cultural Diversity	Many cultural viewpoints addressing scientific and religious historical, present, and future issues are addressed (i.e. Copernicus and the Scientific Revolution, Catholic Science and Protestant Science).
X Critical Thinking	Students are required to think critically about complex concepts of culture, society, and the vast effects of science and religion's relationship throughout the Western culture.
X Rhetorical Effectiveness	Writing required and assessed
X Problem-solving	Course raises issues of "how?" (i.e. How are science and religion incompatible/compatible? What efforts have been made to bridge the divide? Have they been, and can they be, successful?) and exhorts students to seek answers.
X Library & Information Literacy	Course requires library/web research

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

- | | | |
|---|-------------------|---------|
| 1. Lecture: | <u>4</u> | (hours) |
| 2. Discussion Section: | <u> </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 **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>2</u> | (hours) |
| 3. Group Projects: | <u>1</u> | (hours) |
| 4. Preparation for Quizzes & Exams: (Amortized) | <u>1</u> | (hours) |
| 5. Information Literacy Exercises: | <u>1</u> | (hours) |
| 6. Written Assignments: (Amortized) | <u>3</u> | (hours) |
| 7. Research Activity: (Amortized) | <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 **15** **(HOURS)**

Science and Religion from Copernicus to Darwinism
 Honors Collegium seminar proposal
 Amir Alexander
 amiralex@ucla.edu, Bunche Hall 7266

Course description:

Are science and religion incompatible worldviews? Judging by today's headlines, it often seems so. On the one side is religion, based on revelation and faith; on the other is science, founded on experience and reason. The two seem doomed to conflict.

A broader historical view reveals a far richer story. For some of the greatest scientists, religious faith served as an inspiration to their work, whereas others were atheists who resented the presumptions of religion. Some religious movements actively promoted scientific innovation, whereas others viewed science as a threat to their authority.

The seminar will trace the relationship of religion and science in the West by focusing on leading scientists such as Galileo, Newton, and Darwin. Each dealt with the competing demands of science and religion and in each case the interaction was different. But through it all religion and science maintained a constant dialogue -- reflecting on each other's positions and responding to each other's challenges.

The course is conceived as a 5-unit lower division seminar for 15-20 students with no TA, and will take place preferably in the Winter or Spring quarter of academic year 2013-14. It will have broad interdisciplinary appeal, combining students in the humanities with interest in religion, history, and contemporary culture, with students in the sciences interested in the broad cultural significance of their chosen field.

Course requirements:

- Weekly mandatory readings completed before class
- 15 minute presentation on one of the readings
- 20 page final paper to be submitted on the last class meeting.

Grading:

- Class discussion: 30%
- Class presentation: 20%
- Final Paper: 50%

Topics Covered:

Week 1: Introduction

Are science and religion incompatible? Reading of traditional text on the "war" between science and religion (probably by Draper). Then open discussion on students' views of relationship between the two.

Week 2: The Medieval World

The medieval era provides a prelude to the emergence of modern science. It is a world in which science and religion are closely integrated, and yet tensions do arise. Some of these are harbingers of the struggles to come.

Week 3: Copernicus and the Church

The publication of Copernicus' *De Revolutionibus* in 1540 is often considered the launch of the Scientific Revolution. The challenge to religion and the Church was recognized immediately, and yet ways were found to prevent a crisis for almost a century. Were Copernican astronomy and the Catholic Church doomed to clash?

Week 4: Galileo

The clash did come in the trial of Galileo, rightly considered a turning point in the relationship of science and religion in the West. Why did the crisis come about, and what were its implications?

Week 5: Catholic Science / Protestant Science

Seventeenth century Europe was marked by the irreconcilable rivalry between Catholics and Protestants. Both sides integrated science into their faith and ideologies, and sought to use it against their rivals. How did Catholics and Protestant interpretations of science differ? Does it make sense to speak of Catholic science and Protestant science in this era?

Week 6: Newton and Newtonianism

Newton was likely the greatest scientist of the early modern age, but he was also a profoundly religious man who understood his work in deeply religious terms. What were the religious roots of Newton's accomplishment? How was Newtonianism later used both in the service of religion and against it?

Week 7: Geology and the Age of the Earth

Many of the early geologists of the 18th and early 19th centuries were clergymen, inspired by Biblical accounts of the history of the world. Their work, however, ultimately posed a severe challenge to those accounts. How did geologists and clergymen negotiate these difficulties? Was a breach inevitable?

Week 8: Darwin and Darwinism

Since the publication of *On the Origin of Species* in 1859, Darwinism has been the chief point of friction between science and religion. Why did Darwinism seem so dangerous to 19th century religion, and why is it still considered a challenge today? What efforts have been made to bridge the divide? Have they been, and can they be, successful?

Week 9: Anti-Evolutionism in America

The anti-Evolutionary movement is stronger, more organized, and more politically powerful in the United States than in any Western country. The struggle has been ongoing in Churches, universities, classrooms, and state legislatures for over a century. Why did anti-Evolutionism resonate so deeply in America? Can a compromise be reached, or will the struggle continue until one side is vanquished?

Week 10: Movie *Inherit the Wind* and general discussion.

Discussion of the movie about the Scopes monkey trial, then an open discussion on the topics of the course, similar to the one in the first meeting. Students will be invited to reflect on the course, and whether it caused them to rethink their earlier position.

Overview of Readings:**Textbook:**

Gary B. Ferngren ed., *Science and Religion*. The book is a collection of articles by leading scholars in the field.

Other major books used:

David C. Lindberg and Ronald C. Numbers eds., *God and Nature*.

David C. Lindberg and Ronald L. Numbers eds., *When Science and Christianity Meet*.

Richard G. Olson, *Science and Religion 1450-1900*.

Michael Ruse, *The Darwinian Revolution*.

Peter J. Bowler, *Evolution: The History of an Idea*.

Additional secondary sources:

Chapters and articles by Thomas Kuhn, Richard Olson, Olaf Pedersen, Pierre Duhem, Rivka Feldhay, Reijer Hooykaas, Margaret Jacob, Alexandre Koyre, George Webb, Edward Larson, and Amir Alexander.

Primary Sources:

John William Draper, excerpts from *History of the Conflict between Religion and Science*.

Nicholas Copernicus, introductory materials to *On the Revolutions of the Heavenly Spheres*.

Georg Joachim Rheticus, *Holy Scripture and the Motion of the Earth*.

Galileo Galilei, selections from "Letter to the Grand Duchess Christina," *The Assayer*, *Dialogue Concerning the Two Chief World Systems*, and document on Galileo in the Holy Office Archives.

Cardinal Bellarmine, "Letter to Foscarini."

Isaac Newton, "Preface" and "General Scholium" to the second edition of the *Principia*.

Charles Darwin, selections from *On the Origin of Species*.

Brief CV**AMIR R. ALEXANDER, Ph.D.**

Adjunct Associate Professor, Department of History, UCLA
7266 Bunche Hall, (310) 825-4466, amiralex@ucla.edu

Education

Ph.D. in History of Science, Stanford University, 1996

Books

Infinitely Small, (New York: Farrar, Strauss, and Giroux, 2013), forthcoming.

Duel at Dawn: Heroes, Martyrs, and the Rise of Modern Mathematics, (Cambridge MA: Harvard University Press, 2010).

Geometrical Landscapes: The Voyages of Discovery and the Transformation of Mathematical Practice (Stanford: Stanford University Press, 2002). Recipient of the Outstanding Academic Title Award for 2003 by *Choice* magazine.

Selected Articles

“From Voyagers to Martyrs: Towards a Storied History of Mathematics,” in Apostolos Doxiadis and Barry Mazur eds., *Circles Disturbed* (Princeton: Princeton University Press, 2012).

“The Skeleton in the Closet: Should Historians of Science Care about the History of Mathematics?” introduction to a focus section on the history of science and the history of mathematics, *Isis*, vol. 102, no. 3, September 2011.

"Introduction" to focus section on mathematical stories, *Isis*, vol. 97, no. 4, December 2006.

“Tragic Mathematics: Romantic Imagery and the Refounding of Mathematics,” *Isis*, vol. 97, no. 4, December 2006.

"Through the Mathematical Looking Glass," in Siegfried Zielinsky and David Link eds., *Variantology 2: On Deep Time Relations of Arts, Sciences, and Technologies* (Cologne: Walther König, 2006).

“Stories and Numbers: How a Romantic Tale of Geographical Exploration Transformed Mathematics,” *Historically Speaking: The Bulletin of the Historical Society*, January 2004.

"Exploration Mathematics: The Rhetoric of Discovery and the Rise of Infinitesimal Methods," *Configurations*, vol. 9, no. 1, Winter 2001.

"The Imperialist Space of Elizabethan Mathematics," *Studies in the History and Philosophy of Science*, vol. 26, No. 4, December 1995.



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New Course Proposal

	Honors Collegium 78			
	Science and Religion from Copernicus to Darwinism			
Course Number	Honors Collegium 78			
Title	Science and Religion from Copernicus to Darwinism			
Short Title	SCIENCE & RELIGION			
Units	Fixed: 5			
Grading Basis	Letter grade or Passed/Not Passed			
Instructional Format	Seminar - 3 hours per week			
TIE Code	SEMT - Seminar (Topical) [T]			
GE Requirement	Yes			
Major or Minor Requirement	No			
Requisites	Designed for students enrolled in the College Honors program			
Course Description	Seminar, three hours. Designed for College Honors students. Relationship of religion and science in West by focusing on leading scientists such as Galileo, Newton, and Darwin. Each one dealt differently with competing demands of religion, based on faith and revelation, and science founded on experience and reason. Dialog was and is constant one. P/NP or letter grading.			
Justification	This is a course designed for College Honors students to be offered in the interdisciplinary series of courses called the Honors Collegium. It has been approved by the Honors Faculty Committee, whose members come from all disciplines, and by its Chair.			
Syllabus	File 013AmirAlexander.doc was previously uploaded. You may view the file by clicking on the file name.			
Supplemental Information				
Grading Structure	Class discussion: 30% Class presentation on one of the readings: 20% Final term paper of 20 pages: 50%			
Effective Date	Winter 2014			
Instructor	Name	Title		
	Amir Alexander	Associate Adjunct Professor		
Quarters Taught	Fall	Winter	Spring	Summer
Department	Honors Collegium			
Contact	Name	E-mail		
	G JENNIFER WILSON	gjwilson@college.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 10/24/2013 3:14:08 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 10/22/2013 5:58:03 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441
Status:	Added to SRS on 10/22/2013 5:56:05 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441
Status:	Added to SRS on 10/22/2013 5:53:25 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 10/22/2013 4:25:26 PM
Changes:	No Changes Made
Comments:	Routing to Doug Thomson in the Registrar's Office.
Role:	FEC Chair or Designee - Palmer, Christina (CPALMER@MEDNET.UCLA.EDU) - 44796
Status:	Approved on 10/21/2013 8:14:09 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 10/21/2013 5:49:50 PM
Changes:	No Changes Made
Comments:	Routing to Christina Palmer for FEC approval.
Role:	Dean College/School or Designee - Friedmann, Manuela Christin (MFRIEDMANN@COLLEGE.UCLA.EDU) - 58510
Status:	Approved on 10/17/2013 5:35:49 PM
Changes:	No Changes Made
Comments:	This approval is being forwarded on behalf of Vice Provost Patricia A. Turner.
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 10/9/2013 4:20:38 PM
Changes:	No Changes Made
Comments:	Routing to Manuela Friedmann for Dean Turner's approval.
Role:	Department Chair or Designee - Dunkel Schetter, Christine (DUNKEL@PSYCH.UCLA.EDU) - 68116
Status:	Approved on 10/3/2013 4:36:36 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	Initiator/Submitter - Wilson, G Jennifer (GJWILSON@COLLEGE.UCLA.EDU) - 51752
Status:	Submitted on 10/3/2013 3:49:12 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 Life Science 15L
 Course Title Life: Concepts and Issues – Lab Investigations
 Indicate if Seminar and/or Writing II course n/a

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 _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) **X (w/LS15)**

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

LS15L will consist of four inquiry-based lab investigations on topics in biology covered in LS15 (in which students must be concurrently enrolled). Each investigation will require students to develop hypotheses, collect and analyze data and present their findings and interpretations.

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

Jay Phelan, Ph.D. Academic Administrator

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

If yes, please indicate the number of TAs 3

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

2013-2014	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2014-2015	Fall	<u>X</u>	Winter	_____	Spring	_____
	Enrollment	<u>150</u>	Enrollment	_____	Enrollment	_____
2015-2016	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 X No _____

If yes, provide a brief explanation of what has changed. LS15 is an existing course. It satisfies

the "Foundations of Scientific Inquiry, Life Science" requirement. LS15L is a new course. It is an optional addition to LS 15. Student may take it concurrently with LS15, in which case they will also receive "with lab" credit.

Present Number of Units: _____ Proposed Number of Units: 1

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

General Knowledge

Students will read original research literature and extensive background information on diverse topics in biology in preparation for developing their own testable hypotheses. These materials will cover specific data *and* experimental approaches to hypothesis testing as well as data analysis and interpretation.

Integrative Learning

In developing/testing hypotheses, students will incorporate data, theoretical perspectives, and experimental approaches from several disciplines in biology (i.e., physiology & nutrition, biodiversity & ecology, anatomy & phylogenetics) and integrate them to address issues with practical and personal relevance.

Ethical Implications

n/a

Cultural Diversity

n/a

Critical Thinking

In developing their own hypotheses and analyzing and presenting results, students will be required to consider alternative explanations for their observations, question the quality or generalizability of their information, and evaluate assumptions, and potential biases.

Rhetorical Effectiveness

In written and oral assignments, students must present a concise and precise rationale for their hypotheses. In their analyses, they must persuasively articulate and support their conclusions and the associated uncertainty relative to the alternative interpretations.

Problem-solving

Students will have several data collection tools available but must determine the best methods for collecting data appropriate for testing their hypotheses. They must evaluate their controls, the uncertainties in their data, and the significance of such uncertainty.

Library & Information Literacy

In written and oral presentations, students must present their interpretations and conclusions in the style and format of original research literature. This will necessitate identifying/acquiring the relevant literature and its relevance for their own hypotheses.

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

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

(A) TOTAL Student Contact Per Week

2 (HOURS)

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

- | | | |
|-------------------------------------|-------------------------|---------|
| 1. General Review & Preparation: | <u>5 (per 10 weeks)</u> | (hours) |
| 2. Reading | <u>3 (per 10 weeks)</u> | (hours) |
| 3. Group Projects: | <u>6 (per 10 weeks)</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>n/a</u> | (hours) |
| 5. Information Literacy Exercises: | <u>n/a</u> | (hours) |
| 6. Written Assignments: | <u>6 (per 10 weeks)</u> | (hours) |
| 7. Research Activity: | <u>n/a</u> | (hours) |

(B) TOTAL Out-of-class time per week

20 (per 10 wks) (HOURS)

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

~4 (per week) (HOURS)

LIFE SCIENCES 15L

LIFE: CONCEPTS AND ISSUES LAB INVESTIGATIONS



SYLLABUS

ENROLLMENT INFORMATION AND REQUIREMENT

Life Science 15L is an optional addition to Life Science 15. It is a 1-unit course and, when completed with LS15, satisfies the general education requirement “Foundations of Scientific Inquiry for Life Science with a Laboratory Component.”

Enrollment in LS15L requires concurrent enrollment in Life Science 15, “Life: Concepts and Issues.” [Note: enrollment in LS15 only (without LS15L) is permitted, and satisfies the general education requirement for “Foundations of Scientific Inquiry” for Life Sciences.]

LS15L meets for one two-hour period each week and consists of four inquiry-based lab investigations. Each of these covers one to three weeks. Class meeting time will be devoted to each of several important components of the exercises, including development of hypotheses, the collection and analyses of data, and class presentations of results and interpretations.

COURSE DESCRIPTION

Science touches our lives everyday. Now more than ever, biology is influencing and even transforming our lives. Its increasing relevance is clear in a multitude of areas, including modern genetics & biotechnology, nutrition & health, and brain functioning & behavior. Maybe you’ve pondered questions such as these:

- * Does the radiation released by cell phones cause brain tumors?
- * Do vitamin supplements reduce the likelihood of getting a cold?
- * How does caffeine work?
- * What’s the difference between saturated and unsaturated fats?
- * What is “blood doping,” and how does it improve athletic performance?

In Life Science 15, we investigate these topics and many others—including evolution and biodiversity, genetics, nutrition, reproduction, endocrinology, and neurobiology. But we go beyond the facts, ideas, and important questions. Biology (and science in general) is more than that. It is an intellectual activity, encompassing observation, experimentation, and explanation of natural phenomena. It is a pathway to discover and better understand our world.

Consider a single powerful question that underlies scientific thinking: “*How do you know that is true?*” Once you begin asking this question—of others and of yourself—you are on the road to a better understanding of the world.

This question is our focus in Life Science 15L. Drawing on content from Life Science 15, we will conduct hands-on exercises to investigate several important biological phenomena. And in the course of our specific investigations, we will learn the tools of scientific thinking, including generating and testing hypotheses, analyzing and interpreting data, and drawing conclusions.

AIMS AND OBJECTIVES

The focus of the labs is on inquiry. Our three primary goals are to:

- 1) understand how scientists “do” science,
- 2) develop critical thinking skills with respect to data interpretation and analysis, and
- 3) recognize the impact of scientific inquiry and LS15 course content on your life.

Process of science. Each lab is a hands-on exercise beginning with instruction in how to conceive and articulate, as well as refine, testable hypotheses. You will develop hypotheses as you explore how to design feasible and logical experiments that are sufficiently controlled to enable you to draw justifiable conclusions. You will also learn to identify the uncertainties that are likely to be associated with your methods and analyses.

Critical thinking in data interpretation and analysis. Each of the exercises is designed to illuminate the complexities associated with collecting, examining and interpreting quantitative data. You will determine the best methods for acquiring the appropriate data for testing your hypotheses. In doing so, you will consider the varying degrees of control in your methods and measurements. You also will explore the idea of uncertainty in the scientific process. This includes identifying and articulating the sources of uncertainty in your experiments and the extent to which that uncertainty undermines or constrains the conclusions you are able to draw. In your presentations--both individual and collaborative--of your experiments and results, the emphasis will be on your articulation of testable hypotheses, your methods of analysis, and the appropriateness of your conclusions.

Impact on your life. You encounter scientific information and claims throughout your life. It is essential that you--as consumers, voters, and parents--are able to evaluate scientific information critically. These lab investigations, including articulating testable hypotheses and evaluating data critically, will help you as you gain scientific literacy.

SCHEDULE AND DESCRIPTION OF LAB EXERCISES

Microbial Diversity in Your World

WEEK	ACTIVITY
1	* <i>introduction and methods</i>
2	* <i>data collection</i>
3	* <i>analysis of results; (group presentations during Week 4)</i>

In this lab, you will develop and test hypotheses about the density and diversity of microbes in different locations in your world. You will collect microbial samples and evaluate bacterial growth and diversity on Petri dishes following 7 days incubation.

You will develop and test your own hypotheses about the relative abundance and diversity of microbes in different locations, such as cell phone keypads, public computer

keyboards, ATM keypads, elevator buttons, cafeteria trays, public restroom sinks and toilet seats, dorm showers, desks, shoe soles, etc.

Environmental Influences on Stress Hormones and Their Implications for Behavior and Physiology.

WEEK	ACTIVITY
4	* <i>introduction and methods</i>
5	* <i>data collection</i>
6	* <i>analysis of results</i>

In this lab, you will develop and test hypotheses about the impact of stress-inducing situations on levels of circulating cortisol and the consequences for cognitive and physical performance. You will prepare salivary samples for cortisol assays, collect and analyze data from a variety of computer-based tests.

You will develop and test hypotheses relating to the magnitude of changes in salivary cortisol levels resulting from short- and long-term stressors and stress-reducing situations (completion of tasks inducing high cognitive load, high/low intensity resistance exercise, meditation, academic responsibilities); and/or the impact of sleep deprivation and nutrition on cortisol levels.

Nutrition & Digestion: Blood Sugar Influences on Cognitive and Physical Performance.

WEEK	ACTIVITY
7	* <i>introduction and methods</i>
8	* <i>data collection</i>
9	* <i>analysis of results</i>

In this lab, you will develop and test hypotheses about the impact of low vs. high blood sugar on a variety of cognitive and physical tasks.

Potential hypotheses that you may test include: magnitude of performance differences on cognitive and physical tasks during high and low blood sugar situations; estimating the consequences of skipping a meal prior to an exam; evaluating the impact of foods with varying glycemic index values on the speed/duration of blood sugar changes.

Investigating Brain Structure and Function - Dissecting the Sheep Brain.

WEEK	ACTIVITY
10	* <i>introduction, dissection, and data collection</i>

In this lab, you will develop and test hypotheses about the relationship between structure and function in the sheep brain. Dissecting a sheep brain, you will identify and measuring numerous brain structures.

Potential hypotheses that you may test include: the size (absolute and relative to overall brain size and/or body size) of sheep brain structures with published data and digital representations from other brains, including human, monkey, and cat; comparisons can

include features/structures such as the hemispheres, corpus callosum, folding, and ratios of gray to white matter; comparisons can also make reference to behavioral and physiological correlates, including language, and olfactory and visual proficiency.

ASSIGNMENTS

You will be assessed based on your performance on the following work:

- * Lab Investigation #1: Microbial Diversity in Your World
20 pts - **Group poster/oral presentation** (Poster: 24" x 36". Oral presentation: 3 min.)
- * Lab Investigation #2: Environmental Influences on Stress Hormones and Their Implications for Behavior and Physiology.
25 pts - **Group written lab report** (3-5 pages)
- * Lab Investigation #3: Nutrition & Digestion: Blood Sugar Influences on Cognitive and Physical Performance.
35 pts - **Individual written lab report** (3-5 pages)
- * Lab Investigation #4: Brain Structure and Function - Dissecting the Sheep Brain.
20 pts - **Group poster presentation** (Poster: 24" x 36")

100 pts • Total Points Possible

Note: For the assignments above, you should include your hypotheses, a brief description of your methods (including your control groups) with your rationale for choosing them, a visual display of your results and analyses, your conclusions, and a discussion of the sources of uncertainty in your experiments and the extent to which that uncertainty undermines or constrains the conclusions you are able to draw.

REQUIRED READINGS / MATERIALS

Life Sciences LS15L, Life: Concepts and Issues. Laboratory Investigations. Hayden McNeil

In addition to instructions on specific methods, the lab manual will include a collection of excerpts and articles on original research to guide you as you develop hypotheses. These will include:

Dawson, P. et al. 2007. Residence time and food contact time effects on transfer of *Salmonella typhimurium* from tile, wood and carpet: testing the five-second rule. *J. Appl. Microbiol.* 102(4): 945-53.

Feazel LM, Baumgartner LK, Peterson KL, Frank DN, Harris JK, et al. 2009. Opportunistic pathogens enriched in showerhead biofilms. *Proc. Natl. Acad. Sci. USA* 106: 16393–16399.

- Flores GE, Bates ST, Knights D, Lauber CL, Stombaugh J, et al. 2011. Microbial biogeography of public restroom surfaces. *PLoS ONE* 6: e28132. doi:10.1371/journal.pone.0028132.
- Hewitt KM, Gerba CP, Maxwell SL, and Kelley ST. 2012. Office space bacterial abundance and diversity in three metropolitan areas. *PLoS ONE* 7(5): e37849. doi:10.1371/journal.pone.0037849.
- Hlebowicz J, Wickenberg J, Fahlström R., Björgell O, Almér L, and Darwiche G. 2007. Effect of commercial breakfast fibre cereals compared with corn flakes on postprandial blood glucose, gastric emptying and satiety in healthy subjects: a randomized blinded crossover trial. *Nutrition Journal*, 6:22-9.
- Kirschbaum C. et al. 1993. The 'Trier social stress test' – a tool for investigating psychobiological stress responses in a laboratory setting. *Neuropsychobiology* 28:76-81.
- Kirschbaum C, Hellhammer DH. 1994. Salivary cortisol in psychoneuroendocrine research: recent developments and applications. *Psychoneuroendocrinology* 19:313-33.
- Kirschbaum C, Wolf OT, May M, Wippich M, Hellhammer DH. 1996. Stress- and treatment-induced elevations of cortisol levels associated with impaired declarative memory in healthy adults. *Life Sci.* 58:1475-83.
- McGuigan MR, Egan AD, Foster C. 2004. Salivary cortisol responses and perceived exertion during high intensity and low intensity bouts of resistance exercise. *J. Sports Science Med.* 3:8-15.
- Michaels R, Parra J, McCann DS, Vander AJ. 1979. Renin, cortisol, and aldosterone during transcendental meditation. *Psychosomatic Med.* 41:50-4.
- O'Connor PJ, Corrigan DL. 1987. Influence of short-term cycling on salivary cortisol levels. *Medicine and Science in Sports and Exercise* 19:224-8.
- Sumioka H, Nakae A, Kanai R, Ishiguro H. 2013. Huggable communication medium decreases cortisol levels. *Nature Scientific Reports* 3034. doi: 10: 1038/srep03034.
- Williams RA et al. 2004. Trier social stress test: a method for use in nursing research. *Nursing Res.* 53(4): 277-80.
- Van Den Berg J, Neely G. 2006. Performance on a simple reaction time task while sleep deprived. *Perceptual and Motor Skills*, 102:589-599.

LAB SAFETY & PERSONAL PROTECTIVE EQUIPMENT

Safety in the lab is of paramount importance. All labs on campus must comply with UCLA policies and procedures.

All of the lab meetings are held in a lab room, where lab attire is required (see below). In order to participate in the labs, you must also have passed the LS Core Labs required lab safety training. If you are attempting to enroll in the course, contact the Lab Safety Officer via email (rachels@lifesci.ucla.edu) in order to gain guest CCLE access so you can take the quiz before coming to the first lab meeting.

Before coming to your first lab meeting, you must:

1. Watch the LS Core Labs Safety Video (<http://lslab.lscore.ucla.edu/LAB/Safety/>). There are two parts to the safety video, each about 10 minutes long.
2. Review the information provided on the lab safety section of the LS15L CCLE site.
3. Pass the lab safety quiz available on the lab safety section of the LS15L CCLE site. You are allowed three attempts to pass. You must also complete the electronic signature at the end of the quiz.

Proper laboratory attire is required at all times. In accordance with UCLA Policy 905, while in a designated lab room your legs and feet must be completely covered by long pants/skirt and closed toe shoes. No skin can be exposed on the lower half of the body. Pants cannot have rips that expose the skin. Thick cotton leggings are permitted but tights or pantyhose are not acceptable as they don't provide an adequate barrier in the event of a chemical splash. If you are wearing shoes that expose any portion of your foot or ankle when you are standing OR sitting, you must wear full length socks to lab.

Your TA cannot allow you to come into the lab room if you are not dressed properly. We are subject to drop-in safety inspections; a violation can shut down our labs for everyone. There will be no warnings. Lab attire is a zero-tolerance policy. Students who do not comply will not be allowed to enter the lab room and will not be granted a make-up lab.

No food or drink can be consumed in the lab rooms. In addition, no food or drink waste may be disposed of in the lab trash cans. You are permitted to carry food or drink with you only if it remains zipped inside a backpack the entire time you are in the room.

Additional personal protective equipment, including a lab coat, must be worn whenever chemicals are present in the room. It must button fully and the sleeves must be full length (to the wrist). There are no loaner coats available and you will not be allowed to attend lab if you do not have your coat. You are responsible for bringing your own lab coat each week. Lab coats can be purchased from the AXE chemistry fraternity (located in 1275 Young Hall), at Scrubs Unlimited (located at 10930 Weyburn Ave in Westwood Village) or at the Health Sciences Store on campus. Gloves will be provided in the laboratory, as necessary.

If you have questions about lab attire and requirements, please review UCLA Policy 905, available online. <http://www.adminpolicies.ucla.edu/pdf/905.pdf>

Life Science 15. *Life: Concepts and Issues*

Proposal for LS15L: An optional laboratory course to accompany LS15

9 December 2013

Course Description

LS15 is a 5-unit course for non-science majors. It meets for three hours of lecture and one two-hour discussion section each week. The course is a broad introduction to biology, with a focus on scientific literacy and scientific thinking. The lecture topics vary, but typically include the following.

1. *Scientific Thinking and Decision-Making*
2. *Evolution and Genetics, Nature & Nurture*
3. *Physiology: Chemistry, Nutrition, Reproduction, Endocrinology, and Neurobiology*
4. *Human Behavioral Biology*

720 students enrolled in LS15 during 2012-2013. We expect more than this during 2013-14. There are 12 discussion sections, offered on Tuesday/Wednesday/Thursday. Each TA oversees three sections and each section enrolls 24 students.

Completion of LS15 satisfies the UCLA College of Letters and Science general education requirement for “Foundations of Scientific Inquiry” for Life Sciences.

Proposed Change

We are proposing a new course, Life Science 15L, which is an optional addition to Life Science 15. LS15L will be a 1-unit course and, when completed with LS15, will allow students to satisfy the “Foundations of Scientific Inquiry” for Life Science with a Laboratory Component.

To enroll in LS15L a student must concurrently enroll in LS15. Enrollment in LS15 only, however, is permitted, and will continue to satisfy the general education requirement for “Foundations of Scientific Inquiry” for Life Sciences.

Overview of LS15L

LS15L will meet for one two-hour period each week and will consist of four inquiry-based lab investigations. Each of these will cover two to three weeks. Class time will be devoted to each of several important components of the exercises, including student development of hypotheses, the collection and analyses of data, and class presentations of results and interpretations. Students will be assessed based on three group write-ups/presentations, and one individual written report.

Aims and Objectives

The focus of the labs is on inquiry. Our three primary goals are to help students to:

- 1) understand how scientists “do” science,
- 2) develop critical thinking skills with respect to data interpretation and analysis, and
- 3) recognize the impact of scientific inquiry and specific LS15 course content on their lives.

Process of science. Each lab will be a hands-on exercise beginning with instruction in how to conceive and articulate, as well as refine, testable hypotheses. This part of the exercises will include extensive discussion about numerous aspects of hypothesis formation. They will develop their hypotheses as they consider how to design feasible and logical experiments that will be sufficiently controlled to enable the students to draw justifiable conclusions. They will also identify the uncertainties that are likely to be associated with their methods and analyses.

Critical thinking in data interpretation and analysis. Each of the exercises will be designed to illuminate the complexities associated with examining and interpreting quantitative data. Students will determine the best methods for collecting the appropriate data for testing their hypotheses. In doing so, they will consider the varying degrees of control in their methods and measurements. They will also explore the idea of uncertainty in the scientific process. This will include identifying and articulating the sources of uncertainty in their experiments and the extent to which that uncertainty undermines or constrains the conclusions they are able to draw. In their presentations of their experiments and results, the emphasis will be on their articulation of testable hypotheses, their methods of analysis, and the appropriateness of their conclusions.

Impact on their lives. Even as non-science majors, students will encounter scientific information and claims throughout their lives. It will be essential for them—as consumers, voters, and parents—to be able to evaluate scientific information critically. The exercises here, particularly the exposure to articulating testable hypotheses and evaluating data critically, will help them as they gain scientific literacy.

Further, in LS15L students will encounter numerous specific ideas with direct relevance to their lives:

- 1) They will learn that there is the possibility of coming in contact with a huge amount of microbial diversity during their daily lives, and that locations vary in predictable ways with respect to the abundance and diversity of microbes they host. ATM keypads and public restroom sinks host more, for example, while public restroom toilet seats, currency, and most door knobs host less.

2) They will discover that variation in blood sugar levels can be great and that there is a dramatic negative impact of low blood sugar on memory and grammatical reasoning. (This will likely influence their future eating behavior prior to exams.)

3) They will note that commonly encountered situations in their lives can lead to a stress response that includes measurable cortisol release. They will also observe that such stress responses can have significant impact on aspects of their cognitive and physical performance, from reaction time and grip strength to short-term memory.

Specific Details about the Lab Exercises

1. Microbial Diversity in Your World

Students will develop and test hypotheses about the density and diversity of microbes in different locations in their world.

Techniques: conducting microbial sampling with air plates and by swabbing surfaces; evaluating bacterial growth and diversity on Petri dishes, following 7 days incubation.

Potential hypotheses students may test: relative abundance and diversity of microbes in different locations, including cell phone keypads, public computer keyboards, ATM keypads, elevator buttons, cafeteria trays, public restroom sinks and toilet seats, dorm showers, men's vs. women's desks, shoe soles, etc.

2. Nutrition & Digestion: Blood Sugar Influences on Cognitive and Physical Performance.

Students will develop and test hypotheses about the impact of low vs. high blood sugar on a variety of cognitive and physical tasks.

Techniques: collecting finger-prick blood samples, utilizing hand-held digital blood glucose meters; using and analyzing results from computer-based measures of reaction time, grammatical reasoning (Baddeley's grammatical reasoning test), short-term number memory (Sternberg Memory Task), rapid visual information processing, grip strength, heart rate recovery time.

Potential hypotheses to test: magnitude of performance differences on cognitive and physical tasks during high and low blood sugar situations—such as those associated with skipping a meal prior to an exam; impact of foods with varying glycemic index values on the speed and duration of blood sugar changes.

3. Environmental Influences on Stress Hormones and Their Implications for Behavior and Physiology.

Students will develop and test hypotheses about the impact of stress-inducing environmental variables on levels of circulating cortisol and the consequences for cognitive and physical performance.

Techniques: collecting salivary samples for cortisol assays (which will be conducted by UCLA's Clinical and Translational Research Center); using and analyzing results from computer-based measures on tests of object and word memory, mental rotation tasks; using a standard psychological stress protocol (the Trier Social Stress Test, TSST).

Potential hypotheses to test: magnitude of changes in salivary cortisol levels resulting from short- and long-term stressors and stress-reducing situations (short term: completion of tasks inducing high cognitive load, including the TSST, high/low intensity resistance exercise, meditation, tactile stimulation, playing competitive vs. non-competitive video games; longer term: academic responsibilities, including high-stakes exams); impact of sleep deprivation and nutrition on cortisol levels; impact of stress on competitive and cooperative interactions, including the ultimatum game.

4. Investigating Brain Structure and Function – Dissecting the Sheep Brain.

Students will develop and test hypotheses about the relationship between structure and function in the sheep brain. They will become familiar with overall brain anatomy, with special focus on the limbic system and structures with language-related functions in humans.

Techniques: dissecting a sheep brain; identifying, isolating, and measuring brain structures, including dura mater, pia mater, cerebral cortex, cerebellum, brain stem, the lobes, corpus callosum, optic chiasm, pituitary gland, hypothalamus, thalamus, pineal gland, olfactory bulb and cortex, limbic cortex, cerebellum, hippocampus, and amygdala.

Potential hypotheses to test: size (absolute and relative to overall brain size and/or body size) of sheep brain structures with published data and digital representations from other brains, including human, monkey, cat, rat, rabbit, squirrel, and frog brains; comparisons can include features/structures such as the hemispheres, corpus callosum, cortical folding, ratios of gray to white matter, the demarcation of structures, and the presence or absence of structures, such as the neocortex; comparisons can also make reference to behavioral and physiological correlates, including language, and olfactory and visual proficiency.

Data and Observations from Pilot Studies of the Lab Exercises

1. Microbial Diversity in Your World

Observations

The samples with the highest presence of microbes were:
public bathroom sink area, public computer keyboard, ATM keypad, cell phone,

Few microbes were observed on plates collected from:
door handle, book, treadmill handle, currency, drinking fountains

Note the following plates, following 7 days incubation:

Franz loading dock– 20 minutes exposure



Ackerman public restroom sink area swab



Ackerman public restroom, toilet seat swab



Shoe sole swab



Ackerman ATM keypad swab



\$10 bill



Car door handle swab



2. Nutrition & Digestion: Blood Sugar Influences on Cognitive and Physical Performance

Low blood sugar reading: (after 15 hours of fasting (no caffeine)): average = 79 mg/dl.

High blood sugar reading: (20 minutes after serving of orange juice or corn flakes): average = 111 mg/dl.

Grammatical Reasoning Scores:

low blood sugar:	latency: 3.4 sec \pm 1.4	<i>worse performance at low blood sugar</i>
higher blood sugar:	latency: 2.9 sec \pm 0.9	<i>(but high variance)</i>

Rapid Visual Information Processing (RVIP test)

low blood sugar:	84.3%	<i>worse performance at low blood sugar</i>
higher blood sugar:	93.8%	

Reaction Time (average)

low blood sugar:	309ms \pm 3.5	<i>worse performance at low blood sugar</i>
higher blood sugar:	292ms \pm 2.1	

Grip Strength (maximum)

low blood sugar:	223 N \pm 8	<i>worse performance at low blood sugar</i>
higher blood sugar:	244 N \pm 13	

3. Environmental Influences on Hormones and Their Implication for Behavior and Physiology.

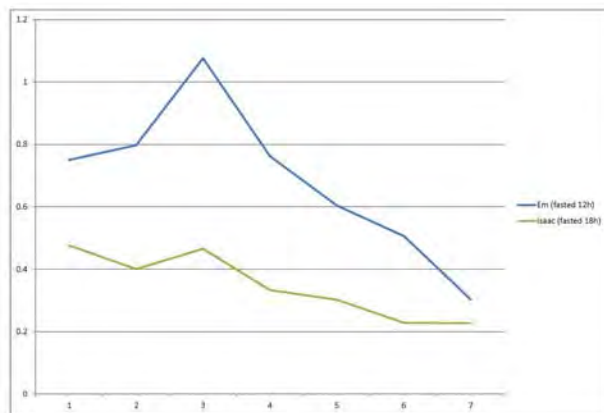


Figure 1: Cortisol was measured at 15-minute intervals. At time point 2, a stressor (the Trier Social Stress Test) was applied.

Green line is for subject who has fasted for 18 hours.

Blue line is for subject who has not fasted.

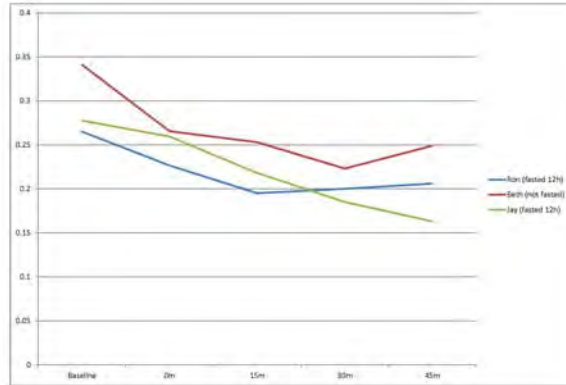


Figure 2: Cortisol was measured during same 15-minute intervals, with no stressor applied. Green line is for subject who has fasted for 18 hours. Blue line is for subject who has not fasted.

Interpreting, Analyzing, and Presenting Data in Graphical Form

Every laboratory exercise write-up will include at least one presentation of some data in a graphical form. During the laboratory meetings and in the laboratory manual, students will receive instruction in the interpretation, evaluation, and presentation of quantitative data. This will guide them as they acquire and improve their abilities to think critically about the data they collect and how best to present those data visually.

Instruction in the Visual Display of Quantitative Information

Some of the issues and questions that will be covered in this instruction include:

General issues about graphs:

What are tables and graphs? What are they used for?

- organizing information
- showing patterns and relationships
- reporting findings from research
- supporting an argument or point of view

* What types of data figures are most common?
bar graphs, scatterplots, line graphs, pie charts

* Is there a proper way to read a graph?

* What is a “variable”?
What are the differences between categoric variables, discrete variables, and continuous variables.

* What are the axes of a graph? How should they be labeled?

What data are represented on the x and y coordinates?
 What is an independent variable?
 What is a dependent variable?
 How is the scale determined?

- * How can variation be conveyed?
- * When are absolute amounts reported versus relative amounts?
 What is a “rate of change”? How does it differ from an absolute amount?

Questions that will be asked of students about their data presentation include:

- * “What can a reader conclude from your figure?”
 Must they use interpolation? extrapolation?
 How have you conveyed certainty or uncertainty about your results?
- * “What additional information would make this figure more helpful? Why?”
- * “What is the purpose of the graph?”
- * “What is the title of the graph. What information is presented?
- * Can you alternate the axes on your graph? Would that change your interpretation?
- * “Does your figure reveal a trend? What does that mean?”
- * Can you extract a particular “answer” from the graph.
- * How might you help a reader to interpret a graph?
 highlighting differences
 identifying control groups and experimental groups
 indicating differences in treatments
 identify any trends and relationships revealed by the data.

Some references used in the development of the laboratory exercises:

Bliss CB. 1893. Investigations in reaction-time and attention. *Studies from the Yale Psychological Laboratory*, 1:1-55.

Dawson, P. et al. (2007) Residence time and food contact time effects on transfer of *Salmonella typhimurium* from tile, wood and carpet: testing the five-second rule. *J Appl. Microbiol.* 102(4): 945-53.

- Feazel LM, Baumgartner LK, Peterson KL, Frank DN, Harris JK, et al. 2009. Opportunistic pathogens enriched in showerhead biofilms. *Proc. Natl. Acad. Sci. USA* 106: 16393–16399.
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New Course Proposal

Life Sciences 15L Life: Concepts and Issues Laboratory

Course Number Life Sciences 15L

Title Life: Concepts and Issues Laboratory

Short Title LIFE SCIENCE 15L

Units Fixed: 1

Grading Basis Letter grade only

Instructional Format Laboratory - 2 hours per week

TIE Code LABS - Laboratory (Skills/Techniques) [T]

GE Requirement Yes

Major or Minor Requirement Yes

Requisites Concurrent enrollment with LS 15.

Course Description The focus of the labs is on inquiry. Our three primary goals are to help students to:

- 1) understand how scientists "do" science,
- 2) develop critical thinking skills with respect to data interpretation and analysis, and
- 3) recognize the impact of scientific inquiry and specific LS15 course content on their lives.

Justification LS15 is a 5-unit course for non-science majors. It meets for three hours of lecture and one two-hour discussion section each week. The course is a broad introduction to biology, with a focus on scientific literacy and scientific thinking. The lecture topics vary, but typically include the following.

1. Scientific Thinking and Decision-Making
2. Evolution and Genetics, Nature & Nurture
3. Physiology: Chemistry, Nutrition, Reproduction, Endocrinology, and Neurobiology
4. Human Behavioral Biology

720 students enrolled in LS15 during 2012-2013. We expect more than this during 2013-14.

There are 12 discussion sections, offered on Tuesday/Wednesday/Thursday. Each TA oversees three sections and each section enrolls 24 students. Completion of LS15 satisfies the UCLA College of Letters and Science general education requirement for "Foundations of Scientific Inquiry" for Life Sciences.

Syllabus File [Proposal for Life Science 15L - December 2013.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information LS15L will meet for one two-hour period each week and will consist of four inquiry-based lab investigations. Each of these will cover two to three weeks. Class time will be devoted to each of several important components of the exercises, including student development of hypotheses, the collection and analyses of data, and class presentations of results and interpretations. Students will be assessed based on three group write-

	ups/presentations, and one individual written report.			
<u>Grading Structure</u>	A letter grade will be assigned.			
<u>Effective Date</u>	Spring 2014			
<u>Instructor</u>	Name			Title
	Jay Phelan, Ph.D.			Lecturer
<u>Quarters Taught</u>	Fall	Winter	Spring	Summer
<u>Department</u>	Life Sciences			
<u>Contact</u>	Name			E-mail
<u>Routing Help</u>	TRACY KNOX			tracyn@lifesci.ucla.edu

ROUTING STATUS

Role: Dean College/School or Designee - Hwang, Sandra (SHWANG@COLLEGE.UCLA.EDU) - 54673

Status: Pending Action

Role: FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 1/9/2014 3:06:10 PM

Changes: No Changes Made

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

Role: Department/School Coordinator - Knox, Tracy L (TRACYN@LIFESCI.UCLA.EDU) - 58445

Status: Approved on 1/8/2014 9:40:30 PM

Changes: No Changes Made

Comments: Tracy Knox, MSO on behalf of the LS Core Chair, Frank Laski, PhD

Role: FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 1/8/2014 3:31:32 PM

Changes: No Changes Made

Comments: Routing to Tracy. See Dean's comment below.

Role: Dean College/School or Designee - Hwang, Sandra Se Mi (SHWANG@COLLEGE.UCLA.EDU) - 54673

Status: Returned for Additional Info on 1/8/2014 3:22:14 PM

Changes: No Changes Made

Comments: Please change the title of the instructor before approval. We will approve after the instructor title is changed.

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 12/20/2013 1:19:37 PM

Changes: No Changes Made

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

Role: Department/School Coordinator - Knox, Tracy L (TRACYN@LIFESCI.UCLA.EDU) - 58445

Status: Approved on 12/17/2013 11:25:25 AM

Changes: Course Number, Concurrent Course, Grading Basis

Comments: Tracy Knox, on behalf of Frank Laski, Chair, LS Core

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 12/17/2013 11:15:21 AM

Changes: No Changes Made

Comments: Routing back to Tracy. See the following concerns: 1.) All new course proposals should note Chair approval. 2.) The "C" prefix can only be used when an undergraduate level course is concurrently listed with a graduate level course. 3.) Aside

from an LS Core staff member doing manual routine audits, there is no way to enforce concurrent enrollment in LS15 and LS15L. Please contact me with any questions.

Role: Initiator/Submitter - Knox, Tracy L (TRACYN@LIFESCI.UCLA.EDU) - 58445

Status: Submitted on 12/17/2013 9:37:20 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



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2443 SCHOENBERG HALL • BOX 951623
LOS ANGELES, CALIFORNIA 90095-1623

TELEPHONE: (310) 206-5187
FAX: (310) 206-9203

January 10, 2014

To: Joseph Nagy, Chair of the GE Governance Committee
Attn: Myrna Dee F. Castillo
A265 Murphy Hall
Mail Code: 157101

From: Raymond Knapp
Department of Musicology

RE: Proposal for GE credit for Music History 35

On behalf of the department of Musicology, I am submitting the attached proposal to allow our new course, Music History 35: Introduction to Opera, to satisfy the university's GE requirement in Visual and Performance Arts Analysis and Practice effective spring 2014. This new course was designed with the principles of general education in mind and was created in an attempt to meet the high demand for music history courses.

As we note in our supporting documents, the Department of Musicology has been proposing new GE courses to excite students, and we believe this new GE will have wide appeal across campus. We also hope that the experience and expertise of Professor Tamara Levitz will help foster undergraduate interest in opera, and help create a place where students can be led to pursue that interest through our existing year-long, upper-division opera sequence, which has had waning enrollments.

If you have any questions or require further clarification on our proposal, I can be reached at knapp@ucla.edu or 310-206-5187.

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number Music History 35
 Course Title Introduction to Opera
 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 x

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 _____
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 introduces students to historical and aesthetic approaches to opera, one of the central genres of music over the past four centuries. The readings reflect this broadness of focus, based in the history of the genre, while also introducing students to specifically musicological and aesthetic approaches to the topic. The course will also be engaging directly with many musical works, focusing on the differing experiences of composers, patrons, and audiences in history. Students will explore how richly opera reflects political and cultural context, as well as musical and dramatic aesthetics.

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

Tamara Levitz, 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:

2013-2014	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	<u> x </u> <u> 120 </u>
2014-2015	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2015-2016	Fall	_____	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: _____

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

- General Knowledge

Students will gain knowledge of opera as a visual, performing, and dramatic art. They will also acquire the knowledge and skills needed to interpret and analyze music and drama. The course will address how opera has been situated within history, society, politics and culture.
- Integrative Learning

Students will be asked to make connections between their own experiences and the historical study of opera and to write about their listening experiences within that contexts listed under general knowledge. Opera is by its nature interdisciplinary, involving music, drama and its associated arts, and cultural, social and political context.
- Ethical Implications

Because opera is intertwined with social and political context, it inevitably implicates composer, patrons, performers and audiences within the ethical issues of the day including those delineated under cultural diversity (see below) and continues to do so in today's staging's of historical operas.
- Cultural Diversity

Opera has long depicted cultural minorities, class politics, colonial and orientalist perspectives (also under the guise of exoticism), and racial stereotypes. Important to the history of opera are the roles played by women situated both by historically operative sexual politics, and by the demands of musical and dramatic expression.
- Critical Thinking

An important objective for students in this course is to think critically and gain reflexive insight into their own listening practices. Students will be required to read challenging texts and to write two listening papers about the subject matter.
- Rhetorical Effectiveness

There will be some emphasis of rhetorical effectiveness on written assignments and class discussion, within the limit of possibility imposed by the size of the class.
- Problem-solving
- Library & Information Literacy

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

- 1. Lecture: 4 (hours)
- 2. Discussion Section: 1 (hours)
- 3. Labs: _____ (hours)
- 4. Experiential (service learning, internships, other): _____ (hours)
- 5. Field Trips: _____ (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: 2 (hours)
- 2. Reading: 4 (hours)
- 3. Group Projects: _____ (hours)
- 4. Preparation for Quizzes & Exams: 2 (hours)
- 5. Information Literacy Exercises: _____ (hours)
- 6. Written Assignments: 2 (hours)
- 7. Research Activity: _____ (hours)

(B) TOTAL Out-of-class time per week

10
15

(HOURS)

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

10
15

(HOURS)

Prof. Tamara Levitz
 Office Schoenberg 2441
 Office Hours: by appointment
 E-mail: tlevitz@humnet.ucla.edu
 Website for class on **CACLE**

TA's:

MH35 Introduction to Opera

In this class we will explore the history of opera from its origins in the Florentine Camerata in Italy in the early seventeenth century, through the ages of the Enlightenment and Romanticism, and ending with the modern era of the early twentieth century. Each week, we will focus on exploring one, or at most two, operas, which students will be required to view in full. We will explore the history of opera, biography of composers and singers, operatic conventions, dramaturgy, plot, stagings, hermeneutics of opera, and musical style. Our focus will be primarily on learning an appreciation of the music of opera within the rich context of its compelling history.

Course goals:

- The main goal of this course is to learn how to listen to, appreciate, and interpret opera.
- The second main goal of this course is to learn strategies for writing about opera.
- The third main goal is to understand the broad outlines of the history of opera from 1600-1950.

Required Text: The required textbook for this course is:

Carolyn Abbate and Roger Parker, *A History of Opera* (New York: Norton, 2012)

Supplementary readings will be available on the class website on CACLE. The full operas studied in the class will be posted on the Music Library web site, available in excerpts on Spotify, and available on reserve for viewing in the library.

Please note: You are REQUIRED to attend class, and the sections with your teaching assistants. Attendance will be taken at the sections, and if you are not present at these sessions, you will have marks deducted from your participation grade.

Late Assignments: will be accepted without penalty only in highly unusual and extraordinary situations, in which you have a valid and acceptable excuse for needing more time. If you have not received such an extraordinary extension **24 hours before the due date** and yet still hand in a late paper, we will deduct a penalty of 5% a day (out of 100%).

Plagiarism:

At UCLA, it is a very serious offense to cheat on an exam, to copy your work from an existing source (or from a friend), or to use secondary sources without quoting them properly. If we discover that you have plagiarized your case is forwarded to the UCLA Office of Dean of Students for investigation. The consequences can be very severe. A helpful interactive online tutorial on plagiarism is available at:

<http://www.library.ucla.edu/bruinsuccess/>

Evaluation:

1. Participation (sections are important!!)	10
2. Weekly blog post on assigned opera	10
3. Opera Listening Paper 1 (4 written pages)	15
4. Opera Listening Paper 2 (4 written pages)	15
5. Midterm	20
5. Final	30

Weekly Reports: Every Monday, I will post on CCLE a prompt about the listening and reading for the *upcoming week* (one full week in advance of the week for which they are assigned). You are required to respond to the post by the Monday of the following week at 5pm (on the evening before the first class of that week). Your response should be a paragraph, and should address the questions asked. In order to respond to the prompt, you will have to read the assigned chapter or article(s) for the upcoming week, and watch the assigned opera. We (myself and the TA's) will read our comments (but not respond) and you will receive 1 point for each assignment you complete.

Syllabus

Week 1 Introduction: Reading Opera

Reading:

Abbate and Parker, "Introduction" in *A History of Opera: The Last 400 Years*, 1-35.

David Levin, "Dramaturgy and Mise-en-Scène" in *Unsettling Opera: Staging Mozart, Verdi, Wagner, and Zemlinsky* (Chicago: University of Chicago Press, 2007), 1-37.

Week 2 The Birth of Opera: Monteverdi's *L'Orfeo* (1607)

Reading:

Abbate and Parker, "Opera's First Centennial," in *A History of Opera: The Last 400 Years*, 36-68.

Week 3: French *Tragédie lyrique*: Lully's *Proserpine* (1680) and Rameau's *Hippolyte et Aricie* (1733)

Kathryn Baillargeon, "Entre la nature et l'amour: The Politics of Love and Nature in Lully-Quinault's *Proserpine* (1680)," *Music Research Forum* 26 (2011): 25-44.

Week 4 18th Century Opera Seria versus Opera buffa Handel's *Giulio Cesare* (1724), Pergolesi's *La Serva Padrone* (1733) Gluck *Orfeo ed Euridice* (1762)

Reading:

Abbate and Parker, "Opera seria" and "Discipline" in *A History of Opera: The Last 400 Years*, 68-90; 91-116.

Week 5: Mozart *Don Giovanni* (1787) and MIDTERM

Reading:

Abbate and Parker, "Opera buffa and Mozart's Line of Beauty," and "Singing and Speaking before 1800" in *A History of Opera: The Last 400 Years*, 117-44; 145-67.

Week 6 Rossini *Il Barbiere di Siviglia* (1816; excerpt) and Donizetti, *Lucia di Lamermoor* (1835)

Reading:

Abbate and Parker, "Rossini and Transition" and "The Tenor Comes of Age" in *A History of Opera: The Last 400 Years*, 188-214; 215-240.

Week 7 Verdi's *Rigoletto* (1851)**Reading:**

Abbate and Parker, "Young Verdi," "Opéra comique, the Crucible" and "Verdi: Still Older" in *A History of Opera: The Last 400 Years*, 241-60; 315-40; 373-96.

Week 8: Wagner's *Tannhäuser* (1845; excerpt) and *Die Walküre* (1870) from *Der Ring des Nibelungen***Reading:**

Abbate and Parker, "The German Problem," "Grand Opera," "Young Wagner," and "Old Wagner" in *A History of Opera: The Last 400 Years*, 167-87; 261-89; 290-314; 341-72.

Week 9: Debussy's *Pelléas et Mélisande* (1902) & Berg's *Wozzeck* (1926)**Reading:**

Abbate and Parker, "Realism and Clamour" and "Turning Point" in *A History of Opera: The Last 400 Years*, 397-424; 425-55.

Week 10: Stravinsky's *Oedipus Rex* (1927) & Britten's *Turn of the Screw* (1954)**Reading:**

Abbate and Parker, "Modern," "Speech," and "We are Alone in the Forest" in *A History of Opera: The Last 400 Years*, 456-87; 488-515; 516-48.

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New Course Proposal

Music History 35 Introduction to Opera

Course Number Music History 35**Title** Introduction to Opera**Short Title** INTRO TO OPERA**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** In this class, students will explore the history of opera from its origins in the Florentine Camerata in Italy in the early seventeenth century, through the ages of the Enlightenment and Romanticism, and ending with the modern era of the early twentieth century. The class will explore the history of opera, biography of composers and singers, operatic conventions, dramaturgy, plot, stagings, hermeneutics of opera, and musical style. The focus will be primarily on learning an appreciation of the music of opera within the rich context of its compelling history.**Justification** In faculty discussions regarding the curriculum and looking at the overall enrollment of our upper division opera history sequence, there is a need to create a basic intro opera course for students who want a brief engagement with the subject. We believe providing this intro will better the university's GE offerings and increase in enrollment in our opera offerings. We are keeping the 135 series to offer ad hoc when faculty are available and student interest.**Syllabus** File [Sample Syllabus MH35 Introduction to Opera 7 January 2013.doc](#) was previously uploaded. You may view the file by clicking on the file name.**Supplemental Information****Grading Structure**
1. Participation (sections are important!!) 10%
2. Weekly blog post on assigned opera 10%
3. Opera Listening Paper 1 (4 written pages) 15%
4. Opera Listening Paper 2 (4 written pages) 15%
5. Midterm 20%
5. Final 30%**Effective Date** Spring 2014**Instructor**
Name Title
Tamara Levitz Professor**Quarters Taught** Fall Winter Spring Summer**Department** Musicology**Contact**
Name E-mail
BARBARA VAN NOSTRAND bvannost@humnet.ucla.edu**Routing Help**

ROUTING STATUS

Role: Dean College/School or Designee - Schaberg, David (DSCHABERG@COLLEGE.UCLA.EDU) - 54856, 50259**Status:** Pending Action

Role: FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status: Returned for Additional Info on 1/8/2014 11:36:14 AM
Changes: No Changes Made
Comments: Routing to Dean Schaberg for Humanities approval.

Role: Department Chair or Designee - Knapp, Raymond L (KNAPP@HUMNET.UCLA.EDU) - 62278
Status: Approved on 1/7/2014 10:14:02 AM
Changes: No Changes Made
Comments: No Comments

Role: Initiator/Submitter - Van Nostrand, Barbara Clark (BVANNOST@HUMNET.UCLA.EDU) - 65187
Status: Submitted on 1/7/2014 10:07:25 AM
Comments: Initiated a New Course Proposal

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cims@registrar.ucla.edu or (310) 206-7045



DEPARTMENT OF MUSICOLOGY
2443 SCHOENBERG HALL • BOX 951623
LOS ANGELES, CALIFORNIA 90095-1623

TELEPHONE: (310) 206-5187
FAX: (310) 206-9203

December 17, 2013

To: Joseph Nagy, Chair of the GE Governance Committee
Attn: Myrna Dee F. Castillo
A265 Murphy Hall
Mail Code: 157101

From: Raymond Knapp
Department of Musicology

RE: Proposal for GE credit for Music History 71

On behalf of the department of Musicology, I am submitting the attached proposal to allow our new course, Music History 71: Listening, to satisfy the university's GE requirement in Visual and Performance Arts Analysis and Practice, Historical Analysis, and Social Analysis effective spring 2014. This innovative new course was designed with the principles of general education in mind and was created in an attempt to meet the increased demand for contemporary popular music courses.

As we note in our justification, the Department of Musicology has been proposing new GE courses to excite students, and we would like to create a new GE that addresses the aspects of listening and music that intersect with other disciplines such as social sciences, history, ethics, and politics. We would also like to use the experience and expertise of Professor Olivia Bloechl, whose own research is addressing these topics. Please note that although courses in Music History have tended to be classified under "Visual and Performance Art Analysis and Practice," we are applying for Historical and Social Analysis GE credit, as well, in view of both the interdisciplinary nature of the topic and the broad spectrum of approaches explored in the course.

If you have any questions or require further clarification on our proposal, I can be reached at knapp@ucla.edu or 310-206-5187.

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number Music History 71
 Course Title Listening
 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 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 studies listening practices and experiences by addressing the history, politics, and ethics of listening, introducing students to the methods of historical and social analysis, as well as humanistic and aesthetic approaches to the topic. The readings reflect this broadness of focus, based in history, sound studies, and social sciences, while also introducing students to specifically musicological and aesthetic approaches to the topic, the latter by including composers and musicologists. The course will also be engaging directly with many musical works, particularly opera, focusing directly on the experience of listening to music as both a cultural and an aesthetic experience.

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

Olivia Bloechl, Associate 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

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

2013-2014	Fall	_____	Winter	_____	Spring	<u>X</u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u>60</u>
2014-2015	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2015-2016	Fall	_____	Winter	_____	Spring	<u>X</u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u>120</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.

- | | |
|---|--|
| <input type="checkbox"/> General Knowledge | Students will gain knowledge of listening as a social and historical practice. They will also acquire the knowledge and skills needed to interpret and analyze music and culture, as well as other sound environments. The course will address how music has been situated within cultures of listening. |
| <input type="checkbox"/> Integrative Learning | Students will be asked to make connections between their own experiences and the study of sound within the academy, drawing on and integrating a variety of readings drawn from different disciplines. |
| <input type="checkbox"/> Ethical Implications | The course will concentrate on the important questions of who is listening (or not), to whom, and under what conditions and with what outcomes: questions that involve an ethics of listening. People listen differently depending on their experiences of how, when, and where they live. |
| <input type="checkbox"/> Cultural Diversity | Listening practices are shaped by history and culture. Students will use their diverse backgrounds to inform considerations of listening practices in other times and cultures (e.g., Native American song as received in early modern Europe). |
| <input type="checkbox"/> Critical Thinking | An important objective for students in this course is to think critically and gain reflexive insight into their own listening practices. Students will be required to read challenging texts and to write two critical essays about the subject matter. |
| <input type="checkbox"/> Rhetorical Effectiveness | There will be some emphasis of rhetorical effectiveness on written assignments and class discussion, within the limit of possibility imposed by the size of the class. |
| <input type="checkbox"/> Problem-solving | |
| <input type="checkbox"/> Library & Information Literacy | |

(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: | _____ | (hours) |
| 4. Experiential (service learning, internships, other): | _____ | (hours) |
| 5. Field Trips: | _____ | (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>2</u> | (hours) |
| 2. Reading | <u>4</u> | (hours) |
| 3. Group Projects: | _____ | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>2</u> | (hours) |

5. Information Literacy Exercises:	<hr/>	(hours)
6. Written Assignments:	<hr/> 2 <hr/>	(hours)
7. Research Activity:	<hr/>	(hours)
(B) TOTAL Out-of-class time per week	10	(HOURS)
GRAND TOTAL (A) + (B) must equal at least 15 hours/week	15	(HOURS)

MUS HST 71: Listening

Professor Olivia Bloechl
 Schoenberg Music Building 2440
 Email: bloechl@humnet.ucla.edu (available M-F, 10-5)
 Office phone: (310) 825-4145

Course Description:

This course introduces students to the humanistic study of listening, as a perceptual modality for engaging others and the world. Most humanities and arts inquiry focuses on perceptual objects—such as music, literature, or theater—but perception itself matters just as much for understanding human interaction and creativity. Hearing is a shared perceptive faculty among the able-bodied, but listening practices are shaped by history, society, and culture. In other words, hearing people listen differently depending on when, where, and how they live, as well as who they are as individuals. People mostly listen in everyday modes learned with ordinary socialization, but every society has specialized modes of listening developed for particular tasks or objects. Listening is also often affected by mediation. Finally, it matters who is listening (or not), to whom, under what conditions, and with what outcomes: questions that involve an ethics and politics.

Course units will focus on the experience, history, politics, and ethics of listening. The main objective is for students to gain knowledge of listening as a historical and cultural practice. A second objective is for students to begin thinking critically about listening. In the first weeks of the quarter students will also gain some experience with several specialized modes of listening, partly for exposure to new listening practices, and partly to gain reflexive insight into their own listening habits.

Course Materials:

There is one **required textbook** for the course, available through the University Bookstore:

Jonathan Sterne, ed., *The Sound Studies Reader* (Routledge, 2012) [SSR]

There is also a **required coursepack** [CP], available through Course Reader Material in Westwood Village.

Additional materials may be placed on the CCLE (Moodle) website for the course (<http://ccle.ucla.edu>). You will need your UCLA logon ID and password to access the site. If you are registered for full credit the course should appear when you log in.

Finally, **sound files** for most listening assignments are available on e-reserve through the Music Library. To access e-reserves for the course, go to the Music Library website, at

<http://www.library.ucla.edu/libraries/music/>

then click on “Digital Listening Reserves.” Scroll down to “Music History 71,” and click the link. Enter the password (TBA in the first class meeting) and click on the appropriate link to listen to the music as streaming media.

Lectures and Sections:

Attendance at all lectures and sections is required. Plan to take detailed notes and ask questions when they arise. Paid note-takers are not allowed, and notes and slides will not be posted on the CCLE website. All course materials, including personal recordings or photographs of lectures or lecture materials, are the personal intellectual property of the instructors and may not be reproduced or shared (physically or electronically) under any circumstances.

Homework, Essays, and Exams:

The assignments consist of reading and listening, both of which are required. We will discuss expectations for how to complete listening assignments in the first class meeting.

You will also be writing two short essays. The first (3 double-spaced pages) is a reflective account of a listening exercise assigned early in the quarter. In the second essay (5 double-spaced pages), students will review and respond to a film documentary, *The Listening Project* (Rikshaw Films, 2008). You will receive explicit instructions for both essays early in the quarter. Essays are due in hard copy at the beginning of the first lecture in the weeks noted below. No emailed or late copies will be accepted, no exceptions.

Exams are given during lecture periods. No makeup exams will be given, no exceptions. Tests may consist of listening, short answer, vocabulary, and/or essay components, as explained in the first class meeting.

Assignment and Exam Schedule, with Grading Weights:

Essay 1 (Week 3)	15%
Midterm Exam (Week 5)	30%
Essay 2 (Week 10)	25%
Final Exam	30%
	<hr/>
	= 100%

Letter grades will be assigned at the end of the course. A= 90-100%, B= 80-89%, C= 70-79%, and so forth. Plusses and minuses will be assigned. Grades will not be changed unless there has been a calculation error.

Course Schedule

Abbreviations:

SSR = *The Sound Studies Reader*, ed. Sterne

CP = Course Pack

CCELE = CCELE website for the course, organized by week

PART I: LISTENING EXPERIENCE

WEEK 1: Hearing and Listening

Reading:

Michael Chion, "The Three Listening Modes" [SSR]

Peter Szendy, *Listen: A History of Our Ears*, Epilogue: "Plastic Listening" [CP]

WEEK 2: Developing Aural Awareness (Guest Speaker TBA)

Reading:

Lisbeth Lipari, "Listening, Thinking, Being" [CP]

Pauline Oliveros, *Deep Listening: A Composer's Sound Practice*, excerpt [CP]

Timothy D. Taylor, "Pauline Oliveros," *The New Grove Dictionary of Opera*, *Grove Music Online* [CCELE]

Listening:

Oliveros, "Nike," from *Deep Listening* (New Albion Records, 1989)

Oliveros, from *Sonic Meditations* (in class)

PART II: HISTORIES OF LISTENING

WEEKS 3-4: Listening to Classical Music

Essay 1 due

Reading:

James Johnson, *Listening In Paris: A Cultural History*

Ch. 3: "Tears and the New Attentiveness" [CP]

Ch. 5: "Harmony's Passions and the Public" [CP]

William Weber, "Did People Listen in the 18th Century?" [CP]

Peter Szendy, *Listen: A History of Our Ears*

Ch. 4: "Listening (to Listening): The Making of the Modern Ear" [CP]

Julian Rushton, "Don Giovanni," *The New Grove Dictionary of Opera*, *Grove Music Online* [CCELE]

Listening:

Gluck, *Alceste* (1776 version), nos. 9 (Act I) and 65 (Act III)
Mozart, *Don Giovanni*, Act II, finale

WEEK 5: Enchanted and Disenchanted Listening

Midterm in the first class meeting

Reading:

Olivia Bloechl, *Native American Song at the Frontiers of Early Modern Music*

Ch. 3: "The Voice of Possession" [CP]

Leigh Eric Schmidt, *Hearing Things: Religion, Illusion, and the American Enlightenment*

Ch. 4: "How to Become a Ventriloquist" [CP]

WEEKS 6-7: Modern Mediated ListeningReading:

Emily Thompson, "Sound, Modernity, and History" [SSR]

Michèle Martin, "Gender and Early Telephone Culture" [SSR]

Charles Hirschkind, "Cassette Sermons, Aural Modernities, and the Islamic Revival in Cairo" [SSR]

Shuhei Hosokawa, "The Walkman Effect" [SSR]

Michael Bull, "The Audio-Visual Ipod" [SSR]

Kate Crawford, "Following You: Disciplines of Listening in Social Media" [SSR]

Listening (in class, Week 7):

The Listening Project, dir. Dominic Howes and Joel Weber (Rikshaw Films, 2008)

UNIT III: POLITICS AND ETHICS OF LISTENING

WEEKS 8-9: Listening in Democracies: Citizenship and SurveillanceReading:

Kate Lacey, *Listening Publics: The Politics and Experience of Listening in the Media Age*

Ch. 6: "The Privatization of the Listening Public" [CP]

Ch. 8: "The Public Sphere as Auditorium" [CP]

Susan Bickford, *The Dissonance of Democracy: Listening, Conflict, and Citizenship*

Ch. 5: "Listening and Action: Reconstituting the Intersubjective World" [CP]

John Tebbutt, "Towards a History of Listening and Surveillance" [CP]

Johannes Korge, "Ghosts of the NSA: Relics of Cold War Spying Dot Germany," *Der Spiegel*, July 5, 2013 [CP]

“Look Who’s Listening,” *The Economist*, June 15, 2013 [CP]

WEEK 10: Sonic Warfare

****Essay 2 due****

Reading:

Suzanne Cusick, “‘You Are in a Place That Is out of the World...’: Music in the Detention Camps of the ‘Global War on Terror’” [CP]

Steve Goodman, *Sonic Warfare*

Ch. 2: “2001: What is Sonic Warfare?” [CP]

Ch. 3: 2400-1400 B.C.: Project Jericho” [CP]

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New Course Proposal

Music History 71 Listening

Course Number Music History 71**Title** Listening**Short Title** LISTENING**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** Lecture, four hours; discussion, one hour. Introduction to humanistic study of listening, as perceptual modality for engaging others and world, with focus on experience, history, politics, and ethics of listening. Hearing is shared perceptive faculty among able-bodied people, but listening practices are shaped by history, society, and culture. Hearing people listen differently depending on when, where, and how they live, as well as who they are as individuals. P/NP or letter grading.**Justification** Our department is consistently challenging faculty to create new general education courses to further engage all students in the study of music, history, culture, politics, etc. We would like to expand our course offerings so that students benefit from the ladder faculty expertise and research, this class is a product of that idea.**Syllabus** File [Listening_syllabus.doc](#) was previously uploaded. You may view the file by clicking on the file name.**Supplemental Information****Grading Structure** Essay1(Week3) 15%
Midterm Exam(Week5) 30%
Essay 2 (Week 10) 25%
Final Exam 30%**Effective Date** Spring 2014**Instructor**

Name

Title

Olivia Bloech

Associate Professor

Quarters Taught Fall Winter Spring Summer**Department** Musicology**Contact** Name E-mailBARBARA VAN NOSTRAND bvannost@humnet.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 10/31/2013 2:53:51 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 10/28/2013 5:01:37 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 10/28/2013 12:58:23 PM

Changes: No Changes Made

Comments: Routing to Doug Thomson in the Registrar's Office.

Role: FEC Chair or Designee - Upton, Dell (DUPTON@HUMNET.UCLA.EDU) - 68370

Status: Approved on 10/28/2013 12:26:58 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 10/28/2013 12:10:42 PM

Changes: No Changes Made

Comments: Routing to Dell Upton for FEC approval.

Role: Dean College/School or Designee - Schaberg, David C (DSCHABERG@COLLEGE.UCLA.EDU) - 54856, 50259

Status: Approved on 10/22/2013 9:11:58 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 10/22/2013 4:29:02 PM

Changes: Grading Structure

Comments: Routing to Dean Schaberg for Humanities approval.

Role: Department Chair or Designee - Knapp, Raymond L (KNAPP@HUMNET.UCLA.EDU) - 62278

Status: Approved on 10/22/2013 10:06:22 AM

Changes: Justification

Comments: slight editing to justification

Role: Initiator/Submitter - Van Nostrand, Barbara Clark (BVANNOST@HUMNET.UCLA.EDU) - 65187

Status: Submitted on 10/21/2013 2:46:22 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 Physics 11
 Course Title Revolutions in Physics
 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 4 units
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 is a survey of modern physics ideas including quantum mechanics, relativity, nuclear physics and cosmology. It will include a summary of classical physics including the contradictory experiments in the late 19th century and the ultimate success of very non-intuitive ideas.

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

Professor James Larkin

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:

2013-2014	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
						<u>2014</u>
						<u>60</u>
2014-2015	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
						<u>2015</u>
						<u>90</u>
2015-2016	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
						<u>2015</u>
						<u>120</u>

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. _____

It was meant to be a GE course but an oversight occurred and the GE box was not checked.

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

Physics 11 is designed for non-majors and provides a broad overview of physics leading up to the revolutions of modern physics that occurred in the 20th century. Students will gain insight into the scientific method, and the physical world on the smallest and largest scales.
- ❑ Integrative Learning

A broad suite of demos are being developed to give students opportunities to interact with the physical world. The hope is that these will help them to conceptualize the often difficult ideas of quantum mechanics, warped spacetime and cosmology.
- ❑ Ethical Implications

Modern physics began as an attempt to understand often confusing but seemingly innocent experiments in the late 19th century. But the outcome resulted in the electronic and digital revolutions, a complete upheaval in philosophical thought about the Universe and of course nuclear energy and nuclear weapons. We will discuss the ethical dilemmas many of the physics pioneers dealt with as they began to understand the ramifications of their discoveries.
- ❑ Cultural Diversity

Although many of the revolutions of modern physics are credited to western european physicists, there are many exceptions to this and many precursors of ideas from other cultures. These will be explored in the class. And today the results of the modern physics revolution affect all of us and the course will discuss the impacts on the planet and society.
- ❑ Critical Thinking

The concepts covered by the course are often considered some of the most challenging in the physical world. The course will emphasize how results were often resisted even by their discoverers and how critical thinking and experimentation forced us to accept these ideas.
- ❑ Rhetorical Effectiveness

In the discussion sections students will be expected to debate and discuss the often conflicting ideas of modern physics as well as the ramifications on our society. Often issues surrounding nuclear power and cosmology trigger strong debates.
- ❑ Problem-solving

Midterms and online quizzes will require the students to apply their knowledge to new situations and integrate several ideas from the course.
- ❑ Library & Information Literacy

Along with the primary textbook, the course will present the students with original papers by individuals such as Dirac, Einstein and Bohr; and popular articles from Scientific American and other news media.

(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>2</u> | (hours) |
| 2. Reading | <u>5</u> | (hours) |

- | | | |
|-------------------------------------|----------|---------|
| 3. Group Projects: | <u>0</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>2</u> | (hours) |
| 5. Information Literacy Exercises: | <u>2</u> | (hours) |
| 6. Written Assignments: | <u>0</u> | (hours) |
| 7. Research Activity: | <u>0</u> | (hours) |

(B) TOTAL Out-of-class time per week

11	(HOURS)
-----------	----------------

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

15.0	(HOURS)
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Physics 11 – Revolutions in Physics

11. Revolutions in Physics (4) Lecture: Three hours; Discussion: One hour; General survey of “Modern Physics” intended for general UCLA students. No special mathematical preparation required beyond that necessary for admission to UCLA in freshman standing. The course begins with an overview of classical physics from the late 19th century and its growing set of dilemmas. Then we’ll cover the revolutions of relativity and quantum mechanics that have led to a much deeper understanding of the structure and evolution of our Universe. Specific topics will include special and general relativity, cosmology (Big Bang), quantization of light, the nucleus and radioactivity, the origin of the elements, and quantum mechanics. P/NP or letter grade.

Course Justification

Although the Physics and Astronomy Department offers several Astronomy courses geared for non-science majors, there is currently only one course listed within the Physics set of classes (Physics 10). Our proposed course (tentatively termed Physics 11) is designed to offer an additional option for non-science majors to satisfy their physical science GE requirements and to increase the capacity of the Physics and Astronomy Department to meet the need of UCLA’s growing undergraduate population. The course introduces classical physics topics, but then focuses on developments of the 20th century including relativity, quantum mechanics and cosmology. We believe this material will be exciting to many students, while also demonstrating the scientific method and the ability of science to adapt to new discoveries. These topics are also key to understanding our increasingly technical world. Emphasis will be placed on how our more modern understanding of the physical world led to such everyday conveniences like GPS satellites, microwave ovens, semiconductors and nuclear power.

Textbook:

[Physics Concepts and Connections – Art Hobson](#)

Book Description

Publication Date: **December 26, 2009** | ISBN-10: **0321661133** | ISBN-13: **978-0321661135** | Edition: **5**
Key Benefit: Written for the non-science major, this book emphasizes modern physics and the scientific process—and engages readers by drawing connections between physics and everyday experience. Hobson takes a conceptual approach, with an appropriate focus on quantitative skills. The Fifth Edition increases coverage of key environmental topics such as global warming and energy, and adds new topics such as momentum. Hobson’s book remains the least expensive book available for readers taking nonmajors physics.

Key Topics: The Way of Science: Experience and Reason, Atoms: The Nature of Things, How Things Move: Galileo Asks the Right Questions, Why Things Move as They Do, Newton’s Universe, Conservation of Energy: You Can’t Get Ahead, Second Law of Thermodynamics: and you Can’t Even Break Even, Light and Electromagnetism, Electromagnetism Radiation and Global Climate Change, The Special Theory of Relativity, The General Theory of Relativity and the New Cosmology, The Quantum Idea, The Quantum Universe, The Nucleus and Radioactivity: An New Force, Fusion and Fission: and a New Energy, The Energy Challenge, Quantum Fields: Relativity Meets the Quantum

Physics 11 – Revolutions in Physics

Instructor:	Dr. James Larkin
Email:	larkin@astro.ucla.edu
Web:	http://www.astro.ucla.edu/~larkin/intro.html
Schedule:	MWF 50 minute lectures + TA sessions
Office Hours:	TBD; or by appointment
Office:	3-937 Physics and Astronomy Building (PAB)
Textbook:	" <i>Physics Concepts and Connections</i> ", 5 th ed., Hobson

Course Description: The course covers many of the revolutionary physics topics of the 20th century. We'll begin with an overview of classical physics from the late 19th century and its growing set of dilemmas. Then we'll cover the revolutions of relativity and quantum mechanics that have led to a much deeper understanding of the structure and evolution of our Universe. Specific topics will include special and general relativity, cosmology (Big Bang), quantization of light, the nucleus and radioactivity, the origin of the elements, and quantum mechanics. I sincerely believe that you will enjoy this class.

Grading: Grades will be based on two midterms, pre-class online quizzes, section participation and a final exam. The quizzes are based on readings done prior to lecture, and are designed to introduce the lecture topics. The final will be comprehensive over the entire course.

Midterm 1: Week 4 April 23, 2014	25%
Based on weeks 1-3;	
Midterm 2: Week 8 May 21, 2014	25%
Based on weeks 4-7;	
Pre-lecture quizzes.	10%
Section Participation	10%
Final: Date TBD	30%
Total:	100%

General Rules:

Sections: You must attend your assigned section for participation. On rare instances with good excuses you can go to a different section. In many weeks, the sections will include modern physics demonstrations and you will be able to participate.

Pre-lecture quizzes must be completed before the assigned classes (one quiz will be dropped, so you can miss one without affecting your grade).

No makeup midterms: In extreme situations such as a written medical excuse, the average of the other exams will be used for the missing midterm grade.

The final exam **MUST** be taken for a passing grade.

All forms of cheating and academic dishonesty will be reported to the Dean of Students.

As part of this, midterms, quizzes and the final exam must be completed by the enrolled student without outside assistance and in a manner consistent with standard testing procedures and regulations. I suggest that all students visit the Dean of Students' website, which includes a guide to academic integrity: <http://www.studentgroups.ucla.edu/dos/assets/documents/StudentGuide.pdf>

Approximate Class Schedule

Week 1 (March 31-April 4)

- Introduction to Modern Physics including classic examples
- Scientific Method and Scientific Inquiry

Week 2 (April 7-11)

- Relative Motion, Newton's "Law" of Gravitation
- Electromagnetic waves and light

Week 3 (April 14-18)

- Problems with classical physics
 - Precession of Mercury's orbit.
 - Michelson-Morley experiment on the speed of light.
 - Photoelectric effect.
 - Wave and particle nature of light.
- Special Relativity

Week 4 (April 21-25) – Midterm on Wednesday April 23rd

- Special Relativity
- General Relativity and Gravity

Week 5 (April 28-May2)

- Curved spacetime, Blackholes
- Big Bang and Universal Expansion

Week 6 (May 5-9)

- Photons
- Blackbody radiation
- de Broglie waves

Week 7 (May 12-16)

- Atomic structure
- Spectroscopy

Week 8 (May 19-23) – Midterm on Wednesday May 21st

- The Nucleus
- Radioactivity

Week 9 (May 28-30) – Monday, May 26th is Memorial Day

- Nuclear Fission and Fusion
- The Origin of the Elements

Week 10 (June 2-6)

- The Energy Challenge
- Quantum Fields

Final Exam (Comprehensive) - TBD



New Course Proposal

	Physics 11 Revolutions in Physics
<u>Course Number</u>	Physics 11
<u>Title</u>	Revolutions in Physics
<u>Short Title</u>	REVOLUTIONS-PHYSICS
<u>Units</u>	Fixed: 4
<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>	No
<u>Requisites</u>	None.
<u>Course Description</u>	Lecture, three hours; discussion, one hour. Survey of modern physics intended for general UCLA students. Overview of classical physics from late 19th century and its growing set of dilemmas. Revolutions of relativity and quantum mechanics that have led to much deeper understanding of structure and evolution of our Universe. Specific topics include special and general relativity, cosmology (Big Bang), quantization of light, nucleus and radioactivity, origin of elements, and quantum mechanics. P/NP or letter grading.
<u>Justification</u>	Although the Physics & Astronomy department offers several Astronomy courses geared for non-science majors, there is currently only one course listed within the Physics set of classes (Physics 10). Our proposed course (tentatively termed Physics 11) is designed to offer an additional option for non-science majors to satisfy their physical science GE requirements and to increase the capacity of the Physics & Astronomy Department to meet the need of UCLA's growing undergraduate population. The course introduces classical physics topics, but then focuses on developments in the 20th century including relativity, quantum mechanics and cosmology. We believe this material will be exciting to many students, while also demonstrating the scientific method and the ability of science to adopt to new discoveries. These topics are also key to understanding our increasingly technical world. Emphasis will be placed on how our modern understanding of the physical world led to such everyday conveniences such as GPS satellites, microwave ovens, semiconductors and nuclear power.
<u>Syllabus</u>	File Revolutions in Physics Syllabus.docx was previously uploaded. You may view the file by clicking on the file name.
<u>Supplemental Information</u>	
<u>Grading Structure</u>	Midterm 1: 25% Midterm 2: 25% Pre-lecture quizzes: 10% Section participation: 10% Final exam: 30%
<u>Effective Date</u>	Spring 2014

<u>Instructor</u>	Name	Title		
	James Larkin	Professor		
<u>Quarters Taught</u>	Fall	Winter	Spring	Summer
<u>Department</u>	Physics & Astronomy			
<u>Contact</u>	Name	E-mail		
<u>Routing Help</u>	FRANCOISE QUEVAL	queval@physics.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 5/18/2013 2:38:30 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 4/18/2013 1:10:36 PM

Changes: Short Title

Comments: No Comments

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 4/15/2013 12:56:07 PM

Changes: No Changes Made

Comments: Routing to Doug Thomson in the Registrar's office.

Role: FEC Chair or Designee - Palmer, Christina (CPALMER@MEDNET.UCLA.EDU) - 44796

Status: Approved on 4/15/2013 12:42:24 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 4/15/2013 10:12:08 AM

Changes: No Changes Made

Comments: Routing to Christina Palmer for FEC approval.

Role: Dean College/School or Designee - Bicad, Mercedi G (MERCYB@COLLEGE.UCLA.EDU) - 54453

Status: Approved on 4/11/2013 1:41:09 PM

Changes: No Changes Made

Comments: Acting as designee on behalf of Dean Joseph Rudnick, Physical Sciences - The UCLA College, Letters and Science.

Role: FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 3/26/2013 4:22:51 PM

Changes: No Changes Made

Comments: Routing to Mercy Bicad for Dean Rudnick's approval.

Role: Department/School Coordinator - Queval, Françoise A (QUEVAL@PHYSICS.UCLA.EDU) - 52453

Status: Approved on 3/26/2013 3:22:39 PM

Changes: No Changes Made**Comments:** This course proposal is done on behalf of the Physics & Astronomy Department Chairman, Prof. Rosenzweig.**Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 3/26/2013 3:02:46 PM**Changes:** Requisites, Grading Structure**Comments:** Routing to Francoise for dept chair approval. Please also submit GE proposal when ready.**Role:** Initiator/Submitter - Queval, Francoise A (QUEVAL@PHYSICS.UCLA.EDU) - 52453**Status:** Submitted on 3/26/2013 12:03:33 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

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UCLA Luskin School of Public Affairs

Department of Public Policy

Advancing Knowledge in the Public Interest

Michael A. Stoll
Professor and chair
3250 Public Affairs Building
Box 951656
Los Angeles, CA 90095-1656
Voice: 310-206-4774
FAX: (310) 206-2381
mstoll@ucla.edu

January 2, 2014

Joseph Nagy
General Education Governance Committee
Attn: Myrna Dee F. Castillo, Program Representative
College of Letters and Science
A265 Murphy Hall
405 Hilgard Ave.
Los Angeles, CA 90095

Dear Members of the GE Governance Committee:

The Department of Public Policy proposes a General Education class, Public Policy 10A (PUB PLC 10A): "Introduction to Public Policy." We additionally propose that the class be reunited from 4 units to 5 units.

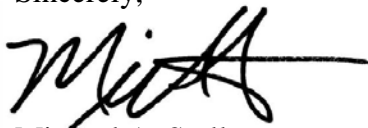
PUB PLC 10A was selected to carry GE credit because currently Public Policy offers no GE-compliant courses. The course was revised expressly to address the GE principles laid out in the "Guidelines for the Certification of General Education Courses," and the faculty added readings and increased the number of skill building/critical analysis (please see enclosed syllabus) workshops so that the courses will meet the requisite number of student contact and out-of-class hours for a five-unit course.

We request that PUB PLC 10A meet the Social Analysis subgroups under the Foundations of Society and Culture. The course is taught by Professors Michael A. Stoll and Mark Kleiman. Their approach is interdisciplinary in nature, and they draw more specifically from public policy, economics, political science, sociology, as well as ethnic and gender studies. The readings, assignments, and research methods therefore take a social science approach.

The attached information sheet and syllabus for PUB PLC 10A address in greater detail the course's content and justification/rationale for GE-compliance.

If you have any questions, please do not hesitate to contact Stacey Hirose, MSO, at x45050.

Sincerely,



Michael A. Stoll
Chair, Department of Public Policy

General Education Course Information Sheet*Please submit this sheet for each proposed course*

Department & Course Number Public Policy 10A
 Course Title Introduction to Public Policy
 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 _____
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.

Public Policy studies the allocation of scarce resources towards socially defined ends; it is the study of choice and consequence. Public Policy 10A: Introduction to Public Policy surveys major theoretical concepts in public policy informed by theories from such disciplines as economics, political science, psychology and sociology. The course explores a diverse range of contemporary and policy relevant issues confronting local communities as well as the nation as a whole, including problems in the environment, education, economy, health care, immigration, housing, as well as issues such as crime and policing, to name a few.

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

Mark Kleiman, Professor and Michael A. Stoll, 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:

2013-2014	Fall	<u>X</u>	Winter	_____	Spring	_____
	Enrollment	<u>130</u>	Enrollment	_____	Enrollment	_____
2014-2015	Fall	<u>X</u>	Winter	<u>X</u>	Spring	_____
	Enrollment	<u>100</u>	Enrollment	<u>100</u>	Enrollment	_____
2015-2016	Fall	<u>X</u>	Winter	<u>X</u>	Spring	_____
	Enrollment	<u>100</u>	Enrollment	<u>100</u>	Enrollment	_____

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 has changed to require an additional memo writing assignment, and to increase the number of critical analysis/skill building workshops from one to six.

Present Number of Units: 4 Proposed Number of Units: 5

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

 General Knowledge

Public Policy 10A provides general knowledge in the policy making process, by examining 1) how governmental institutions and markets work and 2) how effective policy making and analysis solve societal problems. As such, students learn general theories, approaches, and methodologies from economics, political science, and other disciplines. They also learn how to apply the scientific method to problem solving, how research informs policymaking, and how to determine and conduct effective policy analysis and writing.

 Integrative Learning

Public Policy 10A employs an approach to learning and teaching that is fundamentally integrative. The course compares and contrasts competing theories of social and economic phenomena/problems, and it analyzes how different approaches have varying implications for policy making (in design, motivation, or kind) to solve such problems. This method of teaching attempts to make students conscious of the assumptions that they make and values they hold in addressing problems. Furthermore, it makes the decisions they make and the recommendations/courses of action that they choose to solve problems more apparent. This learning method therefore integrates theory with application.

 Ethical Implications

The study of public policy involves both descriptive and normative analysis, and it examines social problems and solutions through means that are typically considered “efficient” or “fair” (or both). Public Policy thus introduces students to normative analysis and theories of fairness. For example, the course surveys moral philosophy by considering theories of distributive justice, natural law, liberal theory and utilitarianism. Students determine through critical analysis whether and how these theories imply different meanings and consequences of what is “fair” and “just” for policy issues being considered.

 Cultural Diversity

Public Policy 10A engages students in cultural diversity through analysis of a range of issues such as racial inequality, immigration, and sexual orientation. Cultural diversity is central to the study of public policy, and requires students to learn, for example, about demography (or about groups defined by race/ethnicity, immigrant status, etc.) as well as about theories and evidence of discrimination as they relate to race, gender, sexual orientation, etc. Moreover, students confront how to determine whether, why and how public policy is justified to intervene on issues (e.g., through affirmative action, gay marriage, border enforcement policy, etc.) and if there is intervention, how to observe changes in behaviors/outcomes and to evaluate the effectiveness of policies.

❑ Critical Thinking

Critical thinking, rhetorical effectiveness, and problem solving are referred collectively as “Intellectual Skills” on the “Guidelines for the Certification of General Education Courses,” and in turn, they are addressed collectively below:

Public policy enhances students’ critical thinking and problem-solving of in a number of ways, which include independent research, critical analysis, data collection, and practical memo writing skills. By its very nature, policy analysis, a key component—and the action arm—of public policy involves problem-solving skills. Students are therefore trained to identify societal issues using critical thinking and incorporating normative and consequential analysis. Furthermore, they must consider the causes of phenomena under investigation and use data to support claims and evidence of effective approaches. Students must also propose solutions which require independent analysis of policy goals and objectives; the determination of relevant criteria; the identification of alternative policies to address problems; the application of methods to evaluate and choose appropriate policy; and the evaluation of the effectiveness of selected policies.

In the process, the course addresses library and information literacy by teaching students to collect evidence through variety of sources (and evaluate their legitimacy and validity) though a variety of outlets including the library, internet, government and private databases, etc. In terms of rhetorical effectiveness, students demonstrate their analysis through memo writing, a skill and writing style that is meant to provide useful information to decision makers in a succinct, precise, and accessible manner.

❑ Rhetorical Effectiveness

See “Critical Thinking” above.

❑ Problem-solving

See “Critical Thinking” above.

❑ Library & Information Literacy

See “Critical Thinking” above.

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

- | | | |
|---|-------------------|---------|
| 1. Lecture: | <u>3</u> | (hours) |
| 2. Discussion Section:* | <u> </u> | (hours) |
| 3. Labs: | <u> </u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u>2</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>2</u>	(hours)
2. Reading	<u>4</u>	(hours)
3. Group Projects:	<u> </u>	(hours)
4. Preparation for Quizzes & Exams:	<u>1</u>	(hours)
5. Information Literacy Exercises:	<u> </u>	(hours)
6. Written Assignments:	<u>2</u>	(hours)
7. Research Activity:	<u>1</u>	(hours)
(B) TOTAL Out-of-class time per week	<u> </u>	(HOURS)
GRAND TOTAL (A) + (B) must equal at least 15 hours/week	<u>15</u>	(HOURS)

**In lieu of discussion section, the course will include a series of critical analysis/skill workshops aimed to enhance public policy and policy analysis skills.

**UCLA School of Public Affairs
Department of Public Policy**

PP 10A Introduction to Public Policy

Prof. Michael A. Stoll

mstoll@ucla.edu

Office Hours:

Rm. 6331 Public Policy Bldg.

TAs**

Office Hours:

e-mail:

**All TA Office Hours will be held in room 6336, Public Affairs Bldg.

Description: What is Public Policy? Do we need government intervention? If we do, why and how should government intervene? And, what tools do we need to help us decide how to intervene? These are some of the fundamental questions that form the ‘field’ of public policy. As is evident, public policy is about making decisions, usually tough ones at that where values, ideologies and politics come into play. Public policy analysts and policy makers are constantly making decisions, about whether to end affirmative action, about whether to tax firms that pollute, and about whether to have universal health care. Most often, these decisions are made in shifting and politically loaded environments. Decision-makers are constantly balancing morals, ethics, values and the like on the one hand with notions of ‘science’ (that is, dealing with uncertainties and complexities such as time constraints, incomplete information, exceptional situations in a rational way) on the other hand to decide how best to meet socially defined ends. This course introduces students to these challenges by providing students a general overview of the process, content and substance of public policy and policy analysis.

Objectives: This course is designed to introduce undergraduate students to the field of public policy, to overview key concepts in public policy analysis and to develop skills in public policy analysis. It proposes to do so by exposing students to the methods and ‘science’ of public policy, by writing public policy analysis papers, by inviting presentations by experts in the field of public policy and by case study learning. It also serves as the gateway course into the public policy minor program.

Requirements: The course requirements include 3 policy memos (45% of course grade), 2 mid-terms (40% of course grade), and workshop attendance and participation (15% of the course grade).

There are two (2) required books for class. The books are:

Public Policy: Perspectives and Choices by Charles L. Cochran and Eloise F. Malone (C & M).

A Practical Guide for Policy Analysis, by Eugene Bardach.

The books are available from UCLA’s LuValle Store.

Memo Assignments: The paper assignments will include 3 memos (usually 4 pages long, not including the references, tables, figures, or supporting documentation; the latter documents should be attached to the back of the memo). The memos should be double-spaced, in 11-12 point font with 1” inch margins on all sides. The specific assignments will be passed out at least 10 days before assignments are due. Memos are due by 5:00pm on due date. Memos not turned in during class can be turned in Professor Stoll’s faculty box in Rm. 6338 on the 6th floor in the Public Policy Bldg. Only the instructor will excuse late memos. All other late memos will be penalized by one-third a letter grade per late day.

**Please make one copy (either hard or electronic disk copy) of all memos. If memo is accidentally misplaced or lost by either student or faculty, you should have a copy readily available.

Paper assignments will also be available online. Web address will be provided in class.

Midterms: There will be two midterms in the course. Midterms are closed notes and closed books, will take place in-class and will cover all reading materials (covered in class or not) from the previous midterm. The midterms will include multiple choice, short answer and essay type questions. Make-up midterms will only be given with approval of the instructor, and only for exceptional circumstances. Makeup midterm arrangements must be made before the formal midterm. Failure to do so will result in grade penalties that will be determined by the instructor.

Critical Analysis/Skill Building Workshops: There will be **six mandatory workshops** required for the course. These workshops, led by the TAs, will be held throughout the quarter during regularly scheduled days/times TBD. All will be held in Room 1246 in the Public Affairs Building. The workshops will cover issues regarding how to research, develop, organize, write and memos and how to effectively present data through use of PowerPoint and Excel software applications. The workshops are necessary for developing critical analysis, research skills, and effective memo writing and presentation. The grading of memos for the course will in part reflect the principles learned during the workshops.

Week 1

Monday (9/27) *Course Introduction*

Wednesday (9/29) *What is Public Policy and why do we need it?*

Readings, C & M, Ch. 1 Basic Concepts in Public Policy

Week 2

Monday (10/4) *Process of Policy Analysis*

Readings, Bardach, Policy Analysis, Pages 1-53.

Values, Morals, Ideas and Constraints in Public Policy

Readings, C & M, Ch. 4 Polarized Politics, Ideology, and Public Policy

Discuss **Memo #1**

Handout Memo #1 Assignment (**Due Tuesday 10/26**)

Wednesday (10/6) *Values, Morals, Ideas and Constraints in Public Policy* Continued

Readings, C & M, Ch. 4 Polarized Politics, Ideology, and Public Policy

Memo Writing Workshop

Week 3

Monday (10/11) *Economics and Public Policy*

Readings, C & M, Ch. 5 Economic Theory as a Basis of Public Policy

Wednesday (10/13) *Rational Policy Analysis*

Readings, C & M, Ch. 2 Methods and Models for Policy Analysis

Week 4

Monday (10/18) *Rational Public Choice*

Readings, C & M, Ch. 3 Rational Public Choice

Wednesday (10/20) **Midterm #1** – Covers topics through Mon (10/18)

Week 5

Monday (10/25) *Economic Policy*

Readings, C & M, Ch. 6 Economic Policy: Translating Theory into Practice

Memo #1 Due (Tuesday 10/26)

Wednesday (10/27) *Economic Policy* continued

Readings, C & M, Ch. 6 Economic Policy: Translating Theory into Practice

Week 6

Monday (11/1) *Environmental Policy*

Readings, C & M, Ch. 12, Environmental Policy: Issues on a Global Scale

Discuss **Memo #2**

Handout Memo #2 Assignment (**Due Friday 11/19**)

Wednesday (11/3) *Public Policy Internships & the Undergraduate Minor*

Special Visit, Maciek Kolodziejczak, Graduate Student Advisor, Dept. of Public Policy
Nancy Huynh, Graduate Student Advisor, Dept. of Public Policy

Week 7

Monday (11/8) *Crime Policy*

Readings, C & M, Ch. 8 Crime: Changing Issues, New Concerns

Wednesday (11/10) *Inequality and Public Policy*

Readings, C & M, Ch. 7 The Politics and Economics of Inequality

Week 8

Monday (11/15) *Education Policy*

Readings, C & M, Ch. 9 Education Policy: A Larger Role for National Government

Wednesday (11/17) *Health Policy*

Readings, C & M, Ch. 10 Health Care: Diagnosing A Chronic Problem

Memo #2 Due (Friday 11/19)

Week 9

Monday (11/22) *Housing Policy*

Readings, C & M, Ch. 11 Mortgage Meltdowns and Reregulation

Discuss **Memo #3**

Handout Memo #3 Assignment (**Due Thursday 12/9**)

Wednesday (11/24) Memo #3 Library Research

Week 10

Monday (11/29) Open Topic

Wednesday (12/1) **Midterm #2** - Covers topics from Wednesday 10/25 through Monday (11/29)

Memo #3 Due Thursday, December 9 by 5:00pm

Summary of Assignment Due Dates

Memos:- Due by 5:00pm, Rm. 6338 Public Policy Bldg., Prof. Stoll's Faculty Mailbox

Memo #1 Due Tuesday (10/26)

Memo #2 Due Friday (11/19)

Memo #3 Due Thursday (12/9)

Midterms: – In Class

Midterm 1, Wednesday (10/20)

Midterm 2, Wednesday (12/1)

Workshop: - Six mandatory workshops are scheduled for the course.

Workshops: TBD

All will be held in Room 1246, Public Affairs Building



Course Revision Proposal

Public Policy 10A Introduction to Public Policy	
Requested revisions that apply:	
	Renumbering Title Format Requisites Units Grading Description
Multiple Listing:	Add New Change Number Delete
Concurrent Listing:	Add New Change Number Delete
CURRENT	PROPOSED
Course Number	Public Policy 10A
Title	Introduction to Public Policy
Short Title	INTRO-PUBLIC POLICY
Units	Fixed: 4
Grading Basis	Letter grade only
Instructional Format	Primary Format Lecture
	Secondary Format None
	Describe Other Critical Analysis and Skill Building Workshops (6 per quarter)
TIE Code	LECN - Lecture (No Supplementary Activity) [T]
GE	No
Requisites	None
Description	Lecture, three hours; outside study, nine hours. Overview of principal topics of contemporary policy analysis, developing their applications with examples from instructor's own research, visitors, small student projects, or field trips. Letter grading.
Justification	Lecture, three hours; workshops and outside study, three hours. Overview of principal topics of contemporary policy analysis, developing their applications with examples from instructor's own research, visitors, small student projects, or field trips. P/NP or letter grading.
Syllabus	The Department of Public Policy has submitted a proposal to have Public Policy 10A meet GE Social Analysis requirements. In turn, it will now require 6 critical analysis/skills building workshops and additional reading assignments. In turn, the Department requests that the uniting of the course be increased from 4 to 5 units and that the course be taken for P/NP or a letter grade.
Supplemental	File PP_10A_Syllabus_GE_Final_20131223.pdf was previously uploaded. You may view the file by clicking on the file name.

Information		
Effective Date	Fall 2004	Winter 2014
Department	Public Policy	Public Policy
Contact	Name STACEY HIROSE	
Routing Help	E-mail stacey@luskin.ucla.edu	

ROUTING STATUS

Role:	Registrar's Scheduling Office
Status:	Pending Action
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 1/16/2014 3:56:04 PM
Changes:	TIE Code
Comments:	Routing to Doug Thomson in the Registrar's Office.
Role:	FEC Chair or Designee - Freisthler, Bridget J. (FREISTHLER@LUSKIN.UCLA.EDU) - 61602
Status:	Approved on 1/16/2014 3:32:08 PM
Changes:	TIE Code
Comments:	No Comments
Role:	Department/School Coordinator - Paul, Stanley Mitchell (PAUL@LUSKIN.UCLA.EDU) - 68966
Status:	Returned for Additional Info on 1/16/2014 3:27:39 PM
Changes:	TIE Code
Comments:	Bridget, upon your approval, route to UgC Coordinator Myrna Castillo
Role:	UgC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 1/16/2014 10:35:43 AM
Changes:	TIE Code
Comments:	Routing to Stanley. Not a College of Letters & Science course. Please route to Luskin FEC for approval, and then to Registrar.
Role:	Dean College/School or Designee - Loukaitou-Sideris, Anastasi (SIDERIS@UCLA.EDU) - 69679
Status:	Approved on 1/10/2014 1:39:33 PM
Changes:	TIE Code
Comments:	No Comments
Role:	Department/School Coordinator - Paul, Stanley Mitchell (PAUL@LUSKIN.UCLA.EDU) - 68966
Status:	Returned for Additional Info on 1/10/2014 10:02:38 AM
Changes:	TIE Code
Comments:	Routing to Luskin Associate Dean, Academic Affairs, Prof. Anastasia Loukaitou-Sideris.
Role:	Department/School Coordinator - Hirose, Stacey Yukari (STACEY@LUSKIN.UCLA.EDU) - 45050
Status:	Returned for Additional Info on 1/6/2014 12:54:42 PM
Changes:	TIE Code
Comments:	Rerouting to Luskin School per College of Letters and Science. Approved for Michael A. Stoll, Professor and Chair, Department of Public Policy by Stacey Hirose, MSO and designee, Department of Public Policy.

Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 1/3/2014 11:09:03 AM
Changes:	TIE Code, GE, Description
Comments:	Routing back to Stacey. Not a College of Letters & Science course. Please route within School of Public Affairs.

Role:	Department Chair or Designee - Hirose, Stacey Yukari (STACEY@LUSKIN.UCLA.EDU) - 45050
Status:	Approved on 12/24/2013 10:10:28 AM
Changes:	TIE Code
Comments:	Approved for Michael A. Stoll, Professor and Chair, Department of Public Policy by Stacey Hirose, MSO and designee, Department of Public Policy.

Role:	Initiator/Submitter - Hirose, Stacey Yukari (STACEY@LUSKIN.UCLA.EDU) - 45050
Status:	Submitted on 12/24/2013 10:08:36 AM
Comments:	Initiated a Course Revision Proposal

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SANTA BARBARA · SANTA CRUZ

DEPARTMENT OF ASIAN LANGUAGES & CULTURES
 290 ROYCE HALL
 Box 951540
 LOS ANGELES, CA 90095-1540

Date: January 13, 2014

To: Joseph Nagy, Chair,
 General Education Governance Committee
 A265 Murphy Hall
 CAMPUS 157101

Attention: Myrna Dee F. Castillo, Program Representative

From: William M. Bodiford, Chair, 
 Department of Asian Languages and Cultures

Re: SEASIAN70, "Modern Southeast Asian Literature"

Dear Professor Nagy:

The Department of Asian Languages and Cultures proposes a newly developed course to be designated as meeting the criteria as a General Education offering. The course in question, "Modern Southeast Asian Literature" (SEASIAN70), will complement existing offerings on the literatures of Asia taught in ALC. It will serve students in the Asian Humanities major, and as a comparative course for those majoring in one of the East Asian area majors. The course reflects growing interest in the literatures of Southeast Asia, which are increasingly becoming available in English translation.

This revised syllabus has been developed in response to suggestions from the committee. First, the syllabus has been more fully articulated to include specific readings, not only in terms of literature but also in terms of historical and literary background. The syllabus now also includes an introductory lecture on literature as a field of inquiry and of various modes of literary analysis. The emphasis is upon historicism and cultural studies as the primary relevant modes of analysis, and lecture and assigned readings will explain these approaches and the ways in which they can be applied to the interpretation of Southeast Asian literature. This theme of how to interpret and assess literature will be sustained through the course to ensure that upon completion students have not only a background in modern Southeast Asian literature, but also an understanding of differing modes of literary analysis that could be deployed for other literatures and literary contexts. To support this, the syllabus now

also features concrete background readings that include not only historical background for each period, but also background readings that address elements of literary change and approaches to understanding these literatures.

As indicated in our earlier submission, the course is designed to explore literatures across the diverse region of Southeast Asia, drawing on novels and short stories from both the island and mainland parts of Southeast Asia. As a regional, rather than a country-focused literature course, it is inherently comparative. Students will be able to grapple with the ways in which different peoples and literary cultures of the region engaged with and responded to the shared experience of European colonialism. They will also examine the significance of language change in multiple settings, as “national languages” were created, new script systems were adopted or rejected, and new literary genres took root. The course will allow students to read literary selections from the late nineteenth to the early twentieth centuries, and enable them to think about how this literature corresponds to and comments on the tremendous changes the region has endured. The course will situate the literature in the rich history of the region, including colonization, decolonization, the impacts of the Cold War, and the flows of “globalization” in the past several decades. It will illustrate the ways in which authors, both men and women, used their works to understand the times in which they lived and the changing societies all around them. The course will give students a deep appreciation of a major world region via its literatures, and they will learn about the interactions between literature and history in a powerfully comparative fashion. Finally, upon completing the course students will have range of tools for interpreting and critiquing literature, understanding it in relationship to political and cultural structures as well as discourses of colonialism, postcolonialism and diasporic identity. Given its structure, focus, and content, this course would seem a very good fit for the General Education designation, and it is our hope that it will, in its now revised state, be accepted for the program.

Thank you for your consideration of this proposal.

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number Asian Languages and Cultures, SEASIAN70
 Course Title Modern Southeast Asian Literature
 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 X
- 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.

Course combines broad introduction to modern Southeast Asian literatures (hence Lit. and Cult. Analysis), and (since I am a historian) this will be framed within a close examination of the historical context in which these literatures are produced and how the literature serves as commentary and reflection on this historical context.

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

George Dutton, Associate 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

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

2013-2014	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>75</u>	Enrollment	_____
2014-2015	Fall	<u>X</u>	Winter	_____	Spring	_____
	Enrollment	<u>75</u>	Enrollment	_____	Enrollment	_____
2015-2016	Fall	_____	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: _____

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

- | | |
|---|--|
| <input type="checkbox"/> General Knowledge | Course exposes students to wide range of literatures from across Southeast Asia; focus on critical reading of texts; consideration of historical and social context; consideration of various analytical approaches to study of literature in Asian context. |
| <input type="checkbox"/> Integrative Learning | Study of literatures in historical context allows students to think about production of literature, and literature as commentary on political, cultural and social change. |
| <input type="checkbox"/> Ethical Implications | SEA literatures in 20 th century often grappled with colonialism and its ethical ramifications; post-independence literatures offer critiques of authoritarian regimes, of social inequities, and political corruption. |
| <input type="checkbox"/> Cultural Diversity | SEA is immensely diverse region; students will be exposed to numerous cultural and social patterns and literatures that reflect these. Course offers numerous opportunities for comparison of different societies and historical experiences. |
| <input type="checkbox"/> Critical Thinking | Student essays will require critical examination of literary works, argument in support of their interpretation, and need to use context to write persuasive analyses of particular writings. |
| <input type="checkbox"/> Rhetorical Effectiveness | Student writing assignments, critical response essays, and examinations will require demonstration of effective use of language and vocabulary to articulate interpretations of literatures. |
| <input type="checkbox"/> Problem-solving | Student papers and section discussions will require students to solve interpretive problems, to present cogent arguments, and to support their arguments with examples. |
| <input type="checkbox"/> Library & Information Literacy | Students will be expected to use library to identify additional literary selections, and to find reviews of literary works to aid in their reading of these 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:	<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 **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>0</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>2</u>	(hours)
5. Information Literacy Exercises:	<u>0</u>	(hours)
6. Written Assignments:	<u>3</u>	(hours)
7. Research Activity:	<u>1</u>	(hours)

(B) TOTAL Out-of-class time per week **12** **(HOURS)**

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

(HOURS)

SEASIAN 70
Modern Southeast Asian Literature

Prof. George Dutton

Class Time: TBD

Class Location: TBD

Office: Royce 248A

Office Hours: TBD

E-mail: dutton@humnet.ucla.edu

This course is an introduction to the modern literatures of Southeast Asia. It is designed to expose students to the range of literatures – predominantly novels and short stories – that were written across this region in response to dramatic changes caused by colonialism and its aftermath. At the same time, the course also introduces modes of literary analysis, offering approaches to interpreting and contextualizing these literary works. The literatures of this period, written in a range of rapidly changing local languages, reflect social upheaval, economic transformation, political possibilities, and the impacts of war and revolution. This survey spans the period from the late nineteenth century to the early twenty-first, and takes a chronological trajectory. The course uses literature to understand historical change, and considers the ways in which literature has been a mirror of change and a participant in this change. Particular attention is given to some key themes including changing gender roles, shifting social structures, and transformed senses of personal identity. The course examines these literary works for their content, but also seeks to understand them against the larger backdrop of modern Southeast Asian societies. The literary selections will be read in translation, and will be selected from countries across the region, and include both colonial-era and post-colonial works.

Course Structure:

This is a lecture course with weekly section meetings. Lectures will provide background to the literary traditions and developments in the various countries, and will examine approaches to interpreting and assessing these literatures, ranging from social realism to postmodernism. These lectures will also introduce students to some of the significant literary figures and some of the major literary works of different parts of Southeast Asia. Students will be expected to do the background reading, and then read the relevant literary selections for discussion in section in each week. While an effort is made to include readings from across the region, the availability of novels in English translation means that there are relatively more works from Vietnam and Indonesia, which to some extent offer useful comparative historical trajectories of colonialism and its aftermath, and illustrate two significant Southeast Asian cultural/literary traditions.

Grading:

Letter or P/NP

Note: Grading in this course will reward improvement, and so the various assignments can be reweighted in your favor if your work improves over the course of the quarter.

Short responses (4)	40%
Extended comparative book review	20%
Discussion sections	20%
Final Exam	20%

Readings: Each week will feature a combination of literary selections and background readings. The literary work will be either a short novel, a portion of a longer novel or a series of short stories. Background readings will include scholarly works that focus on aspects of literature for that period, suggesting ways to interpret these texts and their significance. They will also include brief historical background to situate the literature in its context in Southeast Asia. This combination of readings will provide students the necessary literary and historical apparatus to interpret the reflect on the literary selections for that week.

Short Novels: Most will be read in their entirety, but a few will be excerpted. Dates listed are the original publication date.

Kwee Tek Hoay, *The Rose of Cikembang* (1927) [Indonesia]

Vu Trung Phong, *Dumb Luck* (1937) [Vietnam]

Ma May Lay, *Not out of Hate* (1953) [Burma]

Sri Daoruang, *Married to the Demon King* (1984) [Thailand]

Philip Jeyaretnam, *Raffles Place Ragtime* (1988) [Singapore]

Excerpted portions of longer novels

Jose Rizal, *Noli Me Tangere* (1887) [The Philippines]

M.J. Soetan Hasoendoetan, *Sitti Djaerah: A Novel of Colonial Indonesia* (1915) [Sumatra, Indonesia]

Mochtar Lubis, *Twilight in Djakarta* (1967) [Indonesia]

Botan, *Letters from Thailand* (1969) [Thailand]

Duong Thu Huong, *Paradise of the Blind* (1988) [Vietnam]

Bao Ninh, *The Sorrow of War* (1996) [Vietnam]

Outhine Bounyavong, *Mother's Beloved: Stories from Laos* (1999) [Laos]

Pramoedya Ananta Toer, *The Girl from the Coast* (2002) [Indonesia]

Short Stories collections:

Isabelle Thuy Pelaud, et al, eds. *Troubling Borders: An Anthology of Art and Literature by Southeast Asian Women in the Diaspora* (University of Washington, 2013)

Teri Shaffer Yamada, *Virtual Lotus: Modern Fiction of Southeast Asia* (2002).

Selected Short Stories of Thein Pe Myint. Trans. Patricia M. Milne. (Ithaca: Cornell University Southeast Asia Program, 1973).

General Literary Background:

Patricia Herbert and Anthony Milner, eds. *Southeast Asia: Languages and Literature, a Select Guide* (UH Press, 1989).

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Week One: What is literature and how do we read it? What is Southeast Asian literature?

We begin by considering questions of literature itself, reflecting on what we mean by the term. What kinds of writings are considered “literature” and how do particular genres belong to are get excluded from the “literary.” We also examine the issue of the particular category addressed in this course “Southeast Asian literature.” There are numerous ways to understand it, to include or exclude authors from it, and we go through these. We also look at the process of literary canon formation – who decides what belongs into a canon of “national literature” – and what are the political considerations that underlie this process? Debates about literary canons are useful mechanisms for thinking about the ways in which modern literature came into focus for scholars and citizens in the region.

George Dutton, “Introduction,” *Voices of Southeast Asia: Essential Readings from Antiquity to the Present* (Sharpe, 2014).

Terry Eagleton, “What is Literature?” *Literary Theory: An Introduction* (1983)

David Damrosch, “Introduction: Goethe Coins a Phrase,” in *What is World Literature* (Princeton, 2003), pp. 1-37.

Milton Osborne, Chapter One, “What is Southeast Asia?” in *Southeast Asia: An Introductory History* (Allen Unwin, 2000), pp. 1-15.

Week Two: Premodern and early colonial Southeast Asian Literatures

This week will provide an overview of the premodern literary traditions and styles of the region. It will introduce genres such as epic poetry, historical chronicles, religious literature, and tales of the strange. It will introduce common themes and distinctive features of various literary cultural

traditions reflecting the influences of external cultural flows. It will look at the impact of the Indic, Sinic, and Arabic traditions upon the region, and how this shaped literary traditions and script choices in Southeast Asia. The second lecture this week will look at the ways in which colonialism introduced and shaped new forms of literature in Southeast Asia. It brought with it new genres, but also new elements of language, and of course transformative impacts that became fodder for Southeast Asian writers. We will look at how these various elements intersect, how new genres became modes for expressing reactions to colonialism, and the ways in which language changes became integrated into new literary forms of this period.

Background Reading:

Herbert and Milner, "Indonesia" and "Vietnam," (pp. 77-88, 123-140).

Cao Thi Nhu Quynh and John C. Schafer, "From Verse Narrative to Novel: The Development of Prose Fiction in Vietnam," *Journal of Asian Studies* 47, no. 4 (Nov. 1988), pp. 756-777.

Literary Selection: Discussion of *Noli Me Tangere* (excerpts); brief discussion *Sitti Djaoerah* (excerpts)

Week Three: Colonial Ambivalences: Changing Societies and Cultures

This week will continue the exploration of the impacts of colonialism by looking more directly at literature as a mechanism by which to critique colonialism and its transformation of local societies. We will look at different forms of critique from social realism to parody and assess their effectiveness as mirrors of society or weapons against colonialism. We will also consider who the targets of these critiques are, and the ambivalences that colonialism introduced to Southeast Asian societies. The social landscapes had shifted and economic and political elites of the colonial period were often far removed from those of earlier times.

- Novels that explore urbanization and social transformations
- The changing vernacular; new vocabularies, and hybrid forms of language
- New gender roles and expectations reflected in modern literature

Background Reading:

Elleke Boehmer, "Colonialist Concerns," in *Colonial and Postcolonial Literature* (Oxford, 2005), pp. 58-93.

Milton Osborne, "The Years of Illusion," in *Southeast Asia: An Introductory History* (Allen Unwin, 2000), pp. 113-133.

Truong Buu Lam, "The Vietnamese Perception of Colonialism," in *Colonialism Experienced* (Michigan, 2000), pp. 39-61.

Literary Selections: Kwee Tek Hoay, *The Rose of Cikembang* (1927; English translation, Lontar Foundation, 2013) (Indonesia).

Week Four: The Newspaper, the novel, and the short story

This week we turn to journalism and its role in expanding and disseminating literature in the colonial period. Newspapers became important forums for wide-ranging discussions involving writers and readers, and represented new mediums for conveying literature. We will look at the short story and the serialized novel and how readers engaged with these forms, and how to understand them in the larger context of periodicals. We will consider how to read and assess short stories as a literary form, and the ways in which they would have been received by Southeast Asian readers of the colonial era.

- Southeast Asian literature and the newspaper
- The short story emerges as a literary form
- Overlapping worlds of the writer and the journalist

Background Reading:

George Dutton, "Advertising, Modernity and Consumer Culture in Colonial Vietnam," in Van Nguyen-Marshall, et al, *The Reinvention of Distinction: Modernity and the Middle Class in Urban Vietnam* (Springer, 2011), pp. 21-41.

Anna Allott, "The Short Story in Burma: With Special Reference to Its Social and Political Significance," in J.H.C.S. Davidson and H. Cordell, eds. *The Short Story in South East Asia* (London: SOAS, 1982), pp. 101-138.

Literary Selections: Discussion of *Dumb Luck*; selected Burmese and Indonesian short stories.

Selected Short Stories of Thein Pe Myint. Trans. Patricia M. Milne. (Ithaca: Cornell University Southeast Asia Program, 1973).

Week Five: Coming into shape of the Nation

We turn here to the interplay between new literatures and new national identities. The colonial period saw the transformation of nations and of the people who inhabited newly-imagined places. We consider the ways in which literature reflected changing thinking about political and cultural identity, and also how these literatures themselves shaped these identities. We consider Benedict Anderson's "Imagined Community" model and how it pertains to the Southeast Asian case. The role of "national languages" and their impact on how people conceptualized their identity and political relationship to those around them will also be considered.

- The novel and the nation: Reflections on new national identities
- Novels and challenges to the nation: other ways of thinking
- Novels of revolution and nationalism
- New "imagined communities"

Background Reading:

Elleke Boehmer, "The Stirrings of New Nationalism," in *Colonial and*

Postcolonial Literature (Oxford, 2005), pp. 94-131.

Noriaki Oshikawa, "Patjar Merah Indonesia and Tan Malaka: A Popular Novel and a Revolutionary Legend," in *Reading Southeast Asia* (Cornell SEAP, 1990), pp. 9-40.

Benedict Anderson, "Introduction," and "Origins of National Consciousness," in *Imagined Communities* (Verso, 1983).

Literary Selections: Discussion of Ma Ma Lay, *Not out of Hate* (Burma, 1950s);

Week Six: Life After Independence: Indonesia and Its Struggles

This week we begin the first of a pair of case studies to consider the literature of the post-independence period in two prominent countries, Indonesia and Vietnam. We begin with Indonesia and consider its revolution against the Dutch between 1945 and 1949. Through discussion of some short stories, and then reading of a longer novel set in Jakarta in the late 1950s we examine the difficult transition to independence. For many Southeast Asian writers this was a period of disillusionment, and this is reflected in the novel by Mochtar Lubis, *Twilight in Djakarta*.

Background Reading:

Elleke Boehmer, "Independence," in *Colonial and Postcolonial Literature* (Oxford, 2005), pp. 172-213.

Jean Gelman Taylor, "Majapahit Visions: Sukarno and Suharto in Indonesian Histories," in *Indonesia: Peoples and Histories* (Yale, 2004), pp. 340-386.

Literary Selection: Mochtar Lubis, *Twilight in Djakarta* (Hutchinson, 1963) (Indonesia)

Week Seven: Life After Independence: Revolution and War in Vietnam

In the second of our two post-independence studies we examine Vietnam and its turmoils. The end of colonialism, wrought through a bloody revolution against the French brought only temporary peace. It was followed by an even deadlier conflict involving the United States. Vietnamese writers reflected upon the destruction, both personal and social, of the war in short stories and novels. We read a post-war reflection on the war's toll on Vietnamese society in Bao Ninh's acclaimed *The Sorrow of War*, which reflects on the costs of war and its seeming futility.

Background Reading:

Mark Bradley, "Coming of the American War," and "Experiencing War," in *Vietnam at War* (Oxford, 2009), pp. 77-130.

Literary Selection: Bao Ninh, *The Sorrow of War* (1996) [Vietnam]

Week Eight: Literature and the Modern Urban Experience

This week we look at the ways in which literature has commented on changing urbanization in the post-war period. The growth of cities profoundly shaped Southeast Asian societies and people's experiences. Cities became sites of hardship and possibility, and literature reflected the tensions between these two realities. Literature also allows us to consider the social transformations that urban living provoke. We will read selections from two urban centers – Bangkok and Singapore – to reflect on the complex dynamics of urban life, considering ethnic diversity and the difficult adjustments that people in large cities face.

- The phenomenon of urbanization
- Literary comment on the disillusionment of the urban experience

Background Reading:

Shirley Geok-Lin Lim, "Regionalism, English Narrative, and Singapore as Home and Global City," in Ryan Bishop, et al, *Postcolonial Urbanism: Southeast Asian Cities and Global Processes* (Routledge, 2003), pp. 205-226.

Jon Goss, "Urbanization," in *Southeast Asia: Diversity and Development*, Leinbach and Ulack, eds. (Prentice Hall, 2000), pp. 110-132.

Literary Selection: Botan, *Letters from Thailand* (DK Books, 1969) [Bangkok, Thailand] (excerpts); Philip Jeyaretnam, *Raffles Place Ragtime* (Times Books, 1988) [Singapore];

Week Nine: Postcolonial and rural worlds and beyond

This week's focus is on how literature reflects Southeast Asia's transformation in the past two decades. We reflect on the impact of "globalization" for the region in terms of economic transformations, religious changes, resurgent urbanizations. We also look at short stories that explore the changes in the countryside as people leave for cities, but also as the city (via economic forces) pushes into the countryside and how this has changed rural lives. Readings from recent short stories also reflect on new urban realities, corruption, shifting gender roles, and new social expectations.

- Southeast Asia in a shrinking world
- Literature as reflection on rural change.
- Transformation and change in the countryside

Background Reading:

C.L. Innes, "Citizens of the World: Reading Postcolonial Literature," in *The Cambridge Introduction to Postcolonial Literature* (Cambridge, 2007), pp. 197-208.

Victor King, "Conclusions: Modernity, Globalization and the Future," in *The Sociology of Southeast Asia* (University of Hawaii Press, 2007), pp. 246-255.

Literary Selections: Outhine Bounyavong, *Mother's Beloved: Stories from Laos* (1999); selected stories from Teri Shaffer Yamada, *Virtual Lotus: Modern Fiction of Southeast Asia* (2002); Sri Daoruang, *Married to the Demon King* (1984; Thailand)

Week Ten: Literature and the Southeast Asian diaspora

The emergence of new Southeast Asian diasporic communities in the second half of the twentieth century had significant literary effects. This week we discuss the emergence of these communities and the ways in which they and the Southeast Asia they left behind continue to interact. While we focus on literatures of the region, we look at the interplay between the region and these peoples in the now globalizing Southeast Asian community. We consider ways to read diasporic literature as emblematic of individuals and communities who transcend borders and national experiences. We will also consider how diasporic literature is related to postcolonial literatures, and the degree to which each represents a distinctive form of expression.

- Reflections on transnational societies
- Literature as commentary on Southeast Asia's links to the larger world

Background Reading:

Mariam Lam, et al. "Introduction" to *Troubling Borders*

Literary Selection: Duong Thu Huong, *Paradise of the Blind* (1988) (excerpts); Isabelle Thuy Pelaud, et al, eds. *Troubling Borders: An Anthology of Art and Literature by Southeast Asian Women in the Diaspora* (University of Washington, 2013), (excerpts).



UCLA Course Inventory Management System

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New Course Proposal

**Southeast Asian 70
Modern Southeast Asian Literature**

Course Number Southeast Asian 70

Title Modern Southeast Asian Literature

Short Title MODERN SE ASIAN LIT

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 NA

Course Description Lecture, three hours; discussion, one hour. Introduction to modern literatures of Southeast Asia. Designed to expose students to range of literatures, predominantly novels and short stories, that were written across this region in response to dramatic changes caused by colonialism and its aftermath. P/NP or letter grading.

Justification The proposed course will fill gap in ALC's offerings, which currently feature no courses covering Southeast Asian literature.

Syllabus File *SEASIAN 70 (SEA Novel) Draft Syllabus.docx* was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure Short Responses: 40%
Extended comparative book review: 20%
Discussion Sections: 20%
Final Exam: 20%

Effective Date Fall 2013

Instructor	Name	Title
	George Dutton	Professor

Quarters Taught Fall Winter Spring Summer

Department Asian Languages and Cultures

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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 6/15/2013 12:32:03 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 6/13/2013 1:36:26 PM

Changes: Short Title

Comments: No Comments