

L&S College Curriculum Committee
AGENDA

Thursday, November 13, 2014

Please note location change:

2:00-3:00 COURSELEAF TRAINING, UC 259A&B

3:00 pm CCC MEETING, UC 264

1. Approval of October 30, 2014 Minutes (handout at meeting)

2. Announcements
 - a. Please do not use campus mail for signature forms. Please have your dept. student employee hand deliver it, or call Joan x1616 for one of our L&S students to pick it up.
 - b. Update on HISTRY 323 The History of Rock and Roll in America (passed CCC 10/2/14)

3. Biology
 - a. New Minor – Bioinformatics

4. Geography & Geology
 - a. Title Change-GEOGRPHY 252 Human Environmental Problems
 - b. Change in Minor – GIS Minor BA/BS

5. L&L – Film
 - a. New Course – FILM 483 Cinema Auteurs

6. L&L –Professional Writing
 - a. New Course- ENGLISH 371 Writing in the Sciences
 - b. New Course- ENGLISH 435 Grant/Proposal Writing
 - c. Pre-req Change-ENGLISH 362 Grammar of Standard Written English
 - d. Pre-Req change-ENGLISH 364 Style: Principles and Practices
 - e. Change in Major – English Professional Writing and Publishing Emphasis
 - f. Change in Minor – English Professional Writing and Publishing
 - g. Other Curricular Action-Change in Certificate Program –Professional Writing and Publishing Certificate

Cont.

7. Math
 - a. Changes in Existing Course – MATH 141 Intermediate Algebra

8. Political Science
 - a. New Course – Political Science 342 Science Policy and Human Health

9. Psychology
 - a. New Course PSYCH 412 Comparative Psychology
 - b. New Course PSYCH 416 advanced and Multivariate Data Analysis for the Life Sciences
 - c. Change in Major- Psychological Sciences Graduate School Preparation Emphasis (BA/BS)

10. Sociology
 - a. New Course-SOCIOLGY 344 Race, Ethnicity and Film
 - b. New Course – SOCIOLGY 347 Gender and Family in Japan

11. Old Business

12. Adjournment

University of Wisconsin-Whitewater
Curriculum Proposal Form #1
New Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Degree: Minor

Program Title: Bioinformatics

GPA Required in the Major/Submajor: 2.0

Sponsor(s): Robert Kuzoff and Zachary Oster

Department(s): Biological Sciences & Computer Science

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)

Departments: Mathematics, Chemistry, Psychology

Check if:

- New Degree: Intent to Plan *
- New Degree: Final Proposal
- New Major: Intent to Plan *
- New Major: Final Proposal
- New Submajor: Minor
- New Submajor: Emphasis/Track
- New Submajor: Certificate Program
- Module: Intent to Plan
- Module: Final Proposal
- Other (list):

Proposal Information:

[\(Procedures for form #1\)](#)

* *Note:* You must receive approval from System to plan a new Degree or Major (submajors not included)

For System requirements see ACIS-1 guidelines at <http://www.uwsa.edu/acadaff/acis/index.htm>

Catalog description of the program

The bioinformatics minor provides students with marketable skills that are required to solve computational problems in biological, biochemical, biomedical, and psychological research and in related fields. The curriculum of the bioinformatics minor is firmly rooted in interdisciplinary education, applying coursework from several disciplines to introduce conceptual, computational, and quantitative methods used in this rapidly growing field. Through coursework, hands-on training, and experiential learning, including independent study and undergraduate research, students will become aware of the challenges and opportunities inherent in interdisciplinary bioinformatics research. Beyond the core requirements for the minor, students will develop an in-depth understanding of one or more areas of their own choosing, including but not limited to biology, biochemistry, biomedicine, computer science, mathematical biology, and psychology.

❖ Student Learning Objectives of the program

Student who successfully complete the minor will:

- *Demonstrate knowledge of the role of high-throughput, large-scale research projects in contemporary inquiry in biology and biology-related fields, the range of problems that are under active investigation, and the need for continual learning and skill development.*
- *Demonstrate knowledge of database construction and manipulation and the role of large-scale databases in analysis of biological and biology-related research problems*
- *Competently implement statistical strategies used in analysis of biological and biology-related research problems*
- *Be proficient in the use of Python, an interpreted programming language, to implement computational solutions to biological and biology-related research problems*
- *Be proficient in the use of a compiled programming language (e.g., Java or C++) to implement computational solutions to biological and biology-related research problems*
- *Integrate these skills in the design of effective strategies for use in biological, biochemical, medical, and psychological research*

- ❖ List of courses to be included in the program (include course titles), with a brief rationale for each course; new courses must be submitted for approval prior to or together with the final proposal for the program.

Unique requirements:

BIOLOGY 141 – Introductory Biology I (5 Cr)

MATH 152 – Elementary Functions (5 Cr)

BIOLOGY 303 or MATH 230 or MATH 342 or PSYCH 215 (3-4 Cr)

The unique requirements for the minor provide a necessary, minimal foundation for further study in this subdiscipline and comprise courses that are already popular among Biology, Chemistry, Computer Science, Mathematics, and Psychology majors.

Core minor requirements (prerequisites beyond unique requirements are in parentheses):

COMPSCI 170 – Introduction to Python (3 Cr, new GM course)
BIOLOGY 448 – Bioinformatics (3 Cr, new pre-reqs are BIOL 141 and 1 course in statistics)
COMPSCI 181 – Introduction to Database and Web (3 Cr)
Recommended courses include CHEM 102, 104 & 251

The above three courses constitute core coursework in bioinformatics. They require students to develop a working knowledge of Python, the most widely used programming language in bioinformatics and many other scientific disciplines. Because bioinformatic analysis nearly always entails use of extraordinarily large data sets, a familiarity with database construction and manipulation is critical. Lastly, an understanding of the range of problems actively researched in bioinformatics and strategies used to confront these problems is introduced in a core course in bioinformatics. The collection of skills that will be acquired through successful completion of the core is highly marketable and foundational for all research in this field.

Additional intermediate-level minor requirements for the biological enrichment emphasis (intended for students who are majoring in computer science) - select ≥ 6 credits of coursework from the following (pre-requisites beyond unique requirements are in parentheses):

BIOLOGY 142 – Introductory Biology II
BIOLOGY 225 – Science of Forensic Analysis (any 2 GL courses)
BIOLOGY 251 – Genetics (BIOL 142, CHEM 102)
BIOL 254 – Biotech Lab Methods I (BIOL 251)

Completion of two (or more) of the above courses (totaling ≥ 6 credits) by computer science majors will provide intermediate-level cross-training in biology that is critical for advancing to upper division coursework in biology, chemistry, and psychology (see below). Because courses (other than those that fulfill unique requirements) cannot be counted toward both ones major and minor, we do not anticipate that this emphasis would be attractive to students who are not majoring in Biology or related majors.

Additional intermediate-level minor requirements for the computational enrichment emphasis (intended for students who are not majoring in computer science) - select ≥ 6 credits of coursework from the following (pre-requisites beyond unique requirements are in parentheses):

COMPSCI 172 – Introduction to Java
– or – COMPSCI 174 – Introduction to C++
COMPSCI 215 – Discrete Structures
– or – MATH 280 – Discrete Math (MATH 253)
COMPSCI 220 – Intermediate Java (COMPSCI 172)
– or – COMPSCI 222 – Intermediate C++ (COMPSCI 174)
COMPSCI 223 – Data Structures (COMPSCI 220/222)

Completion of two (or more) of the above courses (totaling ≥ 6 credits) by non-computer-science majors will provide intermediate-level cross-training in computer science, including training in a compiled, object-oriented programming language, that is critical for advancing to upper division coursework in computer science (see below). We do not anticipate that this emphasis would be attractive to computer science majors.

Additional upper-division minor requirements - select ≥ 6 credits of coursework from the following to total 24 credits (pre-requisites beyond unique requirements are shown in parentheses):

BIOL/PSYCH 301 – Introduction to Behavioral Neuroscience (BIOL 142)
BIOL 363 – Molecular Biology (BIOL 251, BIOL 253)
BIOL/PSYCH 416 – Advanced and multivariate data analysis for the life sciences
BIOL 421 – Biological Nanotechnology (BIOL 251)
BIOL 446 – Evolution (BIOL 142)
BIOL 456 – Biochemistry (BIOL 251, BIOL 253, CHEM 251, or consent of instructor)

BIOL 498R – Independent Study – Undergraduate Research (*BIOL 142 and 2.75 GPA*)
 CHEM 454 – Introduction to Macromolecules (*CHEM 251, or consent of instructor*)
 CHEM 458 – Research in Bioch. (*CHEM 251, co-req. CHEM 454 or BIOL/CHEM 456*)
 COMPSCI 332 – Intro. to Artificial Intelligence (*COMPSCI 220/222*)
 COMPSCI 366 – Database Design (*COMPSCI 223*)
 COMPSCI 347 – Scientific Computing (*MATH 253*)
 COMPSCI 433 – Theory of Algorithms (*COMPSCI 215 and COMPSCI 223*
 – or – *MATH 280 and COMPSCI 172/174*)
 COMPSCI 498 – Independent Study in Computer Science (*department consent*)
 MATH 359 – Mathematical Modeling and Statistics (*MATH 255*)

Along with the requirement of BIOL 448, upper-division coursework required for the minor will total ≥ 9 credits and will provide students with an opportunity to build upon and expand their understanding of problems in bioinformatics and related subdisciplines and to cultivate an in depth understanding of one or more closely related areas. Flexibility is given so that students may opt to either pursue coursework that is closely related to their major or to maximize cross-disciplinary training in an area that is distantly related to their major.

❖ **A 4-year plan of course offerings**

- *Courses listed under unique requirements are offered every Fall and Spring semester.*
- *Courses in the core minor requirements are or will be offered every Fall and Spring semester, except for BIOL 448, which is offered every Spring.*
- *Courses listed under additional coursework to complete 24 credits are offered either every semester or every other semester.*

Four-year plan of course offerings

All courses in the proposed emphasis will be offered at least once every two years, with core MATH and COMPSCI courses offered at least once per year. New courses are indicated with an asterisk “*”.

Course Number	Fall Year 1	Spring Year 1	Fall Year 2	Spring Year 2
<i>Biology courses</i>				
BIOL 141	X	X	X	X
BIOL 142	X	X	X	X
BIOL 225		X		X
BIOL 251	X	X	X	X
BIOL 254	X	X	X	X
BIOL 301	X	X	X	X
BIOL 363	X	X	X	X
BIOL 416	X		X	
BIOL 421	X		X	
BIOL 446	X	X	X	X
BIOL 448		X		X
BIOL 456		X		X
<i>Chemistry courses</i>				
CHEM 454	X		X	
CHEM 458		X		X
<i>Computer Science courses</i>				
COMPSCI 170	X	X	X	X
COMPSCI 172	X	X	X	X
COMPSCI 174	X	X	X	X
COMPSCI 181	X	X	X	X
COMPSCI 215	X	X	X	X
COMPSCI 220	X	X	X	X
COMPSCI 222	X	X	X	X

COMPSCI 223	X	X	X	X
COMPSCI 332	X		X	
COMPSCI 366		X		X
COMPSCI 347				X
COMPSCI 433	X	X	X	X
<i>Math Courses</i>				
MATH 230	X	X	X	X
MATH 253	X	X	X	X
MATH 280	X	X	X	X
MATH 342	X		X	
MATH 355	X	X	X	X

- ❖ List of the required courses in a format appropriate for the catalog and advising report

Unique Requirements (13-14 units)

1. BIOLOGY 141
2. MATH 152
3. BIOLOGY 303 or MATH 230 or MATH 342 or PSYCH 215

Minor Requirements (24 units)

1. COMPSCI 170, BIOLOGY 448 and COMPSCI 181
2. **select ≥ 6 credits of coursework from the following:**
 - A. BIOLOGY 142, BIOLOGY 225, BIOLOGY 251, and BIOLOGY 254 (**intended for computer science majors**)
 - B. COMPSCI 172, COMPSCI 174, (COMPSCI 215 OR MATH 280), COMPSCI 220, COMPSCI 222, and COMPSCI 223 (**intended for non-computer science majors**)
3. **select ≥ 6 credits of coursework from the following to total 24 credits**
 BIOLOGY/PSYCH 301, BIOLOGY 363, BIOLOGY/PSYCH 416, BIOLOGY 421, BIOLOGY 446, BIOLOGY 456, BIOLOGY 498R, CHEM 454, CHEM 458, COMPSCI 332, COMPSCI 366, COMPSCI 347, COMPSCI 433, COMPSCI 498, and MATH 359

- ❖ An assessment plan for the program (to be submitted after program approval to the University Assessment Committee for review; not required if program assessment will be integrated into an existing departmental assessment plan)
 - *Assessment will be incorporated into ongoing departmental assessment plans for both the Departments of Biology and Computer Science and partitioned between these units according to our stated learning objectives, with learning objectives 1, 3, and 6 assessed by Biology and 2, 4, and 5 by Computer Science. Representatives from each department will confer on an ongoing basis to optimize the effectiveness of the minor.*
- ❖ Resources needed to support the program (staffing, equipment, library materials, etc.)
 - *No additional staffing or materials will be required beyond the new courses already being proposed (CompSci 170 and BIOLOGY/PSYCH 416) independently of this minor. This interdisciplinary minor incorporates existing courses, and enrollment in the minor is expected to be modest.*

Student need/demand for the program

- *Students majoring in Biology, Chemistry, Computer Science, Mathematics, Psychology, and a variety of other subject areas would benefit greatly from an opportunity to pursue rigorous cross-disciplinary training in bioinformatics.*
- *The minor provides students with an opportunity to gain highly marketable skills that are required to solve problems in biological, biochemical, medical, and psychological research and in related fields.*
- *Skills acquired through completion of this minor greatly increase the probability of securing positions in the public or private sectors upon graduation as well as positions in a wide variety of post-graduate programs.*

Relation of the program to other programs on campus, in the UW System, and in the region

- *No other campuses in the UW-System offer a minor in Bioinformatics, though UW-Parkside does offer a Bioinformatics major, and UW-Madison offers an advanced degree in Bioinformatics.*
- *Some other campuses in the U.S do offer a minor in Bioinformatics; these include The University of Connecticut, Drexler University, and The University of Miami (Ohio), among others.*
- *If adopted, UW-Whitewater would be the first school in the UW-System to offer a minor in this highly marketable and rapidly developing field.*
- *We feel, strongly, that this minor would help to attract students planning on majoring in Biology, Chemistry, Computer Science, Math, and Psychology, among other majors, to select UW-Whitewater over other comparable schools in the UW-System.*

University of Wisconsin-Whitewater
Curriculum Proposal Form #4R
Change in or Deletion of an Existing Course

Type of Action (check all that apply)

- Add Cross-listing *
- Course Deletion
- Number Change
- (other)

- Pre-requisite Change
- Technological Literacy
- Title Change
- Writing Requirement

Effective Term: 2157 (Fall 2015)

Current Course Number (*subject area and 3-digit course number*): GEOGRPY 252

Cross-listing (*if applicable*):

New Course Number (*subject area and 3-digit course number*):

Cross-listing (*if applicable*):

***If adding a cross-listing, include the following:**

Required in the major:

Required in the minor:

Number of credits:

Lab hours/week:

Contact hours/week:

Repeatable

Current Course Title: Human Environmental Problems

New Course Title: **Global Environmental Challenges**

25-Character Abbreviation (*if new title*): Global Enviro Challenges

Sponsor(s): Jonathan Burkham

Department(s): Geography & Geology

College(s): Letters and Sciences

List all programs that are affected by this change:

Geography majors/minors, Integrated Science-Business, Occupational and Environmental Safety and Health, International Studies, Peace and Justice minor, Liberal Studies, Family and Health Studies minor, Elementary and Secondary Education programs

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

NA Yes They will be submitted in the future

Proposal Information: ([Procedures for form #4R](#))

I. **Detailed explanation of changes** (use FROM/TO format)

FROM:

[Course title]

Human Environmental Problems

TO:

[Course title]

Global Environmental Challenges

II. **Justification for action**

The proposed name change from *Human Environmental Problems* to *Global Environmental Challenges* is designed to address the negative tone and unclear phrasing of the former, in favor of the more engaging title of the latter. The instructors of this course believe that the title *Global Environmental Challenges* better captures our attempts to engage students in the challenges that human populations throughout the world face with regard to the environment.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2
Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Minor

Degree: Minor

Program Title: GIS Minor

GPA Requirement for the Major/Submajor:

Sponsor(s): Eric Compas

Department(s): Geography & Geology

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)

Departments: Biology, Computer Science

Proposal Information:

[*\(Procedures for Form #2\)*](#)

Total number of credit units in program:

Before change 24

After change 21

1. Exact description of request:

Last fall, we revised our GIS Certificate program and need to update the GIS Minor to reflect changes in course titles, prerequisites, and offerings. In addition, there are new courses in the Geography and Geology department that are relevant to the minor and should be added. The GIS Minor is being restructured to match the GIS Certificate offerings, to ensure that GIS Minors also receive the certificate, and to lower the number of required classes to make the minor more accessible to majors with high credit loads, e.g. Biology.

From (as listed in catalog and on AR)

MINOR - 24 UNITS

1. GEOGRPY 270, GEOGRPY 290, GEOGRPY 370 AND GEOGRPY 377
2. 12 UNITS REQUIRED FROM 1 EMPHASIS (EITHER A OR B)
 - A. URBAN-ECONOMIC EMPHASIS
 1. SELECT 6 UNITS FROM SYSTEMATIC COURSES: GEOGRPY 332, GEOGRPY 334, GEOGRPY 340, GEOGRPY 344, GEOGRPY 444
 2. GEOGRPY 440, GEOGRPY 470

OR

- B. PHYSICAL-ENVIRONMENTAL EMPHASIS
 1. SELECT 6 UNITS FROM SYSTEMATIC COURSES: GEOGRPY 300, GEOLOGY 301, GEOGRPY 323, GEOGRPY 330, GEOGRPY 352, GEOGRPY 420, GEOGRPY 435
 2. GEOGRPY 460, GEOGRPY 470

To (to be listed in catalog and on AR)

MINOR - ~~24~~ 21 UNITS

1. GEOGRPY 270 ~~AND GEOGRPY 290~~, GEOGRPY 370 ~~AND GEOGRPY 377~~
2. ~~12~~ 15 UNITS REQUIRED FROM 1 EMPHASIS (EITHER A OR B)
 - A. URBAN-ECONOMIC EMPHASIS
 1. **GEOGRPY 340, GEOGRPY 380, GEOGRPY 440**
 2. **SELECT 6 UNITS FROM SYSTEMATIC COURSES: GEOGRPY 332, GEOGRPY 334, GEOGRPY 335, GEOGRPY 344, GEOGRPY 444**

OR

- B. PHYSICAL-ENVIRONMENTAL EMPHASIS
 1. **GEOGRPY 377, GEOGRPY 460, GEOGRPY 470**
 2. **SELECT 6 UNITS FROM SYSTEMATIC COURSES: GEOGRPY 300, GEOLOGY 301, GEOGRPY 320, GEOGRPY 323, GEOGRPY 330, GEOGRPY 352, GEOGRPY 420**

2. Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:

These changes align with institution goals #1 – Programs and Learning – and #IV – Regional Engagement – by updating our curriculum to reflect best practices and new technology in the GIS field and to provide students are better equipped to meet the job requirements of local and regional employers. The changes reflect college and department goals through making our GIS program more accessible for students from other majors (responding to requests made by both Biology and Management Computer Systems) and increasing enrollment in Geography and Geology courses.

3. Rationale:

The proposed changes are required to synchronize the minor with the GIS Certificate and to reflect new Geography and Geology course offerings. In addition, the changes lower the barrier of entry for potential students by changing the introductory course and reducing the credit total.

4. Cost Implications:

None. The proposed changes do not include any new courses, changes in course scheduling, or changes to administration work load.

Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: FILM 483

Cross-listing:

(See Note #1 below)

Course Title: (Limited to 65 characters) Cinema Auteurs

25-Character Abbreviation: Cinema Auteurs

Sponsor(s): Donald Jellerson

Department(s): Languages & Literatures

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)
Departments:

Programs Affected: Film Studies

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

NA Yes will be at future meeting

Prerequisites: Junior or Senior status or consent of instructor

Grade Basis: Conventional Letter S/NC or Pass/Fail

Course will be offered: Part of Load Above Load
 On Campus Off Campus - Location

College: Letters and Sciences Dept/Area(s): Languages and Literatures

Instructor: Donald Jellerson

Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

Technological Literacy Requirement Writing Requirement
 Diversity General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours: Total lecture hours: 48
Number of credits: 3 Total contact hours: 48

Can course be taken more than once for credit?

No Yes

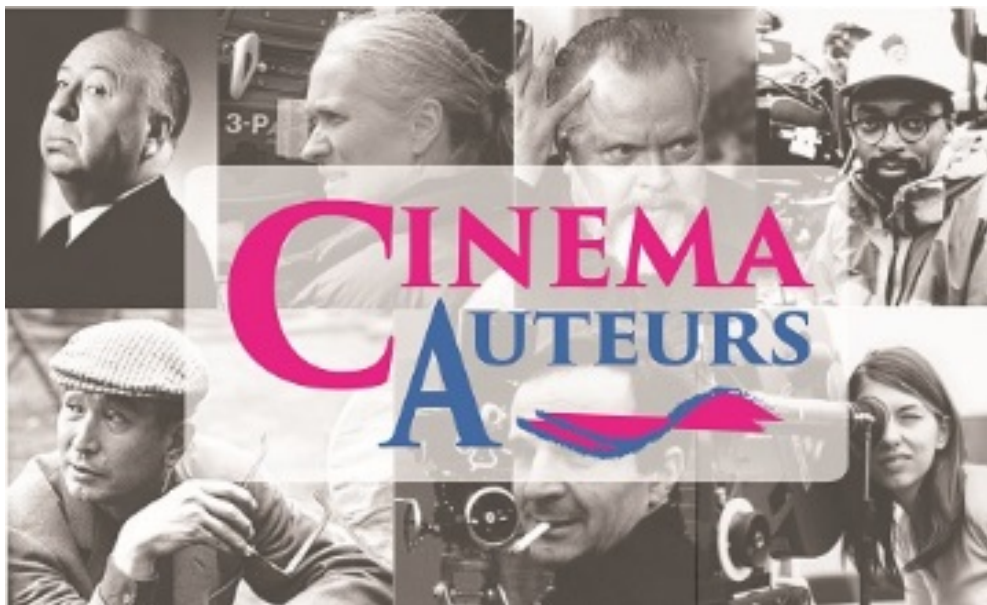
Proposal Information: ([Procedures for form #3](#))

Course justification: This course will serve the minor in Film Studies. Currently, Film Studies has no course dedicated to the analysis of cinema in an international context, and this course will fill that gap. Although the United States has been the dominant force in the development of film as an art form over the last century, many other nations have contributed to that development and significantly expanded the possibilities for cinematic expression. The French, German, Italian, Russian, Indian, Australian, Japanese, and Chinese film traditions, for instance, have exerted a major influence on cinematic visual styles and narrative conventions. In order to capture this influence, sections of *Cinema Auteurs* will adopt a comparative approach. That is, students will compare Hollywood films and films from other traditions. This can be done by comparing the works of two filmmakers, one from the U.S. and one from abroad (e.g. Francis Ford Coppola and Wong Kar-wai), or by examining the works of one filmmaker who has worked in both Hollywood and other traditions (e.g. Ang Lee). The syllabus below, for instance, follows the work of a mid-century filmmaker whose work includes films in English, French, Dutch, and Italian.

The Film Studies minor has grown rapidly since it began in January of 2014. In the first semester, courses counting toward the Film Studies minor enrolled around 230 students. In the second semester, we increased the number of courses offered and enrolled over 350 students. Film Studies launched four new 300-level courses and each of them filled to capacity. This enthusiastic reception vindicates our initial estimation that the study of cinema and visual narratives needed to find a home at UW-Whitewater, as it has at other campuses in the UW-System (Madison, Milwaukee, Oshkosh, Parkside, Platteville). Our success also challenges us to think about the ways in which we can better serve our students by expanding our array of courses. At the moment, we only have one 400-level course. *Cinema Auteurs* would give students another opportunity to study film at an advanced level, and it would add much-needed breadth to our program by including a sustained consideration of cinematic traditions outside the United States.

In *Cinema Auteurs*, students will...

- Analyze cinema in an international context.
- Master methods of film analysis with an emphasis on auteur analysis.
- Deploy advanced terms and techniques of film interpretation.
- Structure compelling readings of films and film scholarship.



Relationship to Program Assessment Objectives:

Film Studies Learning Outcomes

Students emerge from the Film Studies minor with the ability to:

1. demonstrate knowledge of the historical development and cultural impact of film as an art form
2. demonstrate a familiarity with the collaborative processes through which films are constructed
3. critically interpret films and clearly express those interpretations orally and in writing
4. employ the specialized vocabularies and methodologies used by Film Studies scholars
5. engage with questions of ethics and social justice through representations of class, race, and gender on film
6. analyze various cinematic narrative conventions.

Course objectives for Film 483 *Cinema Auteurs* in relation to Film Studies Student Learning Outcomes

- improved ability to generate and express nuanced interpretations of cinematic works (SLO 1)
- develop understanding of films as historically and culturally situated (SLO 2)
- learn to analyze with an awareness of the situated context of film production (SLO 3)
- critical read and intervene in the discourses of film analysis (SLO 4)
- develop a reading of how the cinema both critiques and supports ideologies (SLO 5)
- refine understanding of the preoccupations of classical Hollywood cinema and how films within this category respond to, celebrate, and critique culture. (SLO 6)

LEAP Outcomes

Cinema Auteurs serves LEAP objectives as well. The course will provide students with explicit instruction in “inquiry and analysis,” “critical thinking,” and “written and oral communication.” Through its analysis of cultural transmission by means of the visual and narrative conventions of particular genres and discourses, the course provides an opportunity for students to become critical consumers and analysts of media, allowing them to develop “skills for lifelong learning.”

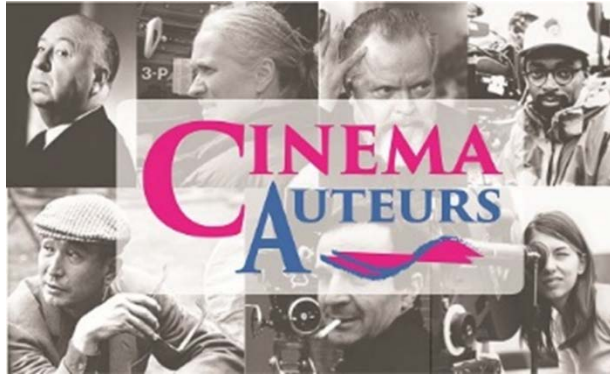
Budgetary impact: This course will be taught by existing faculty. Film Studies will decrease its offering of FILM 350 *Film Genre* by one section per year, thereby allowing for one section of FILM 483 *Cinema Auteurs* per year. No net increase in teaching load or expense will therefore result from including this course in the schedule.

Course description: (50 word limit) In *Cinema Auteurs*, students will learn to analyze film in international contexts. The course will either focus on a director whose work crosses national and language boundaries or compare two established film directors, one working in English and one working in another language.

Course Objectives and tentative course syllabus with [mandatory information](#) (paste syllabus below):

FILM 483

M, W 3:30–4:45 HYLAND 2300



GERMAN

Liebelei (1933)

ENGLISH

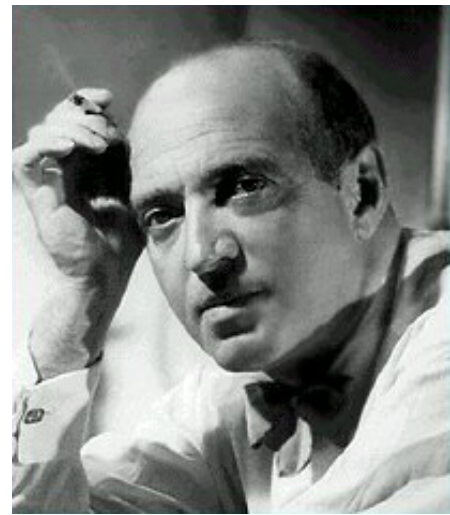
Letter from an Unknown Woman (1948),
Caught (1949), *The Reckless Moment* (1949)

FRENCH

La Ronde (1950), *Le Plaisir* (1952),
Madame de... (1953), *Lola Montes* (1955)

DR. DONALD JELLERSON

OFFICE: 3217 LAURENTIDE
HOURS: M, W 11:00–12:30
HOURS: T, TH 12:30–1:30



COURSE DESCRIPTION: In this version of *Cinema Auteurs*, we will examine the films of Max Ophüls and the critical opinion surrounding them. Ophüls started making films in Germany, where he had been working as an actor and director for the theatre. He moved to France in advance of the rise of the Nazi party. After the fall of France to Germany, he fled to the United States through Switzerland and Italy. He eventually returned to France in 1950. Since he lived and worked in several countries, Ophüls left a rich legacy of films in several languages (German, Dutch, French, Italian, English). Studying this body of work allows us to think about the international context in which the “Classical Hollywood Cinema” style developed, and it will help us think about how film represents particular times and cultures as well as how it constructs and renders transcultural motifs.



Your goals in the course can be summarized as follows:

- Analyze mid-century cinema in an international context.
- Master methods of film analysis such as gender and auteur analysis.
- Deploy advanced terms and techniques of film interpretation.
- Structure compelling readings of films and film scholarship.

GRADING

short analysis 60% final paper 40%

GRADE SCALE:

A = 93–100

A- = 90–92

B+ = 87–89

B = 83–86

B- = 80–82

C+ = 77–79

C = 73–76

C- = 70–72

D = 60–69

F = < 60

SCHEDULE		text	secondary	assignment
<i>September</i>	3 rd	W	Introductions	
	8 th	M	<i>Liebelei</i>	Film Analysis Terms
	10 th	W	<i>Le Plaisir</i>	Film Analysis Techniques
	15 th	M	<i>Le Plaisir</i>	Johnson, "Narrative, Spectacle..."
	17 th	W	<i>Le Plaisir</i>	short analysis
	22 nd	M	<i>Letter from an Unknown Woman</i>	
	24 th	W	<i>Letter from an Unknown Woman</i>	
	29 th	M	<i>Letter from an Unknown Woman</i>	Duncan, "Tears, Melodrama ..."
<i>October</i>	1 st	W	<i>Letter from an Unknown Woman</i>	short analysis
	6 th	M	<i>Letter from an Unknown Woman</i>	
	8 th	W	<i>Letter from an Unknown Woman</i>	Jellerson, "Hysteria and the Camera..."
	13 th	M	<i>Caught</i>	
	15 th	W	<i>Caught</i>	short analysis
	20 th	M	<i>Caught</i>	Studlar, "Ophuls Fashions Femininity..."
	22 nd	W	<i>Caught</i>	
	27 th	M	<i>The Reckless Moment</i>	Paul, "Off the Deep End..."
	29 th	W	<i>The Reckless Moment</i>	short analysis
<i>November</i>	3 rd	M	<i>La Ronde</i>	
	5 th	W	<i>La Ronde</i>	
	10 th	M	<i>La Ronde</i>	Metz, "Who Am I in This Story..."
	12 th	W	<i>La Ronde</i>	short analysis
	17 th	M	<i>Lola Montes</i>	
	19 th	W	<i>Lola Montes</i>	
	24 th	M	<i>Lola Montes</i>	Muller, "The Making of...Lola Montes"
	26 th	W	<i>Lola Montes</i>	short analysis
<i>December</i>	1 st	M	<i>Earrings of Madame de...</i>	
	3 rd	W	<i>Earrings of Madame de...</i>	Mulvey, "Earrings..."
	8 th	M	<i>Earrings of Madame de...</i>	
	10 th	W	<i>Earrings of Madame de...</i>	
			Exam Day	final paper

Class Requirements:

Attendance is mandatory. I will forgive up to *three* absences for school sanctioned events, sickness, or emergencies. Your course grade will decrease by 3% for every missed class beyond three. (See the category of “attendance” on the D2L grade sheet.) If you miss eight or more classes, you will automatically fail the course. Please note that this is an absolute measure. Use your three forgiven absences wisely. After you use them, you must be prepared to take the reduction in your overall grade for any further absences, regardless of how reasonable your excuse may be.

Lateness is an interruption, and leaving early similarly disrupts the class. Please do not be late. Two occasions of lateness (or leaving early) will count as an absence.

Electronics. Since thoughtful listening and responding will be instrumental to the success of our course, you should not use cell phones, laptops, or other electronic instruments in class.

Readings: The critical readings (listed in the bibliography below) will be available in PDF on D2L.

Short Analysis assignments provide six opportunities to hone your analytical abilities by generating readings of films in which you will demonstrate an awareness of cinematic technique, cultural reference points, and scholarly opinion. I will drop the lowest grade of the six. These papers should be more than 750 words—two to three pages, double-spaced, in Times New Roman 12 point font, with one inch margins. If you can’t make the class, your analysis is still due by class time. *You must submit these in Microsoft Word format.* They will be graded on a scale of one to ten. Since they are tied to days that we’re discussing material, I cannot accept late assignments. I will post instructions for these on D2L. I will also discuss them in class.

Final Paper. At the end of the semester, you will closely analyze one film for key motifs. Your analysis will take account of cinematic technique (sound, editing, cinematography, and *mise-en-scène* choices). You will also take account of the film’s cultural reference points and the scholarly opinion surrounding the film. Your final paper should be at least 2000 words, double-spaced, in Times New Roman 12 point font, with one inch margins. I will say more about this in class as the time approaches, and I will post instructions on D2L.

Plagiarism. Presenting someone else’s work as your own, not citing sources of information and ideas that you use in your papers, is plagiarizing, and plagiarized papers automatically fail. Even when you use your own wording for someone else’s ideas (a paraphrase or summary, for instance), you need to cite the source.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding [Special Accommodations](#), [Academic Misconduct](#), [Religious Beliefs Accommodation](#), [Discrimination](#) and [Absence for University Sponsored Events](#) (for details please refer to the Schedule of Classes; the “[Rights and Responsibilities](#)” section of the [Undergraduate Catalog](#); [the Academic Requirements and Policies](#) and the [Facilities and Services](#) sections of the [Graduate Catalog](#); and the “[Student Academic Disciplinary Procedures](#)” (UWS Chapter 14); and the “[Student Nonacademic Disciplinary Procedures](#)” (UWS Chapter 17).

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Relationship to program learning objectives: Film 483 will serve the Student Learning Outcomes (SLOs) for the Film Studies minor.

FILM STUDIES MINOR STUDENT LEARNING OUTCOMES (SLOs)

- 1 critically interpret films and clearly express those interpretations orally and in writing
- 2 demonstrate knowledge of the historical development and cultural impact of film as an art form
- 3 demonstrate a familiarity with the collaborative processes through which films are constructed
- 4 employ the specialized vocabularies and methodologies used by film studies scholars
- 5 engage with questions of ethics and social justice through representations of culture on film
- 6 analyze a range of cinematic visual styles, narrative conventions, and generic trends

Specific Course objectives for Film 483: Cinema Auteurs

- improved ability to generate and express nuanced interpretations of cinematic works (SLO 1)
- develop understanding of films as historically and culturally situated (SLO 2)
- learn to analyze with an awareness of the situated context of film production (SLO 3)
- critical read and intervene in the discourses of film analysis (SLO 4)
- develop a reading of how the cinema both critiques and supports ideologies (SLO 5)
- refine understanding of the preoccupations of classical Hollywood cinema and how films within this category respond to, celebrate, and critique culture. (SLO 6)

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: ENGLISH 371
(See Note #1 below)

Cross-listing: ENGLISH 571

Course Title: (Limited to 65 characters) Writing in the Sciences

25-Character Abbreviation:

Sponsor(s): Daniel Baumgardt, Janine Tobeck

Department(s): Languages and Literatures

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)
Departments: Biology, Chemistry, Communication Sciences
and Disorders, Computer Science, Geography & Geology,
Mathematics, Physics

Programs Affected: **Biology, Chemistry, Communication Sciences and Disorders,
Computer Science, Geography & Geology, Mathematics, Physics**

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

NA Yes will be at future meeting

Prerequisites: ENGLISH 102 OR ENGLISH 105 OR ENGLISH 162

Grade Basis: Conventional Letter S/NC or Pass/Fail

Course will be offered: Part of Load Above Load
 On Campus Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** Languages and Literatures

Instructor: Daniel Baumgardt
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

Technological Literacy Requirement Writing Requirement
 Diversity General Education Option: Select one:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours: Total lecture hours: 48
Number of credits: 3 Total contact hours: 48

Can course be taken more than once for credit? (Repeatability)

No Yes If "Yes", answer the following questions:

No of times in major:

No of credits in major:

No of times in degree:

No of credits in degree:

Course Description

Instruction on the nature of writing in the sciences, including features of scientific genres and strategies for producing effective texts.

Course Justification

Currently, science majors from many departments take English 372, "Technical and Scientific Writing," to satisfy a writing requirement for their degree. Professional Writing and Publishing (PWP) majors also take 372 to complete their degree. While the variety of students can yield productive and enlightening discussions, the course requires a balancing act that might not be most beneficial to either group: science students could benefit from more sustained focus on scientific texts, while PWP students and those from other non-science majors could benefit from a broader focus on non-scientific texts, ones from the wider world of technical and professional writing.

We propose that English 371, "Writing in the Sciences," be taught primarily to students from the sciences who wish to fulfill a writing requirement, while PWP majors be given the option of taking 371 or 372 to fulfill their requirement. Pending approval of this course and other changes to the Professional Writing program, we will soon contact all departments that currently offer English 372 as an option for fulfilling a requirement. We will consult with them about a course title change (to "Technical Writing") and about making changes to the course that might make it better serve their programs, given the splitting-off of scientific material into 371. At that time, we will also make a full, updated list of upper-level writing courses in Languages and Literatures available to all departments, in order that they can revisit any writing requirements they currently have and evaluate which among these courses will best serve them.

Relationship to Program Assessment Objectives

English 371 is designed to serve students in the sciences. However, PWP students would have the option to take 371 or 372, as some students could find 371 helpful to them later in their profession. In what follows, I pair PWP program assessment objectives with closely matching ENGLISH 371 learning objectives (indented and italicized):

- 1. read closely** read texts closely for nuances of language, content, and form
[371 Objective] *Critically summarize a research article*
- 2. write effectively** produce clear and coherent prose demonstrating effective use of grammar and style
[371 Objective] *Identify and correct for the grammatical errors you most commonly make*
[371 Objective] *Write more concisely and clearly, and with better cohesion and coherence*
- 3. construct arguments** execute well-structured, thesis-driven interpretations based on textual evidence
- 4. conduct research** develop extended arguments that take account of existing scholarly conversations
- 5. analyze conventions** analyze texts using an understanding of generic conventions and literary devices
[371 Objective] *Identify key aspects of research articles, including features of different article formats, abstract styles, and citation styles; questions the Methods section must answer; elements of the Results; elements of the Discussion; rhetorical moves of the Introduction; and the balancing of information in titles*
[371 Objective] *Identify key strategies for accommodating scientific knowledge to non-scientists.*
- 6. place literary traditions** situate major texts within the contexts of the literature of the British Isles and the United States
- 7. demonstrate awareness** of English as a language, including its systematic structure, history,

and uses

8. **write and edit** documents to a professional standard in multiple formats
 - [371 Objective] *Identify and correct for the grammatical errors you most commonly make*
 - [371 Objective] *Write more concisely and clearly, and with better cohesion and coherence*
 - [371 Objective] *Construct documents in which content is convincingly suited to audience and purpose*
 - [371 Objective] *Construct effective scientific accommodations that draw upon attested accommodation strategies*
9. **use technology** employed by professional writers in a variety of media
10. **collaborate effectively** orally and in writing, individually and within groups
11. **analyze discourse** used in diverse contexts with attention to audience, purpose, and formal
 - [371 Objective] *Articulate why all texts, including scientific texts, must be dynamically designed to convincingly suit content to key rhetorical considerations such as audience and purpose*

Relationship to College and University Assessment Objectives

English 371 affirms the goals of many programs' upper-level writing course requirements, and we will stay attuned to developments in the College of Letters and Sciences' Writing Intensive course initiatives. The course also supports the institutional ELOs of intellectual and practical skills (including critical and creative thinking, written and oral communication, and information literacy) and integrative learning.

Budgetary Impact

At present, since ENGLISH 371 is splitting away from ENGLISH 372, we believe we will run the same total number of sections of the two courses as we did of ENGLISH 372 alone. If interest in enrollment shows a need, we will reassess adding sections. If successful, our current search for an additional faculty member in Professional Writing and Publishing will bring us another specialist in one or both of these courses and his or her course load will include one or both of these courses, making it feasible to accommodate any such growth.

Graduate Level Requirements

By the course's end, a student seeking graduate credit must complete an additional project, Project 4: The Research Article – Writing a Text to Submit for Publication. (This additional project will not replace or stand in for a related project, Project 2: The Research Article – Analyzing and Critically Summarizing a Published Text, which all students must complete earlier in the semester.) For Project 4, graduate students will compose a complete research article. This additional assignment requires more from the graduate student along the following dimensions:

1. **Content** To complete Project 4, a graduate student must read and cite many sources. Thus, he or she must comprehend and synthesize much more content related to his or her research specialization than an undergraduate.
2. **Intensity** The workload will be more intense for a graduate student because Project 4 is a substantial additional project.
3. **Self-direction** Project 4 will require of a graduate student considerably more self-direction.

ENGLISH 371, WRITING IN THE SCIENCES

Instructor

Professor Daniel Baumgardt; 3271 Laurentide Hall; baumgardt@uww.edu.

Description

This course is designed to help you explore writing in the sciences and strategies for successfully producing it. Whether you plan continue on in academia or to hit the job market upon graduation, you will find yourself writing often and through a variety of documents. Of the kinds of writing you are likely to encounter, this course can introduce you only to a small fraction—cover letters, resumes and CVs, memos, journal articles, reports, and scientific accommodations. However, the assignments are designed to help you practice thinking rhetorically (i.e., strategically), so that you possess fundamental and portable writing skills you could use to effectively craft many different documents.

A key assumption of this class is that you must read effectively to write effectively. To this end, you will not only read a good number of texts, but also perform in-depth analyses of some of them. Another assumption is that, to write effectively, you must be able to accurately judge available options for expressing and structuring content. To this end, you will often need to articulate how you chose to express and structure content, how you could have otherwise expressed and structured it, and why you nevertheless expressed and structured it the way you did. You must develop and display a keen awareness for how you write.

Objectives

By the end of this course, if you have attended class and done the assignments, you will be able to

- articulate why all texts, including scientific texts, must be dynamically designed to convincingly suit content to key rhetorical considerations such as audience and purpose
- construct documents in which content is convincingly suited to audience and purpose
- articulate the significant role that key written genres (such as the research article or report) play in the production and communication of scientific knowledge
- identify key aspects of research articles, including features of different article formats, abstract styles, and citation styles; questions answered in Methods; elements of Results; elements of Discussion; rhetorical moves of the Introduction; and the balancing of information in titles
- critically summarize a research article
- identify key strategies for accommodating scientific knowledge to non-scientists
- construct effective accommodations that draw upon these strategies
- identify and correct for the grammatical errors you most commonly make
- write more concisely and clearly, and with better cohesion and coherence

Materials

Required Text

Penrose, A. M., & Katz, S. B. (2010). *Writing in the Sciences. Exploring the Conventions of Scientific Discourse* (3rd ed.). New York, NY: Longman.

Other Texts

Other course readings will be made available through D2L. Download each reading, read it, and be prepared to refer to a print or electronic copy of it in class.

D2L

Much information will be managed through D2L. You MUST check it and your university e-mail account daily.

Requirements and Grading

Here's a table of the grade categories and their weights in relation to the overall course score:

Learning Activities	Application	Article Analysis	Science Accommodation	Final Exam	Attendance	Participation
20%	15%	20%	20%	15%	5%	5%

Learning Activities

Learning Activities (referred to as “LA” in the below schedule) are smaller homework projects, discussion board posts, or in-class quizzes—activities shorter than a major project. They are designed to solidify your understanding of a reading or to hone writing skills.

Please note the distinction between learning activities and in-class exercises. You must complete in-class exercises to understand what you have read and to effectively participate that day's discussion; however, as opposed to learning activities, I do not collect and grade in-class exercises. In most cases, it should be readily apparent whether you are working on a learning activity or exercise during class, but feel free to ask me to clarify if you are unsure.

You can earn full or near-full credit on smaller homework projects and discussion board posts if you make a reasonable attempt at fully conceptually engaging with the tasks involved, and if there are no substantive formatting, grammar, or spelling issues. Scores higher or lower will reflect notable departures from this expectation. Quizzes typically consist of 5-10 questions and are designed to assess your comprehension of writing skills lessons.

Most of these learning activities will be worth 5 points. A few will be worth 10 points to reflect the extra effort it will take to complete them. I will let you know the weight of a learning activity when I introduce it.

Project 1: The Application – Seeking a Job, Internship, or Graduate Admission

You will create application materials for a job, an internship, or admittance to graduate school. You must apply to a position that is appropriate for your skill level and meets your professional goals.

Project 2: The Research Article – Analyzing and Critically Summarizing a Published Text

You will thoroughly analyze and then critically summarize a research article, one that has been published in a peer-reviewed journal and is related to your field and specialization.

Project 3: The Science Accommodation - Communicating Your Expertise to Non-Experts

You will locate important primary research in your field and inform a non-expert audience of this research using attested strategies for effectively doing so.

Attendance

You are allotted 3 absences without penalty. Each absence you accrue after that drops your attendance score. You fail the course if you accrue 7 absences. Treat this like a “personal” or “sick day” policy you might find in any workplace. Such absences usually occur because of illnesses or schedule conflicts (e.g., a delayed flight after a holiday). Plan your semester so that you do not use all your days at once. Note that you are also absent if you are physically present but mentally absent, i.e., *if you text during class or if you surf the web off task*. Finally, attending late is disruptive to class; two lates equal one absence.

1 absence	2 absences	3 absences	4 absences	5 absences	6 absences	7 absences
=100%	=100%	=100%	=75%	=50%	=25%	=fail course

Throughout the semester, you can inquire how many absences you have accrued.

Participation

This score is based on how often and how well you comment in class, how well you engage in in-class exercises, and how promptly and frequently you submit to the D2L digital dropbox all required materials. Please note that participation tends to correlate with attendance: if you don't attend often, you can't share often; also, your comments are likely to be less informed. Beyond this correlation, you can assume that if you are absent for more than three classes, your participation score will be lower than it otherwise would be if you had attended regularly. If we can assume no attendance issues, here's how the score will be determined:

A	Consistently makes quality, to-the-point contributions that deal specifically with the content being discussed; submits all required materials to dropbox.
B	Makes acceptable contributions along with some that are quality and to-the-point; does not submit all required materials to dropbox.
C/D	Silent and/or typically offers non-content remarks or questions (e.g., "will this be on the quiz?"); sporadically submits required materials to dropbox.
F	Frequently absent or asleep in class; does not contribute or talks to others while someone is talking; never shares work with class.

Final Grade Calculation

Your final letter grade will be assigned using the following metric:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-88	87-83	82-80	79-78	77-73	72-70	69-68	67-63	62-60	59-0

Deadlines on Learning Activities and Major Projects

Learning Activities

Late submissions for homework projects and discussion board posts will receive either significantly reduced credit or no credit at all. As for quizzes, you must take them during the class specified on the D2L

Announcements page; we may arrange to make up a quiz only if you have an excused absence for which you have provided documentation.

Major Projects

Alas, there are times when meeting a deadline is impossible. For Projects 1 and 2, you can receive an extension—usually no longer than three or four days—without penalty. But **ONLY** under the following conditions: (1) you submit a written request via e-mail for an extension **by 12:00 noon on the day before the project is due**; and (2) you submit the project **no later than the agreed-upon extension**. Projects receive a one-letter-grade penalty for each day they are late beyond a due date or agreed-upon extension. This is a **FIRM** late policy as anyone who plans just one day in advance can avoid the penalty.

Course Workload Expectations

The UW System standard is that students will invest at least 3 hours of combined in-class and out-of-class work per week for each academic unit (credit) of course work; thus, per week, a 3-credit course will typically require 2 ½ hours of in-class time and 6 ½ out-of-class time, for a minimum of 9 hours overall.

Academic Integrity

As an institution of higher education, UW-Whitewater takes plagiarism very seriously. Among other things, the student handbook has this to say: "Cheating, plagiarism, and the use of unauthorized materials is dishonest and a violation of our community's trust. The misrepresentation of our work in any manner threatens the spirit of community and cannot be tolerated." You will fail the course if you plagiarize, so please don't do it.

Schedule

		Topic	Activity
1	Day 1	—	- — —
	Day 2	Course overview	- — —
2	Day 1	Nature of Writing in Sciences	▶ Read: The course syllabus ▶ Read: Penrose & Katz, "Science as a Social Enterprise" ▶ Due: LA - Discussion Board Post on Penrose and Katz
	Day 2	Extent of Writing in Sciences	▶ Read: Miller et al.'s research report, "Writing in the Workplace" ▶ Read: LA - Homework, "Report on Writing in your Field"
3	Day 1	Overview of Job Applications	▶ Read: Project 1 Description ▶ Read: Markel, "Preparing Job Application Materials" ▶ Read: Pechenik, "Writing Letters of Application"
	Day 2	Writing Skill: Correctness	▶ Read: Rosenwasser, "Revising for Correctness" ▶ Due: LA - Homework, "Report on Writing in your Field"
4	Day 1	Writing Skill: Correctness	▶ Due: LA - Homework, "Identifying a Position in your Field"
	Day 2	Writing Skill: Concision	▶ Read: Williams, "Concision" ▶ Due: LA - Quiz (in-class), on Correctness
5	Day 1	Cover Letters & Resumes	▶ Read: Baumgardt, "Expectations for Cover Letters" ▶ Read: Baumgardt, "Expectations for Resumes"
	Day 2	Job Application Workshop	▶ Due: First drafts of resume and cover letter
6	Day 1	Job Application Wrap-up	▶ Read: Baumgardt, "Expectations for Analysis Memo" ▶ Due: LA - Homework, "Peer Review of Job Application"
	Day 2	Overview of R. Article Analysis	▶ Read: Project 2 Description ▶ Read: Penros & Katz, "Reading and Writing Research Reports" ▶ Read: Annesley, "If an IRDAM Journal is What You Choose..." ▶ DUE: Final drafts of cover letter, resume, and analysis memo
7	Day 1	Methods	▶ Read: Annesley, "Who, What, When, Where, How, and Why..." ▶ Due: LA - Homework, "Possible Source Text for Project 2"
	Day 2	Results & Discussion	▶ Read: Annesley, "...The Results Section and the Poker Game" ▶ Read: Annesley, "The Discussion Section..."
8	Day 1	Introduction	▶ Read: Annesley, "...Set the Scene with a Good Introduction"
	Day 2	Title and Abstract	▶ Read: Annesley, "The Title Says it All" ▶ Read: Annesley, "The Abstract and Elevator Talk..."
9	Day 1	Citing	▶ Read: Penrose and Katz, "Citing Sources in the Text" ▶ Read: Swales, "Variation in Citational Practice..." ▶ Read: Council of Science Editors, "Journal Style and Format"
	Day 2	Writing Skill: Cohesion	▶ Read: VandeKopple, "Controlling Topical Progressions..."
10	Day 1	Writing Skill: Coherence	▶ Read: Williams, "Coherence"
	Day 2	R. Article Analysis Workshop	▶ Read: Baumgardt, "Expectations for Research Article Analyses" ▶ Due: First draft of research article analysis ▶ Due: LA – Quiz (in-class), on Coherence and Emphasis
11	Day 1	R. Article Analysis Wrap-up	▶ Due: LA - Homework, "Peer Review of R. Article Analysis"
	Day 2	Overview of Accommodation	▶ Read: Project 3 Description ▶ Read: Penrose/Katz, "Communicating with Public Audiences"

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12 Day 1 Accommodation Strategies
Day 2 Accommodation Strategies

13 Day 1 Writing Skill: Clarity
Day 2 No Class - Thanksgiving

14 Day 1 Writing Skill: Clarity
Day 2 Accommodation Workshop

15 Day 1 Accommodation Wrap-up
Day 2 Class Wrap-up

T.B.A.

- ▶ **DUE:** Final drafts of research article analysis
- ▶ **Read:** Schimel, "Writing for the Public"
- ▶ **Read:** Dowdey, "Rhetorical Techniques...in Popular Science"
- ▶ **Read:** Van Alstyne, "Definitions"

- ▶ **Read:** Baumgardt, "Three Ways to Locate a Sentence's Subject"
- ▶ **Read:** Williams, "Actions"
- — —

- ▶ **Read:** Williams, "Characters"
- ▶ **Read:** Baumgardt, "Expectations for Accommodations"
- Due:** First drafts of accommodation

- ▶ **Due:** Homework, "Project 3 Peer Reviews"
- ▶ **Due:** Quiz (in-class), on Clarity
- ▶ **DUE:** Final drafts of accommodation and analysis memo

FINAL EXAM

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University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: English 435
(See Note #1 below)

Cross-listing:

Course Title: (Limited to 65 characters) Grant/Proposal Writing

25-Character Abbreviation:

Sponsor(s): Janine Tobeck, Daniel Baumgardt

Department(s): Languages and Literatures

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)
Departments:

Programs Affected:

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

NA Yes will be at future meeting

Prerequisites: English 102 OR ENGLISH 105 OR ENGLISH 162

Grade Basis: Conventional Letter S/NC or Pass/Fail

Course will be offered: Part of Load Above Load
 On Campus Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** Languages & Literatures

Instructor: Janine Tobeck

Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

Technological Literacy Requirement Writing Requirement
 Diversity General Education Option: Select one:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours: Total lecture hours: 48
Number of credits: 3 Total contact hours: 48

Can course be taken more than once for credit? (Repeatability)

No Yes If "Yes", answer the following questions:

No of times in major: No of credits in major:
No of times in degree: No of credits in degree:

Course justification:

While the editing core of Professional Writing and Publishing is strong, our options for advanced writing courses are limited. *Grant/Proposal Writing* will serve as an advanced technical writing elective in the Professional Writing and Publishing program. It fits into our 400-level focus on publication development by developing skills for producing this highly formal yet creative genre, which is broadly useful in itself and which relies on skills that are widely applicable across professional writing careers. Additionally, however, grant and proposal writing ability is a valuable tool for students in many fields. While we have run a pilot of this course in our special topics offering, giving it its own course number may open it to more students across campus, who may be able to use it to fulfill an upper-level writing requirement. The course would focus primarily on the genre of grants, but depending on enrollments, it instruction will extend to properties that this genre shares with proposal writing more broadly.

We have laid the foundations, with Dr. Linda Reid in COBE, for a collaborative effort with the Institute for Water Business and Global Water Center. Our students will work with one or more clients in the GWC on active grant projects, and have access to key information from at least one grantor who funds related projects. This collaboration will allow for a mixture of theory and application in the context of the course.

Relationship to program assessment objectives:

Professional Writing and Publishing Learning Outcomes

Professional Writing Majors will emerge from the program with the ability to:

1. **read closely** read texts closely for nuances of language, content, and form
2. **write effectively** produce clear and coherent prose demonstrating effective use of grammar and style
3. **construct arguments** execute well-structured, thesis-driven interpretations based on textual evidence
4. **conduct research** develop extended arguments that take account of existing scholarly conversations
5. **analyze conventions** analyze texts using an understanding of generic conventions and literary devices
6. **place literary traditions** situate major texts within the contexts of the literature of the British Isles and U.S.
7. **demonstrate awareness of English as a language**, including its systematic structure, history, and uses
8. **write and edit** documents to a professional standard in multiple formats
9. **use technology** employed by professional writers in a variety of media
10. **collaborate effectively** orally and in writing, individually and within groups
11. **analyze discourse** used in diverse contexts with attention to audience, purpose, and formal convention

Grant/Proposal Writing will provide explicit instruction in outcomes 2, 5, 8, 10, and 11. Students will analyze the conventions of the proposal genre (SLO 5) and the discourse surrounding a particular grant (SLO 11), including the perspectives of the applicant and the grantor. Students will collaborate with clients and with each other (SLO 10) to write and edit a grant proposal to a professional standard (SLO 8). Given the extremely compact nature of the proposal format, students will study effective use of clear and concise language (SLO 2).

Additionally, *Grant/Proposal Writing* affirms the goals of upper-level writing requirements in programs across campus, and will be available to other departments for this purpose. The course supports the institutional ELOs of intellectual and practical skills (including the critical and creative thinking, written and oral communication, teamwork and problem solving, and information literacy involved in producing a grant proposal) and integrative learning, through the study and application of writing skills that support development in many fields.

Budgetary impact: As this course will rotate with English 436, such that each will run once every two years (as 436 runs annually), it does not require any changes in staffing or resources at this time.

Course description: (50 word limit)

This is an advanced writing course on the genre of the proposal, pairing students with clients to produce a grant. The course benefits students who will write proposals for their own work as well as students who wish to add the proposal genre to their portfolio of professional writing skills.

English 435: Grant/Proposal Writing

Professor Janine Tobeck (tobeckj@uww.edu)
Office: Laurentide 3260 (x5039)

COURSE DESCRIPTION

This is an advanced writing course on the specific genre of the grant proposal. Students will work with a client (or clients) to produce a full grant proposal by the end of the semester. As a group, we will address the particular challenges of writing in this genre and of communicating with clients and grantors. This course can benefit students who will pursue careers in which they will write proposals for their own work, as well as students who wish to explore the proposal as a genre to add to their portfolio of professional writing skills.

The grant proposal as a genre has characteristics that are unique to it and characteristics that are broadly applicable (to research proposals, business proposals, and other forms of technical communication). In this course, we will focus primarily on four of these general characteristics:

TECHNICALITY. Grant applications come in a variety of formats, but one thing unifies them all: the importance of answering questions and following instructions to the letter of the law. We will study the most common parts of grant applications to understand what they encompass, and we will examine some sample forms that have highly defined parameters. Beyond understanding the proposal's parts, we will explore various language and style techniques that promote efficiency and clarity of expression.

STORYTELLING. One of the greatest challenges of grant writing is meeting the technical requirements noted above while at the same time making a persuasive case about the needs your proposed project addresses and the results it could effect—in other words, of meeting the letter of the law while conveying the *spirit* of the project. In this way, proposal writing is both a technical writing and creative writing endeavor.

RESEARCH. A typical grant application requires you to speak to a number of interlocking components, including organizational descriptions, statements of need, explanations of methods, budgets, collaborative efforts, evaluation plans, etc. It also requires you to find a grantor with the best “fit” for your proposed project. Each of these components will require you to gather different kinds of information, and this course aims to help familiarize you with methods of research that will help you do so.

INTERPERSONAL COMMUNICATION. While the success of your grant proposal depends largely on how well you anticipate and meet your audience's expectations, your success in the class will also depend on the ways you handle your interactions with your clients and classmates. We will devote discussion time to the various communication challenges that will undoubtedly arise.

COURSE MATERIALS

- The course text is Richard Johnson-Sheehan's *Writing Proposals*. You will also be asked to print out some materials from D2L during the course. Please bring your text with you to every class meeting.
- Assignments and announcements will be conveyed through university e-mail and D2L. Please check both daily.

REQUIREMENTS AND RECOMMENDATIONS:

This is an upper-level writing course designed to help you explore the function and strategies of writing in a professional setting. No matter what your future career, you will almost certainly be expected to write many types of documents for your peers, managers, clients, customers, etc. While this course focuses on one specific genre of

professional writing, the assignments are designed to help you practice thinking strategically about how to perform well in any writing situation.

- Your regular attendance and active participation in discussion and lab activities are absolutely essential for shaping this course to fit your needs and goals. The textbook and individual work assignments will give you information that you need in order to participate fully, but the experiential information you will each bring to our group discussions will broaden what you all take from the course. So, to maximize the value of the course, all reading and work should be completed before the class for which it is assigned, but—most importantly—you need to be willing to engage actively in class.
- As it is for a job, then, attendance is mandatory. You get 2 free absences (one week), but after that, your final grade will be reduced by 3% for each miss, and after 5 absences, you will fail the course. Special circumstances will be considered, but you need to communicate with me (and your colleagues in the class) immediately if a problem develops. You are expected to make up missed work, but there will be no way to “make up” any particular class session. Showing up without the working materials on any given day may count as an absence. Mental “absence”—e.g., texting, surfing, sleeping during class—counts the same as physical absence.
- Do not throw anything away, and keep adequate back-ups of your electronic files.
- All assignments submitted to D2L must be in .doc/.docx format unless otherwise specified.

GRADE COMPONENTS

Participation and Informal Assignments 35%
Includes attendance, active participation in discussion, client communications, and any staged writing/analysis assignments given during the development of the other course projects.
Grant Analysis 25%
Your first major project will be to apply groundwork concepts to a detailed grant analysis, which will prepare you to do your best work on the final project.
Formal Proposal 40%
Your final major project will be to create/revise a grant proposal from concept to final packaging. This will be a team effort in parts, and a portion of your grade will come from peer review.

LEARNING ACCOMMODATIONS

If you require any special accommodations to participate fully in this course, please let me know as soon as possible. If you need accommodations but have not yet contacted the Center for Students with Disabilities (CSD), please do so right away (<http://www.uww.edu/StdRscs/csd/>; phone 262-472-4711).

ACADEMIC INTEGRITY

Each assignment in this course is designed for individual performance and growth: any violation of this principle—in letter or in spirit—is unacceptable, and I will happily facilitate the direst possible consequences. **You are responsible for knowing university policy on academic integrity and seeking clarification of anything that is unclear to you.** See http://www.uww.edu/handbook/student/system_14intro.html.

UNIVERSITY POLICY STATEMENT

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding [Special Accommodations](#), [Academic Misconduct](#), [Religious Beliefs Accommodation](#), [Discrimination](#) and [Absence for University Sponsored Events](#) (for details please refer to the Schedule of Classes; the “[Rights and Responsibilities](#)” section of the [Undergraduate Catalog](#); the [Academic Requirements](#) and Policies and the [Facilities and Services](#) sections of the [Graduate Catalog](#); and the “[Student Academic Disciplinary Procedures](#)” (UWS Chapter 14); and the “[Student Nonacademic Disciplinary Procedures](#)” (UWS Chapter 17).

TENTATIVE SCHEDULE

While the scheduling of and readings for this course must remain somewhat fluid in order to accommodate speakers, client communications, and documents specific to the clients, we will adhere to a general plan that works like this:

Week One	Introduction to proposals and grants	RJS Chapter 1; supplements
Week Two	The concept of “fit”	Orosz, “Twelve Characteristics of a Good Proposal”; supplements
Week Three	The rhetorical situation	RJS Chapter 3; supplements
Week Four	Grant analysis work: due at week’s end	
Week Five	Need Statements	RJS Chapter 2; sels. from Chapter 4
Week Six	Goals and Objectives	RJS Chapter 5; supplements
Week Seven	Methods and Evaluation	RJS Chapter 5 cont.; supplements
Week Eight	Sustainability	Supplements
Week Nine	Organizational Background	RJS Chapter 6
Week Ten	Budget	RJS Chapters 7 & 8
Week Eleven	Compilation and review	
Week Twelve	Story	Supplements
Week Thirteen	Style	RJS Chapter 9
Week Fourteen	Design	RJS Chapters 10 & 11; supplements
Week Fifteen	Packaging	RJS Chapter 12; supplements
Exam Day	Final proposal due	

Bibliography

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- Georgia Council for the Arts. *Getting Started with Program Evaluation*. 2007. www.nasaa-arts.org/Member-Files/Evaluation_Guide.pdf.
- Howlett, Susan, and Renee Bourque. *Getting Funded: The Complete Guide to Writing Grant Proposals*. 5 ed. Seattle: Word and Raby, 2011.
- Johnson-Sheehan, Richard. *Writing Proposals*. Boston: Allyn and Bacon, 2007.
- Karsh, Ellen, and Arlen Sue Fox. *The Only Grant-Writing Book You'll Ever Need*. 4 ed. NY: Carroll & Graf Publishers, 2014.
- Kellogg Foundation. *Logic Model Development Guide*. Battle Creek, MI: Author, 2004.
- Mikelonis, Victoria M., Signe T. Betsinger, and Constance E. Kampf. *Grant Seeking in an Electronic Age*. NY: Pearson, 2004.
- Miner, Jeremy T. and Lynn E. Miner. *Proposal Planning and Writing*. 4 ed. Westport, CT: Greenwood Press, 2008.
- National Oceanic and Atmospheric Administration. *Planning for Meaningful Evaluation*. ND. <http://coast.noaa.gov/digitalcoast/publications/meaningful-evaluation>
- . *Writing Your Strategic Plan*. <http://coast.noaa.gov/digitalcoast/publications/writing-strategic-plan>
- National Science Foundation. *The 2010 User-Friendly Guide to Program Evaluation*. 2010 www.informalscience.org/documents/TheUserFriendlyGuide.pdf
- . *User-Friendly Handbook for Mixed-Method Evaluations*. <https://www.google.com/search?q=nsf+user-friendly+handbook+for+program+evaluation&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a&channel=sb#>
- Orosz, Joel J. *The Insider's Guide to Grantmaking*. San Francisco: Jossey-Bass, 2000.

University of Wisconsin-Whitewater
Curriculum Proposal Form #4R
Change in or Deletion of an Existing Course

Type of Action (check all that apply)

- Add Cross-listing *
- Course Deletion
- Number Change
- (other)

- Pre-requisite Change
- Technological Literacy
- Title Change
- Writing Requirement

Effective Term: 2157 (Fall 2015)

Current Course Number (*subject area and 3-digit course number*): ENGLISH 362

Cross-listing (*if applicable*):

New Course Number (*subject area and 3-digit course number*):

Cross-listing (*if applicable*):

***If adding a cross-listing, include the following:**

Required in the major:

Required in the minor:

Number of credits:

Lab hours/week:

Contact hours/week:

Repeatable

Current Course Title: Grammar of Standard Written English

New Course Title:

25-Character Abbreviation (*if new title*):

Sponsor(s): Janine Tobeck, Daniel Baumgardt

Department(s): Languages and Literatures

College(s): Letters and Sciences

List all programs that are affected by this change:

English Professional Writing and Publishing Emphasis

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

NA Yes They will be submitted in the future

Proposal Information: ([Procedures for form #4R](#))

I. **Detailed explanation of changes** (use FROM/TO format)

FROM: COREQ: ENGLISH 230

TO: ~~COREQ: ENGLISH 230~~ **PREREQ: ENGLISH 102 OR ENGLISH 105 OR ENGLISH 162**

II. **Justification for action**

Removing the corequisite opens this course to students from other disciplines who might benefit from it. The course assumes no prior knowledge of the subject.

University of Wisconsin-Whitewater
Curriculum Proposal Form #4R
Change in or Deletion of an Existing Course

Type of Action (check all that apply)

- Add Cross-listing *
- Course Deletion
- Number Change
- (other)

- Pre-requisite Change
- Technological Literacy
- Title Change
- Writing Requirement

Effective Term: 2157 (Fall 2015)

Current Course Number (*subject area and 3-digit course number*): ENGLISH 364

Cross-listing (*if applicable*):

New Course Number (*subject area and 3-digit course number*):

Cross-listing (*if applicable*):

***If adding a cross-listing, include the following:**

Required in the major:

Required in the minor:

Number of credits:

Lab hours/week:

Contact hours/week:

Repeatable

Current Course Title: Style: Principles and Practices

New Course Title:

25-Character Abbreviation (*if new title*):

Sponsor(s): Janine Tobeck, Daniel Baumgardt

Department(s): Languages and Literatures

College(s): Letters and Sciences

List all programs that are affected by this change:

English Professional Writing and Publishing Emphasis

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

NA Yes They will be submitted in the future

Proposal Information: ([Procedures for form #4R](#))

I. **Detailed explanation of changes** (use FROM/TO format)

FROM: PREREQ: ENGLISH 230 AND ENGLISH 362 OR CONSENT OF INSTRUCTOR

TO: PREREQ: ENGLISH 102 OR ENGLISH 105 OR ENGLISH 162
~~ENGLISH 230 AND ENGLISH 362 OR CONSENT OF INSTRUCTOR~~

II. **Justification for action**

Removing the prerequisites opens this course to students from other disciplines who might benefit from it. The course assumes no prior knowledge of the subject.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2
Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Major

Degree: BA/BS

Program Title: English Professional Writing and Publishing Emphasis

GPA Requirement for the Major/Submajor: 2.5

Sponsor(s): Janine Tobeck, Daniel Baumgardt

Department(s): Languages and Literatures

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)

Departments:

Proposal Information:

[*\(Procedures for Form #2\)*](#)

Total number of credit units in program:

Before change 36

After change 36

1. Exact description of request:

New plan layout to accommodate three (3) new writing courses.

From (as listed in catalog and on AR)

Note: this is taken from the AAR, as no up-to-date version of our curriculum is available in the catalog at present.

UNIQUE REQUIREMENTS: ENGLISH BA/BS - PROFESSIONAL WRITING AND PUBLISHING EMPHASIS

1. COURSE IN DESIGN OR DESIGN EXPERIENCE TO BE PERSONALIZED IN CONSULTATION WITH PROGRAM ADVISOR

ENGLISH BA/BS PROFESSIONAL WRITING AND PUBLISHING EMPHASIS - MINOR REQUIRED

1. ENGLISH 230, 271, 330, 362, 364, 372, 430

2. SELECT 6 UNITS FROM ENGLISH LITERATURE COURSES 200 LEVEL OR ABOVE.

3. SELECT 9 UNITS FROM ENGLISH 332, 366, 436, 493; FILM 356; OR AN APPROVED COURSE FROM ANOTHER MAJOR

To (to be listed in catalog and on AR) Deletions struck through and additions highlighted.

UNIQUE REQUIREMENTS: ENGLISH BA/BS - PROFESSIONAL WRITING AND PUBLISHING EMPHASIS

1. COURSE IN DESIGN OR DESIGN EXPERIENCE TO BE PERSONALIZED IN CONSULTATION WITH PROGRAM ADVISOR

ENGLISH BA PROFESSIONAL WRITING AND PUBLISHING EMPHASIS - MINOR REQUIRED

1. ENGLISH 230, ~~271~~, 330, 362, 364, ~~372~~, 430

2. ENGLISH 271 or 272

3. ENGLISH 371 or 372

4. SELECT 6 UNITS FROM ENGLISH LITERATURE COURSES 200 LEVEL OR ABOVE.

5. SELECT 9 UNITS FROM ENGLISH 332, 366, 435, 436, 493; FILM 356; OR AN APPROVED COURSE FROM ANOTHER MAJOR

2. Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:

The addition of three new writing courses in the Professional Writing and Publishing program contributes to the University's goal of improving student writing and commitment to building writing across the curriculum initiatives by connecting students to new contexts and genres that are relevant to their chosen fields of study. These courses affirm the program's commitment to developing students' specific professional skills while fostering their ability to transfer those skills across multiple fields and applications, forming a solid foundation for lifelong learning.

Each of these courses is designed to serve students from other departments and programs while adding depth to the writing offerings for Professional Writing and Publishing students.

Each of the new course proposals explains the program learning outcomes that it addresses. Those objectives are that graduates of the program will be able to:

- 1 **read closely** read texts closely for nuances of language, content, and form
- 2 **write effectively** produce clear and coherent prose demonstrating effective use of grammar and style
- 3 **construct arguments** execute well-constructed, thesis-driven interpretations based on textual evidence
- 4 **conduct research** develop extended arguments that take account of existing scholarly conversations
- 5 **analyze conventions** analyze texts using an understanding of generic conventions and literary devices
- 6 **place literary traditions** situate major texts within the contexts of the literature of the British Isles and US
- 7 **analyze discourse** used in diverse contexts with attention to audience, purpose, and formal convention
- 8 **use technology** employed by professional writers in a variety of media
- 9 **collaborate effectively** orally and in writing, in teams and within groups
- 10 **write and edit** documents to a professional standard in multiple formats

English 272: Critical Writing in Multimedia Contexts will serve Professional Writing and Publishing students by addressing outcomes 1-5, 8, and 11. It will also serve students in the Film Studies minor, and may appeal—as a general education option—to others who are interested in developing their critical reading and writing skills for online and new media forums.

English 371: Writing in the Sciences capitalizes on faculty expertise to split the all-purpose English 372 (Technical and Scientific Writing) into two versions, one that will appeal primarily to science majors and one that will continue to serve the social sciences, business, and humanities. By offering both, we will be able to work more deeply within the genres of writing each group is likeliest to work in both in school and beyond. The addition of this course also offers Professional Writing and Publishing students the option of either course, depending on their own specific career goals. English 371 will specifically target program outcomes 1, 2, 5, 8, and 11.

English 435: Grant/Proposal Writing will appeal to students in the many fields and careers in which grants are a primary means of support for research and development. The course will highlight the genre of the grant proposal, but also identify characteristics that it shares with business proposals more generally. For Professional Writing and Publishing students, study of this genre represents an advanced application of the skills they will gain in English 371 or 372, and will specifically address outcomes 2, 5, 8, 10, and 11, while engaging them in research practices (outcome 4) beyond the scholarly realm.

3. **Rationale:**

The Professional Writing and Publishing program has created a strong and unique core of editing courses—courses that provide students with holistic awareness of multiple facets of language use and of planning and executing quality publications. However, our range of courses that immerse students explicitly in writing challenges has been somewhat limited. This package of courses aims to redress that imbalance and introduce students to more particular genres of writing, to develop their portfolio of skills and practices by providing depth of focus on particular forms of writing used in varied contexts.

Our editing core (English 230, 330, 362, 364, and 430) will remain the same; however, two tiers of required writing courses will add diversity to our writing options.

English 272: Critical Writing in Multimedia Contexts will be offered alongside English 271: Critical Writing in the Field of English for PWP majors. This course aims to carry the rigor of research and critical analysis practiced in scholarly writing into the multimodal forms and forums of writing in which they are likely to work, where validity and authority are more difficult to measure and create. This will also lay a foundation of research skills for their later work in the discipline, where they must approach and solve writing tasks for which there is no established or applicable scholarly discourse to consult.

English 371: Writing in the Sciences will be offered alongside English 372, with each course focusing its approach more intensively on specific genres of writing. PWP majors will be advised into and can elect which is more germane to their own interests.

English 435: Grant/Proposal Writing has been offered as a topics course in the major, but with its own course status should be more appealing and useful to students outside the major while opening the topics course up to new developments. The mix of students in Grant/Proposal Writing will be a particular asset, as students from each field can share the nuances of the genre in their particular field. This elective can build PWP students' confidence and skill in tackling writing challenges that go beyond their content expertise by focusing on the way in which the form or genre shapes and determines what they need to research and how they need to write about it. (This course is also a particular example of where the foundations of critical research in multimodal contexts laid in English 272 will deepen.)

4. Cost Implications:

There are relatively few cost implications beyond the administrative costs of changing the curriculum. All of the courses will be taught by existing faculty and will create no additional staffing burden. (English 272 will replace one section of English 271 per year; English 371 will shift science-based students out of 372, but the total number of sections of 371 and 372 will remain the same as 372 currently runs alone; and English 435 will alternate with English 436 in its regular rotation.)

University of Wisconsin-Whitewater
Curriculum Proposal Form #2
Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Minor

Degree: Minor

Program Title: English Professional Writing and Publishing Minor

GPA Requirement for the Major/Submajor: 2.5

Sponsor(s): Janine Tobeck, Daniel Baumgardt

Department(s): Languages and Literatures

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)

Departments:

Proposal Information:

[*\(Procedures for Form #2\)*](#)

Total number of credit units in program:

Before change 24

After change 24

1. Exact description of request:

New plan layout to accommodate three (3) new writing courses.

From (as listed in catalog and on AR)

Note: this is taken from the AAR, as no up-to-date version of our curriculum is available in the catalog at present.

PROFESSIONAL WRITING AND PUBLISHING MINOR

1. ENGLISH 230, ENGLISH, 330, ENGLISH 362, ENGLISH 364, ENGLISH 372, AND ENGLISH 430
2. SELECT 6 UNITS FROM: ENGLISH 332, ENGLISH 366, ENGLISH 436, ENGLISH 493, OR AN APPROVED COURSE FROM ANOTHER MAJOR.

To (to be listed in catalog and on AR) Deletions struck through and additions highlighted.

PROFESSIONAL WRITING AND PUBLISHING MINOR

1. ENGLISH 230, ENGLISH, 330, ENGLISH 362, ENGLISH 364, ~~ENGLISH 372~~, AND ENGLISH 430
2. ENGLISH 271 or ENGLISH 272
3. ENGLISH 371 or ENGLISH 372
3. SELECT ~~6~~ 3 UNITS FROM: ENGLISH 332, ENGLISH 366, ENGLISH 435, ENGLISH 436, ENGLISH 493, FILM 356, OR AN APPROVED COURSE FROM ANOTHER MAJOR.

2. Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:

The addition of three new writing courses in the Professional Writing and Publishing program contributes to the University's goal of improving student writing and commitment to building writing across the curriculum initiatives by connecting students to new contexts and genres that are relevant to their chosen fields of study. These courses affirm the program's commitment to developing students' specific professional skills while fostering their ability to transfer those skills across multiple fields and applications, forming a solid foundation for lifelong learning.

Each of these courses is designed to serve students from other departments and programs while adding depth to the writing offerings for Professional Writing and Publishing students. Each of the new course proposals explains the program learning outcomes that it addresses. Those objectives are that graduates of the program will be able to:

- 1 **read closely** read texts closely for nuances of language, content, and form
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- 6 **place literary traditions** situate major texts within the contexts of the literature of the British Isles and US
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3. Rationale:

While the rationale for adding these courses is the same as outlined in the Change of Major form, it is perhaps even more relevant to the PWP minor, because the minor draws students from multiple majors outside the English department. Therefore, our emphasis on critical writing in digital contexts in addition to English academic writing and our addition of courses that work directly in tandem with other fields seem particularly advantageous.

The Professional Writing and Publishing program has created a strong and unique core of editing courses—courses that provide students with holistic awareness of multiple facets of language use and of planning and executing quality publications. However, our range of courses that immerse students explicitly in writing challenges has been somewhat limited. This package of courses aims to redress that imbalance and introduce students to more particular genres of writing, to develop their portfolio of skills and practices by providing depth of focus on particular forms of writing used in varied contexts.

Our editing core (English 230, 330, 362, 364, and 430) will remain the same; however, two tiers of required writing courses will add diversity to our writing options.

English 272: Critical Writing in Multimedia Contexts will be offered alongside English 271: Critical Writing in the Field of English for PWP majors. This course aims to carry the rigor of research and critical analysis practiced in scholarly writing into the multimodal forms and forums of writing in which they are likely to work, where validity and authority are more difficult to measure and create. This will also lay a foundation of research skills for their later work in the discipline, where they must approach and solve writing tasks for which there is no

established or applicable scholarly discourse to consult.

English 371: Writing in the Sciences will be offered alongside English 372, with each course focusing its approach more intensively on specific genres of writing. PWP majors will be advised into and can elect which is more germane to their own interests.

English 435: Grant/Proposal Writing has been offered as a topics course in the major, but with its own course status should be more appealing and useful to students outside the major while opening the topics course up to new developments. The mix of students in Grant/Proposal Writing will be a particular asset, as students from each field can share the nuances of the genre in their particular field. This elective can build PWP students' confidence and skill in tackling writing challenges that go beyond their content expertise by focusing on the way in which the form or genre shapes and determines what they need to research and how they need to write about it. (This course is also a particular example of where the foundations of critical research in multimodal contexts laid in English 272 will deepen.)

Finally, we are adding Film 356 to our electives category for the minor. It is currently available to our majors, and it is as directly useful for meeting our SLOs as our other electives are.

4. Cost Implications:

There are relatively few cost implications beyond the administrative costs of changing the curriculum. All of the courses will be taught by existing faculty and will create no additional staffing burden. (English 272 will replace one section of English 271 per year; English 371 will shift science-based students out of 372, but the total number of sections of 371 and 372 will remain the same as 372 currently runs alone; and English 435 will alternate with English 436 in its regular rotation.)

University of Wisconsin-Whitewater
Curriculum Proposal Form #2
Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in certificate program

Degree: {Select from drop-down list}

Program Title: Professional Writing and Publishing Certificate

GPA Requirement for the Major/Submajor:

Sponsor(s): Janine Tobeck and Daniel Baumgardt

Department(s): Languages and Literatures

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)

Departments:

Proposal Information:

[*\(Procedures for Form #2\)*](#)

Total number of credit units in program:

Before change 12

After change 12

1. Exact description of request:

Replacing one required course with a set of elective options.

From (as listed in catalog and on AR)

Note: there is no up-to-date version of the Certificate program currently available in the catalog (and no corresponding AR)

PROFESSIONAL WRITING AND PUBLISHING (BA/BS) CERTIFICATE - 12 UNITS

1. ENGLISH 230, ENGLISH 330, ENGLISH 362, ENGLISH 364

To (to be listed in catalog and on AR) Deletions struck through and additions highlighted.

PROFESSIONAL WRITING AND PUBLISHING (BA/BS) CERTIFICATE - 12 UNITS

1. ENGLISH 230, ~~ENGLISH 330~~, ENGLISH 362, ENGLISH 364
2. SELECT 3 UNITS FROM ENGLISH 272, ENGLISH 330, ENGLISH 332, ENGLISH 366, ENGLISH 371, ENGLISH 372, ENGLISH 430, ENGLISH 435, or ENGLISH 436

2. Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:

The certificate program in Professional Writing and Publishing exists for students from other majors who want to improve their written communication skills and awareness of the elements of producing a professional publication. It supports university efforts to improve student writing and build writing offerings across the curriculum.

3. Rationale:

The existing certificate requires English 330: Manuscript Editing, but as most students interested in the certificate do not plan to be editors, we believe that more students across the university would be interested if they could instead take whichever of our offerings would best support their particular career goals. This would make it especially useful to students in majors whose coursework prevents them from seeking a full Professional Writing and Publishing minor but who could benefit from the study of foundational language skills and the thought processes behind planning and executing a professional document or publication.

4. Cost Implications: None beyond the administrative costs of making the change.

University of Wisconsin-Whitewater
Curriculum Proposal Form #4R
Change in or Deletion of an Existing Course

Type of Action (check all that apply)

Add Cross-listing *

Course Deletion

Number Change

(other) Course Description

Pre-requisite Change

Technological Literacy

Title Change

Writing Requirement

Effective Term: 2157 (Fall 2015)

Current Course Number (*subject area and 3-digit course number*): MATH 141

Cross-listing (*if applicable*):

New Course Number (*subject area and 3-digit course number*):

Cross-listing (*if applicable*):

***If adding a cross-listing, include the following:**

Required in the major:

Required in the minor:

Number of credits:

Lab hours/week:

Contact hours/week:

Repeatable

Current Course Title: Intermediate Algebra

New Course Title: **Fundamentals of College Algebra**

25-Character Abbreviation (*if new title*): Fund. College Algebra

Sponsor(s): Fe Evangelista, Geetha Samaranayake

Department(s): Mathematics

College(s): Letters and Sciences

List all programs that are affected by this change:

General Education (Communication and Calculation Skills area)

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

NA Yes They will be submitted in the future

Proposal Information: ([Procedures for form #4R](#))

I. **Detailed explanation of changes** (use FROM/TO format)

FROM:

Intermediate Algebra

Introduction to college algebra. Topics and concepts extend beyond those taught in a beginning algebra course. A proficiency course for those who have not had sufficient preparation in high school to allow them to take Math 143 or Math 152.

TO:

Fundamentals of College Algebra

A functional approach to algebra with emphasis on applications to different disciplines. Topics include linear, exponential, logarithmic, quadratic, polynomial and rational equations and functions, systems of linear equations, linear inequalities, radicals and rational exponents, complex numbers, variation. Properties of exponents, factoring, and solving linear equations are reviewed.

II. **Justification for action**

Math 141 has informally been known as “Refocused Intermediate Algebra” since course changes were made and piloted in 2010 as part of an academic transformation project. The course title and description reflects the way the course is taught at the present time. Including “College Algebra” in the course title emphasizes that the course is at a higher level than the standard Intermediate Algebra courses taught at other universities. The original course description is also very vague; the new course description provides detail about course content.

In addition, upon investigating the document “Comparison of Elementary, Intermediate, and College Algebra” of UW System, we noticed that our Math 141 course covers about $\frac{2}{3}$ of a traditional College Algebra course. Currently our Math 141 course transfers as a College algebra course to few institutions in the system, and transfers as an Intermediate Algebra course at most. We believe that the change in title would better help the students who transfer from UWW get appropriate credit for what they have learned in the course.

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: POLISCI 342

Cross-listing:

(See Note #1 below)

Course Title: (Limited to 65 characters) Science Policy and Human Health

25-Character Abbreviation: SciencePolicyHumanHealth

Sponsor(s): Jonah J. Ralston

Department(s): Political Science

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)
Departments: Biology, HPERC, Management, ITSCM

Programs Affected: Political Science BA/BS; Political Science Honors BA/BS; Political Science Legal Studies Emphasis; Public Policy and Administration; Public Administration Minor; Political Science Minor

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

NA Yes will be at future meeting

Prerequisites: 3 units of Political Science or consent of instructor

Grade Basis: Conventional Letter S/NC or Pass/Fail

Course will be offered: Part of Load Above Load
 On Campus Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** Political Science

Instructor: Jonah J. Ralston

Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

Technological Literacy Requirement Writing Requirement
 Diversity General Education Option: Select one:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours: 0 Total lecture hours: 48
Number of credits: 3 Total contact hours: 48

Can course be taken more than once for credit? (Repeatability)

No Yes If "Yes", answer the following questions:

No of times in major:

No of credits in major:

No of times in degree:

No of credits in degree:

Course justification:

Science and politics are conducted using very different processes yet in an increasingly complex society characterized by rapid technological advancement, the two must interact if effective public policy solutions are to be found. However, problems often arise when this interaction occurs. Science is objective, logically consistent, based on the facts, open to skepticism about fundamental ideas, and concerned with discovering the way the world really works. Politics, on the other hand, is subjective, sometimes irrational, based on competing values, desiring of certainty for core beliefs, and concerned with the way that the world should be. This course examines the interaction between science and politics in the creation of public policy. The course explores this theme by reviewing controversial scientific issues that have the potential to affect human health such as climate change, medical marijuana, stem cells, childhood vaccination, genetic engineering, and scientific literacy. Students will leave the course with an understanding of what science policy is, how scientific information is used in the development of policy, how scientific experts interact with the political process, and what potential impacts scientific progress may have upon human health.

Relationship to program assessment objectives:

The course is somewhat unique in that it is intended for a broad audience of students from the natural sciences to the social sciences. The course seeks to create dialogue among these various groups with the goal of opening students' minds to new perspectives. Students will acquire new knowledge and skills that align well with LEAP essential learning outcomes. By the end of the course students will have substantially increased their understanding of the policy process. Students may one day become experts in their field and their knowledge could be of use in finding solutions to pressing public problems. Not only will students gain an understanding of the way in which they can contribute to public policy, they will be able to apply this understanding through in-class simulations of Congressional hearings. These hearings will allow students the opportunity to experience how the concepts being reviewed in class have application to actual events. These hearings are intended to help students become more civically informed and engaged.

Students will gain a balanced understanding of a number of controversial scientific issues and students will be required to demonstrate their understanding by completing fact sheets. Fact sheets are used to provide the public with a general overview of a topic. They are commonly used in the public health field and are intended to present otherwise complex information in a way that is visually appealing and which can be easily comprehended. The creation of a fact sheet is a difficult endeavor. It requires students to understand the most recent and relevant information on a topic and to analyze and evaluate that information to determine what is most important to convey to the intended audience. How the information is presented is vitally important for the fact sheet to be able to reach its audience.

Finally, the course includes assessments that will verify that students understand course concepts. In-class quizzes every other week ensure that students are comprehending assigned material and are able to recall information from their readings. A final exam consisting of two essays requires students to demonstrate their comprehension. Students must exhibit critical thinking skills in order to perform well on the final exam essays. Students must be able to apply the concepts reviewed throughout the course and make connections between assigned materials.

Budgetary impact:

The budget impact will be minimal since it will be part of the instructor's load and course rotation. This instructor has been hired for the purposed of teaching courses in the field of public policy. This course

will alternate with other existing policy courses on a rotation schedule to be determined by student demand and departmental needs.

Course description: (50 word limit)

This course will explore the intersections between science, public policy, and human health. A number of controversial scientific issues that have the potential to affect human health will be reviewed, which may include climate change, medical marijuana, genetic engineering, and childhood vaccination.

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Baumgartner, Frank, and Bryan Jones. 1993. *Agendas and Instability in American Politics*. University of Chicago Press.

Fealing, Kaye Husbands, Julia I. Lane, John H. Marburger III, and Stephanie S. Shipp (eds.). 2011. *The Science of Science Policy: A Handbook*. Stanford University Press.

Fischer, Frank. 2003. *Citizens, Experts, and the Environment*. Duke University Press.

Greenberg, Daniel S. 2001. *Science, Money, and Politics: Political Triumph and Ethical Erosion*. University of Chicago Press.

Guston, David. 2000. *Between Politics and Science*. Cambridge University Press.

Hart, David M. 1998. *Forged Consensus: Science, Technology, and Economic Policy in the United States, 1921-1953*. Princeton University Press.

Jasanoff, Sheila. 1990. *The Fifth Branch: Science Advisers as Policymakers*. Harvard University Press.

Kingdon, John W. 1995. *Agendas, Alternatives, and Public Policies, 2nd Edition*. HarperCollins Publishers.

Kleinman, Daniel Lee. 1995. *Politics on the Endless Frontier: Postwar Research Policy in the United States*. Duke University Press.

Kraemer, Sylvia. 2006. *Science and Technology Policy in the United States: Open Systems in Action*. Rutgers University Press.

Mooney, Chris. 2006. *The Republican War on Science*. Basic Books.

Neal, Homer A., Tobin Smith, and Jennifer McCormick. 2008. *Beyond Sputnik: U.S. Science Policy in the Twenty-First Century*. University of Michigan Press.

Pielke, Roger A. 2007. *The Honest Broker: Making Sense of Science in Policy and Politics*. Cambridge University Press.

Pielke, Roger A., and Roberta A. Klein, eds. 2010. *Presidential Science Advisors: Perspectives and Reflections on Science, Policy and Politics*. Springer.

Sabatier, Paul, and Hank Jenkins-Smith. 1993. *Policy Change and Learning: An Advocacy Coalition Approach*. Westview Press.

Sarewitz, Daniel. 1996. *Frontiers of Illusion: Science, Technology, and the Politics of Progress*. Temple University Press.

Stone, Deborah. 2002. *Policy Paradox: The Art of Political Decision Making*. Norton.

Trefil, James S. 2007. *Why Science?* Teachers College Press.

Course Objectives and tentative course syllabus with [mandatory information](#) (paste syllabus below):

Students will be able to:

- 1. Define the main steps in the science policy process and recall essential information about scientific issues that have the potential to affect human health by completing regular assessments in the form of in-class quizzes.**
- 2. Demonstrate an understanding of science policy through classroom discussion and the completion of an essay-based exam that requires the use of critical thinking.**
- 3. Apply their understanding of how scientific information is used in the development of policy and how scientific experts interact with the political process through active participation in simulations of Congressional hearings.**
- 4. Create fact sheets for the public, an exercise that requires the analysis and evaluation of the most recent and relevant information concerning topics such as childhood vaccination, climate change, stem cells, medical marijuana, genetic engineering, and scientific literacy.**
- 5. Develop new understandings and interpretations of the concepts reviewed in the course through critical inquiry of assigned readings from both the natural and social sciences and by interacting with a diverse group of classmates from different academic disciplines.**

POLISCI 342-01: Science Policy and Human Health

Fall 2015, M/W --:-- PM – --:-- PM, HY###

Professor Jonah Ralston

Department of Political Science

University of Wisconsin-Whitewater

E-mail: ralstonj@uww.edu

Office Location: 5122 Laurentide Hall

Office Hours: M/W --:-- PM – --:-- PM

F -:-- AM – -:-- AM

COURSE OVERVIEW

Scientific advancements have revolutionized transportation, industry, agriculture, services, communications, leisure, and nearly every facet of daily life. Humanity's utilization of science and technology has led to higher living standards across the world; however, there is growing concern about how new advances on the frontiers of science may impact human health. This course will explore a number of themes related to the intersections of science, public policy, and human health. By the end of the course you should have an understanding of what science policy is, how scientific information is used in the development of policy, how scientific experts interact with the political process, and what potential impacts scientific progress may have upon human health. A number of controversial scientific topics will be addressed including childhood vaccination, climate change, stem cells, medical marijuana, genetic engineering, scientific literacy, and one topic that will be chosen by the class.

FORMAT

This course is designed to provide you with an in-depth knowledge of science policy along with a balanced understanding of a number of controversial scientific issues. To accomplish this goal, course material is alternated each week with one week devoted to the course's underlying science policy theme and the following week addressing a scientific issue that has the potential to affect human health. On weeks where science policy is the primary focus, you will take an in-class quiz. On weeks where a human health issue is the primary focus, you will turn in a fact sheet and sometime during the week we will hold a Congressional hearing on the topic. The course will culminate with you writing 2 essays about science policy during the time scheduled for the final exam.

MATERIALS & SCHEDULE

Week 1: Introduction and Science Policy Overview

Week 2: Science Policy Definition and Development

Sarewitz, Daniel. 2007. "Does Science Policy Matter?" *Issues in Science and Technology* 23(4): 31-38.

Neal, Homer A., Tobin Smith, and Jennifer McCormick. 2008. "Chapter 1: Science Policy Defined," in *Beyond Sputnik: U.S. Science Policy in the Twenty-First Century*. University of Michigan Press.

Week 3: Issue: Scientific Literacy

Miller, Jon D. 2004. "Public Understanding of, and Attitudes Toward, Scientific Research: What We Know and What We Need to Know." *Public Understanding of Science* 13: 273-294.

Hobson, Art. 2008. "The Surprising Effectiveness of College Scientific Literacy Courses." *The Physics Teacher* 46: 404-406. Available at: <http://physics.uark.edu/hobson/pubs/08.10.TPT.pdf>

Nisbet, Matthew C., and Erik C. Nisbet. 2005. "Evolution and Intelligent Design: Understanding Public Opinion." *Geotimes* 50: 28-33.

Week 4: Science Policy Institutions and Actors

Stine, Deborah. 2009. *Science and Technology Policymaking: A Primer*. Congressional Research Service Report No. RL34454.

Roberts, Melanie. 2008. "Speaking Truth to Power: Careers in Science Policy," Presentation for the Forum on Science Ethics and Policy, University of Washington, Seattle, WA.

Week 5: Issue: Medical Marijuana

Eddy, Mark. 2010. *Medical Marijuana: Review and Analysis of Federal and State Policies*. Congressional Research Service Report No. RL33211.

MedicalMarijuanaProCon.org. 2014. "Should Marijuana Be a Medical Option?" *ProCon.org*. Available from <http://medicalmarijuana.procon.org/>.

Week 6: Uncertainty, Risk, and the Policy Process

Bradshaw, G. A. and Jeffrey G. Borchers. 2000. "Uncertainty as Information: Narrowing the Science-Policy Gap." *Conservation Ecology* 4(1): 7.

Kriebel, D., J. Tickner, P. Epstein, J. Lemons, R. Levins, E. L. Loechler, M. Quinn, R. Rudel, T. Schettler, and M. Stoto. 2001. "The Precautionary Principle in Environmental Science." *Environmental Health Perspectives* 109(9): 871-876.

Week 7: Issue: Genetic Engineering

Uzogara, Stella G. 2000. "The Impact of Genetic Modification of Human Foods in the 21st Century: A Review." *Biotechnology Advances* 18: 179-206.

Human Genome Program. 2008. *Genomics and Its Impact on Science and Society: A Primer*. U.S. Department of Energy.

Week 8: Role of the Scientist

Pielke, Jr., Roger A. 2004. "Forests, Tornadoes, and Abortion: Thinking about Science, Politics, and Policy." In J. Bowersox & K. Arabas (eds.), *Forest Futures: Science, Policy and Politics for the Next Century*, 143-152, Rowman and Littlefield.

Steel, Brent S., Denise Lasch, and Rebecca Warner. 2009. "Science and Scientists in the U.S. Environmental Policy Process." *The International Journal of Science in Society* 1(2): 171-188.

Week 9: Issue: Climate Change

Royden-Bloom, Amy. 2011. *Primer on Climate Change Science*. National Association of Clean Air Agencies.

Jacques, P. J., R. E. Dunlap, and M. Freeman. 2008. "The Organisation of Denial: Conservative Think Tanks and Environmental Scepticism." *Environmental Politics* 17(3): 349-385.

Week 10: Role of the Public

Doble, John. 1995. "Public Opinion about Issues Characterized by Technological Complexity and Scientific Uncertainty." *Public Understanding of Science* 4(2): 95-118.

Besley, John C., and Matthew Nisbet. 2013. "How Scientists View the Public, the Media and the Political Process." *Public Understanding of Science* 22(6): 644-659.

Week 11: Issue TBD

Readings will be assigned after the class has decided on a topic

Week 12: Values-Based Policy

Sarewitz, Daniel. 2009. "The Rightful Place of Science." *Issues in Science and Technology* 25(4): 89-94.

Pielke, Jr., Roger. 2008. "Science and Politics: Accepting a Dysfunctional Union." *Harvard International Review* 30(2): 36-41.

Week 13: Issue: Stem Cells

Ralston, Jonah J. 2013. "Chapter 4: Initiative & Legislative Voting Behavior on Stem Cells," in *The Anti-Technocracy: The Unscientific Determinants of Voting on Controversial Scientific Issues*. Michigan State University.

Genetic Science Learning Center. 2014. "Learn.Genetics: Stem Cells." University of Utah. Available from <http://learn.genetics.utah.edu/content/stemcells/>.

Week 14: Evidence-Based Policy

Wu, Chung-Li. 2008. "Government and Information: Scientific Research and Policy Agenda in Congress." *Parliamentary Affairs* 61(2): 356-369.

Hird, John A. 2009. "The Study and Use of Policy Research in State Legislatures." *International Regional Science Review* 32(4): 523-535.

Week 15: Issue: Childhood Vaccination

Kirkland, Anna. 2014. "Childhood Vaccines," in Brent Steel (ed.), *Science and Politics: An A to Z Guide to Issues and Controversies*. Congressional Quarterly Press/Sage Books.

Basten, Tony, and Ian Frazer, co-chairs. 2012. *The Science of Immunisation: Questions and Answers*. Australian Academy of Science.

GRADES

You will be able to track your progress in the course using D2L. The grading scale is below:

Grade	Points
A	186 – 200
A-	180 – 185
B+	174 – 179
B	166 – 173
B-	160 – 165
C+	154 – 159
C	146 – 153
C-	140 – 145
D+	134 – 139

D	126 – 133
D-	120 – 125
F	119 or below

REQUIREMENTS

In-Class Quizzes (60 points possible; equal to 30% of total grade): Throughout the semester you will take 7 in-class quizzes. If you have completed the assigned readings before class, you should do well on the quizzes. Each quiz will be worth 10 points and your lowest score will be dropped, meaning you can earn a total of 60 points for this portion of your grade. Quizzes may be announced on either a Monday or Wednesday on weeks devoted to science policy, and so I recommend regularly attending class to ensure that you do not miss a quiz. Since your lowest score is dropped, there will be no make-up quizzes. Extended absences due to provable emergencies or due to documented illnesses are the only exception to this rule. I will be recording your quiz scores in D2L and reviewing quiz answers in class, and so I will not be handing back your quizzes. Paper copies of quizzes will be stored in my office. You are welcome to visit me during office hours if you would like to view your quiz or if you would like to verify that your score was properly recorded.

Congressional Hearings (30 points possible; equal to 15% of total grade): Throughout the semester we will hold 7 in-class Congressional hearings on each of the human health issues we will be reviewing in the course. You will receive 5 points for attending and participating in a hearing. Only 6 hearings will count towards your grade for a total of 30 points, meaning you are allowed to be absent from one of the hearings without penalty. No make-up opportunities will be offered for the hearings. Provable emergencies or documented illnesses are the only exception to this rule. Simulations of actual events are an excellent way for you to apply what you are learning in the course and to deepen your level of understanding and engagement with the material. You will be assigned a role prior to each hearing and these roles will be alternated to allow you to experience a number of different perspectives. For some hearings you may play an active role whereas for others your role may be more passive. On days where you play a critical role, such as a scientist who is being questioned, you must be well prepared and ready to participate. If it is obvious that you have done no preparation for the hearing and have not done the readings for that topic, you will receive a zero for the hearing that day. In that sense scores are assigned on a Pass (5 points)/Fail (0 point) basis for this portion of your grade.

Fact Sheets (70 points possible; equal to 35% of total grade): Prior to the beginning of class on weeks devoted to a human health issue, you will turn in a fact sheet. You will turn in 7 fact sheets throughout the semester and each fact sheet will be worth 10 points, meaning a total of 70 points is possible for this portion of your grade. To deter cheating and plagiarism fact sheets will be turned in using D2L's dropbox feature. A fact sheet provides meaningful information about a topic in a format that is brief and easy to comprehend. They are commonly used in the public health field by agencies such as the Centers for Disease Control. Fact sheets are used to provide the public with a general overview of a topic and can also contain recommendations or advice. Experts often use them to summarize the most relevant and recent information concerning a topic. When writing a fact sheet, one must consider how they are going to provide – in a limited space – essential information in a way that is visually appealing and accessible. The fact sheet should be a maximum of 2 pages single-spaced and should make reference to the course material assigned for that day. You will need to include a reference page formatted in APSA style that

will not be included as part of your page count. A fact sheet turned in after the deadline will be accepted but it will be subject to a late penalty unless you contact me prior to the deadline and I approve an extension. The late penalty will be 10% if you submit a fact sheet during class time, 20% if you turn in a fact sheet on the due date after class has ended, and 50% for turning the fact sheet in at any point after the day it was due. Only in cases of provable emergencies or documented illnesses will this late penalty be waived.

Final Exam Essays (40 points possible; equal to 20% of total grade): You will write 2 essays about science policy during the time scheduled for the final exam. Essays are worth 20 points each, meaning you can earn a total of 40 points for this portion of your grade. You are free to use your notes for the final exam. Essay responses should be well written, they should be thoughtful and fully address the question(s) being asked, and they should demonstrate that you have understood course material. There is no set length requirement for the essays. A rubric will be given to you the last week of class that will provide guidance on how the essays will be graded; the rubric will also include helpful writing guidelines. Failure to take the final exam will result in a score of 0. Documented illnesses or provable emergencies are the only exceptions to this rule and will be evaluated on a case-by-case basis.

POLICIES

Internet and e-mail: Throughout the course you will need reliable access to the internet, Desire2Learn, and your university e-mail account. You should have a backup plan to obtain internet access in case your usual access point experiences technical problems. If at any point you need to get in touch with me, I would prefer that you contact me by e-mail or by visiting me during office hours. Once you have sent me an e-mail, you can expect a response within 36 hours of me receiving it. When you send me an e-mail please address it to Professor Ralston or Dr. Ralston (of those two, I much prefer Professor Ralston).

No electronic devices: Laptop and cell phone use is not allowed in the classroom unless you have a documented need for using one. Cell phone use during class time is distracting and discourteous to me and your fellow students. Though multitasking with technology is common practice these days, there is strong evidence that it negatively affects your ability to learn: http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html. There a number of reasons why I do not allow laptops. For one, the final exam in this class is open note and I only allow written notes to be used. It is to your benefit to keep your notes on paper and research suggests that you will write better notes than you would type them: <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>. For another, the temptation to surf the internet is too great and it affects not only your learning but also the learning of those sitting next to you: <http://www.sciencedirect.com/science/article/pii/S0360131512002254>. Lastly, I want all of us to be active participants in this class, present and fully engaged. Unplugging from the digital world for the duration of class is good for your health as too much dependence on technology can be detrimental: <http://www.psychologytoday.com/blog/the-new-you/201312/are-you-addicted-your-phone-change-technology-addiction>. I greatly appreciate your adherence to this policy.

Academic dishonesty: I do not tolerate any form of academic dishonesty. Any evidence of it will result in a 0 grade for that assignment and, if the infraction is severe enough, a 0 for the course. Please review UW System Administrative Code Chapter 14 to better familiarize yourself

with this issue: <https://www.uww.edu/Documents/studentaffairs/staff/Chapter14Aug2011.pdf>. A brief definition of academic dishonesty is the following: (1) copying any portion of another student's work; (2) having someone else, whether they are paid or unpaid, complete your individual assignments such as take-home exams or research papers; or (3) claiming material from outside sources as your own by failing to include proper citations. Plagiarism is one of the most common forms of academic dishonesty. To avoid it, you should always cite the author (or authors) of word-for-word phrases and original ideas that you use from other sources.

Safe learning environment: The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding [Special Accommodations](#), [Academic Misconduct](#), [Religious Beliefs Accommodation](#), [Discrimination](#) and [Absence for University Sponsored Events](#) (for details please refer to the Schedule of Classes; the "[Rights and Responsibilities](#)" section of the [Undergraduate Catalog](#); the [Academic Requirements](#) and Policies and the [Facilities and Services](#) sections of the [Graduate Catalog](#); and the "[Student Academic Disciplinary Procedures](#) (UWS Chapter 14); and the "[Student Nonacademic Disciplinary Procedures](#)" (UWS Chapter 17).

Students with disabilities: I am happy to provide reasonable accommodations for students with disabilities. Requests for accommodations may be made by contacting the Center for Students with Disabilities at 262-472-4711 or 262-472-1109 (TTY).

Syllabus revisions: Changes to the syllabus after the course has started are uncommon but there is always the possibility that this syllabus may be revised at some point during the semester. Your success in the course is the primary motivation for making any changes and you will be consulted if any significant revisions are made.

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: PSYCH 412
(See Note #1 below)

Cross-listing:

Course Title: (Limited to 65 characters) Comparative Psychology

25-Character Abbreviation: Comparative Psychology

Sponsor(s): Rachelle Yankelevitz

Department(s): Psychology

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)
Departments: Biology

Programs Affected:

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

NA Yes will be at future meeting

Prerequisites: PSYCH 216 or BIO 303 or consent of instructor

Grade Basis: Conventional Letter S/NC or Pass/Fail

Course will be offered: Part of Load Above Load
 On Campus Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** Psychology

Instructor: Rachelle Yankelevitz

Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

Technological Literacy Requirement Writing Requirement
 Diversity General Education Option: Select one:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours: 0 Total lecture hours: 48
Number of credits: 3 Total contact hours: 48

Can course be taken more than once for credit? (Repeatability)

No Yes If "Yes", answer the following questions:

No of times in major: No of credits in major:
No of times in degree: No of credits in degree:

Course justification:

Comparative psychology is the study of the behavior of nonhuman animals. Other names for the field include animal psychology and comparative cognition. Studying nonhuman animals enables tackling fundamental questions about the nature of humanity. When asked what it means to be human, common student answers include morality, consciousness, intelligence, and language. Comparative psychologists conduct fascinatingly creative experiments on whether behaviors representing these constructs are displayed only by humans, or whether they extend to nonhumans as well. In this course, we will examine several constructs that seem to be among humans' more-specialized capabilities and survey the research on whether nonhumans share them. One purpose of studying animal behavior is therefore to understand what makes us human.

The course also examines why animals are interesting in their own right. We will continuously alternate between surprising realizations of similarity between humans and nonhumans, and equally surprising realizations of dissimilarity. Both of these will inspire respect for the unique abilities animals use to survive in their environmental niches. Studying, for example, the family dog's ability to follow humans' cues (e.g. pointing, grammatical sentences) shows that dogs can be bracingly in-tune with us. It also illustrates that dogs may be even more sensitive to some of our cues than we are (e.g. odors). Learning about dogs, nonhuman primates, birds, and other animals will reveal behaviors that are fascinating on their own.

A main goal of the course is to get students thinking scientifically about the other beings they encounter on a daily basis, regardless of species. They will realize that common tools enable the analysis of behavior, and oftentimes, common explanations apply across species. This will make them feel more connected to their surroundings, including the other people and other animals they live with. The course content suggests many service learning opportunities which may be added in future versions, which would relate to the university goal of encouraging social engagement and service to the community.

The content of this course intersects with other areas outside psychology. The first area of intersection is philosophy. For example, when asked to consider whether any nonhuman animals are capable of taking another being's perspective, students will be pressed to decide whether this is the same as empathizing. If so, does empathy require a complex behavioral history, complex neural equipment, and/or complex mental processes? What is complexity? How can we measure empathy while maintaining an empirical stance: what observable, countable behaviors would count as empathy? If we discover that an organism very different from humans – perhaps a so-called “simple” organism – can exhibit or learn these behaviors, do we need to reevaluate what empathy is? If empathizing makes you more human, do we need to reevaluate what humanity is? A second area of intersection outside psychology is with biology. Please see section below titled “relationship to program assessment objectives” for description of this complementary yet distinct offering.

This course is offered as a 400-level course with a prerequisite of PSYCH 216 Research Methods or BIO 303 Biostatistics. Skills students need to acquire beforehand in order to do well in this course include: basic knowledge of experimental methods and logic, a little experience reading primary literature, ability to do library research, and knowledge of APA style formatting rules. These skills are all addressed in PSYCH 216 Research Methods, and students who have had BIO 303 will be able to quickly acquire them. It is a 400-level course because of the depth of analysis expected. First, students are asked to read multiple research articles per course meeting, and to spend the entire class meeting discussing them in detail. The level of understanding required to properly criticize or extend these articles (via the discussion point assignments and in-class discussions) requires being somewhat experienced with psychology. This is a reasonable expectation because the articles themselves are not extremely technical, but the key is in thinking critically about the relation between their hypotheses and their outcomes. Students must also have good time-management and class participation skills, and familiarity with being expected to come to class

having already attempted to analyze the assigned reading, which are more likely to have developed after taking Research Methods or Biostatistics. Second, the course is a 400-level seminar because class meetings will be heavily comprised of student discussion, which is facilitated by the smaller enrollment of upper-level seminars.

Relationship to program assessment objectives:

Comparative psychology is a major branch of psychology which is currently not included in the psychology department's course offerings. Related courses such as learning & conditioning, behavioral neuroscience, and physiological psychology have only slight overlap. Comparative psychology has shifted focus over the years. From 1944 to 1995, Division 6 of the American Psychological Society was called Physiological Psychology and Comparative Psychology. In 1995 the name changed to Behavioral Neuroscience and Comparative Psychology. Recent meetings and publications associated with the Comparative Cognition Society have prominently featured studies on dogs and other domestic animals, reflecting the field's continued interest in whole-animal, behavior-environment relations. The current course focuses almost exclusively on this latter topic.

This course will echo major themes from across the current psychology curriculum while using previously-unrepresented content to approach those themes. The course fits well with the existing course offerings because our curriculum emphasizes rigorous experimental control, objectivity, hypothesis testing, operational definitions, the importance of objectivity, and critical thinking, and this course will use new content to explore these same ideas. This course is different from current offerings in that it may expand students' understanding of the breadth of psychology. Many students are very curious about the lives of their domestic animals, or of animals closely related to humans, but have only been exposed to psychology as the study of humans or laboratory rats. This will expand their psychology exposure into topics they may not have previously been aware could be scientifically analyzed. In addition, starting from a point of natural curiosity (such as the horses a particular student has kept for years) may make more-complex psychological themes more accessible.

This course contributes to the psychology department goal of "increasing student interest in basic science of psychology ... and offering more courses focusing on basic science" while making contact with the more applied interests students often express. The department aims to "engage more undergraduate researchers in basic research," which this course may help accomplish if it inspires students to seek out basic research opportunities. It also relates to the goal of "increasing ... verticality in our program's neuroscience area (e.g., currently Psych 301 and 305)." This course is not a neuroscience or perception course, but it does increase verticality by requiring Psych 216 as a prerequisite, and it is aligned with the other courses in that group in terms of the emphasis on basic science and lab experimentation.

The biology department currently offers Bio 430, Animal Behavior. Bio 430's subject matter could also be called ethology, the study of animal behavior in the wild. Ethology and comparative psychology share many of the same historical figures and influences, and their perspectives have in common experimental rigor, a hypothesis-testing perspective, using multiple levels of analysis, and consideration of the animal's natural environment. However, Bio 430's topics (e.g. predator-prey relationships, mating systems, parental care, and aggression) do not overlap much with those of the currently-proposed course, which focuses more on topics traditionally considered psychological (e.g. problem solving, language, empathy, moral behavior, abstract thinking). A student who took both courses would learn meaningfully different material in each.

Budgetary impact:

Dr. Yankelevitz was hired for her expertise in this area, and as has always been planned, this course will become part of the instructor's regular load, with one section taught approximately every other year. However, as Dr. Yankelevitz is also part of the department's pool of PSYCH 215 instructors, we anticipate offering this class contingent also on adequate staffing of PSYCH 215. Classroom space would be needed, but no special classroom equipment is needed. Library resources are currently sufficient, and no special technology needs are anticipated. This course is not replacing another course.

Course description: (50 word limit)

Comparative psychology is the study of animal behavior. Studying animals helps us understand what makes us uniquely human, and it also illuminates many areas of cross-species similarity. This course will examine the research on topics such as animal reasoning, language, and social behavior.

If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?)
2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)
3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Course objectives and tentative course syllabus:

PSYCH 412: Comparative Psychology
Semester, year go here
Days, times, location go here

Professor: Rachelle Yankelevitz, PhD

Contact: yankeler@uww.edu (best way to reach me; I'll respond within 48 hours). Telephone: 262-472-1804. Email is preferred.

Office & hours: Laurentide 1207, (*days and times go here*) or by appointment. Please utilize these! I want to help you become interested in the subject matter and do well in the course.

COURSE OVERVIEW

What does it mean to be human? One way to answer this is to look for similarities and differences with other species. Do humans have unique abilities other species lack? Is it our consciousness, our cooperation, our sense of self, our language ability, or something else entirely? Or is it nothing at all? This course surveys a range of candidate answers to the question of which behavioral and cognitive traits are displayed only by humans in one approach to more-fully understanding ourselves. We will compare humans and nonhumans on a range of tests meant to assess the boundaries and overlap between species' abilities. This human-centric perspective will be mixed with an ethological perspective which seeks to understand animal behavior in its own right – not necessarily as it is relevant to understanding only humans.

Of course, before we can decide which animals have a particular ability, we must carefully define the ability, and we must come up with creative ways to look for it. This course will consistently emphasize the importance of rigorous experimental methodology that tests alternative hypotheses.

This course also examines common pitfalls in interpreting behavioral data such as anthropomorphism, bias, and failure to focus on parsimony. Can we be objective in observing another species – or even another individual of our species – when we cannot access their *umwelt*, or perceptual world? How do we fairly test whether an animal has an ability, with consideration for its natural environment, while facilitating comparisons across species? What is the difference between asking whether an animal *has* an ability or *can acquire* an ability? These questions are relevant for many research applications beyond the study of animal behavior.

STUDENT LEARNING OBJECTIVES

By the end of this course, you should be able to:

- 1.) describe the value of cross-species analyses from anthropocentric and ethological perspectives
- 2.) describe some points of comparison between human and nonhuman behavioral and cognitive abilities, using research to reach conclusions
- 3.) understand the importance of operational definitions in the study of psychological constructs such as consciousness, intelligence, and problem-solving
- 4.) describe how to carefully set up experiments to test alternative hypotheses
- 5.) understand anthropomorphism and bias as they apply to the study of both nonhumans and humans
- 6.) read and understand primary research articles and scholarly book chapters
- 7.) critically analyze research in this field, be prepared to apply these critical analysis skills to other topics, and creatively generate ideas for future research in this field

REQUIRED TEXT

Wynne, C. D. L. & Udell, M. A. R. (2013). *Animal Cognition: Evolution, Behavior, and Cognition* (2nd ed.). New York, NY: Palgrave Macmillan.

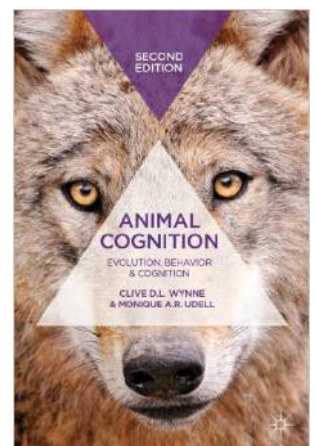
Bring the book to every class. Many other readings will be posted to D2L. They will include news articles and scholarly articles. You will need to print the readings and bring the readings to class. You should plan to have resources on hand to print the pages needed. Use of laptops and other electronics is prohibited in class.

COURSE REQUIREMENTS AND ASSESSMENT

There are many ways to do well in this course. The requirements are spread out across assessments so that you have several opportunities to succeed. Assignments are due as hard copies at the start of the day's class on which they are due, unless otherwise specified.

It is very important to do the reading in this course. A few meetings will be lecture based, and I will clarify more-complex topics; however, most class meetings will rely on your being prepared for class with thoughtful comments and discussion topics. Be ready for active engagement including asking questions, identifying how topics relate to one another, and critically evaluating the ideas contained in reading and encountered in class.

Discussion points and other assignments (20%) In order to encourage you to read thoughtfully, you are asked to create discussion points, based on the reading, to be turned in at the beginning of the class for which that reading is assigned. Readings requiring discussion points are the non-Wynne readings: the original research articles listed on the schedule below. Each day on which there is a primary research article to



be read, one discussion point is due.

The purpose of discussion points is to encourage thoughtful reading, regularly-occurring writing, and critical thought. Discussion items should not ask for clarification of concepts or point out minor methodological issues; instead, they should reflect thorough understanding and analysis of the article. Discussion points may identify nonobvious conceptual links, creative extensions, incompatibilities, alternative approaches or viewpoints, or opinions supported by facts. I will give you examples of good discussion questions. This category may also include other assessments such as in-class writing assignments and group exercises.

For every chapter of the main book (Wynne), I will provide you with a study guide to help direct your reading. You should make a strong attempt to answer the study guide questions before coming to class. In class, your answers to these questions will guide our discussion. Sometimes I will collect your study guides to verify you are doing them before class.

Exams (3 exams weighted 20% each) Exams will assess your knowledge of the material. Everything in the assigned reading and everything in class is subject to examination. Attending class, participating in class, taking good notes, and having good study skills are important aspects of the course. Exams will include multiple-choice, short answer, and essay questions. **Do not miss an exam.** You will receive a zero for that exam. See “course policies” below.

Final project (20%) Choose a topic not addressed in the class (or not addressed in depth) and learn about the current research on the topic. Possibilities vary widely, but here are some:

- identify a conflict or debate among researchers on a particular topic, present the opposing views, and synthesize a conclusion. This could be philosophical or empirical.
- choose an animal and describe its unique cognitive/behavioral abilities
- choose a cognitive/behavioral ability and describe how it has been defined and tested
- use Tinbergen’s Four Questions, or any branch of psychology, to take a different approach to a topic from class; for example, what evolutionary mechanisms could contribute to a particular behavior? How does a developmental or neurobiological perspective help us understand the behavior?

The goal is to go into more depth on a topic in which you are interested. Relate your topic of interest to concepts from class, and *use primary research*. I am happy to help with your search for a topic and sources, and I encourage you to use my office hours or appointment times for this purpose.

The project has three main components. Much more information on the project will be provided in class, but please note the project-related due dates on the schedule below.

1.) Annotated bibliography: Identify 4 sources and describe how you will use them in your project.

2.) Final paper: It should be 10-15 pages long and refer to at least 5 scholarly sources (but probably several more than that). The paper should be in APA format. A grading rubric will be discussed in class. A solid draft is due before the final paper is due.

3.) Presentation: In the last unit of class, you will present your topic of interest to the class for 15 minutes including audience questions/discussion. Test questions on our last exam will assess knowledge from the presentations, so the presentations should prepare the class for this.

GRADING

Everyone can get an A (and I hope you do!). Some exams may include bonus questions. There will never be individual extra credit as this is incompatible with my firm goal of assessing all students fairly. Please come see me as soon as possible if you notice you are not doing as well as you would like. We can talk about study strategies, and there are many resources on campus for this situation.

A	B	C	D	F
90-100%	80-89%	70-79%	60-69%	Below 60%

COURSE POLICIES

Attendance

Attendance is required and is very important in this course. If you miss a class, even if it is for a very good reason, I cannot recap the class with you. It is your job to get notes from multiple classmates, and based on your review of those, we can talk about the material.

Late work policy

Assignments turned in late have 10% deducted from their grade per day of lateness, starting immediately after the deadline. Assignments are not accepted after the beginning of the class 1 full week from the date on which they were due. Computer problems are not a valid excuse for late work. **Back up your works in progress frequently.** Late assignments can be emailed to avoid further penalties, but an identical hard copy must also be submitted to my mailbox in Laurentide as soon as possible, as this is the version that will prompt me to grade the assignment. Without a hard copy, you will not receive a grade.

Do not miss an exam. If you miss an exam, you will receive a zero for that exam. Some extreme and unavoidable situations such as serious family emergencies *may* be a basis for my considering granting a makeup exam. The following conditions must be fulfilled: 1.) You notified me before the exam that you were having an emergency, 2.) You provided written third-party verification that you were unable to attend the exam, and 3.) You take the makeup before the next class period following the exam. In some very extreme cases where this is impossible, your makeup exam may be very different from the original exam.

Academic misconduct

Cheating is a very serious issue and will not be tolerated in this class or in your life in general. Students caught cheating (examples: wandering eyes during exams; turning in work that is not your own) or plagiarizing work will receive an automatic 0 for the assessment and possibly in the class. They will also possibly experience University sanctions. Ignorance is not an excuse; if you are unsure whether your behavior would qualify as cheating, either don't do it, or ask me beforehand.

Other types of academic misconduct are perhaps more subtle but also affect your learning experience and the experience of classmates, and my experience:

1.) **Do not use your phone at all in class.** This means texting and checking email are prohibited. However, it is completely acceptable to leave the room if you need to do this type of thing or any other personal business. Class is a conversation between all of us, and while in the classroom you should be fully engaged in that conversation.

2.) Please do not have conversations with classmates while I am talking or while another student is asking the class a question.

3.) Do not use other electronics. Laptops are prohibited, even for note taking, unless you have a documented special accommodation.

University policies statement

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

As noted by the University Curriculum Committee, “The UW System standard for work required per credit is that students are expected to invest at least 3 hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus, a 3-credit course will typically require a minimum of 9 hours of work per week (144 hours/semester).”

Students traveling with athletic teams or academic groups

If you will be required to miss class, please see me within the first two weeks of class to discuss plans for meeting all course requirements.

TENTATIVE COURSE SCHEDULE

It is likely there will be changes to this schedule along the way, and these changes will be announced in class. **It is your responsibility to be aware of any changes**, so if you miss class, be sure to check with a classmate for upcoming assignments. ● means one discussion point is due this day.

	Topic	Wynne reading due this day
Thurs 9/4	Introduction to the course	
Tues 9/9	Evolution, adaptation, cognition and behavior What are animal minds? Historical background	Wynne 1
Thurs 9/11	Evolution; the anthropocentric vs. ecological approaches What is the study of animal behavior for?	Shettleworth ch 1
Tues 9/16	Ethograms How to observe behavior	
Thurs 9/18	Other ways of seeing the world Perception: vision, smell, hearing, electric sense, others	Wynne 2
Tues 9/23	Concept formation Perceptual discrimination; object permanence; same/different	Wynne 3 (not stimulus equivalence)
Thurs 9/25●	<i>Related to ch2:</i> Kuczaj, S., Solangi, M., Hoffland, T., & Romagnoli, M. (2008). Recognition and discrimination of human actions across the senses of echolocation and vision in the bottlenose dolphin: Evidence for dolphin cross-modal integration of dynamic information. <i>International Journal of Comparative Psychology, 21</i> , 84-95. <i>Related to ch3:</i> Watanabe, S., Sakamoto, J., & Wakita, M. (1995). Pigeons' discrimination of paintings by Monet and Picasso. <i>Journal of the Experimental Analysis of Behavior, 63</i> , 165-174.	
Tues 9/30	Time & Number Time of day; time intervals; relative and absolute number; counting	Wynne 4
Thurs 10/2●	Hauser, M. (2000). What do animals think about numbers? <i>American Scientist, 88</i> , 144-151. Cantlon, J. F., & Brannon, E. M. (2007). Basic math in monkeys and college students. <i>PLoS Biology, 5(12)</i> , 2912-2919.	
Tues 10/7	Exam 1	
Thurs 10/9	Cause & Effect Pavlovian and instrumental conditioning; biological predispositions	Wynne 5
Tues 10/14	Cause & Effect	
Thurs 10/16	Reasoning Tool use; problem solving; insight; reasoning by analogy;	Wynne 6

	transitive inference; linear ordering; fairness	
Tues 10/21●	Weir, A. A. S., & Kacelnik, A. (2006). A New Caledonian crow (<i>Corvus moneduloides</i>) creatively re-designs tools by bending or unbending aluminum strips. <i>Animal Cognition</i> , 9, 317–334.	
Thurs 10/23●	Tversky, A. & Kahneman, D. (1981). The framing of decisions and the psychology of choice. <i>Science</i> , 211, 453-458. Lakshminarayanan, V. R., Chen, M. K., & Santos, L. R. (2011). The evolution of decision-making under risk: Framing effects in monkey risk preferences. <i>Journal of Experimental Social Psychology</i> , 47, 689-693.	Project topic and annotated bibliography due
Tues 10/28●	Chen, M. K., Lakshminarayanan, V. R., & Santos, L. R. (2006). How basic are behavioral biases? Evidence from capuchin monkey trading behavior. <i>Journal of Political Economy</i> , 114, 517-537. (but mostly focus on pp. 523-526 subjects & method; pp.529-end main experiments) Silberberg, A., Roma, P. G., Huntsberry, M. E., Warren-Boulton, F. R., Sakagami, T., Ruggiero, A. M., & Suomi, S. J. (2008). On loss aversion in capuchin monkeys. <i>Journal of the Experimental Analysis of Behavior</i> , 89, 145-155.	
Thurs 10/30	Exam 2	
Tues 11/4	Social cognition and self awareness Mirror self-recognition; sensitivity to others' actions and gazes; looking guilty; theory of mind; perspective-taking	Wynne 8 (not 7)
Thurs 11/6●	Plotnik, J. M., de Waal, F. B. M., & Reiss, D. (2005). Self-recognition in an Asian elephant. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 103, 17053-17057. Anderson, J. R., Kuroshima, H., Takimoto, A., & Fujita, K. (2013). Third-party social evaluation of humans by monkeys. <i>Nature Communications</i> , 4, 1-5.	
Tues 11/11●	Brosnan, S. F., & de Waal, F. B. M. (2003). Monkeys reject unequal pay. <i>Nature</i> , 425, 297-299. Wynne, C. D. L. (2004). Fair refusal by capuchin monkeys. <i>Nature</i> , 428, 140. (including Brosnan & de Waal reply to Wynne) Udell, M. A. R., Dorey, N. R., & Wynne, C. D. L. (2008). Wolves outperform dogs in following human social cues. <i>Animal Behaviour</i> , 76, 1767-1773.	
Thurs 11/13	Social Learning: imitation only Social facilitation; stimulus & local enhancement; goal emulation	Wynne 9
Tues 11/18	Social Learning: teaching only	Wynne 9
Thurs 11/20●	Leadbeater, E., Raine, N. E., & Chittka, L. (2006). Social learning: Ants and the meaning of teaching. <i>Current Biology</i> , 16, R323-R325. Thornton, A. & McAuliffe, K. (2006). Teaching in wild meerkats. <i>Science</i> , 313, 227-229. (and supplemental material)	Project paper solid draft due
Tues 11/25	Language Apes learning words and sentences; Alex the African Grey; dolphin symbol boards	Wynne 12 (not 10 or 11)
Thurs 11/27	Thanksgiving: no class	
Tues 12/2	Conclusions / Final presentations	Wynne 13
Thurs 12/4	Final presentations	
Tues 12/9	Final presentations	

Thurs 12/11	Final presentations	
Tues 12/17	Final presentations	Final project paper due
	Exam 3 noncumulative during final exam time	

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Alcock, J. (2013). *Animal behavior: An evolutionary approach* (10th ed.). Sunderland, MA: Sinauer Associates, Inc.

Bartal, I., Decety, J., & Mason, P. (2011). Empathy and pro-social behavior in rats. *Science*, 334, 1427-1430.

Cheney, D. (2011). Extent and limits of cooperation in animals. *Proceedings of the National Academy of Sciences*, 108, 10902-10909.

Bräuer, J., Schönefeld, K. & Call, J. (2013). When do dogs help humans? *Applied Animal Behaviour Science* 148, 138–149.

Bräuer, J., Bös, M., Call, J., & Tomasello, M. (2013). How domestic dogs (*Canis familiaris*) coordinate their actions. *Animal Cognition*, 16 (2), 273-285.

Cauchard, L., Boogert, N. J., Lefebvre, L., Dubois, F., & Doligez, B. (2013). Problem-solving performance is correlated with reproductive success in a wild bird population, *Animal Behaviour*, 85, 19-26.

Dennett, D. (1994). The role of language in intelligence. In J. Khalfa (Ed.) *What is intelligence? The Darwin College lectures*, Cambridge, Cambridge University Press.

Finn, J. K., Tregenza, T., & Norman, M. D. (2009). Defensive tool use in a coconut-carrying octopus. *Current Biology*, 19, R1069–R1070.

Harley, H. E., Putman, E. A., & Roitblat, H. L. (2003). Bottlenose dolphins perceive object features through echolocation. *Nature*, 424, 667-669.

Horowitz, A. (2010). *Inside of a dog: What dogs see, smell, and know*. New York: Scribner.

Lagorio, C. H., & Hackenberg, T. D. (2010). Risky choice in pigeons and humans: A cross-species comparison. *Journal of the Experimental Analysis of Behavior*, 93, 27-44.

McConnell, P. B. (2003). *The other end of the leash: Why we do what we do around dogs*. New York: Random House.

McKearney, J. W. (1977). Asking questions about behavior. *Perspectives in Biology and Medicine*, 21, 109-119.

Papini, M. R. (2008). *Comparative psychology: Evolution and development of behavior* (2nd ed.). New York: Psychology Press.

Shettleworth, S. J. (1993). Where is the comparison in comparative cognition? *Alternative Research Programs. Psychological Science*, 4, 179-183.

Shettleworth, S. J. (2009). *Cognition, evolution, and behavior* (2nd ed.). Oxford: Oxford University Press.

Shettleworth, S. J. (2012). *Fundamentals of comparative cognition*. Oxford: Oxford University Press.

Smith, J. D., Ashby, F. G., Berg, M. E., Murphy, M. S., Spiering, B. J., Cook, R. G., & Grace, R. C. (2011). Pigeons' categorization may be exclusively nonanalytic. *Psychonomic Bulletin and Review*, *18*, 414-421.

Udell, M. A. R & Wynne, C. D. L., (2008). A review of domestic dogs' (*Canis familiaris*) human-like behaviors: Or why behavior analysts should stop worrying and love their dogs. *Journal of the Experimental Analysis of Behavior*. *89*: 247-261.

Van de Waal, E., Claidiere, N., & Whiten, A. (2013). Social learning and spread of alternative means of opening an artificial fruit in four groups of vervet monkeys. *Animal Behaviour*, *85*, 71-76.

Wasserman, E. A., & Zentall, T. R. (2009). *Comparative cognition: Experimental explorations of animal intelligence*. Oxford: Oxford University Press.

Wynne, C. D. L. (2007). What are animals? Why anthropomorphism is still not a scientific approach to behavior. *Comparative Cognition and Behavior Reviews*, *2*, 125-135.

Wynne, C. D. L. (2007). Anthropomorphism and its discontents. *Comparative Cognition and Behavior Reviews*, *2*, 151-154.

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University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: PSYCH 416
(See Note #1 below)

Cross-listing: BIOLOGY 416

Course Title: (Limited to 65 characters) Advanced and Multivariate Data Analysis for the Life Sciences

25-Character Abbreviation: Multivar Analys Life Sci

Sponsor(s): Meg Waraczynski; Ellen Davis

Department(s): Psychology; Biological Sciences

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)
Departments:

Programs Affected: Psychological Sciences Graduate School Preparation Emphasis
(BA/BS)

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

NA Yes will be at future meeting

Prerequisites: PSYCH 215 or BIO 303 or instructor's consent, and junior standing

Grade Basis: Conventional Letter S/NC or Pass/Fail

Course will be offered: Part of Load Above Load
 On Campus Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** Psychology; Biological Sciences

Instructor: Meg Waraczynski

Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

Technological Literacy Requirement Writing Requirement
 Diversity General Education Option: Select one:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours: 0 Total lecture hours: 48
Number of credits: 3 Total contact hours: 48

Can course be taken more than once for credit? (Repeatability)

No Yes If "Yes", answer the following questions:

No of times in major:

No of credits in major:

No of times in degree:

No of credits in degree:

Course justification:

This “new” course is actually a very substantive revision of an existing course, PSYCH 415 Research Design. When PSYCH 415 was first created several decades ago it emphasized the theory of complex experimental and non-experimental research designs. At that time, analyzing the resulting data required time consuming and frustratingly error-prone hand calculations as well as some knowledge of matrix algebra. This greatly limited opportunities for students to learn and practice analyses. Now that statistical software is readily available, undergraduates can learn the basics of these analyses without spending excessive time on computation details. The course will help students gain proficiency with such software, specifically the widely-used Statistical Package for the Social Sciences (SPSS).

The course will familiarize students in the life sciences with multifactorial and multivariate data analyses. Students will encounter these analyses in their reading of the research literature and will use or at least read about them in their future education and/or profession. Because of interest from the Department of Biological Sciences, the course will be crosslisted between Psychology and Biological Sciences. The analyses that the course introduces are rooted in the pioneering work of biostatisticians such as Ronald Fisher, Karl Pearson, and Sewall Wright. Although their analyses were first developed to solve particular problems in genetics and taxonomy, the techniques have been adapted to, expanded for, and are widely used in other branches of biology (especially ecology) as well as the social sciences, particularly psychology.

The specific course objectives are: (1) knowing how to choose the research design and data analysis appropriate to testing particular hypotheses or answering particular research questions; (2) knowing how to use data analysis software correctly; (3) knowing how to interpret the output of computerized analyses appropriately and in a way understandable to those not versed in statistics; (4) acquiring the foundational knowledge that will allow students to continue mastering these analyses on their own. Analyses to be explored include analysis of variance and covariance including their multivariate variations, multiple regression, foundations of structural equation modeling such as path analysis and factor analysis, and group membership prediction techniques such as discriminant analysis and logistic regression. As time permits, students will be introduced to Bayesian analyses, as these are becoming more common in many fields.

While the course emphasizes practical skills and knowledge the students will be introduced to some basic mathematical theory behind the analyses. However, they do not need to understand the intricacies of the calculations that SPSS does in order to understand how to use the analyses appropriately. That is, this course recognizes renowned statistician John Tukey’s distinction between data analysis and statistical analysis. For example, students will be introduced to the requirement that the predictor variables in a multiple regression are linearly independent of each other by explaining what “independent” means in this context, showing them how to check for independence among the predictors, and giving guidance about what to do if they are not independent. To achieve this understanding students do not necessarily need to know that the matrix of predictor variable values must be invertible or how having linearly dependent predictors renders that matrix singular and therefore non-invertible. Those whose interest is piqued will be encouraged to expand their education with appropriate mathematics course work. (Mathematics educators debate the balance between pure and applied math, but most agree that familiarity with practical application motivates learning the underlying theory.)

Students who continue on to graduate training and plan to become researchers will receive instruction in the mathematical bases of these analyses in graduate school. They can use this course as a launch point. For students who are not going on to graduate school – which is the clear majority of UW-

Whitewater students – skill with data analysis is skill with data-based decision making and critical thinking. It provides the background necessary to become an informed consumer of research and the domain-specific context so important to achieving quantitative literacy.

A final and developing course goal is to connect successful students with data analysis internships in local agencies and businesses. As a start, I have created a partnership with Dr. David Thompson, a forensic psychologist who is the deputy director of the Walworth County Department of Health and Human Services. Dr. Thompson – who has a background and interest in teaching statistics -- is eager to sponsor students in unpaid internships. They will help analyze data collected to assess intervention programs such as truancy abatement and drug treatment diversion in juvenile courts. If this partnership proves successful, I plan to contact other agencies such as the Department of Natural Resources to develop similar internships. In short, this revised course meets liberal education objectives *and* enhances students' employability.

Relationship to program assessment objectives: The psychology department's assessment goals for include creating new academic programs that align with evolving workforce needs, providing a range of opportunities for students to apply course concepts in research and field settings, requiring majors to think critically by evaluating evidence, assumptions, the validity of sources, and making logical arguments; assisting majors to develop the ability to communicate proficiently. The biological sciences department goals addressed by this course include achieving quantitative and information literacy and improving teamwork and problem solving. This department also expects students to be able to present effective written persuasive arguments, read and understand scientific articles and texts, develop hypotheses, collect and analyze data, and report results scientifically. As described above and shown below in the syllabus, this course helps meet each of these assessment goals for both departments.

Budgetary impact: We anticipate offering one section of the course every other fall semester or possibly every fall semester, depending on student interest. We expect this course to be part of the rotation available for PSYCH 215 instructors; as such, we will offer the course contingent on adequate staffing for PSYCH 215. All course materials are accommodated by existing budgetary, library, and classroom instructional technology resources.

Course description: (50 word limit)

An introduction to multifactorial and multivariate data analyses commonly used in life sciences such as psychology and biology. Analyses include analysis of variance and covariance, multiple analysis of variance and covariance, multiple regression, foundations of structural equation modeling (path analysis and latent factor analysis), discriminant analysis and logistic regression.

If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?)

N/A

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)

N/A

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

N/A

Course Objectives and tentative course syllabus with [mandatory information](#) (paste syllabus below):
 (Note: this course is being taught as PSYCH 415 this semester, fall 2014)

Course syllabus: PSYCH/BIO 416 Advanced and multivariate data analysis for the life sciences

Instructor: Dr. Meg Waraczynski
 Contact info: Office: Upham Hall 368; phone: 472-5415; email: waraczym@uww.edu
 Office Hours: MTWRF 9:30 to 10:30 and also by appointment
 Course text: Advanced and Multivariate Statistical Methods: Practical Application and Interpretation, Mertler and Vannatta, **5th edition**
 Prerequisite: Psychology 215 or Biology 303 or instructor’s consent, and junior standing

Course goals

Upon successfully completing this course the student will have a basic, foundational knowledge of using the SPSS statistical package to conduct and interpret the following data analyses:

- 1) single- and multifactor analysis of variance to compare the performances or characteristics of more than two groups of subjects affected by one or more independent variables;
- 2) repeated measures analysis of variance to assess the performance or characteristics of one group of subjects tested across several conditions;
- 3) analysis of covariance to control the effects of extraneous variables in the analysis of variance;
- 4) multiple analysis of variance and covariance to compare the performances or characteristics of multiple groups of subjects on multiple dependent variables;
- 5) multiple regression to identify the optimal combination of predictors of a criterion or outcome variable;
- 6) basic techniques of structural equation modeling: (a) path analysis to test causal models about the relationships among multiple variables; (b) factor analysis and principle component analysis to identify the principle factors underlying the patterns of scores on a group of variables;
- 7) discriminant analysis and logistic regression to determine the optimal combination of variables that predict group membership.

If time permits students will also be introduced to the logic of Bayesian data analysis.

Brief course calendar

Topic	assigned reading	tentative dates
Introduction to the course; orientation to SPSS	(skim Ch.2)	Sept. 3
Review of hypothesis testing: t tests and single factor analysis of variance	Ch. 1, pgs. 7-12; Ch. 4, pgs. 69-72	Sept. 8-10
Introduction to the general linear model and analysis assumptions	Hoekstra et al. paper	Sept. 10
Factorial analysis of variance	Ch. 4, pgs. 72-92	Sept. 15
Repeated measures analysis of variance		Sept. 17-22
Analysis of covariance	Ch. 5	Sept 24-29
Multiple analysis of variance and of covariance	Ch. 6	Oct. 1-8
Multiple regression	Ch. 7; Bianchi paper	Oct. 13-22
Path analysis	Ch. 8	Oct. 27-Nov. 3
Factor analysis and principle component analysis	Ch. 9	Nov. 5-12
Discriminant analysis	Ch. 10	Nov. 24-Dec. 1

Logistic regression	Ch. 11	Dec. 3-8
Introduction to Bayesian approaches		Dec. 8-10
There is no final exam. At our scheduled meeting during finals week – Wed. 12/17, 5:30 – 7:30 -- students will share brief presentations on an analysis that is of particular interest to them.		

The calendar on page 1 is tentative and should be seen as an agenda rather than a strict schedule. We can spend more or less time on a particular topic depending on the class's interests and needs.

Please bring your textbook to each class. We will be making heavy use of SPSS in each class meeting. You may use your own laptop computer or one of the laptops available in the classroom to do so. Also, have a calculator handy or be familiar with the calculator functions of your cell phone or laptop.

Grade basis.

Your grade is based principally on the quality and type of the analysis skills portfolio you complete, modified by your success on periodic quizzes. Portfolio requirements are laid out below. If your quiz average is 85% or above, a plus will be added to the grade for the portfolio level you complete (except for A level as there is no A+; just consider yourself an overachiever). If your quiz average is 75-84%, the portfolio grade will remain unchanged. If your quiz average is below 75%, a minus will be added to the portfolio grade. I will try to announce quizzes a class period ahead of time. You may use your notes and textbook during quizzes but you will have a limited time to complete them so you must arrive prepared. Quizzes cannot be made up but I will drop your lowest quiz grade before calculating the quiz average.

Your portfolio will be comprised of a series of analysis reports. An analysis report template is at the end of the syllabus and is also available on the course's D2L site. Reports will be graded as "competency demonstrated (CD)" or "competency not demonstrated (CND)" and you will be given feedback on each report. You may resubmit for re-grading revisions of any analysis reports that receive a CND grade. Only one resubmission per report is allowed and it must be turned in within two weeks of the date on which graded reports are returned.

In these reports, when you interpret the analysis take on the role of a professional whose contribution to an organization is his or her knowledge of data analysis. Your job is to explain to people who are intelligent but who have not studied statistics exactly what your analysis shows. While you may certainly work and consult with other class members -- collaboration is an important skill – the report you turn in must be your own, written in your own words. If multiple reports substantially overlap in wording or other content no students involved will get credit for the report.

You may maintain your reports and portfolio either in hard copy (collected in a binder or other document storage item) or electronically, or both. Maintain a table of contents for your portfolio. Electronic reports should be submitted to the D2L drop box; please do not email them.

A level portfolio: demonstrates superior competence with multivariate analyses

The portfolio includes analysis reports with a CD grade for each of the following:

- 1) a factorial analyses of variance;
- 2) a repeated measures analysis of variance;
- 3) an analysis of covariance;
- 4) a multiple analysis of variance OR of covariance;

- 5) a multiple regression analysis;
- 6) a path analysis;
- 7) a factor analysis;
- 8) a discriminant analyses

In addition, an A level portfolio will include **two** reports graded CD based on datasets that you obtain yourself, testing a hypothesis or exploring a research question of your own creation. Suggestions about data sources are given later in this syllabus. You are not restricted to the analyses covered in class; you may use this opportunity to learn a new analysis. These two reports must use *two different* analysis types. Please check with me to make sure you are doing this appropriately. Independent reports may be submitted at any time but no later than December 8th.

B level portfolio: demonstrates notable competence with multivariate analyses

The portfolio includes analysis reports with a CD grade for each of the following:

- 1) a factorial analysis of variance;
- 2) a repeated measures analysis of variance;
- 3) an analysis of covariance;
- 4) a multiple analysis of variance OR of covariance;
- 5) a multiple regression analysis;
- 6) a factor analysis;
- 7) a discriminant analysis

In addition, a B level portfolio will include **one** analysis report graded CD based on a dataset obtained or created by the student, testing a hypothesis or exploring a research question of your own creation. See instructions for an A level portfolio for this analysis report.

C level portfolio: demonstrates adequate competence with multivariate analyses

The portfolio includes analysis reports with a CD grade for each of the following:

- 1) a factorial analysis of variance;
- 2) a repeated measures analysis of variance;
- 3) an analysis of covariance;
- 4) a multiple regression analysis;
- 5) a factor analysis;
- 6) a discriminant analysis.

D level portfolio: demonstrates knowledge of but less than desirable competence with multivariate analyses

The portfolio includes analysis reports with a CD grade for each of the following:

- 1) either a factorial or repeated measures analysis of variance;
- 2) an analysis of covariance;
- 3) a multiple regression analysis;
- 4) either a factor analysis or a discriminant analysis.

Course policies and expectations.

Performance expectations

Students are expected to devote six hours of work each week outside of class to this course.

This is a standard expectation for all college courses. This course is designed to be a collegial seminar with a substantial hands-on component rather than a lecture course, and you are expected to participate actively. To be able to participate you must ***read textbook assignments and attempt associated analysis examples in the text before coming to class.*** I will conduct each class meeting with the expectation that you have read and made notes on the assigned reading and have attempted any associated examples provided in the text. We will discuss the material together but you will not benefit from that discussion if you are unprepared. You should also expect to spend considerable time outside of class conducting and reporting on data analyses. SPSS is available on any UWW General Access Lab computer and you may also download software to a personal laptop that will give you access to UWW's licensed copies of SPSS.

Attendance

Attendance at every class is expected but not monitored. Students are responsible for making up notes for missed classes by contacting other students but be advised that others' notes are a poor substitute for your own. Your absence will be noticed, and, I hope, your contributions will be missed!

Email policy

Email can substitute for office hours on some occasions but please **do not** use email for the following:

- 1) requesting a summary of missed classes. I cannot summarize a class in an email. Instead, it is up to you to ask another student in the class to update you on what you missed and to use the assigned readings to help you catch up. Once you have done so I will be happy to answer follow up questions.
- 2) requesting grade information. Because of privacy concerns I do not give grade information by email or over the phone. If you are absent when a quiz or and analysis report is handed back please stop by my office during office hours to pick it up.
- 3) debating course policies or grades. These discussions are better had face-to-face.

Reasonable accommodations

Students with disabilities who need accommodations in the classroom, to take exams, or in obtaining course materials are responsible for making their needs known. I am an enthusiastic supporter of the Center for Students with Disabilities and will happily work with students to devise reasonable accommodations that will maximize their opportunities for success.

Dataset resources.

The datasets used by the textbook are on the course D2L site (Content > Datasets > Mertler and Vannatta datasets) and are also available for download from www.Pyrczak.com/data. We will use these in class and you should have them available as you follow along with textbook examples on your own. You may use them to construct your own dataset for independent reports. Also available on D2L are some large datasets and associated codebooks you may use for independent reports. The National Survey on Drug Use and Health SPSS file is over 300 MB so it is not on D2L. If you want to use extracts, search its codebook for variables of interest and contact me to arrange retrieval of those data.

For independent reports you may also want to explore datasets pertinent to your own interests. You might start by asking faculty members with expertise in your area of interest

whether they have any datasets that you could use or whether they know of access to pertinent online data repositories. (I am always on the lookout for these resources so please share!) Or, you may peruse online data repositories yourself. Here are links to some repositories I've found useful for constructing class exercises. They get you to data from all kinds of disciplines.

(1) The Simmons College Open Access Directory:

http://oad.simmons.edu/oadwiki/Data_repositories

(2) Databib, another open access repository: <http://databib.org/index.php>

(3) Open Science Framework: <http://osf.io>

(4) And finally, a search engine to help you find repositories: Registry of Research Data Repositories: <http://service.re3data.org/search/results?term>

Many repositories have datasets already in SPSS format. You may need to create an account to log in to some of these repositories but that should not create any problems. Happy hunting!

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

TENTATIVE Detailed course calendar

Date	Topic	Reading	Notes
9/01	Labor Day; no class		
9/03	Intro to course and SPSS	Ch. 2	Read through chapter 2 for an orientation to the analyses we will explore together.
9/08	Review of hypothesis testing	Ch. 1 pgs. 7-12; Ch. 4 pgs. 69-72	Review of basics of hypothesis testing using a t test and continuing to single factor analysis of variance. Practice setting up datasets in SPSS.
9/10	Introduction to the General Linear Model and analysis assumptions	Hoekstra et al. <u>Frontiers in Psychology</u> paper (on D2L)	Complete an analysis report on the example single factor analysis of variance done in class on the dataset <i>sex age group and income.sav</i> (course datasets) as a guide to how these reports should be done. Report due 9/15 for feedback only; not part of portfolio.
9/15	Two-factor analysis of variance	Ch. 4 pgs. 72-92	In class we will complete the example on pages 79-82 using the dataset <i>sex age group and income.sav</i> (course datasets). Follow along with the second example starting on page 82, using the dataset <i>career-d.sav</i> (M&V datasets). Report on two factor

			analysis using the dataset <i>binging first alcohol by sex.sav</i> . Report due 9/22 . For additional practice try the analysis on <i>profile-a.sav</i> explained on pages 93-94.
9/17	Repeated measures analysis of variance	none	This analysis will be introduced in class using the datasets <i>drug effects .sav</i> and <i>drug effects by blocker2 type.sav</i> (course datasets).
9/22	Repeated measures analysis of variance		Report on repeated measures analysis using the dataset <i>sandhill crane populations.sav</i> (course datasets). Because of SPSS's peculiarities with repeated measures and two factor designs you can forego post-hoc tests and just give qualitative descriptions of the result patterns. Report due 9/29 .
9/24	Analysis of covariance	Ch. 5 pgs. 95-103; look at pages 107-117 for a preview of what we'll do together in class	Read pages 95-103 for an overview of the analysis. We will do a single factor example in class on the dataset <i>science aptitude by major.sav</i> (course datasets). We'll then do the two factor example on pages 107-117 (dataset <i>career-e.sav</i> in M&V datasets) together.
9/29	Analysis of covariance		Complete two factor example. Randomized block design as an alternative to analysis of covariance. Report on analysis of covariance using the dataset <i>fluoride treatment .sav</i> (course datasets). Report due 10/06 .
10/01	Multiple analysis of variance and covariance	Ch. 6 pages 119-137	The chapter's explanation of the relevant matrix algebra is pretty opaque . We will discuss the basics in class so you get a sense for how these analyses are conceptually the same as the corresponding analysis of variance and covariance, just more mathematically complex. Follow the multiple analysis of variance example on pages 130-137 using the <i>dataset career-f.sav</i> (M&V datasets) to become familiar with the mechanics but we will do a different example together in class using the dataset <i>antiretrovirals and HIV.sav</i> (course datasets).
10/06	Multiple analysis of variance and covariance	Ch. 6 pages 137-159	Start on multiple analysis of covariance. Follow along with the example on pages 147-155 using the <i>dataset career-f.sav</i> (M&V datasets) to become familiar with the mechanics. Again, we will do a different example in class using the dataset <i>antiretrovirals and HIV.sav</i> (course datasets).

10/08	Multiple analysis of variance and covariance		Students aiming for an A or B level portfolio: Report on multiple analysis of variance OR multiple analysis of covariance using the dataset <i>sex role ID.sav</i> (course datasets). Report due 10/15.
10/13	Multiple regression: review of bivariate regression and partialling of variance		We will start this important topic by quickly reviewing bivariate correlation and regression; review any notes or other information you have on this from Psych 215 or Bio 303. The basics of bivariate regression will be related to the basics of multiple regression.
10/15	Multiple regression: assumptions and different types of regressions	Ch. 7 pages 163-173	Read these pages for an introduction to multiple regression techniques and assumptions.
10/20	Multiple regression: examples of regression types	Ch. 7 pages 182-190	Follow along with the example analysis using the dataset <i>country-a.sav</i> (M&V datasets). We will do additional example analyses in class using the dataset <i>previous arrests and sentence length.sav</i> (course datasets).
10/22	Multiple regression: practical matters; analysis of variance as multiple regression	Bianchi <u>Psychological Science</u> paper (on D2L)	We will evaluate the use of multiple regression in a recent research report that made headlines in the popular media. Report on multiple regression using the dataset <i>predictors of WHODAS score.sav</i> (course datasets). Be sure to explain and justify the method you choose for predictor entry as part of your report. Report due 10/29.
10/27	Path analysis	Ch. 8, pgs 195-218	Read through these pages to get acquainted with the basics of path analysis. We will explore the background together in class.
10/29	Path analysis	Ch. 8 pgs 218-233	We will go through the example analysis on these pages together in class using the dataset <i>country-b.sav</i> (M&V datasets).
11/03	Path analysis		Students aiming for an A level portfolio: Report on path analysis using the dataset <i>nestling growth path analysis.sav</i> (course datasets). Report due 11/10.
11/05	Factor analysis and principle component analysis	Ch. 9, pages 237-254	We will expand on the background in pages 237-254 in class. NOTE! In their examples M&V use principle component analysis only but we will use the principle factor axis extraction technique.
11/10	FA and PCA	Ch. 9, pages	We will review the example based on the

		254-266	dataset <i>schools-b.sav</i> (M&V datasets) and do a second example based on the dataset <i>health care factor analysis.sav</i> (course datasets).
11/12	FA and PCA		Report on factor analysis using the dataset <i>OthERS.sav</i> (course datasets). Report due 11/24.
11/17	No class		I will be at a conference. Use the time to catch up on analysis reports and to read ahead. The classroom is yours during regular class time.
11/19	No class		
11/24	Discriminant analysis	Ch. 10	We will review the background of this analysis and the example analysis using the dataset <i>profile-c.sav</i> (M&V datasets).
11/26	No class		Thanksgiving break; give thanks for software that does complicated arithmetic for us.
12/01	Discriminant analysis		We will finish reports with a tribute to Ronald Fisher, the founder of many multivariate analyses, by analyzing his classic dataset on irises. Report on discriminant analysis using the dataset <i>Fisher's iris data.sav</i> . Report due 12/08.
12/03	Logistic regression	Ch. 11	Time permitting, we will briefly explore logistic regression using the dataset <i>profile-d.sav</i> (M&V datasets).
12/08	Logistic regression; Introduction to Bayesian analysis		Last date of acceptance for independent reports from students aiming for an A or B level portfolio. Discriminant analysis reports will be returned before final exam week; revisions will be accepted on 12/17.
12/10	Introduction to Bayesian analysis		
12/17	Students aiming for an A or B portfolio will give a brief report on an independent analysis. Others will give a brief presentation on an analysis they found particularly interesting.		

Name (if handing in hard copy) _____

Grade on report:

Analysis report

This analysis is based on the SPSS dataset .sav. This dataset is

- from the textbook's files.
- from the course files on D2L.
- from the following repository:
- from another source (explain):

This analysis is a(n)

(specify, e.g., analysis of covariance; multiple regression analysis; etc.)

State the hypothesis/ses you are testing and/or the research question(s) you want to answer.

State the variables involved in the analysis. Designate whether each variable is dependent or independent, a predictor or a criterion variable, a covariate, etc.

Explain why this analysis is appropriate to test your hypothesis/ses and /or answer your research question(s) and is appropriate to the variables involved (hint: use pages 18-19 of the text book).

Explain the assumptions important to your analysis and the results of your tests of whether those assumptions are true for this analysis. Explain how you addressed any violations of assumptions.

Copy and paste the *most relevant* SPSS outputs (e.g., analysis summary tables; graphs) below, or attach them to the report. State or summarize other output information as needed.

Clearly and completely interpret the SPSS outputs in a way understandable to someone who does not have a statistics background. What do you conclude about your hypothesis/ses and/or research questions?

What might be a useful follow-up study or analysis to explore what you found from your analysis?

Attach any additional information or documents. If this is a report on a dataset not supplied to you by the instructor please attach a link to or copy of the .sav SPSS file you used.

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Agresti, A. Categorical Data Analysis, Wiley, 1990.

Cohen, J and Cohen, P. Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences, Lawrence Erlbaum, 1975.

Gelman, A, Carlin, JB, Stern, HS, and Rubin, DB. Bayesian Data Analysis, 2nd edition, Chapman and Hall, 2004.

Hoyle, RH. Handbook of Structural Equation Modeling, Guilford Press, 2012.

Keppel, G. Design and Analysis: A Researcher's Handbook, Prentice-Hall, 1973.

Keppel, G and Saufley, WH. Introduction to Design and Analysis: A Student's Handbook, W.H. Freeman and Co., 1980.

Pedhazur, EJ. Multiple Regression in Behavioral Research, 2nd edition, Holt, Rinehart, and Winston, 1982

Stevens, JP. Applied Multivariate Statistics for the Social Sciences, 4th edition, Lawrence Erlbaum Associates, 2002.

Tabachnick, BG and Fidell, LS. Using Multivariate Statistics, 6th edition, Pearson, 2013.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2
Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Major

Degree: BA/BS

Program Title: Psychological Sciences Graduate School Preparation Emphasis (BA/BS)

GPA Requirement for the Major/Submajor: 3.00

Sponsor(s): Meg Waraczynski/Elizabeth Olson

Department(s): Psychology

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)

Departments:

Proposal Information:

[*\(Procedures for Form #2\)*](#)

Total number of credit units in program:

Before change 56

After change 56

1. Exact description of request:

Summary

Change requirement 5 from Psych 415 to Psych 416, in response to the accompanying new course proposal. No other emphasis in Psychology lists this course specifically as a requirement; it is an elective in all other majors, emphases, and minors. The change is indicated below in bold italics.

From (as listed in catalog and on AR)

**PSYCHOLOGICAL SCIENCES GRADUATE SCHOOL
PREPARATION EMPHASIS (BA/BS)**

MAJOR - 56 UNITS

1. PSYCH 211
2. PSYCH 215
3. PSYCH 216
4. PSYCH 391

5. *PSYCH 415*

6. SELECT 5 COURSES FROM AMONG:

PSYCH 301; PSYCH 303; PSYCH 304; PSYCH 305; PSYCH 331 OR PSYCH 332; PSYCH 351; PSYCH 355

7. SELECT 6 UNITS OF PSYCH 394 OR PSYCH 498 TO WORK WITH FACULTY Advisor ON CAPSTONE PROPOSAL

8. CAPSTONE REQUIREMENT: CAPSTONE PROPOSAL MUST BE APPROVED BY EMPHASIS COMMITTEE PRIOR TO BEGINNING COURSEWORK. SELECT 6-9 UNITS OF PSYCH 499.

9. SELECT 9 TO 12 UNITS OF ELECTIVES. CHOICES MUST BE APPROVED BY ADVISOR AND EMPHASIS COMMITTEE AND ARE NOT RESTRICTED TO PSYCHOLOGY COURSE WORK.

A MINOR IS NOT REQUIRED FOR THIS MAJOR

To (to be listed in catalog and on AR)

**PSYCHOLOGICAL SCIENCES GRADUATE SCHOOL
PREPARATION EMPHASIS (BA/BS)**

MAJOR - 56 UNITS

1. PSYCH 211
2. PSYCH 215
3. PSYCH 216
4. PSYCH 391

5. *PSYCH 416*

6. SELECT 5 COURSES FROM AMONG:

PSYCH 301; PSYCH 303; PSYCH 304; PSYCH 305; PSYCH 331 OR PSYCH 332; PSYCH 351; PSYCH 355

7. SELECT 6 UNITS OF PSYCH 394 OR PSYCH 498 TO WORK WITH FACULTY Advisor ON CAPSTONE PROPOSAL

8. CAPSTONE REQUIREMENT: CAPSTONE PROPOSAL MUST BE APPROVED BY EMPHASIS COMMITTEE PRIOR TO BEGINNING COURSEWORK. SELECT 6-9 UNITS OF PSYCH 499.

9. SELECT 9 TO 12 UNITS OF ELECTIVES. CHOICES MUST BE APPROVED BY ADVISOR AND EMPHASIS COMMITTEE AND ARE NOT RESTRICTED TO PSYCHOLOGY COURSE WORK.

A MINOR IS NOT REQUIRED FOR THIS MAJOR

2. Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:

This change does not alter the emphasis in any substantive way; the emphasis' relationship to these items is not affected.

3. Rationale:

This will make the catalog and AAR listings for this emphasis accurate.

4. Cost Implications:

None.

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: SOCIOLOGY 344
(See Note #1 below)

Cross-listing: RACEETH 344

Course Title: (Limited to 65 characters) Race, Ethnicity and Film

25-Character Abbreviation: RACE ETHNICITY & FILM

Sponsor(s): Chandra Waring

Department(s): Sociology, Criminology and Anthropology

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)
Departments: Race&Ethnic Studies

Programs Affected: Sociology Major and Minor, Race & Ethnic Studies Minor, Film Studies Minor

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

NA Yes will be at future meeting

Prerequisites: None

Grade Basis: Conventional Letter S/NC or Pass/Fail

Course will be offered: Part of Load Above Load
 On Campus Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** Sociology, Criminology & Anthropology

Instructor: Chandra Waring
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

Technological Literacy Requirement Writing Requirement
 Diversity General Education Option: Select one:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours: Total lecture hours: 45
Number of credits: 3 Total contact hours: 45

Can course be taken more than once for credit? (Repeatability)

No Yes If "Yes", answer the following questions:

No of times in major:

No of credits in major:

No of times in degree:

No of credits in degree:

Proposal Information: ([Procedures for form #3](#))

Course justification: This course diversifies the Sociology, Criminology and Anthropology curriculum by focusing specifically on films and the types of messages that are communicated about race and ethnicity to large audiences. This course complements the current Race and Ethnicity Studies curriculum by examining the societal impact of racial and ethnic representation in the film industry with a sociological lens. This course also complements the other courses in the Film Studies Minor by concentrating on race and ethnicity from a social scientific perspective. Additionally, this course highlights the prominence of the mass media as a social institution in American society and it will encourage students to not simply be passive consumers of media images but to think critically about the images they are exposed to and how those images convey meanings about racial and ethnic inequality in American society.

Relationship to program assessment objectives: The mission statement of the Department of Sociology, Criminology and Anthropology includes current and robust curriculum that has been developed to improve students' critical thinking and analytical reasoning skills. This course will explore the media, which allows me to use a venue that students are familiar with (i.e. the media) to apply sociological paradigms and concepts. Consequently, this course will use topical means to investigate racial and ethnic inequality in ways that will sharpen students' understanding of inequality in a supposed "Obama-era." Students who hone their analytical grasp of inequality will be more informed and will be more equipped to think in complex ways about how inequality functions and persists despite significant changes in American society. These complex reasoning skills will serve them in any field. Specifically, the interview assignment will assess students' abilities to facilitate critical thinking with their respondent about film portrayals of people from different heritages. This assessment aligns with the Department's goal of experiential-based learning. The media contribution presentation allows students to be creative and co-teach their classmates by collaborating on a project to produce a sociological analysis of a form of media of their choice. The critical thinking assignments will assist in reinforcing the main concepts of the course as well as helping students draw key connections. Overall, the course has been designed in a way to help students understand the prevalence of these portrayals and the impact on people who belong to marginalized groups in American society. The heightened awareness that can result from this class will help students broaden their perspective about their own ideas of these groups and also the ideas of others who they work with, live with, etc. which can have a positive influence on their role in a workplace setting as an informed, analytical employee.

Budgetary impact: Part of the regular rotation of a newly hired current tenure-track faculty member. Also, this new course will not affect the main courses that I teach in rotation (e.g., SOC 240 and 265), but it will be rotated with the substantive/elective courses that I teach (e.g., SOC 394).

Course description: This course will sociologically analyze racial and ethnic patterns in American films. We will discuss how decision-makers shape the public imagination. We will examine how race intersects with other identities in ways that lead to specific trends in Hollywood. We will highlight the relationship between media, culture and the economy. Prereq: Junior or senior status.

If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?) Additional weekly readings and weekly memos that identify the strengths and weaknesses of the readings and that connect material to past readings as well as the development of a course assignment.
2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?) Graduate students will be assigned more work (readings, memos) and their critical thinking, interview paper and presentation will be graded more rigorously with a more thorough rubric.
3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?) Graduate students will be expected to design a learning assessment tool that would demonstrate

their mastery of the course material by determining how to evaluate hypothetical students' understanding of the course material. Regardless of the field the graduate student, they will benefit from creating an assignment as it requires a heightened level of thinking and depending on the caliber, it might be an assessment that I will use in future semesters.

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Race, Ethnicity and Film
Sociology/Race & Ethnic Studies/Film Studies Minor Course

Course Preparation Bibliography

Baran, Stanley, J. 2014. *Introduction to Mass Communications: Media Literacy and Culture*, 8th Edition. McGraw Hill Education.

Beach, Wayne. 2007. *Slow Burn*. Lions Gate Entertainment.

Benshoff, Harry M and Sean Griffin. 2009. *America on Film: Representing Race, Class, Gender and Sexuality at the Movies*, 2nd Edition. John Wiley and Sons Blackwell Publishing.

Boardwell, David and Kristin Thompson. 2008. *Film Art: An Introduction*, 8th Edition. The McGraw-Hill Companies.

Bogle, Donald. 1994. *Toms, Coons, Mulattos, Mammies and Bucks: An Interpretive History of Blacks in American Films*. Continuum: New York.

*Bucholtz, Mary. 2011. "Race and the Re-embodied Voice in Hollywood Film." *Language and Communication*. 31(255-65).

Cardoso, Patricia. 2002. *Real Women Have Curves*. New Market Films.

Collins, Patricia Hill. 2000. *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. Routledge: New York.

Croteau, David, P, William D. Hoynes and Stefania Milan. 2014. "The Economics of the Media Industry." Pp. 28-38 in *Gender, Race and Class in Media: A Critical Reader*, edited by Gail Dines and Jean M. Humez. Sage Publications.

Diamond, Neil. 2009. *Reel Injun: On the Trail of the Hollywood Indian*. Domino Film.

Dines, Gail and Jean M. Humez. 2014. *Gender, Race and Class in Media: A Critical Reader*. Sage Publications.

Eastwood, Clint. 2008. *Gran Torino*. Warner Bros.

Erens, Patricia. 1990. *Issues in Feminist Film Criticism*. Indiana University Press.

*Inarritu, Alejandro, Gonzalez, Nathan Gardels and Mike Medavoy. 2007. *The New Global Cinema*.

*Garnham, Nicholas. 2005. "A Personal Intellectual Memoir." *Media Culture Society*. 27(4):469-93.

Howard, Ron. 2005. *Cinderella Man*. Universal Pictures.

Jhally, Sut. 2006. *Reel Bad Arabs: How Hollywood Vilifies a People*. Media Education Foundation.

Joseph, Ralina. 2013. *Transcending Blackness: From the New Millennium Mulatta to the Exceptional Multiracial*. Duke University Press.

Kellner, Douglas. 2014. "Cultural Studies, Multiculturalism and Media Culture." Pp. 7-19 in *Gender Race and Class in Media: A Critical Reader*, edited by Gail Dines and Jean M. Humez. Sage Publications.

Lee, Spike. 2000. *Bamboozled*. New Line Cinema.

Lewis, Randolph. 2006. *Alanis Obomsawin: The Vision of a Native Filmmaker*. University of Nebraska.

*Liberato, Ana, S. Guillermo Rebollo-Gil, John D. Foster and Amanda Moras. 2009. "Latinidad and Masculinidad in Hollywood Scripts." *Ethnic and Racial Studies*. 32(6): 948-66.

*Marshall, Wayne and Jayson Beaster-Jones. 2012. "It Takes a Little Lawsuit: The Flowering Garden of Bollywood Exoticism in the Age of Technological Reproducibility." *South Asian Popular Culture*. iFirst article, 2012, 1-12

Marubbio, M. Elise and Eric L. Buffalohead. 2013. *Native Americans on Film: Conversations, Teaching and Theory*. University of Kentucky Press.

*Oh, David, C. and Doreen V. Kutufam. 2014. "The Orientalized 'Other' and Corrosive Femininity: Threats to White Masculinity in 300." *Journal of Communication Inquiry*. 38(2): 149-65.

Plantinga, Carl. 2009. *Moving Viewers: American Film and the Spectator's Experience*. University of California Press.

Picker, Miguel. 2001. *Mickey Mouse Monopoly: Disney, Childhood and Corporate Power*. Media Education Foundation.

Picker, Miguel and Chung Sun. 2013. *Latinos Beyond Reel: Challenging a Media Stereotype*. Media Education Foundation.

*Schein, Louisa and Bee Vang. 2014. "The Unbearable Racedness of Being Natural: A

Dialogue on the Gran Torino Production Between Lead Actor Bee Vang and Louisa Schein.” *Cultural Studies*. 28(4):561-73.

*Semmerling, Tim John. 2008. “Those “Evil” Muslims! Orientalist Fears in the Narratives of the War on Terror.” *Journal of Muslim Minority Affairs*. 28(2):207-23.

Note: Some of the courses in bold are not yet available but will be by the time the course is taught because I have had them ordered by our department representative.

Course Objectives and tentative course syllabus with [mandatory information](#) (paste syllabus below):

Sociology 344
Race, Ethnicity and Film
Fall 2015

Professor: Dr. Chandra Waring
Office: Laurentide Hall, 2127
Office Hours: Tuesdays & Wednesdays 11:30am-1:30pm
Email: waringc@uww.edu

“But the essence of black film history is not found in the stereotyped role but in what certain talented actors have done with the stereotype.”
~Donald Bogle, African American film critic and expert

Course Description: In this course, we will sociologically analyze racial, ethnic and gendered patterns in media portrayals in American films. We will explore theoretical paradigms in race studies, gender studies and film studies. We will also discuss people in positions of power in the film industry and how these power players shape the public imagination of the world through media portrayals. We will examine how race intersects with gender, sexuality and class in ways that lead to specific trends in Hollywood. We will watch classic and contemporary films to identify the differences and similarities between historical and contemporary portrayals of women and people of color. We will also critically evaluate the relationship between media, culture and the economy. The texts for this course will include interdisciplinary readings with a focus on sociological research and critical media studies.

Course Requirement: Junior or senior status.

Learning Objectives:

- Critically examine films by dissecting the plot, props and symbolism
- Identify roles and portrayals that adhere to racial, ethnic and gender stereotypes
- Explain how racial and ethnic trends intersect with other systems of inequality (i.e. gender, sexual orientation, class, etc.)
- Outline the role of key decision-makers in the film industry (e.g. directors, producers, etc.)

- Understand the impact of unequal media portrayals on groups of individuals and American society as a whole
- Hone critical thinking skills by teaching others how to sociologically analyze racial, ethnic and gendered portrayals in films
- Draw connections between the film portrayals we analyze and other forms of media (i.e. music videos, video games, commercials, magazine images, etc.)
- Improve ability to articulate ideas verbally and in written form about racial and ethnic inequality

Course Policies:

- The curriculum discussed in this course includes a colorful combination of empirical research, critical media studies, interviews and personal essays. As such, the class material is more interdisciplinary than other college courses. Please participate in class discussions with respect, reasoning and an open mind. Also, I encourage you to keep the sociological relevance and the societal implications of film portrayals at the center of our undoubtedly rich class discussions!
- Plagiarism or cheating is unacceptable academic behavior and will result in an automatic failing grade in this course. It would be helpful for you to refer to http://www.uww.edu/handbook/student/guide_integrity.html in order to comprehensively understand what plagiarism and academic dishonesty entails.
- The use of cell phones, IPODs and/or other distracting technological devices are not permitted during class. Please turn off/silence your cell phones and IPODs before you enter the classroom. Also, laptops are allowed for strictly academic purposes. If I find that students are abusing this privilege (i.e. browsing Facebook), I reserve the right to reconsider laptop usage in the classroom.
- **My lectures are my own original expression and are protected by University policies.** Be it resolved that recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class without the written permission of the professor. **Public distribution of such materials may constitute copyright infringement in violation of federal or state law, or University policy.**
- Please be punctual! Excessive tardiness disrupts the classroom environment. Tardiness that prevents your ability to participate in class activities will be reflected in your class

participation grade.

- The best way to contact me is via email at waringc@uww.edu. Type “FILM” in the subject line and I will respond as quickly as I can. However, I will not respond to emails after 5pm the day before an assignment is due or the day before an exam. When you send me an email, as with any professional email, please keep in mind email etiquette: a greeting, the content of your email and a polite closing. For example:

Good Morning, Dr. Waring:
Concern, question, etc.
Thank you,
Student’s Name

- **Check D2L regularly**, as I often post important announcements, including class cancellations and relevant current events.

University Statement: The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the “Rights and Responsibilities” section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the “Student Academic Disciplinary Procedures (UWS Chapter 14); and the “Student Nonacademic Disciplinary Procedures” (UWS Chapter 17).

Learning Assessment and Grading:

A	93-100	B+	87-89	C+	77-79	D+	67-69	F	<60
		B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

Your grade will be comprised of six components: critical thinking exercises (10%), interview (15%), guided group learning (15%), midterm (20%), film script presentation (20%) and final exam (20%). All grades are final barring a mathematical miscalculation on my part.

Critical Thinking Exercises: Unannounced quizzes in short essay and multiple choice/true/false format to ensure that students are comprehending the material and making necessary sociological connections.

Interview: (2 pages) Students will watch a form of media with someone (friend, relative, significant other, etc.) and have a discussion with your participant. Students will design their own questions, justify their choice of questions, have a discussion about the portrayals, the plot and props in the film and document the participants’ thoughts and analysis.

Guided Group Learning: You will be arranged in groups of 5 and each student is responsible

for a role that facilitates collaborative learning and the ability to draw connections between readings. These groups will meet 4 times during the semester and each group will submit a 1-2 page report of your learning challenges, activities and outcomes. You will evaluate each other based on your preparation and level of engagement.

Midterm: An exam in multiple choice, true/false format.

Film Script Presentation: In groups of 3-4, students will write a 5-6 page script for a short film that challenges racial and ethnic stereotypes by portraying characters as real, complex and relatable. Students will present their film script to the class and explain the significance and implications of their portrayals.

Final Exam: A cumulative exam in multiple choice, true/false format.

Note: Detailed guidelines for the interview and film script presentation can be found on D2L under Prompts.

Attendance Policy: Each lecture, current event, discussion, debate, activity, writing assignment and form of media from class is designed to help you better understand the course material. If you miss class, it is your responsibility to obtain the notes from a classmate and attend my office hours to discuss any questions you may have. However, work (i.e. critical thinking assignments and exams) missed during an absence or due to tardiness can only be made up in the event of a personal, family or medical emergency; and documentation must be provided.

Late Assignments: Late assignments will only be accepted in extenuating circumstances, such as a personal, medical or family emergency. Proper documentation must be provided.

Learning Disabilities: If you have a documented learning disability, please provide documentation so that I can provide you with the appropriate accommodations to which you are entitled. For more information, please go to <http://www.uww.edu/csd/information/policies/documentation.html>.

Religious Holidays: If there are any conflicts between course requirements/attendance and religious holidays, send me an email two weeks prior to the scheduling conflict so that necessary accommodations can be made.

Academic Assistance: In order to do well in this course, you must read the chapters or articles *before* coming to class in addition to taking notes during class. If you have trouble understanding the course material, please contact me immediately. I am happy to help you explore techniques to better comprehend the material.

Personal Concerns and Trigger Warnings: We will be watching provocative and powerful films that might result in a level of discomfort depending on what you have been exposed to and what you have experienced. It is of the utmost importance to me for students to feel comfortable and safe in class, yet it is also important to push the envelope a bit because, as many educators have documented, that is often where transformative learning occurs. If a particular scene or film is difficult to watch due to past trauma, please come speak with me privately. We can discuss potential accommodations depending on the situation.

Required Texts: There are no required textbooks for this course. All readings will be posted on D2L under Readings by the author's last name.

Note 1: The course schedule is tentative; the content and length of time devoted to each topic may vary.

Note 2: Films marked with an * have received at least one national or international award from the film industry and in some cases, positive recognition from the racial/ethnic community the film represented.

Note 3: Films marked with a ^ have been written, produced and/or directed by a person or group of people from an underrepresented background.

Course Schedule

Week 1: Overview of the Course

Key Concepts and Theories

Week 2: Methods: How Do We Study Film?

Collins: Mammies, Matriarchs and Other Controlling Images

Week 3: History of Race and Gender in Hollywood

Bucholtz: Race and the Re-Embodied Voice in Hollywood Film

Erens: Women and Representation/Positive Images/More to a Positive Image Than Meets the Eye

Week 4: Power Players: Directors and Producers

Inarritu, Gardels & Medavory: The New Global Cinema

Garnham: A Personal Intellectual Memoir

Week 5: African Americans

^*Bamboozled* (2000)

Bogle: Black Beginnings: From Uncle Tom's Cabin to The Birth of a Nation

Week 6: Native Americans

*^*Reel Injun: On the Trail of the Hollywood Indian* (2009)

Lewis: The Vision of a Native Filmmaker

Week 7: Latino/as

*^*Real Women Have Curves* (2002)

Liberato et al.: Latinidad and Masculinidad in Hollywood Scripts"

Week 8: Midterm Review

Midterm Exam

Week 9: Asian Americans

**Gran Torino* (2008)

Shein & Vang: The Unbearable Racedness in Being Natural

Marshall & Jones: Bollywood Exoticism

Week 10: Bi/Multiracial Americans

Slow Burn (2007)

Joseph: The Punishment of Mixed Race Blackness/Escaping Tragedy through Black Transcendence

Week 11: Arab Americans

**Reel Bad Arabs: How Hollywood Villifies a People* (2006)

Semmerling: Those “Evil” Muslims! Orientalist Fears in the Narratives of War on Terror

Week 12: White Americans

**Cinderella Man* (2005)

Benshoff & Griffin: The Concept of Whiteness in American Film

Oh & Kutufan: The Orientalized “Other” and Corrosive Femininity: Threats to Masculinity in *300*

Week 13: Media, Culture and Economy

**Mickey Mouse Monopoly: Disney, Childhood and Corporate Power*

Kellner: Cultural Studies, Multiculturalism and Media Culture

Croteau, Hoynes & Milan: The Economics of the Media Industry

Week 14: Film Script Presentations

Week 15: Film Script Presentations

Week 16: Final Exam Review

Final Exam

Addendum
SOC/RACEETH 344 Race, Ethnicity & Film
U.S. Racial/Ethnic Diversity Course Guidelines

Beginning in Fall 2014, for a course at UWW to be considered for a U.S. Racial/Ethnic Diversity designation, the course proposal must state how Course Objectives 1, 2, and 3 are met. In addition, it must state how at least one additional Course Objective (4 and/or 5) is met.

Course Objectives

1. Examines how the interactions and contributions of at least one historically underrepresented racial/ethnic group have shaped and continue to shape United States society.

Race, Ethnicity and Film will explore how people from different racial and ethnic backgrounds are represented in the media, specifically in American films. Notably, some of the films that will be watched and critically analyzed are films that have been written, produced and/or directed by people from diverse racial and ethnic backgrounds that in fact portray the lived experiences and struggles of people from underrepresented backgrounds. For example, *Bamboozled* is directed by Spike Lee, an African American filmmaker, who has made several films, many of which call attention to racial inequality and tense race relations. *Bamboozled* illuminates the contentious relationship between African Americans and the mass media, which often presents individual opportunities that come at a community cost. In *Toms, Coons, Mulattos, Mammies and Bucks*, Bogle challenges the idea of “stereotypical roles” by asserting that some black actors and actresses “play against the role” in an empowering way for the black community. Hence, in this course, we will discuss who creates these portrayals, what purposes they might serve, and how these portrayals have shaped and continue to shape race relations in American society. It is important to mention that because some of the films were written, produced or directed by people from underrepresented backgrounds, these films, by virtue of having access to wide audiences are helping to shape the American story, however unequal.

2. Relates the core of the course content to at least one historically underrepresented racial/ethnic group within the United States.

This course will explicitly examine all underrepresented racial/ethnic groups in American society as defined by the UW System mandate for the 3-credit Diversity Course Requirement. We will spend one week on each of the following groups: African Americans, Latinos, Asian Americans and Native Americans. In each section, we will briefly discuss the historical experiences of these groups and how earlier forms of discrimination connect to current forms of discrimination that might be evident in media portrayals. For example, the lynching of African American men earlier in American history was often justified by stereotyping African American men as “dangerous” and “lecherous,” two prototypes that are still evident in mainstream media representations. In addition, we will discuss two groups, Arab Americans and bi/multiracial

Americans, that do not fall under the UW System's current definition of an underrepresented group in terms of the Diversity Course Requirement, yet face unique challenges that are inextricable from racial categories and stereotypes. We will also examine the portrayals of white Americans, in part, to compare to the representations of racial and ethnic minorities and to identify the differences in these portrayals and how they can inform us about power, oppression and privilege.

3. Examines how the cultural practices of at least one historically underrepresented racial/ethnic group in the United States are expressed and how a group's differences in relation to the majority group and/or other minority groups evolve, overlap, and intersect in a variety of contexts, and how the key diversity concepts of power and privilege, and access, impact one's life and the lives of others.

In this course, students will examine the cultural practices of historically underrepresented racial/ethnic groups in the United States. *Real Women Have Curves* is a coming-of-age tale about a young Mexican-American woman in Los Angeles, California, and how she is socialized by her Mexican parents and family as well as the larger American society. In this film, viewers are exposed to Mexican cultural practices and family values because the majority of the characters are Mexican or Mexican American. Ana, the main character, expresses personal and professional goals that evolve throughout the film and are influenced by the variety of contexts that she occupies as a young Latin woman in the early 2000s. This film demonstrates a number of ways in which power and privilege operate with respect to whether or not Ana will attend college in New York, and how her family and support system reacts to her opportunity to attend an Ivy League institution with a full scholarship. In addition, *Gran Torino* portrays Hmong characters and culture; however, Clint Eastwood is not of Hmong heritage, which is worth noting, although he explicitly looked for Hmong actors to portray the characters in his film.

4. Engages students to participate in multicultural activities (for example, travel study, guest speakers, experiential learning) of historically underrepresented racial/ethnic groups of the United States.

This course will engage in and encourage experiential learning opportunities in three unique ways. First, students are required to watch a film with diverse characters with a friend, preferably of a different background than them, and then facilitate a discussion about the film portrayals. This assignment will likely cultivate a rich conversation about race, ethnicity and power that can be a powerful experiential tool because students will be speaking honestly with someone who they know rather than simply reading a text about inequality. I know from previous courses that interviews like this have the potential to have a strong impression on students. Second, students will discuss readings in structured groups that I call "guided group learning" in which they will get to know each other as they discuss the main points, critique the main themes and draw creative connections between earlier readings and popular culture. This also leads to experiential learning because students are participating meaningfully in their education by teaching

themselves and each other through fun, stimulating ways rather than simply reading and taking copious notes. Lastly, students will work in groups to develop a 5-6 page script that challenges the racial and ethnic stereotypes that we discussed during the semester. In doing so, they will be engaging in a multicultural activity by creatively and realistically writing a script as a group that includes characters from underrepresented groups. Because sociology and race courses tend to have higher enrollments of racial and ethnic minority students, these two group assignments will likely, by default, be a multicultural activity where students have respectful, informative and meaningful interactions with their peers, which is the objective of all multicultural endeavors.

5. Fosters the skills and abilities of students which demonstrate intercultural competence. These may include the ability to reflect on one's own perspectives, to relate to and empathize with others whom we perceive as different from ourselves, and to use appropriate language and behavior while interacting across differences among historically underrepresented racial/ ethnic groups within the United States.

The course material will foster the skills and abilities of students to demonstrate intercultural competence by being able to identify racial and ethnic stereotypes of a variety of underrepresented groups that might have otherwise gone unnoticed. Consequently, students will be educated in appropriate language and responses to perceived and real racial, ethnic and cultural differences. I believe this course will encourage students to be able to relate to and empathize with other groups once they see they are exposed to the scope, magnitude and consequences of the "controlling images" that are evident to critical viewers of the media, as Patricia Hill Collins argues. I am confident that exploring race and ethnic relations and inequality through film affords students an interesting way to look at inequality considering the omnipresence of social media. Using film as a platform to discuss inequality can generate powerful and fun class discussions as students from different ancestries bond over films they enjoy or critique and as they hone their critical thinking skills.

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: SOC347
(See Note #1 below)

Cross-listing: ASIANSTD/WOMENST

Course Title: (Limited to 65 characters) Gender and Family in Japan

25-Character Abbreviation: Gender & Family in Japan

Sponsor(s): Akiko Yoshida

Department(s): Sociology, Criminology, and Anthropology

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)
Departments: Women's and Gender Studies

Programs Affected: Asian/Japanese Studies, International Studies, Women's & Gender Studies, Anthropology, Family, Health, and Disability Studies

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

NA Yes will be at future meeting

Prerequisites: 3 units of sociology OR 3 units of anthropology OR WOMENST100 OR JAPANESE101 OR CONSENT OF INSTRUCTOR

Grade Basis: Conventional Letter S/NC or Pass/Fail

Course will be offered: Part of Load Above Load
 On Campus Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** Sociology, Criminology &

Anthropology

Instructor: Akiko Yoshida

Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

Technological Literacy Requirement Writing Requirement
 Diversity General Education Option: Select one:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours: Total lecture hours: 48
Number of credits: 3 Total contact hours: 48

Can course be taken more than once for credit? (Repeatability)

No Yes If "Yes", answer the following questions:

No of times in major:

No of credits in major:

No of times in degree:

No of credits in degree:

Course justification:

This course provides substantive knowledge related to gender, sexuality, and family in Japan both in the past and present. Students will survey meanings attached to gender, sexuality, marriage, and family and learn how such meanings have been constructed, maintained, and challenged in changing historical contexts. Students will critically examine how power inequalities are embedded in ideas and practices pertaining to gender, sexuality, and family, and the implications of such inequalities for individual lives. The course aims to introduce/deepen an understanding of the *constructionist* perspective – that reality is constructed historically and socially – which is one of the central theoretical perspectives in sociology and gender studies. Students will not only gain knowledge specific to Japanese society but should become able to discuss various issues, concerns, conflicts, and debates regarding gender, sexuality, and family, taking the constructionist perspective as well as a comparative approach utilizing knowledge from Japanese society. Thus, the course fills our students’ need to develop global comparative perspectives – one of the core values to which the university is committed.

Close examination of Japanese society facilitates students’ acquisition of a deeper understanding of the subjects and a cross-national comparative perspective, as Japan presents a unique case study – a nation as developed as the U.S., but a non-Western society with historical and cultural heritages different from U.S. society. Additionally, popular culture from Japan such as *manga* (comics), *anime* (animation films), character icons such as Hello Kitty, computer games, and pornography/erotica has proliferated world-wide and increased its visibility. Such media and material culture paints unique images of masculinities, femininities, sexualities, and intimate relationships, and have made, and are likely to continue to make, significant impacts on cultures, businesses, etc. in the world. Therefore, studying gender, sexuality, and family of Japan is timely and relevant to current and future generations.

This course is proposed to be cross-listed with Asian Studies and Women’s and Gender Studies. This will help broaden the choice of courses for students who major/minor in these disciplines as well as in Anthropology, Japanese Studies, and International Studies. The course provides excellent knowledge and theoretical perspectives for students who are interested in the Global Engagement Certificate, for which they are required to demonstrate deep level knowledge of culture outside the U.S. and sophisticated understanding of global issues.

Relationship to program assessment objectives:

The course objectives satisfy several of the departmental student learning outcomes for sociology majors. Sociology major graduates are expected to:

1. Demonstrate an understanding of Sociology’s theoretical perspectives and core ideas including:
 - a. The social construction of reality
 - b. Culture and social structure
 - c. Stratification and inequality
 - d. Order, conflict, and change
2. Design a basic research project
3. Evaluate research as it applies to everyday life
4. Show skills in interpreting basic social statistics
5. Write as appropriate to the discipline of sociology
6. Demonstrate ethical reasoning

Students in this proposed course are expected to achieve the following course objectives:

- Be able to explain social patterns, norms, and processes regarding gender, sexuality, and family in contemporary Japan, and their historical development. [This relates to 1b, 1c, 1d]
- Understand that gender is constructed historically and socially, and recreated through social interaction. [This relates to 1a]
- Understand that a large part of our beliefs and practices regarding sexuality and family is a social production, and gender and power inequalities permeate sexual and family relations. [This relates to 1b, 1c, 1d]
- Understand gender as social institution, process, stratification, and structure. [This relates to 1a, 1b, 1c, 1d]
- Be able to discuss current issues, concerns, conflicts, and debates regarding gender, sexuality, and family in Japanese society. [This relates to 1b, 1c, 1d]
- Take a historical comparative perspective in examining social patterns of another culture, and in doing so, gain a better understanding of all societies including one's own. [This relates to 1a, 1b]
- Acquire/develop intercultural competence by gaining a respect for the cultural and historical heritage and way of living in Japan. [This relates to 1b]
- Develop/enhance reading comprehension skills, critical thinking skills, and written and oral communication skills [This relates to 5]

The objectives also meet the essential learning outcomes and high-impact practices identified in LEAP, including knowledge of human culture, critical thinking skills, written and oral communication skills, intercultural knowledge and competence, and diversity and global learning. All of these are also the goals of the University, the College of Letters and Sciences, and the Department of Sociology, Criminology, and Anthropology as addressed in their mission statements.

The course adds an elective course for majors and minors in Asian Studies, Japanese Studies, Women's and Gender Studies, International Studies, and Family, Health, and Disability Studies, and is a course qualified for the Global Engagement Certificate. The content of this course will complement various existing sociology courses, especially SOC252 (Introduction to Family Studies), SOC345 (Sociology of Gender), and SOC350 (Contemporary Japanese Society).

Budgetary impact:

The implementation of this course will not have an adverse budgetary impact. A tenure-track faculty member (Akiko Yoshida) is already in place. The library has adequate holdings on subjects related to gender, sexuality, and family in Japan. Students will have access to a large number of library holdings on Japanese studies in the UW-Madison library through the Universal Borrowing System. Additional instructional materials (e.g., books, films, etc.) may be purchased using the departmental library resources. The face-to-face course requires classroom space.

Course description: (50 word limit)

This course will examine forms of masculinity, femininity, sexuality, and family in contemporary Japan, and their historical development. Students will learn how gender, sexuality, and family are historically and socially constructed, how they are recreated through social interaction, how power inequalities are embedded in gender and family relations, how these inequalities impact individuals (and vice versa).

If dual listed, list graduate level requirements for the following: N/A

1. **Content** (e.g., What are additional presentation/project requirements?)
2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)
3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

All listed below are available at UWW Library.

On sexuality in Japan

Chalmers, Sharon. *Emerging Lesbian Voices from Japan*. (Routledge, 2002)

Leupp, Gary. *Male Colors: The Construction of Homosexuality in Japan* (University of California Press, 1995)

McLelland, Mark. *Male homosexuality in modern Japan*. (Curzon, 2000)

McLelland, Mark & Romit Dasgupta (ed.). *Genders, Transgenders and Sexualities in Japan* (Rutledge, 2005)

McLelland, Mark, et al (ed.). *Queer Voices from Japan*. (Lexington Books, 2007)

Pflugfelder, Greg. *Cartographies of Desire: Male-Male Sexuality in Japanese Discourse 1600-1950*. (University of California Press, 2000).

On gender history in Japan:

Berstein, Gary Lee. *Recreating Japanese Women* (University of California Press, 1990)

Barracough, Ruth and Elyssa Faison. *Gender and Labour in Korea and Japan: Sexing Class*.(Routledge, 2009)

Faison, Elyssa. *Managing Women: Disciplining Labor in Modern Japan*. (University of California Press, 2007)

Fruhstuck, Sabine & Anne Walthall. *Recreating Japanese Men*. (University of California Press, 2011)

Miller, Laura & Jan Bardsley (eds.). *Bad Girls of Japan*. (Palgrave MacMillan, 2005)

Molony, Barbara & Kathleen Uno (eds.). *Gendering Modern Japanese History*. (Harvard University Press, 2005)

Tanaka, Yuki. *Japan's Comfort Women: Sexual Slavery and Prostitution during World War II and the US Occupation*. (Routledge, 2002)

On gender & family in contemporary Japan

Brinton, Mary C. *Women and the Economic Miracle: Gender and Work in Postwar Japan*.(University of California Press, 1993).

Fujimura-Fanselow, Kumiko. *Transforming Japan: How Feminism and Diversity Are Making a Difference*.(The Feminist Press, 2011)

Hashimoto, Akiko & John Traphagan. *Imagined Families, Lived Families: Culture and Kinship in Contemporary Japan*. (State University of New York Press, 2008)

Hertog, Ekaterina. *Touch Choices: Bearing an Illegitimate Child in Contemporary Japan*. (Stanford University Press, 2009)

Holloway, Susan D. *Women and Family in Contemporary Japan*. (Cambridge University Press, 2010)

Imamura, Anne. *Re-Imaging Japanese Women*. (University of California Press, 1996)

Kelsky, Karen. *Women on the Verge: Japanese Women, Western Dreams*. (Duke University Press, 2001)

Kondo, Dorinne K. *Crafting Selves: Power, Gender, and Discourses of Identity in a Japanese Workplace*. (University of Chicago Press, 1990)

LeBlanc, Robin M. *Bicycle Citizens*.(University of California Press, 1999)

Martinez, D. P. (ed). *The Worlds of Japanese popular Culture: Gender, Shifting Boundaries and Global Cultures*. (Cambridge University Press, 1998)

- Miller, Laura. *Beauty Up: Exploring Contemporary Japanese Body Aesthetics*. (University of California Press, 2006)
- Nemoto, Kumiko. 2008. "Postponed Marriage: Exploring Women's Views of Matrimony and Work in Japan" in *Gender and Society* (2008).
- Ochiai, Emiko. *The Japanese Family System in Transition: A Sociological Analysis of Family Change in Postwar Japan*. (LTCB International Library Foundation, 1997)
- Okamoto, Shigeko & Janet S. Shibaramoto Smith. *Japanese Language, Gender, and Ideology*. (Oxford University Press, 2004)
- Ogasawara, Yukiko. *Office Ladies and Salaried Man*. (University of Chicago Press, 1998)
- Raymo, James M. and Miho Iwasawa. "Marriage Market Mismatches in Japan: An Alternative View of the Relationship between Women's Education and Marriage" in *American Sociological Review* (2005).
- Raymo, James M., Miho Iwasawa, and Larry Bumpass. "Cohabitation and Family Formation in Japan" in *Demography* (2009).
- Rebick, Marcus & Ayumi Takenaka (eds.). *Changing Japanese Family*. (Routledge, 2009)
- Ronald, Richard & Allison Alexy. *Home and Family in Japan*. (Routledge, 2011)
- Tokuhiro, Yoko. *Marriage in Contemporary Japan*. (Routledge, 2010)
- Tsuya, Noriko O. and Larry L. Bumpass (ed.). *Marriage, Work, and Family Life in Comparative Perspective: Japan, South Korea, and the United States*. (University of Hawai'i Press, 2004)
- White, Merry Isaacs. *Perfectly Japanese: Making Families in an Era of Upheaval*. (University of California Press, 2002)

Others

- Billson, Janet Mancini & Carolyn Fluehr-Lobban (eds). *Female Well-Being: Towards a Global Theory of Social Change*. (Zed Books, 2006)
- by Janet Mancini BillsonLorber, Judith. *Paradoxes of Gender*. (Yale University Press, 1994)
- West, Candice & Don H. Zimmerman. "Doing Gender" *Gender & Society* 1(2): 125-151. (1987)

Course Objectives and tentative course syllabus with [mandatory information](#) (paste syllabus below):

SOC/ASIANSTD/WOMENST 347 GENDER AND FAMILY IN JAPAN

"Those who know only one country know no country" – Seymour Martin Lipset

Instructor: Akiko Yoshida, Ph.D.
Office: Laurentide Hall 2120
Office Phone: 262-472-5774
Office Hours: Tue & Thu 10am-noon

Course Description

This course will examine forms of masculinity, femininity, sexuality, and family in contemporary Japan, and their historical development. Students will learn how gender, sexuality, and family are historically and socially constructed, how they are recreated through social interaction, how power inequalities are embedded in gender and family relations, how these inequalities impact individuals (and vice versa).

Course Objectives

Students are expected to achieve the following course objectives:

1. Be able to explain social patterns, norms, and processes regarding gender, sexuality, and family in contemporary Japan, and their historical development.
2. Understand that gender is constructed historically and socially, and recreated through social interaction.
3. Understand that a large part of our beliefs and practices regarding sexuality and family is a social production, and gender and power inequalities permeate sexual and family relations.
4. Understand gender as social institution, process, stratification, and structure.
5. Be able to discuss current issues, concerns, conflicts, and debates regarding gender, sexuality, and family in Japanese society.
6. Take a historical comparative perspective in examining social patterns of another culture, and in doing so, gain a better understanding of all societies including one's own.
7. Acquire/develop intercultural competence by gaining a respect for the cultural and historical heritage and way of living in Japan.
8. Develop/enhance reading comprehension skills, critical thinking skills, and written and oral communication skills

Texts

No textbook to purchase or rent. Assorted journal articles and book chapters are/will be available either through the Library database or on D2L. (Please see Course Schedule below)

Attendance Policy

This course will have a large discussion component, and therefore, attendance is expected and participation is crucial. Make-up exams may be arranged *with documentation for an excused absence as defined by the University*.

Course Requirements

1. **Participation:** You are expected to attend classes regularly, be prepared by fulfilling required assignments, and make *meaningful* contributions to class and group discussions/activities by offering ideas, asking good questions, answering questions, and listening to others and incorporating their ideas. Class/group discussions/activities should help you better understand the course material and develop/enhance oral communication skills. Participation will be graded and worth 10 points. (See participation grading criteria posted on D2L.)
2. **Reading assignments:** There will be reading assignments, which should be completed *prior to* the scheduled day or week (as specified in the course schedule below) to prepare you for lectures, quizzes, and class discussions. The reading assignments are sets of short research articles written by historians, sociologists, anthropologists, and other social scientists. While these assignments inform you of various aspects of gender, sexuality, and family in Japan, they should also provide good models for writing college term

papers in social science fields, and help you develop/enhance reading comprehension skills.

3. **Quizzes:** There will be short-answer pop quizzes on the reading assignments. Each quiz is worth 2 points, and the highest 10 quiz grades will count towards your final course grade. (i.e., In total, the quizzes are worth 20 points.) Note that the quizzes are to test your reading comprehension (and written communication) skills, and therefore, you are *not* allowed to take quizzes if you did *not* do the assigned readings (-- penalty points will apply if you answer without reading). Even if you read, if you did not read to comprehend the material, you are unlikely to do well on quizzes. I will give feedback on poorly answered quizzes. If you do not receive full credit, pay close attention to my feedback and work to improve your reading comprehension (or writing) skills. There will be no make-up quizzes for missed quizzes because you can afford to miss a few quizzes (unless you face unexpected circumstances that keep you from attending the classes regularly. In that case, please consult with me immediately). Be sure to do all the readings on time.
4. **In-class examinations:** There will be two (i.e., mid-term and final) exams. The format of exams is a mix of short answers and an essay. The exams are to test the level of accomplishment of course objectives as well as your written communication skills. Each exam is worth 30 points. *If the reason for an absence is valid*, a make-up exam may be arranged for missed exams. Documentation is required for an excused absence.
5. **Final paper assignment:** You are required to write and submit a final paper, with a required length of 1,500-3,000 words (approximately 5-10 pages, double-spaced). You have two options for this assignment: a) book review paper *or* b) research paper. For the book review paper, you are required to read an *approved* research monograph on a topic related to gender, sexuality, and/or family in Japan, and write a book review that consists of a summary of each chapter, overall summary, critique, discussion, and analysis, integrating/synthesizing assigned course readings that are related to the topic. You are encouraged to select a monograph from a list prepared by me. Please consult with me in advance if you wish to read a book that is not on the list. For the research paper, you are required to conduct library research to locate at least 10 academic sources on an *approved* topic related to gender, sexuality, and/or family in Japan, and write a paper that synthesizes all the sources as well as assigned readings on the related topic. The paper should look like an expanded version of the “literature review” section of academic journal articles. You must consult with me in advance to make sure your research topic is appropriate/doable. You are also required to submit and receive approval for an annotated bibliography by set due dates. More details of this assignment will be given in class. The final paper is worth 20 points.
6. **(Optional) Presentation:** You are encouraged to present your research/book review in class and earn up to 5 extra points on your final course grade. The presentation should aim to inform your classmates (and me) of the in-depth knowledge you gained on the topic you read/ conducted research on. The expected length of presentation is 10-15 minutes, but we will play it by ear, depending on the number of students who plan to present. Use of Power Point slides is optional.

Course Evaluation

Assignment	Final paper	20 points
Quizzes	2 points each	20 points (highest 10 grades to be counted)
Exams	Mid-term	30 points
	Final comprehensive	30 points
Participation		10 points
Research Presentation (optional)		up to 5 <i>extra</i> points
Total possible points		110 + 5 <i>extra</i> points

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details, please refer to the Schedule of Classes, the "Rights and Responsibilities" section of the undergraduate catalog; the Academic Requirements and Policies and the Facilities and Services sections of the graduate catalog; and the "Student Academic Disciplinary Procedures (UWS Chapter 14); and the "Student Non-academic Disciplinary Procedures" (UWS Chapter 17)

Course Schedule*

*Assuming two class-meetings per week schedule

The schedule is subject to change. Changes will be announced in class and the D2L course home. Students are responsible for keeping the schedule updated. All reading assignments are (to be) posted on D2L.

Introduction (1 class period)

Sociological Perspective & Social Construction of Gender (1 class period)

Charon & Vigilant, excerpt from "The Meaning of Sociology"

Judith Lober, "Night to His Day: The Social Construction of Gender"

Overview of Japanese History & Family in Japan (1 class period)

Reading TBD

Historical Construction of Gender & Family (2 class periods)

Theodore Cook, Jr. "Making 'Soldiers': The Imperial Army and the Japanese Men in Meiji Society and State"

Kathleen Uno, "Womanhood, War, and Empire: Transmutations of 'Good wife, Wise Mother' before 1931"

Historical Construction of Gender & Family, cont. (2 class periods)

Sachiko Kaneko, "The Struggle for Legal Rights and Reforms: A Historical View"

Mark McLelland, "'Kissing Is a Symbol of Democracy!' Dating, Democracy, and Romance in Occupied Japan, 1945-1952"

Gender Ideology and Economy (2 class periods)

Romit Dasgupta, "Creating Corporate Warriors: The 'Salaryman' and Masculinity in Japan"

Susan Long, "Nurturing and Femininity"

Gender and Social Policy (2 class periods)

Millie Creighton, "Marriage, Motherhood, and Career Management in a Japanese 'Counter Culture'"

Marcus Rebeck, "Changes in the Workplace and Their Impact on the Family"

Gender and Parenthood in Contemporary Japan (2 class periods)

Ayumi Sasagawa, "Mother-Rearing: The Social World of Mothers in a Japanese Suburb"

Ayami Nakatani, "The Emergence of 'Nurturing Fathers': Discourses and Practices of Fatherhood in Contemporary Japan"

Midterm Exam (1 class period)

Changes & Continuity in Marriage and Family: Singlehood & Unwed Motherhood (2 class periods)

Akiko Yoshida, "No Chance for Romance: Corporate Culture, Gendered Work, and Increased Singlehood in Japan"

Ekaterina Hertog, "I Did Not Know How to Tell My Parents, So I Thought I Would Have to Have an Abortion': Experiences of Unwed Mothers in Japan"

Changes in Marriage & Family: Divorce & Stay-at-Home Fatherhood (2 class periods)

Chieko Akaishi, "Single Mothers"

Allison Alexy, "The Door My Wife Closed: Houses, Families, and Divorce in Contemporary Japan"

Masaki Matsuda, "My Life as a Househusband"

Changing views toward Gender & Family (2 class periods)

Nobuhiko Nagase, "Japanese Youth's Attitudes towards Marriage and Child Rearing"

Futoshi Taga, "Rethinking Male Socialisation: Life Stories of Japanese Male Youth"

Sexual Minorities (2 class periods)

Mark McLelland, "Gay Men, Masculinity and the Media in Japan"

Ikuko Sugiura, "Increasing Lesbian Visibility"

Gender, Sexuality, and Language (2 class periods)

Laura Miller, "You Are Doing *Burikko!*: Censoring/Scrutinizing Artificers of Cute Femininity in Japanese"

Wim Lunsing & Claire Maree, "Shirting Speakers: Negotiating Reference in Relation to Sexuality and Gender"

Images of Masculinities and Femininities in Popular Media (2 class periods)

Susan Napier, "Vampires, Psychic Girls, Flying Women and Sailor Scouts: Four Faces of the Young Female in Japanese Popular Culture."

Susan Napier, "Where Have All the Salarymen Gone?: Masculinity, Masochism, and Technomobility in *Densha Otoko*"

Gender, Sexuality, Family and Postmodernity (1 class period)

Jennifer Robertson, “Gendering Robots: Posthuman Traditionalism in Japan”
Ian Condry, “Love Revolution: Anime, Masculinity, and the Future”

Final exam (1 class period)

Research presentations (finals week ~ 2 ½ hours)