

L&S College Curriculum Committee
AGENDA
Thursday, March 5, 2015 at 2:00 PM
New location: LT 4012

1. Approval of February 19, 2015 Minutes (handout at meeting)

2. Announcements

3. College of L&S
 - a. Other Curriculum Action - Create new subject code PUBHLTH
 - b. New Course – PUBHLTH 101 – Introduction to Public Health

4. Biology
 - a. New Course – BIOLOGY 2XX (# not available in time for posting) – Introduction to Epidemiology
 - b. New Course BIOLOGY 350- Winter Ecology & Natural History of Yellowstone National Park

5. COMPUTER SCIENCE
 - a. Change in Major – Computer Science Major- General Emphasis (BA/BS)
 - b. Change in Major – Computer Science Major — Comprehensive Emphasis (BS)
 - c. Pre-Req Change – COMPSCI 220
 - d. Pre-Req Change – COMPSCI 222
 - e. Add Cross-Listing – BIOLGY 448 (Note: ZACH SAVED IN CIM)
 - f. Course Revision – COMPSCI 482

6. SOCIOLOGY, CRIMINOLOGY & ANTHROPOLOGY
 - a. Change in Sociology Major
 - b. Change in Sociology Major –Global Comprehensive Studies Emphasis
 - c. Change in Sociology Major – Honors Emphasis
 - d. Change in Sociology Major – Sociology Licensure (BSE)
 - e. Change in Sociology Major – Social Studies Broadfield – Sociology Emphasis (BSE)
 - f. Other Change – Remove CRIMJUS Cross-Listing

7. Discussion Items
 - a. Gathering feedback on new General Education Learning Outcomes

8. Old Business

9. Adjournment

University of Wisconsin-Whitewater
Curriculum Proposal Form #6
Other Curricular Action

Effective Term: 2161 (Spring 2016)

Description of Action: Create new subject code PUBHLTH

Sponsor(s): Liz Hachten and Larry Neuman

Department(s): College of Letters and Sciences

College(s): Letters and Sciences

Proposal Information:

[\(Procedures for form #6\)](#)

Proposal:

Create new subject code PUBHLTH for new interdisciplinary course offerings in public health.

Justification:

With the support of a SI grant, an interdisciplinary group for faculty and staff from all four colleges are in the process of developing new curricula in public health. This subject prefix will be used to designate public health courses such as Introduction to Public Health and Introduction to Epidemiology.

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2161 (Spring 2016)

Subject Area - Course Number: PUBHLTH 101

Cross-listing:

(See Note #1 below)

Course Title: (Limited to 65 characters) Introduction to Public Health

25-Character Abbreviation: Intro to Public Health

Sponsor(s): Larry Neuman, Christina Jones, Heather Prelzel, Brandi Niemeier

Department(s): Interdisciplinary

College(s): Interdisciplinary

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

Programs Affected: None at the present (will be part of a future Public Health 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 web

College: Interdisciplinary **Dept/Area(s):** Interdisciplinary

Instructor: Larry Neuman and others in rotation

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: GI

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:

From Ebola and the measles vaccine to the health challenges posed by climate change and environmental degradation, public health challenges are everywhere in the news and in our lives. Because public health looms so large in civic life, the Institute of Medicine of the National Academy of Sciences has recommended that all undergraduates have access to education in public health. In response to that call, the American Association of American Colleges and Universities, in cooperation with the Association of Schools of Public Health, launched “The Educated Citizen and Public Health (ECPH),” an initiative is to integrate the study of public health into liberal education in order to prepare students to grapple with the significant health challenges of the 21st century. This course is modeled on the ECPH’s recommended introductory public health course and will provide an overview of core public health concepts and practices. Students will acquire an awareness of how public health concerns are present in their daily lives, their communities and the larger world as they acquire basic analytic skills to examine both historical and contemporary public health issues. This interdisciplinary, introductory level course will be appropriate for general education while also providing a foundation for students pursuing health-related majors and minors (public health is perhaps the broadest and most relevant entrée point to other areas of health education). Finally, Introduction to Public Health will be one of several required courses in the new Public Health minor that is planned to launch in 2016.

Relationship to program assessment objectives:

This introductory, interdisciplinary course draws on the methods and perspectives of the social and behavioral sciences, humanities, and natural sciences to examine “big questions” of public health. Thus it serves as complement to the core curriculum by helping students further develop the ability to integrate and apply knowledge across several domains. The course will also develop students’ base of knowledge and prepare them to live responsibly in an interdependent world (Goals ##3 and 4). Students will have the opportunity to hone their analytical thinking and problem-solving skills through critical reading and discussion of real-world case studies approach (Goal #1). And they will develop their ethical reasoning grapple with issues of health disparities and the ethical and legal context for public health practice (Goal #2).

Budgetary impact:

A team of rotating faculty from several academic disciplines will collectively teach the course, with one serving as the leader-coordinator and instructor of record. This distributes the teaching load among faculty members in different departments. As faculty from participating departments teach this class in a rotation, the SCH will go to their home departments, thereby not imposing additional cost on the departments. Both hybrid and online versions of the course will be offered, and the costs of online instruction can be recovered through online technology fees.

Course description: (50 word limit)

The course introduces students to the study of public health and teaches core concepts, practices, and issues in public health. Within an interdisciplinary population perspective, students will critically examine the connections between patterns of health and disease, social conditions, public policies, and healthcare institutions, from the local to global levels.

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:

See below.

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

- Albertine, Susan, Nancy Alfred Persily, & Richard Riegelman. 2007. "Back to the Pump Handle: Public Health and the Future." *Liberal Education* (Fall).
- American Association of Public Health. 2014. *America's Health Rankings* (online annual guide).
- Battle, Constance U. 2009. *Essentials of Public Health Biology*, Jones & Bartlett Learning.*
- Berkman, Lisa F., Ichiro Kawachi & M. Maria Glymour (eds.) 2014. *Social Epidemiology*, 2nd edition. New York: Oxford University Press.
- Bernheim, Ruth Gaare, James F. Childress, Alan Melnick, & Richard J Bonnie. 2015. *Essentials of Public Health Ethics*, Jones & Bartlett Learning.*
- Bird, Cloe, et. al. 2010. *Handbook of Medical Sociology*, 6th edition. Vanderbilt University Press.*
- Brodwin, Paul E. 2013. *Everyday Ethics: Voices from the Front Line of Community*. University of California Press.*
- Buettner, Dan. 2012. *The Blue Zones, 2e: 9 Lessons for Living Longer From the People Who've Lived the Longest*. National Geographic Press.*
- Christakis, Nicholas A. & James H. Fowler. 2011. *Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives*. Back Bay Press.
- Dannenberg, Andrew, Howard Frumkin and Richard Jackson (Editors). 2011. *Making Healthy Places: Designing and Building for Health, Well-being, and Sustainability*. Island Press.*
- Edberg, Mark. 2010. *Essential Readings in Health Behavior*, Jones & Bartlett Learning.*
- Edberg, Mark. 2013. *Essentials of Health, Culture, and Diversity*, Jones & Bartlett Learning.*
- Edberg, Mark. 2015. *Essentials of Health Behavior*, 2nd ed., Jones & Bartlett Learning.*
- Farmer, Paul. 2001. *Infections and Inequalities: The Modern Plagues*. University of California Press.*
- Friis, Robert H. 2010. *Epidemiology 101*, Jones & Bartlett Learning.*
- Friis, Robert. 2012 *Essentials of Environmental Health*, 2nd ed., Jones & Bartlett Learning.*
- Frumkin, Howard, Lawrence Frank, & Richard J. Jackson. 2004. *Urban Sprawl and Public Health: Designing, Planning, and Building for Healthy Communities*. Island Press.*
- Hoffman, Beatrix. 2012. *Health Care for Some: Rights and Rationing in the United States since 1930* University of Chicago Press.*
- Hunting, Katherine & Brenda L. Gleason. 2012. *Essential Case Studies in Public Health*, Jones & Bartlett Learning.*
- Levine, Ruth. 2007. *Case Studies in Global Health* Jones & Bartlett Learning.*
- Magnus, Many. 2008. *Essentials of Infectious Disease Epidemiology*, Jones & Bartlett Learning.*
- Marmot, Michael. 2005. *The Status Syndrome: How Social Standing Affects Our Health and Longevity*. Holt Paperbacks.
- Moss, Michael. 2014. *Salt Sugar Fat: How the Food Giants Hooked Us*. Random House.*
- Reid, T.R. 2010. *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*. Penguin Books.
- Riegelman, Richard. 2015. *Public Health 101*, 2nd ed. Jones & Bartlett Learning.*
- Shi, Leiyu Shi and Douglas A. Singh. 2014. *Delivering Health Care In America: A Systems Approach*, 6e. Jones & Bartlett Learning.
- Skolnik, Richard. 2012. *Global Health 101*, 2nd ed., Jones & Bartlett Learning.*
- Teitelbaum, Joel B. & Sara E. Wilensky. 2009. *Essential Readings in Health Policy and Law*, Jones & Bartlett Learning.*
- Teitelbaum, Joel B. & Sara E. Wilensky. 2013 *Essentials of Health Policy and Law*, 2nd ed., Jones & Bartlett Learning.*
- Turnock, Bernard J. 2012. *Essentials of Public Health*, 2nd ed., Jones & Bartlett Learning.*

Wykoff, Randy, Donna Petersen, and Elizabeth McGean Weist. 2013. "The Recommended Critical Component Elements of an Undergraduate Major In Public Health." Public Health Reports (September–October 2013).

* In UW-Whitewater Anderson Library

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

SYLLABUS INTRODUCTION TO PUBLIC HEALTH (PUBHLTH 101)

Course Description: This course introduces students to the field of public health. Students will become acquainted with the key concepts, perspectives, and issues in public health to use in personal life-skill development and civic-citizenship roles. Students will learn how to look at health issues from a risk-assessment or population perspective and see why empirical evidence is essential to understanding health issues in communities. They will explore connections between a community's physical and mental health and its environment, social conditions and public policies, as well as the role of healthcare professionals and institutions. Each student will be asked to discuss relationships between personal and community health. In addition to traditional classroom lecture/discussions, the course includes guest lectures, case studies of public health issues, and applied assignments. Prerequisites: NONE

Course Learning Outcomes:

1. Identify the historical development of public health and the ways public health affects current events & people's daily lives.
2. Illustrate the interdisciplinary and ecological features of public health.
3. Explain basic principles of epidemiology, includes rates, risk factors, and causation.
4. Explain how public health assesses options to improve the health of a population.
5. Explain how public health utilizes health information and communication to influence community health.
6. Explain how public health utilizes social and behavioral interventions and how social conditions affect the range of health outcomes for different parts of the population.
7. Explain how public policies and laws affect the health of populations.
8. Explain how the environment and communicable diseases shape health outcomes.
9. Explain how chronic diseases affect morbidity and mortality rates, and the range of prevention options that exist.
10. Describe the basic organization of health care, health professions and public health systems.
11. Identify criteria for evaluating the access, quality and cost of different health systems.
12. Identify the range of payment and insurance options.
13. Identify how public health addresses vulnerable populations and health disparities.
14. ~~Identify public health's role in disaster prevention and management.~~

Books and Instructional Resources

Textbook Rental: Public Health 101, 2nd edition, Riegelman and Kirkwood.

Purchase at Bookstore: *The Blue Zones, Second Edition: 9 Lessons for Living Longer From the People Who've Lived the Longest* (2012) by Dan Buettner (National Geographic), approx. cost \$15

Other Instructional Resources:

UW-W D2L: Video links, powerpoint presentations and short readings

Jones & Bartell Web site: online glossary, flash cards and self-quizzes for Public Health 101

Blue Zones web site: <http://www.bluezones.com/>

Designing Healthy Communities web site: <http://designinghealthycommunities.org/>

Instructor Contact Information

Instructor: TBA

Contact Information: TBA

Office Hours: TBA

Evaluation of Student Learning

Short Quizzes: There will be five quizzes, worth 10 points each

Exams: Midterm (50 multiple choice and short answer questions) and Final Exam (75 multiple choice and short answer questions)

Student Project: Each student will prepare a written/video report or project about a public health issue taken from the [Blue Zones](#) book/web site and ideas from the “Designing Healthy Communities” web site and apply it to a specific locale. Details and options for projects will be discussed in class.

Application Exercises: The class will be divided into teams that will read, discuss and report on case studies on five occasions during the semester. 5 points per team case exercise.

Attendance/Participation: Attendance will be recorded for each class session and active participation noted. One-half of attendance points (25) will be determined mid-semester and one-half at the end.

Grading:

Assessment Area	Points
Attendance & Participation	50
5 Quizzes	50
Midterm Exam	50
5 Application Exercises	25
Student Project	50
Final Exam	75
Total	300

COURSE GRADES	
Grades Based on % of Points	
A	92.0%+ of points
A-	90.0-91.9%
B+	88.0-89.9%
B	82.0-87.9%
B-	80.0-81.9%
C+	78.0-79.9%
C	72.0-77.9%
C-	70.0-71.9%
D+	68.0-69.9%
D	62.0-67.9%
D-	60.0-61.9%
F	Below 60.0%

Attendance Policy

Students are expected to do the assigned homework, and participate in discussions and other course activities.

and assignments will be announced in advance; others will be unannounced. The number of classes you miss will affect your course grade. There are no make-ups for participation or class activities.

Classroom Etiquette

To create a positive, productive learning environment for everyone, during class please:

- arrive on time and do not leave before class is over
- turn off your cell phone
- refrain from talking while another student or instructor is speaking
- do not use laptops, tablets, or similar devices without prior permission
- do not send text messages, check email, surf the web, or visit Facebook or social networking sites
- be polite and considerate to everyone in the class

Please note: use of cell phones in class will result in loss of participation points.

REQUIRED 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).

attend class,
Some activities

Calendar of Topics and Assignments

Week 1: Topic, What is Public Health and Why is it Important?

Assigned Readings: Chapter 1, Public Health: The Population Health Approach

Videos: 5 minutes “What is public health?” https://www.youtube.com/watch?v=jA8uYvJ_i8Y

Guest speaker: Historical Perspectives on Public Health

Discussion Questions/Activities: Class discussion of difference between a population-based view on health and individual medical care view, and implications of the different perspectives. Introduction of the concept of “Blue zones” and their implication.

Week 2: Topic, Evidence-based public health

Assigned Readings: Chapter 2, Evidence-Based Public Health; Blue Zones: Preface.

Application Unit I, Cases and Discussion Questions. Student teams assigned to read and discuss and present on one of the case studies in the textbook.

QUIZ 1

Week 3: Health Informatics and Communication

Assigned Reading: Chapter 3, Public Health Data and Communications: Blue Zones, Chapt 1.

Video: Blue Zone

Guest Speaker: Health Communication

Discussion Questions/Activities: Class discussion of using evidence and findings to understanding health conditions, ways to communicate health information, as well as communication barriers and misunderstandings.

Week 4: Beyond Biology: Social and Behavioral Determinants of Health

Assigned Reading: Chapter 4, Social and Behavioral Sciences & Public Health; Blue Zones, Chpt. 2

Video: from Designing Healthy Communities series

Discussion Questions/Activities: Class discussion of how social-community settings and social relationships affect health.

Week 5: Public Policy and Health

Assigned Reading: Reading Chapter 5, Health Law, Policy, and Ethics

Video: from Unnatural Causes series

Guest Speaker: Public Policy and Health Outcomes

Application Unit 2, Cases and Discussion Questions, student teams

Quiz 2

Week 6: Disease and Health Conditions

Reading Assignment: Chapter 6 Non-Communicable Diseases, Blue Zones, Chpt. 3

Discussion Questions/Activities: Class discussion of major non-communicable diseases, their incidence in the U.S. and Wisconsin, contributing factors

Week 7: Diseases that Spread

Reading Assignment: Chapter 7, Communicable Diseases

Video: On a pandemic or Antibiotic Resistant strains of bacteria

Guest Speaker: Infectious Disease, Ebola or SARS or HIV-AIDS examples

Discussion Questions/Activities: How the spread of disease occurs, the patterns of spread, communication and public reactions to the spread

Quiz 3

Week 8: Environment and Health

Reading Assignment: Chapter 8, Environmental Health and Safety; Blue Zones, Chpt. 4

Guest Speaker: Safe/Healthy and Unsafe/Unhealthy Environments

Application Unit 3: Cases and Discussion Questions, student teams

MIDTERM EXAM

Week 9: The Health Care Workforce

Reading Assignment: Chapter 9, Health Professionals and the Health Workforce; Blue Zones, Chpts. 5 and 6.

Guest Speaker: A Map of the many Health Occupations

Discussion Questions/Activities: Students will discuss the range of health-care professions, the roles/responsibilities of various professions, training requirements and trends in employment, etc.

“Proposal” for class project due

Week 10: Delivering and Paying for Healthcare in the U.S.

Reading Assignment: Chapter, 10 Healthcare Institutions

Video: Money-based Medicine

Discussion Questions/Activities: Students will discuss community health care delivery and connections to broader health organizations such as HMOs, etc. as a preparation to discuss health insurance coverage issues.

Week 11: Alternative Systems for Healthcare Delivery and Payment

Reading Assignment: Chapter 11, Health Insurance and Healthcare Systems;

Video: Health care around the world

Application Unit 4: Cases and Discussion Questions, student teams

Quiz 4

Week 12: Public Health Institutions

Reading Assignment: Chapter 12, Public Health Institutions and Systems

Discussion Questions/Activities: Students will discuss public health assessment and risk assessment, how service provision is distributed by levels of government and various agencies.

Week 13: Food, Drugs and Health

Assigned Reading: Chapter 13, Food and Drugs as Public Health Issues

Video: Food Inc.

Guest Speaker: What you put in your body

Application Unit 5: Cases and Discussion Questions, student teams

Quiz 5

Week 14: Systems Thinking

Reading Assignment: Chapter 14 From Single Solutions to Systems Thinking

Discussion Questions/Activities: Students will be asked to apply the various theoretical models to specific situations and evaluate their utility to improve understanding.

Week 15: Wrap up and overview

PROJECTS DUE and FINAL EXAM

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2161 (Spring 2016)

Subject Area - Course Number: **BIOLOGY 2xx**
(See Note #1 below)

Cross-listing: **PUBHLTH 2xx**

Course Title: (Limited to 65 characters) Introduction to Epidemiology

25-Character Abbreviation: Intro Epidemiology

Sponsor(s): Daryle Waechter-Brulla, Heather Pelzel

Department(s): Biological Sciences

College(s): Letters and Sciences

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

Programs Affected: none

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

NA Yes will be at future meeting

Prerequisites: MATH 141 with a C or better

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):** Biological Sciences

Instructor: Daryle Waechter-Brulla, Heather Pelzel
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: GM

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: 0 No of credits in major: 0
No of times in degree: No of credits in degree:

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

Course justification: With the recent increase of transmissible diseases like Ebola and measles, there is a dramatic increase of interest among non-scientists about the hows and whys of their spread. There is also clear evidence of increase of other societal problems, including youth violence, substance abuse, obesity, etc. This course will be a general introduction to the study of epidemiology, the study of the patterns of disease. Our plan is to use both contemporary and historical examples to demonstrate the ways of gathering information, analyzing it, and making informed decisions on these events. Students will extensively use both case studies and community data to develop these skills for themselves.

Relationship to program assessment objectives: This course will be designed for non-science majors, expanding the choices of GM courses that are available. We believe this course will provide an engaging topic for non-science students, making the use of mathematics of clear and present value. This course will also be a required core course in the new public health minor that is under development for launching in 2016.

Budgetary impact: We anticipate no significant budgetary impact from this course initially. The course will be taught by current department faculty (Waechter-Brulla or Pelzel). Students will primarily analyze case studies; the course will not involve student experimentation with pathogens. The course load FTE can be managed by DWB taking on larger sections of Bio 120 (replacing a 60 student lecture with a 120 student section) each semester. This will involve some sequential course re-assignments, but it is well within the range of action we have done before. If the course is cross-listed with other departments in future, it will be the responsibility of the department receiving SCH to provide the FTE.

Course description: (50 word limit) Introduction to basic principles of tracking changes in health indicators and problems in modern society. We will cover both current and historical cases to learn techniques of gathering information, analysis, and application. Problems will include infectious diseases, environmental problems, and other areas of concern in population health.

If dual listed, list graduate level requirements for the following: NOT GRAD LISTED

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: SEE FOLLOWING PAGE

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

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

Introduction to Epidemiology

Syllabus

Semester, Year

BIOLOGY 2xx Introduction to Epidemiology Introduction to basic principles of tracking changes in health indicators and problems in modern society. We will cover both current and historical cases to learn techniques of gathering information, analysis, and application. Problems will include infectious diseases, environmental problems, and other areas of concern in population health. This course does not require prior familiarity with health-related fields or statistics. Not applicable to biology emphases or minors. Three 50 min lectures (or two 75 min lectures).

PREREQ: MATH 141 OR 140 OR WAIVER; [permission of instructor] [units: 3] Gen Ed Math and Natural Science (GM)

REQUIRED TEXT (rental): Friis, R.H. *Epidemiology 101*

ADDITIONAL MATERIALS: Additional materials will be distributed in class and posted on D2L.

D2L: There is a D2L site for the lecture.

INSTRUCTOR: Dr. Daryle Waechter-Brulla {WEK-ter BREW-lah}; aka DWB

e-MAIL: waechted@uww.edu

OFFICE: 320A Upham Hall, 262.472.5131

Office Hours: DAYS & TIMES

Biological Sciences department office: 320 Upham Hall, 262.472.1092

OR

INSTRUCTOR: Dr. Heather Pelzel

e-MAIL: pelzelp@uww.edu

OFFICE: 351 Upham Hall, 262.472.5134

Office Hours: DAYS & TIMES

Biological Sciences department office: 320 Upham Hall, 262.472.1092

COURSE TOPICS: History, Philosophy, and Uses of Epidemiology
Descriptive Investigation
Association and Causation
Analytic Investigation
Evidence-Based Population Health
Applications and Special Examples

(For details of each section, see page 5-6 of this syllabus.)

NOTES: Investigative work will primarily involve analysis of case studies and community data; students will **NOT** be working with pathogens.

During the first part of the semester, we will primarily be using case studies; as we develop skills, students will complete projects and present their results.

ADMINISTRATIVE STATEMENTS AND GENERAL BUSINESS

The following administrative statement and the underlined items are items required to be present in all course syllabi. In their presence, this syllabus conforms to the "Common Syllabus" resolutions of the Whitewater Student Government (S 95-96: 09), and of Faculty Senate (FS956-13 and FS989-11), Academic Staff Assembly, Provost Prior, Chancellor Greenhill (final date 17 November 1998).

"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)."

The following statement was approved by action of the University Curriculum Committee on 1/21/05:

"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 hrs./semester)."

ATTENDANCE POLICY AND DEFINED EXCUSES: Attendance is mandatory. Provision can be made for occasional conflicts (e.g., field trip as part of another class), but students are requested to bring such activities to the attention of the instructor in advance and as soon as possible. Please realize that in addition to learning the subject matter, you are developing a professional persona. Also, time in class will be used for analyses and presentation of results – students will regularly participate both by giving presentations and by critiquing the work of others.

LEARNING ENVIRONMENT: Please observe appropriate classroom etiquette. This includes arriving to class on time and *not* packing up your materials five minutes before the class is finished. Talking to the person sitting next to you should be limited to the subject matter that is being considered in class. If you feel compelled to do this, please do so quietly and be prepared to share your comments with the rest of the class.

Also, please turn off your cell phones, and do not text message or do reading or homework for another class. Repeated violation of these etiquette rules will result initially in a request to stop this behavior, followed by a request that you leave the room. I reserve the right to ask a student to leave the room if he/she is being disruptive, or to use whatever method necessary to restore order.

GRADING POLICIES:

- * Assignments are due when specified. Late work will be penalized.
- * All exams, except make-up exams, will be mixed format: multiple choice, problems, fill-in-the-blank, label-the-figure, short answer, and essay question.
- * Only one makeup exam will be allowed per student. Makeup exams will be exclusively composed of essay questions. To be eligible, student must submit a formal, written request to the instructor by the Monday following the missed exam.
- * If extra credit opportunities arise (e.g., Colloquium), an announcement will be made to the class. No individual deals will be considered.

SCALE: Grade definitions are listed here:

A 94; A- 90; B+ 87; B 83; B- 80; C+ 77; C 73; C- 70; D+ 67; D 63; D- 60; F 0

DATES FOR MAJOR PROJECTS, ASSIGNMENTS, EXAMS (subject to change):

- * ASSIGNMENTS/PROJECTS/GROUP PROJECT: There will be daily or weekly learning activities, at least 2 smaller projects, and at least one group project.
- * EXAMS: There will be 2 interim exams, during weeks 5 or 6 and 11 or 12).
- * FINAL: Week 16 – **Weekday, May/December #, 201x, at time** (citation from timetable)
Grades are due in WINS by Weekday, May/December #, 201_, 4 p.m.

http://www.uww.edu/Documents/registrar/Schedule_of_Classes/XXXXXXX/Exam_Schedule.pdf

Grade Categories

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

<i>Learning Activities</i>	<i>Small Projects</i>	<i>Group Project</i>	<i>Interim Exams</i>	<i>Final Exam</i>
15%	15%	10%	40%	20%

Learning Activities – small items, typically associated with lecture, which give the student an opportunity to practice new skills and verify understanding and mastery, and help identify those areas in need of further study to build mastery.

Small Projects: two small projects, done over the course of 1-2 weeks, applying techniques covered in class to a new data set. These small projects will aid students in building skill in using techniques covered in the course, preparing the for the larger group project.

Group Project: a major project, done over the course of several weeks, investigating a topic of interest to group members. Each team will propose a project, collect data, analyze the data, and prepare a written report and a PowerPoint presentation. The presentation will be made to the entire class.

Interim Exams: two exams (one held in Week 5 or 6; the other in Week 11 or 12), to assess learning

Final Exam: last exam, not comprehensive, to assess learning

COURSE LEARNING OUTCOMES:

This course provides experience with several of the 'Essential Learning Outcomes' specified by the AACU (American Association of Colleges and University) and with their initiative in Undergraduate Public Health Education:

Basic Learning Outcomes

1. Describe the historical roots of epidemiologic thinking and their contribution to the evolution of the scientific method. (*Western antiquity; bubonic plague; chimney sweeps; smallpox and vaccination; cholera; 1918 influenza; Framingham; US Surgeon General on smoking*)
2. Explain how ethical principles affect epidemiologic research. (*Tuskegee, Mengele, etc.*)
3. Use rates and proportions to express numerically the amount and distribution of health- and non-health related outcomes. (*Hepatitis C; processed wheat flour [WHO]; TB*)
4. Use the distribution of a health-related outcome in groups to generate hypotheses that might provide a causal explanation. (*BRFSS; case registries; NHANES*)
5. Explain basic statistical and epidemiologic concepts of estimation, inference, and adjustment to establish association. (*heart disease; advertising and binge drinking*)
6. Explain how to use evidence of an association to make a judgment about whether an association is causal using the principles of contributory cause. (*A.B. Hill criteria of causality*)
7. Describe the basic epidemiologic study designs that are used to test hypotheses, identify associations, and establish causation. (*7 factors characterizing study designs; examples of individual types of studies, including descriptive [cross-sectional; single case report/case series; ecologic studies] and analytic [observational {ecologic, case-control, cohort (prospective, retrospective, historical prospective)}] and intervention {clinical trial and community intervention}*)
8. Describe the concepts of measurement of test performance and be able to apply the concepts of testing and screening in different settings. (*hazards & risks, risk assessment; smoke-free bars*)
9. Apply the concepts of benefits, harms, and cost to a public health decision. (*colon cancer*)
10. Describe the broad applicability of epidemiologic methods to clinical and basic science as well as public policy. (*HIV/AIDS, HCV; CRE deaths; thalidomide*)

Advanced Learning Outcomes

1. Analyze the evidence for and against a recommendation for intervention. (*ATV injuries*)
2. Analyze a public health problem (e.g., investigation of a disease outbreak). (*food recall*)
3. Synthesize epidemiological methods to assess the strengths and weaknesses of assertions in the scientific literature and popular press. (*measles and vaccination*)
4. Evaluate the design of an epidemiologic investigation, demonstrating the ability to reconcile scientific validity and ethical sensitivity. (*bias, confounding, lying – autism and vaccination*)

UWW-LEAP Learning Outcomes

1. Knowledge of human cultures and natural world – reinforced by diversity in time and locales of cases
2. Critical and creative thinking – reinforced by reading cases, then answering questions, then posing questions, and evaluating studies
3. Communication skills – reinforced by answering questions within small groups then to class as a whole; presenting portions of cases, then presenting part of group project
4. Information literacy – reinforced by using range of sources, retrieving data, synthesizing data into presentations, delivering oral and written reports; evaluating quality of resources
5. Quantitative reasoning – reinforced by synthesizing data into compact forms (tables, graphs, maps, etc.), presenting to groups and class in oral and written forms; critically examining and evaluating such information and how it relates to written material; writing appropriate interpretations of material
6. Personal and civic responsibility – reinforced by cases related to irresponsibility, personal choice, unethical behavior, differential access to resources
7. Foundations for life-long learning – reinforced by intriguing cases, integration of wide range of information; examination of consequences of poor choices and circumstances

Introduction to Epidemiology: Course Outline – Lecture Topics

Week	Text (Friis)	Topics	Selected Case Studies (these are from CDC)
1	Ch. 1 Introduction	Historical contributions and modern uses of epidemiology Development of epidemiologic thinking, historical and modern perspective. Ethics and philosophy of epidemiology	(H) McCrary & St. George: Mortality and the transatlantic slave trade (H) = history of epidemiology (E) McCrary & St. George: The Tuskegee Syphilis Study (E) = Ethics
2	Ch. 2 Measurements	Condition, frequency, & severity— Basic tools of epi analysis, including case definitions & populations, incidence, prevalence, & case-fatality rates.	Huang & Baumgarten: Adolescent suicide: The role of epidemiology in public health McCrary & St. George: Mortality and the transatlantic slave trade
3	Ch. 3 Sources of Data	Using data to describe disease and injuries—Vital statistics, public health surveillance, and measures of health status, including methods for describing quantitatively the natural/clinical history, frequency, and changes.	
4	Ch. 4 Descriptive Studies Patterns	Application of basic tools of epidemiology to generate hypotheses based upon person, place, & time; changes & differences in rates; exposures; incubation periods; & disease spread.	Kaelin & St. George: Descriptive epidemiology of births to teenage mothers
5	Ch. 5 Association & Causality	Estimation—Measures of the strength of association, graphical display of data, and measures of risk, relative risk, attributable risk, and population impact Inference—Concepts of statistical significance and confidence intervals Bias, confounding, and adjustment—Identification of bias, confounding, and effect modification/ interaction and methods to prevent and take into account their impact Causation—Principles of contributory cause based upon evidence of association, the “cause” precedes the “effect” and “altering the “cause” alters the “effect”	(C) Huang & Baumgarten: Alpine fizz and male infertility: A mock trial (C) = causality (A) Kaelin and Baumgarten: An association: TV and aggressive acts (A) = association
6,7	Ch. 6 Analytic Studies: Types of Study Designs	Basic epidemiologic study designs and their applications to population health including: ecologic or population comparison, cross-sectional, case-control, and retrospective and prospective cohort Experimental studies—Randomized clinical trials and community trials and their applications to understanding disease or injury etiology and the benefits and harms of intervention	Kaelin & Bayona: Case-control study Bayona & Olsen Observational studies and bias in epidemiology Huang & Stolley: Testing ephedra: Using epidemiologic studies to teach the scientific method

Week	Text (Friis)	Topics	Selected Case Studies (these are from CDC)
8	Ch. 7 Health Policy	Public health policy—Application of results from investigations and analyses to policymaking Harm, benefit, and cost analyses—Evidence-based recommendations regarding benefits, harms, and cost effectiveness of interventions Intervention effectiveness—Evidence-based evaluation of degree of success of interventions	Huang & Stolley: Epidemiology and public health policy: Using the smoking ban in New York City bars as a case study
9	Ch. 8 Investigating Outbreaks	Outbreak investigation, testing, and screening—Application of epidemiologic methods to basic and clinical sciences	Fraser: An outbreak of Legionnaire's disease Klaucke & Vogt: Outbreak investigation at a Vermont community hospital
10	Ch. 9 Tracking Social & Behavioral Problems	Special epidemiologic applications: violence prevention, and other behavioral sciences items	Kaelin & Bayona: Attributable risk applications in epidemiology
11	Ch. 10 Using Molecular and Genetic Data	Special epidemiologic applications: Molecular and genetic epidemiology	
12	Ch. 10 Tracking Environmental Issues	Special epidemiologic applications: environmental health and safety	Realmuto & Sutaria: Evaluating Environmental Public Health: Assessing the Effectiveness of Food Safety Programs
13	Ch. 10 Tracking Occupational Issues	Special epidemiologic applications: safety in the workplace	
14	Ch. 10 Unintentional Injuries	Special epidemiologic applications: unintentional injury	Novick, Wojtowycz, Morrow, & Sutphen: Bicycle helmet effectiveness in preventing injury and death
15	(none)	Project Wrap-up - Presentations	
16	Final		

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.) A small selection of resources is listed here.

1) A number of books were **recently** purchased for a campus health project and are available through **Anderson Library**. These books are part of the AAC&U Public Health Initiative series published by Jones & Bartlett.

1. Public Health 101, 2nd ed., by Richard Riegelman (2015)
2. Epidemiology 101, by Robert H. Friis (2010)
3. Global Health 101, 2nd ed., by Richard Skolnik (2012)
4. Essentials of Health Policy and Law, 2nd ed., by Joel B. Teitelbaum & Sara E. Wilensky (2013)
5. Essentials of Public Health, 2nd ed., by Bernard J. Turnock (2012)
6. Essentials of Health Behavior, 2nd ed., by Mark Edberg (2015)
7. Essentials of Environmental Health, 2nd ed., by Robert H. Friis (2012)
8. Essentials of Infectious Disease Epidemiology, by Manya Magnus (2008)
9. Essentials of Public Health Biology, by Constance U. Battle (2009)
10. Essentials of Public Health Ethics, by Ruth Gaare Bernheim, James F. Childress, Alan Melnick, & Richard J Bonnie (2015)
11. Essentials of Health, Culture, and Diversity, by Mark Edberg (2013)
12. Essential Case Studies in Public Health, by Katherine Hunting & Brenda L. Gleason (2012)
13. Case Studies in Global Health, by Ruth Levine (2007)
14. Essential Readings in Health Policy and Law, by Joel B. Teitelbaum, JD & Sara E. Wilensky (2009)
15. Essential Readings in Health Behavior, by Mark Edberg (2010)

2) A search for 'epidemiology' limited to **UW-Whitewater Anderson Library** returned 1,120 items in Books, Media & More.

3) Public health resources are exceptionally well represented via **government web sites and professional journals:**

1. **National Center for Health Statistics (U.S.)**
 1. Federal Statistics: <http://www.fedstats.gov>
 2. Statistical Abstract of the United States: www.census.gov/compendia/statab
2. **National Institute for Occupational Safety and Health**
3. **Centers for Epidemiology and Animal Health (U.S.)**
4. **Centers for Disease Control and Prevention (U.S.)**
 1. CDC Epi Info www.cdc.gov/epiinfo/index.htm
5. **United States. Animal and Plant Health Inspection Service. Veterinary Services. Centers for Epidemiology and Animal Health**
6. Epidemiology (journal): www.epidem.com
7. International Society for Environmental Epidemiology: www.iseepi.org
8. American Journal of Epidemiology: aje.oupjournals.org
9. American Public Health Association: www.apha.org
10. Global Health/ Bioethics <https://globalhealthbioethics.tghn.org/articles>
11. WHO data <http://www.who.int/research/en/>
12. NCBI and Phylogenetics in Epi
<http://www.ncbi.nlm.nih.gov/Class/NAWBIS/Modules/Phylogenetics/phylo1.html>

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: **BIOLOGY 350**

Cross-listing:

(See Note #1 below)

Course Title: (Limited to 65 characters) Winter Ecology & Natural History of Yellowstone National Park

25-Character Abbreviation: Winter Eco & Nat His: YNP

Sponsor(s): Drs. George Clokey, Ellen Davis

Department(s): BIOLOGY

College(s): Letters and Sciences

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

Programs Affected: none

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

NA Yes will be at future meeting

Prerequisites: Biology 120 or 141 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 Yellowstone NP

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

Instructor: Dr. George Clokey

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: None

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: 25 Total lecture hours: 35
Number of credits: 2 Total contact hours: 60

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 times in degree:

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

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

Course justification: This is a field-oriented, extensive and intensive course exploring ecological interactions between organisms and their environment, how the stresses of winter are determined by abiotic conditions and how these factors create the selective forces for behavioral, morphological and physiological adaptation. The course is designed to give students a background in the winter ecology as found in Yellowstone National Park (YNP). It will train them in technical skills such as data collection, analysis, statistical calculation, handling of scientific equipment and scientific reasoning. The course will also ask the student to think on some of the current problems facing YNP. This course will prepare students for more advanced course in biology. It will also provide a strong field foundation for teachers of K-12 science classes. One of the goals of the course is to make it as accessible to all students as possible including those who have physical limitations. Adjustments that do not compromise the course goals will be considered.

Relationship to program assessment objectives: The course offers current, relevant material to undergraduates in the areas of biology, natural history and ecology. Students will acquire a basic knowledge of the principles of winter ecology. The instructor for the course continually introduces new subjects and seeks researchers and workers in the field to present timely issues. The course addresses basic techniques of winter field research and winter safety. This field work prepares the students for our undergraduate research program, gives them an advantage for admission into highly competitive post-baccalaureate programs and aids in their employability. The practical field skills, knowledge base and critical thinking skills acquired in this course provide the basis for students to take more advanced courses in a variety of majors throughout the University. .

This course meets the goals of general education and relates to the program's assessment objectives in the following ways:

- 1) Think critically and analytically, integrate and synthesize knowledge, and draw conclusions from complex information.** Students will design and present various experiments, collect and analyze data and write lab reports. They will consider some of the major problems facing YNP and the global environment.
- 2) Make sound ethical and value judgments based on the development of a personal value system, an understanding of the cultural heritage students share, and a knowledge of past successes, failures, and consequences of individual roles and societal choices.** Students will evaluate their use of the Park resources and the impact of their consumption practices. They will also be asked to consider "hot topics" such as wolf reintroductions, snowmobile use in the Park and *Brucellosis* in the Park's bison herd.
- 3) Understand and appreciate the cultures of the U.S. and other countries, both contemporary and historical, appreciate cultural diversity, and live responsibly in an interdependent world.** Students will consider the conflict generated by entities such as the YNP and the local economy in regards to tourism, hunting, ranching, etc.
- 4) Acquire a base of knowledge common to educated persons, the capacity to expand that base over their lifetime by understanding the way that knowledge is generated, organized, tested, and modified, while recognizing the past and current limits to understanding.** We will be addressing some of the most pressing problems facing the students' and the Park's future. Students will consider their ability to solve these problems and make an impact on their future.
- 5) Communicate effectively in written, oral, and symbolic form with an appreciation of aesthetic and logical considerations in conveying ideas.** Students will prepare a report on an experiment that they design. They will also be required to compile a field notebook and daily journal.
- 6) Understand the natural and physical world, the process by which scientific concepts are developed, tested, and modified, and the reliability and limitations of scientific knowledge.** There are scientific, cultural and religious aspects of this course. Students will be exposed to and asked to identify various ways of "knowing" about the world. Students will consider various scientific viewpoints and determine which, if any, have more weight, e.g. global warming.
- 7) Appreciate the importance of the fine and performing arts.** Students will have an opportunity to visit the Corn Palace in Mitchell, SD. Although not the Guggenheim, the people of Mitchell put a great deal of effort into this display of regional American art; they are proud of the Corn Palace and rightly so. We will also see such natural wonders as Old Faithful, Mammoth Hot springs, Yellowstone Falls and The Grand Canyon of the Yellowstone. These locales inspired such artists as Thomas Moran and Ansel Adams.
- 8) Develop the mathematical and quantitative skills necessary for calculation, analysis, and problem solving, and the ability to use a computer when appropriate.** Students will operate equipment, analyze data and apply statistics.
- 9) Understand the factors and habits that are essential for continual mental and physical health and well-being, and evaluate the information and advice offered on these topics.** Many find that being immersed in natural wonders such as those found at YNP has a positive aspect on their well-being. I have found that students

who have participated in this course in the past have learned much about this side of the experience. Students are asked to come to the field prepared. This includes assessments of their physical health so that they can participate. It also forces them to think about what they need to have on hand to stay safe in an extreme winter environment.

Budgetary impact: This course will be self-sustained. All costs including salary are integrated into course fees. The course is offered through the Department of Biological Sciences and administered through the Travel Study Office, Continuing Education. It is offered during the Winterim session only.

Course description: (50 word limit) A field course in Yellowstone National Park (YNP), exploring winter ecology, organisms' behavioral and physiological adaptations and abiotic parameters of winter. We'll also examine the natural history of YNP and locations en route. There is preparatory on-line work and lectures and labs in YNP. Students with disabilities may be accommodated.

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: The course is designed to introduce the student to major topics in winter ecology including the biotic and abiotic components, how winter influences behavior, various morphological and physiological adaptations to winter, and the parameters that influence survival rates of organisms. Students will gain first-hand experience with ecological processes by living and working in a winter environment. They will gain foundation in the techniques of field biology in a winter environment including safety issues, traveling (snowshoe & skis) and properly equipping oneself.

Students will become familiar with the literature on winter ecology. They will also gain experience in developing and conducting experiments, properly recording observations in their field notebooks and presenting their observations and data.

Students will learn some of the natural history of the Yellowstone region; Devils Tower, WY; Jewel Cave, SD and the Black Hills, SD. While traveling to and from the Park, discussions will be conducted in which participants will learn of some of the problems of the Park unique to winter use.

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

- 1) Allan, S. *et al.* 2012. *Atlas of Yellowstone*. University of California Press, Los Angeles, CA
- 2) Alt, D. and D. Hyndman. 1986. *Roadside Geology of Montana*. Mountain Press Pub., Missoula, MT
- 3) Baron, D. 2005. *The Beast in the Garden*. W.W. Norton & Co., New York, NY
- 4) Bates, R. and J. Jackson. 1976. *Dictionary of Geologic Terms*. 3rd ed. Anchor Press/Doubleday, Garden City, NY
- 5) Blevins, W. 1989. *Roadside History of Yellowstone Park*. Mountain Press, Missoula MT
- 6) Brock, T. 1978. *Thermophilic Microorganisms and Life at High Temperatures*. Wm. C. Brown, Dubuque, IA
- 7) Despain, D. *et al.* 1986. *Wildlife in Transition*. Roberts Rinehart Inc. Pub., Boulder, CO
- 8) Duckworth, C. (current year). *Yellowstone Resources & Issues*. National Park Service, Yellowstone National Park, Mammoth, MT
- 9) Elias, S. 1996. *The Ice-Age History of National Parks in the Rocky Mountains*. Smithsonian Institution Press, Washington, DC
- 10) Feldman, R. and R. Heimlich. 1980. *The Black Hills*. Kendall/Hunt Pub., Dubuque, IA
- 11) Fritz, W. and R. Thomas. 2011. *Roadside Geology of the Yellowstone Country*. 2ed. Mountain Press Pub., Missoula, MT
- 12) Garrott, R. *et al.* 2008. *The Ecology of Large Mammals in Central Yellowstone*. Academic Press, Burlington, MA
- 13) Gries, P. 1996. *Roadside Geology of South Dakota*. Mountain Press Pub., Missoula, MT

- 14) Halfpenny, J.C. and R. Ozanne, 1986, *Winter: an Ecological Handbook*. Johnson Publishing Co., Boulder, CO.
- 15) Halfpenny, J. 1995. *Cougar Ecology and Verification*. Naturalist World, Gardiner, MT
- 16) Halfpenny, J. 2003. *Yellowstone Wolves*. Riverbend Pub. Helena, MT
- 17) Halfpenny, J. 2007. *Yellowstone Bears*. Riverbend Pub. Helena, MT
- 18) Jones, H.G., et al. 2011. *Snow Ecology: An Interdisciplinary Examination of Snow-Covered Ecosystems*, Cambridge University Press, New York, NY
- 19) Keiter, R. and M. Boyce. 1991. *The Greater Yellowstone Ecosystem*. Yale Univ. Press. New Haven, CT
- 20) Knight, D. 1994. *Mountains and Plains: The Ecology of Wyoming Landscapes*. Yale University Press, New Haven, CT
- 21) Lageson, D. and D. Spearing. 1988. *Roadside Geology of Wyoming*. Mountain Press Pub. Co., Missoula, MT
- 22) Laybourn-Parry, J., A. Hodson and M. Tranter. 2012. *The Ecology of Snow and Ice Environments*. Oxford University Press, New York, NY
- 23) Marchand, P.J. 2014, *Life in the Cold: An Introduction to Winter Ecology*, 4th ed. University Press of New England, Hanover, NH.
- 24) Mech, D. and L. Boitani. 2003. *Wolves: Behavior, Ecology and Conservation*. University of Chicago Press, Chicago, IL
- 25) Parsons, W. 1978. *Middle Rockies and Yellowstone: Field Guide*. Kendall/Hunt Pub., Dubuque, IA
- 26) Peterson, R. 1961. *A Field Guide to Western Birds*. 3rd ed. Houghton Mifflin Co., Boston, MA
- 27) Robinson, C, and R. Davis. 1995. *Geology of Devils Tower National Monument*. Devils Tower Natural History Assoc., Devils Tower, WY,
- 28) Streubel, D.: 1989. *Small Mammals of the Yellowstone Ecosystem*. Robert Rinehart Pub., Boulder, CO
- 29) Terborgh, J. and J. Estes. 2010. *Trophic Cascades: Predators, Prey and Changing Dynamics of Nature*. Island Press, Washington, DC
- 30) Wuerthner, G. 1992. *Yellowstone: A Visitor's Companion*. Stackpool Press, Harrisburg, PA
- 31) Wuerthner, G. 2006. *Wildfire: A Century of Failed Forest Policy*. Foundation for Deep Ecology, Sausalito, CA
- 32) There will be a series of articles from recent scientific journals and the press on topics of interest. These will be updated yearly.

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).

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

Please see next page for tentative “Syllabus”

Bio 350; Winter Ecology & Natural History of Yellowstone National Park: Syllabus (tentative)
Instructor: Dr. George Clokey

Office Hours and Instructor contact information: Office hours are by appointment only. On campus contact information: Dr. Clokey, 311 Upham Hall, 262-472-5140, clokeyg@uww.edu. During the field portion of the course you will be in contact with me, Dr. Clokey, or the Teaching Assistant (TA) at all times. When not in the field you can set up an appointment for non-urgent business or come to my room or the TAs room at any time for urgent problems (please knock) or call my cell phone 920-723-7242.

Title: Winter Ecology & Natural History of Yellowstone National Park

Dept. Prefix: BIOLOGY 350

Prerequisites: Biology 120 or 141 or consent of instructor.

Registration: To register for the course you MUST contact the travel study office at 262-472-1003 or cetravelstudy@uww.edu. Students cannot add or drop the class in WINS; the travel study office will administer adds/drops.

Course Textbook (provided):

- 1) Halfpenny, J.C. and R. Ozanne. 1989. *Winter: an Ecological Handbook*, Johnson Publishing Co. Boulder, CO.
- 2) Marchand, P.J. 2014. *Life in the Cold: An Introduction to Winter Ecology*, 4th ed. University Press of New England, Hanover, NH.
- 3) There will be a series of papers, graphs, worksheets and supplemental files on D2L.

Course Description: This is a winter, field-oriented course exploring ecology and interactions between organisms and their environment in Yellowstone National Park (YNP). It involves on-line lecture, videos and work (ca. 20 hours) with additional lectures and labs at YNP and locations en route (2 weeks). Students with disabilities may be accommodated.

- 1) We'll examine how the stresses of winter influence behavioral, morphological and physiological adaptation.
- 2) The course will include experiments and field work to explore the physical parameters of snow and the snowpack. We'll conduct discussions on how these parameters impact animal and plant life.
- 3) Energy drives many ecological processes during winter. The course will study the role of solar and geothermal energy during winter.
- 4) Nutritional status of animals strongly influences survival rates and winter behavior. We'll examine how several model species prepare for winter and how they acquire food during winter. We'll also look at such abiotic factors such as snow depth influence the availability of nutrients for these species.
- 5) Participants will have a chance to utilize their bodies and experiences with winter to understand how plants and animals exist in a nival world. Students can choose to stay overnight in a quinzee in the Park.
- 6) Time will be taken to explore the geothermal feature of Yellowstone. We'll also view wildlife as opportunities present and conduct population surveys of small mammals in the Park. While traveling, we'll observe unique sites including: Devils Tower, WY; Jewel Cave, SD and the Black Hills, SD.
- 7) We'll also examine Park management issues and their problems such as snowmobile use and *Brucellosis* in bison herds.

Course Objectives: The course is designed to introduce the student to major topics in winter ecology including the biotic and abiotic components, how winter influences behavior, various morphological and physiological adaptations to winter, and the parameters that influence survival rates of organisms. Students will gain first-hand experience with ecological processes by living and working in a winter environment. They will gain foundation in the techniques of field biology in a winter environment including safety issues, traveling (snowshoe & skis) and properly equipping oneself.

Students will become familiar with the literature on winter ecology. They will also gain experience in developing and conducting experiments, properly recording observations in their field notebooks and presenting their observations and data.

Students will learn some of the natural history of the Yellowstone region; Devils Tower, WY; Jewel Cave, SD and the Black Hills, SD. While traveling to and from the Park, discussions will be conducted in which participants will learn of some of the problems of the Park unique to winter use.

Course Policies: Attendance is mandatory at all times for all activities. Absence for illness or injury occurring during the field part of the course will be excused; there will be no absence for University sponsored events while in the field. Information regarding all aspects of the course including safety issues, rules and course policies will be presented on-line. This information must be read and signed electronically for you to participate in the course.

Grading Policy: Grading will be conventional letter A \geq 90%, B \geq 80%, C \geq 70%, D \geq 60%, F < 60%. No pass-fail will be offered. There will not be a curve, and there is no extra credit. Students will be graded as listed below.

Assignments	Due Dates	% of Grade
On-Line Exam	Jan. 2	40%
Exam	TBD	40%
Field notebook and data collection	TBD	5%
Completion of group research projects and presentation of projects ¹	TBD	15%
Class participation ²	TBD	\pm 5%

1) The grading policy is subject to change due to unforeseen events that may prevent completion of a project.

2) Class participation grade is at the option of the instructor. You are expected to participate in all work and discussions. If this is done in an exemplary manner you may gain up to 5%, if you do not participate you may lose up to 5%.

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On-Line: The on-line section of the course will begin the Monday of the 1st full week of December. There are a series of Power Point Presentations, short videos on techniques and readings, either documents or links. All assignments must be completed by Jan. 2nd, the day that the trip begins, since we frequently will not have access to the internet while traveling. You can proceed at your own pace as long as all work is completed by Jan. 2nd. On average, the presentations take about an hour to complete and there are 10. While in Yellowstone we will cover some of the topics in more detail and there will be some overlap.

On-Line Lecture Topic	Readings
Introduction to the Greater Yellowstone Ecosystem	On-line files
Introduction to winter ecology	Winter* Ch. 1
What and where is winter in Yellowstone	Winter Ch. 1 & 2

The nation's water bucket, SNOTEL	On-line files
Energy and snow	Winter Ch. 2; Life 2
Intro. to the nivean environment, snow pits	Winter Ch. 2; Life 2, 5 & 9
Animals and winter	Winter Ch. 2; Life 1, 4, 5, 6 & 7 northern Cervids
Plants and winter	Winter Ch. 3; Life 3
Insects and winter	Winter Ch. 3
Extremophiles: Life in the heat and cold	On-line files
On-Line Exam	

* "Winter" stands for the book *Winter: an Ecological Handbook* by Halfpenny & Ozanne. "Life" stands for the book *Life in the Cold: An Introduction to Winter Ecology* by Marchand
You will be expected to read all of the chapters listed.

Travel Itinerary: This "Itinerary" is tentative and is subject to change. This itinerary has 25 hrs. of lecture and 25 hrs. of lab but these times will vary due to conditions. The schedule may be changed by such factors as, but not limited to: climate, wildlife encounters, unique learning opportunities, unforeseen occurrences, illness, injury, etc. This is a travel study course and changes can be expected in the itinerary as circumstances present themselves. Please be advised that we will take as much advantage as we can of unique opportunities.

Date	Lec/Lab	Location/Travel Times
1/2	Problems of bison management vs. ranching interest, Park tourism impact on animals (Lec*, 2 hrs.)	Meet @ lot 14, Upham Hall @ 6:30 AM, leave UWW 7:00 AM: Drive to Mitchell, SD
1/3	Geology of YNP & Devils Tower National Monument (Lec, 2 hr.), Tour of DTNM (Lab, 2 hrs.)	Leave Mitchell, 7:00 AM: Drive to Sheridan, WY: Visit Devils Tower National Monument
1/4	Continue Jan. 1 topics, Park climate, course safety lecture (Lec, 4 hrs.). Fit for XC skis and snowshoes.	Leave Sheridan, 7:00 AM: Drive to Gardiner, MT. Fit for snowshoes.
1/5	Direct survey of animals, set up camera traps via snowshoes (Lab, 3 hrs.). Snow science I, nutrition and energy balance (Lec 2 hrs.).	Leave Gardiner at 7:00 am: Travel through Lamar Valley to Cooke City. Return snowshoes and pick up XC skis.
1/6	View wildlife in Lamar Valley in AM (Lab, 3 hrs.). Lecture on snow science II, the water triad, and subnivean conditions in PM (Lec, 3 hrs.)	Leave Gardiner at 7:00 am: Travel through Lamar Valley to Cooke City in AM, return to Gardiner in PM.
1/7	Snow pit analysis on Blacktail Plateau & build quinzees (Lab, 5 hrs.). Data analysis in afternoon and evening (Lec, 2 hrs.). Occupy quinzees and collect thermal data (overnight).	Leave Gardiner at 7:00 am: Travel to Blacktail Plateau in AM, return to Gardiner in PM
1/8	View wildlife in Lamar Valley (Lab, 4 hrs.). Carnivores and ungulates behavior in winter, problems facing wildlife in winter. Thermal data analysis & presentation (Lec, 2 hrs.)	Leave Gardiner at 7:00 am: Travel to Lamar Valley, Soda Butte and Cooke City in AM, return to Gardiner in PM.
1/9	Half of the group will participate in an animal tracking survey at Pebble Creek via XC skis (Lec, 2 hrs.; lab, 4 hrs.); the other half of group will take a snowcoach tour of geothermal features of various geyser basins in Yellowstone (Lec, 2 hrs.; lab, 4 hrs.).	Leave Gardiner at 7:00 am: Travel to either Park interior or Pebble Creek. Trade out snowshoes or XC skis.
1/10	See 1/9 above. Retrieve camera traps, analyze data in PM.	See 1/9 above

1/11	Free day: Visit Bozeman; Bridger Bowel Ski Area; MSU and Museum of the Rockies; or stay in Gardiner for possible XC ski, snowshoe or swim in hot spring (activity is your choice).	Optional free day, departure times will be decided.
1/12	Fossil fuel and climate change, view coal strip mine if time permits, Jewel Cave (JECA) formation (Lec, 2 hr.),	Leave Gardiner at 7:00 AM: drive to Newcastle, WY
1/13	Geology of JECA & tour of Cave (Lec, 2 hrs.). Visit Mt. Rushmore. Exam in evening	Leave Newcastle, WY, 7:00 AM: drive to Mitchell, SD, Visit JECA & Mt. Rushmore.
1/14	All assignments due by 4:00 pm	Leave Mitchell at 7:00 AM: drive to UWW

* While in the vehicle, lectures will be given via radio. Times listed for both lecture and labs are approximate. The lectures, especially those while traveling, usually involve discussion so times may increase.

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

Effective Term: 2161 (Spring 2016)

Type of Action: Change in Major

Degree: BA/BS

Program Title: Computer Science - General Emphasis

GPA Requirement for the Major/Submajor: 2.0

Sponsor(s): Zachary Oster

Department(s): Computer Science

College(s): Letters and Sciences

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

Departments: Biological Sciences

Proposal Information:

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

Total number of credit units in program:

Before change 36

After change 36

1. Exact description of request:

Add BIOLOGY/COMPSCI 448 as an option in the Applied Computing specialization.

From (as listed in catalog and on AR)

UNIQUE REQUIREMENTS: COMPUTER SCIENCE BA/BS – GENERAL EMPHASIS

1. EITHER MATH 250 OR MATH 253
2. EITHER COMPSCI 215 OR MATH 280

COMPUTER SCIENCE MAJOR – GENERAL EMPHASIS *A MINOR IS REQUIRED FOR THIS MAJOR

A. CORE COURSES

1. EITHER COMPSCI 172 OR 174
2. EITHER COMPSCI 220 OR 222
3. COMPSCI 223, 271, 412, 433, AND 476
4. SELECT ANY COMPSCI COURSE NUMBERED 300 OR ABOVE

B. COMPLETE TWO AREAS OF SPECIALIZATION

1. NETWORK AND SYSTEMS – SELECT 2 COURSES FROM: COMPSCI 366, 424, 460, 461, 462
2. COMPUTER SCIENCE FUNDAMENTALS – SELECT 2 COURSES FROM: COMPSCI 320, 322, 332, 434; MATH 450
3. WEB TECHNIQUES – SELECT 2 COURSES FROM COMPSCI 381, 382, 481 OR 482
4. APPLIED COMPUTING – SELECT 2 COURSES FROM: COMPSCI 347, 451, MATH 471

WRITING REQUIREMENT

1. ENGLISH 370 OR 372

To (to be listed in catalog and on AR)

UNIQUE REQUIREMENTS: COMPUTER SCIENCE BA/BS – GENERAL EMPHASIS

1. EITHER MATH 250 OR MATH 253
2. EITHER COMPSCI 215 OR MATH 280

COMPUTER SCIENCE MAJOR – GENERAL EMPHASIS *A MINOR IS REQUIRED FOR THIS MAJOR

A. CORE COURSES

1. EITHER COMPSCI 172 OR 174
2. EITHER COMPSCI 220 OR 222
3. COMPSCI 223, 271, 412, 433, AND 476
4. SELECT ANY COMPSCI COURSE NUMBERED 300 OR ABOVE

B. COMPLETE TWO AREAS OF SPECIALIZATION

1. NETWORK AND SYSTEMS – SELECT 2 COURSES FROM: COMPSCI 366, 424, 460, 461, 462
2. COMPUTER SCIENCE FUNDAMENTALS – SELECT 2 COURSES FROM: COMPSCI 320, 322, 332, 434; MATH 450
3. WEB TECHNIQUES – SELECT 2 COURSES FROM COMPSCI 381, 382, 481 OR 482
4. APPLIED COMPUTING – SELECT 2 COURSES FROM: COMPSCI 347, 451; BIOLOGY/COMPSCI 448; MATH 471

WRITING REQUIREMENT

1. ENGLISH 370 OR 372

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

It is the practice of the Department of Computer Science to allow all regular upper-division courses that it offers to count toward the Computer Science major as required courses or as options to complete an “area of specialization” in the major.

3. Rationale:

We are separately proposing to cross-list BIOLOGY 448, Bioinformatics, as COMPSCI 448.

Courses in the Applied Computing specialization generally focus on applying computer science principles to solve cutting-edge, computationally intensive problems in mathematics, the sciences, and other areas. BIOLOGY/COMPSCI 448 fits well in this specialization, as it is “an introduction to computer applications and algorithms currently used in the analysis of biological data, especially genomic and sequence data” (from the course description). It can serve as an introduction to this growing field of study for Computer Science majors who do not wish to complete the full Bioinformatics minor.

4. Cost Implications:

This change is unlikely to increase costs. Current enrollment in BIOLOGY/COMPSCI 448 is about half of capacity, and the instructor (Robert Kuzoff) expects to be able to handle the few Computer Science majors who elect this option without offering the course more frequently.

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

Effective Term: 2161 (Spring 2016)

Type of Action: Change in Major

Degree: BS

Program Title: Computer Science Major - Comprehensive Emphasis

GPA Requirement for the Major/Submajor: 2.0

Sponsor(s): Zachary Oster, Hien Nguyen, and Jiazhen Zhou

Department(s): Computer Science

College(s): Letters and Sciences

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

Departments: Philosophy and Religious Studies,
Biological Sciences

Proposal Information:

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

Total number of credit units in program:

Before change 65 After change 65

1. Exact description of request:

Add LIBST 350 (Technology and Social Responsibility) and PHILSPHY 245 (Contemporary Moral Issues) as alternatives to INTRAUNV 246 (Business Ethics), and add BIOLOGY/COMPSCI 448 as an option in the Applied Computing specialization.

Allow credit for COMPSCI 493 (Internship in Computer Science) to count toward the capstone requirement. Remove COMPSCI 498 (Independent Study) from the capstone, although COMPSCI 498R (Undergraduate Research) credits will still count toward it.

From (as listed in catalog and on AR)

****UNIQUE REQUIREMENTS FOR COMPUTER SCIENCE BS - COMPREHENSIVE EMPHASIS**

A. COMPLETE ONE OF THE OPTIONS LISTED BELOW:

1. BIOLOGY 141 AND 142
2. CHEM 102 AND 104
3. PHYSCS 140 AND 141
4. PHYSCS 180 AND 181

COMPUTER SCIENCE BS - COMPREHENSIVE EMPHASIS (2151) **MINOR NOT REQUIRED

A. CORE COURSES

1. COMPSCI 172 OR 174
2. COMPSCI 220 OR 222
3. COMPSCI 223, 271, 320, 366, 412, 424, 433, AND 434
4. COMPSCI 215 OR MATH 280
5. MATH 253, 342, 355
6. INTRAUNV 246
7. WRITING REQUIREMENT: ENGLISH 370 OR 372

B. COMPLETE TWO AREAS OF SPECIALIZATION:

1. NETWORKING AND SYSTEMS: CHOOSE TWO COURSES FROM COMPSCI 460, 461, OR 462
2. COMPUTER SCIENCE FUNDAMENTALS - CHOOSE TWO COURSES FROM: COMPSCI 322, 332; MATH 450
3. WEB TECHNIQUES - CHOOSE TWO COURSES FROM: COMPSCI 381, 382, 481, OR 482
4. APPLIED COMPUTING - CHOOSE TWO COURSES FROM: COMPSCI 347, 451; MATH 471

C. CAPSTONE - SELECT ONE OF THE OPTIONS BELOW:

1. COMPSCI 476
2. 3 UNITS COMBINED OF THE FOLLOWING: COMPSCI 485, 498, 498R

To (to be listed in catalog and on AR)

****UNIQUE REQUIREMENTS FOR COMPUTER SCIENCE BS - COMPREHENSIVE EMPHASIS**

A. COMPLETE ONE OF THE OPTIONS LISTED BELOW:

1. BIOLOGY 141 AND 142
2. CHEM 102 AND 104
3. PHYSCS 140 AND 141
4. PHYSCS 180 AND 181

COMPUTER SCIENCE BS - COMPREHENSIVE EMPHASIS (2151) **MINOR NOT REQUIRED

A. CORE COURSES

1. COMPSCI 172 OR 174
2. COMPSCI 220 OR 222

3. COMPSCI 223, 271, 320, 366, 412, 424, 433, AND 434
 4. COMPSCI 215 OR MATH 280
 5. MATH 253, 342, 355
 6. LIBST 350 OR PHILSPHY 245 OR INTRAUNV 246
 7. WRITING REQUIREMENT: ENGLISH 370 OR 372
- B. COMPLETE TWO AREAS OF SPECIALIZATION:
1. NETWORKING AND SYSTEMS: CHOOSE TWO COURSES FROM COMPSCI 460, 461, OR 462
 2. COMPUTER SCIENCE FUNDAMENTALS - CHOOSE TWO COURSES FROM: COMPSCI 322, 332; MATH 450
 3. WEB TECHNIQUES - CHOOSE TWO COURSES FROM: COMPSCI 381, 382, 481, OR 482
 4. APPLIED COMPUTING - CHOOSE TWO COURSES FROM: COMPSCI 347, 451; BIOLOGY/COMPSCI 448; MATH 471
- C. CAPSTONE - SELECT ONE OF THE OPTIONS BELOW:
1. COMPSCI 476
 2. 3 UNITS COMBINED OF THE FOLLOWING: COMPSCI 485, 493, ~~498~~, 498R

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

The new ethics course alternatives in the Computer Science Major – Comprehensive Emphasis will support the mission of the College of Letters and Sciences by guiding students toward opportunities to “develop diverse perspectives, civic responsibility and engagement, and personal and professional integrity” in ways that are relevant to their major. Allowing internship credit (COMPSCI 493) to fulfill the capstone requirement will support the mission of the College by giving appropriate credit to students in this emphasis who are “connecting academic knowledge with experience through [...] internships”.

It is the practice of the Department of Computer Science to allow all regular upper-division courses that it offers (e.g. BIOLOGY/COMPSCI 448) to count toward the Computer Science major as required courses or as options to complete an “area of specialization” in the major.

3. Rationale:

The Computer Science Major – Comprehensive Emphasis was designed with a view toward future accreditation by ABET (Accreditation Board for Engineering and Technology). Two student learning outcomes required by ABET are “an understanding of professional, ethical, legal, security and social issues and responsibilities” and “an ability to analyze the local and global impact of computing on individuals, organizations, and society” (source: <http://www.abet.org/cac-criteria-2015-2016/>, “General Criterion 3. Student Outcomes”).

When this emphasis was proposed in Spring 2014, INTRAUNV 246 Business Ethics was the only existing course we were aware of that supported these outcomes, albeit indirectly. Since then, the new course LIBST 350 Technology and Social Responsibility has been developed with these outcomes and our majors (as well as Liberal Studies majors) in mind. Because some instructors teach PHILSPHY 245 Contemporary Moral Issues with a focus on moral and social implications of technology, it can also provide these learning outcomes for our majors. To reduce enrollment impacts on these three courses and graduate our majors in a timely manner, we will allow students to count any one of these courses toward the major.

We are separately proposing to cross-list BIOLOGY 448, Bioinformatics, as COMPSCI 448. Courses in the Applied Computing specialization generally focus on applying computer science principles to solve cutting-edge, computationally intensive problems in mathematics, the sciences, and other areas. BIOLOGY/COMPSCI 448 fits well in this specialization, as it is “an introduction to computer applications and algorithms currently used in the analysis of biological data, especially genomic and sequence data” (from the course description). It can serve as an introduction to this growing field of study for Computer Science majors who do not wish to complete the full Bioinformatics minor.

The Computer Science department now offers internship credit as COMPSCI 493, rather than COMPSCI 498 as was our previous practice. We intended to allow up to 3 units of internship credit to count in the capstone requirement, so we will add COMPSCI 493 to the list of courses that fulfill this requirement and remove COMPSCI 498 (but not 498R) from this list.

4. Cost Implications:

No increases in cost are expected.

By distributing enrollment among three ethics courses instead of one, these changes will reduce or eliminate the need for more frequent offerings of INTRAUNV 246. Philosophy and Religious Studies has indicated in consultations that they expect to be able to handle the additional Computer Science – Comprehensive majors in LIBST 350 and PHILSPHY 245 without increasing offerings of these courses.

Current enrollment in BIOLOGY/COMPSCI 448 is about half of capacity, and the instructor (Robert Kuzoff) expects to be able to handle the few Computer Science majors who elect this option without offering the course more frequently.

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: 2161 (Spring 2016)

Current Course Number (*subject area and 3-digit course number*): COMPSCI 220

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 Java

New Course Title:

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

Sponsor(s): Athula Gunawardena and Zachary Oster

Department(s): Computer Science

College(s): Letters and Sciences

List all programs that are affected by this change:

Computer Science majors and minor, Web Site Development and Administration minor

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)
Remove the unrequisite between this course and COMPSCI 222.

FROM:

PREREQ: COMPSCI 172 OR (COMPSCI 174 AND CONSENT OF INSTRUCTOR). UNREQ: MCS 220 and COMPSCI 222.

TO:

PREREQ: COMPSCI 172 OR (COMPSCI 174 AND CONSENT OF INSTRUCTOR). ~~UNREQ: MCS 220 and COMPSCI 222.~~

- II. **Justification for action**

Media Arts and Game Development (MAGD) technical track majors must take COMPSCI 222 for their major. Many MAGD technical track majors also declare a Computer Science minor, which requires COMPSCI 220 or COMPSCI 222; however, a given course cannot count for both a major and a minor. We would like to solve this by having students count COMPSCI 220 toward the Computer Science minor, but the unrequisite prevents this.

While the core concepts taught in COMPSCI 220 and COMPSCI 222 are similar, these concepts are taught in significantly different ways because of the different programming languages used (Java in 220 and C++ in 222). COMPSCI 220 also teaches some advanced concepts that are not practical to cover in COMPSCI 222 (e.g., event handling, graphical user interfaces) and *vice versa* (e.g., memory management, pointers) because of the differences between these languages. Therefore, students can benefit from taking both courses for credit.

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: 2161 (Spring 2016)

Current Course Number (*subject area and 3-digit course number*): COMPSCI 222

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 C++

New Course Title:

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

Sponsor(s): Athula Gunawardena and Zachary Oster

Department(s): Computer Science

College(s): Letters and Sciences

List all programs that are affected by this change:

Computer Science majors and minor, Web Site Development and Administration minor, Media Arts and Game Development major - technical track

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)
Remove the unrequisite between this course and COMPSCI 220 (formerly MCS 220).

FROM:

PREREQ: COMPSCI 174 OR COMPSCI 172 AND CONSENT OF INSTRUCTOR.
UNREQ: MCS 220 and COMPSCI 222.

TO:

PREREQ: COMPSCI 174 OR (COMPSCI 172 AND CONSENT OF INSTRUCTOR). ~~UNREQ: MCS 220 and COMPSCI 222.~~

- II. **Justification for action**

Media Arts and Game Development (MAGD) technical track majors must take COMPSCI 222 for their major. Many MAGD technical track majors also declare a Computer Science minor, which requires COMPSCI 220 or COMPSCI 222; however, a given course cannot count for both a major and a minor. We would like to solve this by having students count COMPSCI 220 toward the Computer Science minor, but the unrequisite prevents this.

While the core concepts taught in COMPSCI 220 and COMPSCI 222 are similar, these concepts are taught in significantly different ways because of the different programming languages used (Java in 220 and C++ in 222). COMPSCI 220 also teaches some advanced concepts that are not practical to cover in COMPSCI 222 (e.g., event handling, graphical user interfaces) and *vice versa* (e.g., memory management, pointers) because of the differences between these languages. Therefore, students can benefit from taking both courses for credit.

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: 2161 (Spring 2016)

Current Course Number (*subject area and 3-digit course number*): BIOLOGY 448

Cross-listing (*if applicable*):

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

Cross-listing (*if applicable*): **COMPSCI 448**

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

Required in the major: **no**

Required in the minor: **yes (Bioinformatics)**

Number of credits: **3**

Lab hours/week: **0**

Contact hours/week: **3**

Repeatable **no**

Current Course Title: Bioinformatics

New Course Title:

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

Sponsor(s): Robert Kuzoff and Zach Oster

Department(s): Biological Sciences and Computer Science

College(s): Letters and Sciences

List all programs that are affected by this change:

Chemistry major (Biochemistry emphasis), Bioinformatics minor

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)
Add cross-listing with COMPSCI 448.

FROM:
BIOLOGY 448

TO:
BIOLOGY/COMPSCI 448

- II. **Justification for action**

The course is germane to both the BIOLOGY and COMPSCI curricula as it explores high throughput data generation and analysis in biology and computational methods needed to discern patterns in very large data sets, in equal measures.

Cross-listing BIOLOGY 448 as COMPSCI 448 will increase the visibility of this course among computer science majors and facilitate its future use as an elective for computer science majors.

University of Wisconsin-Whitewater
Curriculum Proposal Form #4A
Change in an Existing Course

Type of Action (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Course Revision (<i>include course description & former and new syllabus</i>) | <input type="checkbox"/> Grade Basis |
| <input type="checkbox"/> Contact Hour Change and or Credit Change | <input type="checkbox"/> Repeatability Change |
| <input type="checkbox"/> Diversity Option | <input type="checkbox"/> Other: |
| <input type="checkbox"/> General Education Option
area: 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.

Effective Term: 2161 (Spring 2016)

Current Course Number (*subject area and 3-digit course number*): Compsci 482

Current Course Title: Web Database Development

Sponsor(s): Sobitha Samaranayake, Cheng Thao

Department(s): Computer Science

College(s): Letters and Sciences

List all programs that are affected by this change:
Computer Science, Web Site Development and Administration

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 #4A](#))

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

Change course Title

FROM: Web Database Development

TO: Advanced Web Application Development

Change Course description

FROM:

This course will introduce students to MySQL databases and PHP3 scripting on a UNIX platform. Students will create and interact with databases via the web. Topics will include SQL; creating, accessing and updating server-side databases; a variety of database-to-web interface tools; and the PHP embedded scripting language. Transactions with other database products via PHP will also be considered

TO:

This course will introduce students to popular technologies utilized in building database-driven Web applications. These include scripting languages (PHP, Ruby, JSP, .NET), Web application frameworks, Web application design patterns, Web services, databases, and security.

II. Justification for action

Current course description is outdated. The Computer Science department has redesigned its curriculum and some of the course content is now being taught in CompSci 382. The proposed changes allow the department to focus on recent developments in Web application technology.

III. Syllabus/outline (if course revision, include former syllabus and new syllabus)

Old Syllabus

Computer Science482 Course Syllabus

Web Database Development

Dr. Sobitha Samaranayake

e-mail: samarans@uww.edu

Course Description:

This course will introduce students to MySQL databases and PHP scripting on a Unix platform. Students will create server-side databases and interact with databases via web.

Text: *PHP and MySQL Web Development* by Luke Welling and Laura Thomson

Tentative Topics List

- Fundamentals of databases
- Basic SQL
- Creating server-side databases
- Accessing and updating web server databases via Web pages using PHP
- Security issues
- Advanced SQL
- Various database-to-web interface tools

Prerequisite: COMPSCI 381 and COMPSCI 382, or equivalent preparation and consent of the instructor.

Grading:

Mid-term exam:	15%
Projects	60%
Class Assignments	10%
Final Exam	15%

The final grades will be awarded on the following basis:

Percentage	93 - 100%	90 - 92%	87 - 89%	83 - 86%	80 - 82%	77 - 79%	73 - 76%	70 - 72%	67 - 69%	63 - 66%	60 - 62%	0 - 59%
Grade	A	A ⁻	B ⁺	B	B ⁻	C ⁺	C	C ⁻	D ⁺	D	D ⁻	F

Attendance:

You should attend all class sessions, except in the event of illness, emergency, or to accommodate religious beliefs or an official university-sponsored event. You are responsible for the material covered in class whether you attend or not.

UWW Policies:

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].

New Syllabus

CompSci 482 Advanced Web Application Development

Instructor: Dr. Sobitha Samaranayake

Office: LT2215 **Phone:** 472-5685

e-mail: samarans@uww.edu

Course Description:

This course will introduce students to popular technologies utilized in building database-driven Web applications. These include scripting languages (PHP, Ruby, JSP, .NET), Web application frameworks, Web application design patterns, Web services, XML, databases, and security.

Text: We will use notes posted on D2L and other online resources

Tentative Topics List

- Classes and Objects

- Web Design Patterns
- Building Web Applications with AJAX
- Developing User Interfaces and Content Management Systems
- Working with files, uploads, and images
- Web Services
- Security issues
- Advanced SQL
- Using Ruby, JSP, and .NET

Prerequisite: COMPSCI 381 and COMPSCI 382, or equivalent preparation and consent of the instructor.

Grading:

Mid-term exam:	20%
Projects & class assignments	60%
Final Exam	20%

The final grades will be awarded on the following basis:

Percentage	93 - 100%	90 - 92%	87 - 89%	83 - 86%	80 - 82%	77 - 79%	73 - 76%	70 - 72%	67 - 69%	63 - 66%	60 - 62%	0 - 59%
Grade	A	A ⁻	B ⁺	B	B ⁻	C ⁺	C	C ⁻	D ⁺	D	D ⁻	F

Learning Outcomes:

Upon completing the course, students will have learned various modern technologies for building Web applications. The course will require students to build a medium size Web applications using the concepts and technologies covered in the course.

Attendance:

You should attend all class sessions, except in the event of illness, emergency, or to accommodate religious beliefs or an official university-sponsored event. You are responsible for the material covered in class whether you attend or not.

Bibliography:

- PHP Objects, Patterns, and Practice by Matt Zandstra, Apress 2013
- Web Application Design Patterns by Pawan Vora, Morgan Kaufmann Publishers 2009
- Professional ASP.NET MVC 5 by Jon Galloway, Brad Wilson, K. Scott Allen, David Matson, Wrox 2014
- Professional PHP Design Patterns by Aaron Saray, John Wiley & Sons 2009
- PHP Web Services: APIs for the Modern Web by Lorna Jane Mitchell, O'Reilly 2013
- Practical Object-oriented Design in Ruby by Sandi Metz, Addison-Wesley 2012

UWW Policies:

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].

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

Effective Term: 2161 (Spring 2016)

Type of Action: Change in Major

Degree: BA/BS

Program Title: Sociology

GPA Requirement for the Major/Submajor: 2.00

Sponsor(s): Leda Nath

Department(s): Sociology, Criminology & Anthropology

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:

Summary

To update the catalog and Advising Report to reflect new courses added since prior curricular actions.

From (as listed in catalog and on AR)

Major Requirements - 36 units ¹

SOCIOLGY 240

PRINCIPLES OF SOCIOLOGY (GS)

SOCIOLOGY 295	BASIC SOCIAL STATISTICS (Satisfies Technological Literacy Requirement)
SOCIOLOGY 473	SOCIAL THEORY: CLASSICAL AND CONTEMPORARY PERSPECTIVES (Satisfies Major Writing Requirement)
Or SOCIOLOGY 420	ANTHROPOLOGICAL THEORY
SOCIOLOGY 476	METHODS OF SOCIAL RESEARCH
SOCIOLOGY 493	APPLIED SOCIOLOGY
Or SOCIOLOGY 494	SEMINAR IN SOCIOLOGY

Select at least 3 units from each of the five numbered groups below. Include at least 9 units from courses numbered 300 or above:

Group 1:

SOCIOLOGY 250	SOCIAL PROBLEMS (GS)
SOCIOLOGY 337	SOCIOLOGY OF NEWS AND THE MASS MEDIA
SOCIOLOGY 340	SOCIAL MOVEMENTS AND COLLECTIVE BEHAVIOR
SOCIOLOGY 352	URBAN SOCIETY
SOCIOLOGY 355	SOCIAL PSYCHOLOGY
SOCIOLOGY 356	POLITICAL SOCIOLOGY
SOCIOLOGY 380	ORGANIZATIONS AND SOCIETY

Group 2:

SOCIOLOGY 265	RACE AND ETHNIC RELATIONS (DV)(GS)
SOCIOLOGY 270	THE AFRICAN AMERICAN COMMUNITY: A SOCIOLOGICAL PERSPECTIVE (DV)(GS)
SOCIOLOGY 285	ASIAN AMERICANS (DV)
SOCIOLOGY 345	SOCIOLOGY OF GENDER
SOCIOLOGY 351	SOCIAL STRATIFICATION AND SOCIAL INEQUALITY
SOCIOLOGY 353	SOCIOLOGY OF RELIGION
SOCIOLOGY 393	RACIAL & ETHNIC INEQUALITY: BEYOND THE CLASSROOM

Group 3:

SOCIOLOGY 252	INTRODUCTION TO FAMILY STUDIES (GS)
SOCIOLOGY 302	CULTURE, MEDICINE AND HEALTH
SOCIOLOGY 310	SOCIOLOGY OF HEALTH AND ILLNESS
SOCIOLOGY 315	SOCIOLOGY OF DISABILITY
SOCIOLOGY 342	SOCIOLOGY OF FAMILY AND WORK
SOCIOLOGY 362	POPULATION STUDIES
SOCIOLOGY 392	AFRICAN AMERICAN FAMILIES (DV)

Group 4:

SOCIOLOGY 276	INTRODUCTION TO CRIMINOLOGY (GS)
SOCIOLOGY 365	SOCIOLOGY OF LAW
SOCIOLOGY 370	JUVENILE DELINQUENCY
SOCIOLOGY 371	SOCIOLOGY OF VIOLENT CRIME
SOCIOLOGY 372	WHITE-COLLAR CRIME: CORPORATE AND GOVERNMENTAL DEVIANCE
SOCIOLOGY 373	SOCIOLOGY OF TERRORISM
SOCIOLOGY 374	SOCIOLOGY OF POLICE AND COURTS
SOCIOLOGY 378	SOCIOLOGY OF PUNISHMENT AND CORRECTIONS
SOCIOLOGY 379	WOMEN AND CRIME
SOCIOLOGY 426	MINORITIES & THE CRIMINAL JUSTICE SYSTEM (DV)

Group 5:

ANTHROPL 218	CULTURAL ANTHROPOLOGY (GS)
ANTHROPL 310	WOMEN AND THE SHAPING OF LATIN AMERICAN CULTURE
SOCIOLGY 319	ENVIRONMENTAL SOCIOLOGY
SOCIOLGY 321	SOCIOLOGY OF NATURAL DISASTERS
SOCIOLGY 350	CONTEMPORARY JAPANESE SOCIETY
SOCIOLGY 385	SOCIOLOGY OF GLOBALIZATION
SOCIOLGY 388	THE HOLOCAUST: NAZI GERMANY AND THE GENOCIDE OF THE JEWS
SOCIOLGY 391	RACE AND ETHNICITY IN COMPARATIVE PERSPECTIVE (DV)
SOCIOLGY 491	TRAVEL STUDY

Electives

Select elective courses for a total of 36 units in the Major. Electives include:

SOCIOLGY 490	WORKSHOP
SOCIOLGY 496	SPECIAL STUDIES
SOCIOLGY 498	INDEPENDENT STUDY
SOCIOLGY 499	SENIOR HONORS THESIS

And any courses in groups 1-5 not already selected above A maximum of 6 units of SOCIOLGY 493 can count in the major.

An approved minor is required for this major.

To (to be listed in catalog and on AR)

Major Requirements - 36 units ¹

SOCIOLGY 240	PRINCIPLES OF SOCIOLOGY (GS)
SOCIOLGY 295	BASIC SOCIAL STATISTICS (Satisfies Technological Literacy Requirement)
SOCIOLGY 473	SOCIAL THEORY: CLASSICAL AND CONTEMPORARY PERSPECTIVES (Satisfies Major Writing Requirement)
Or SOCIOLGY 472	CRIMINOLOGICAL THEORY (Satisfies Major Writing Requirement)
Or SOCIOLGY 420	ANTHROPOLOGICAL THEORY (Satisfies Major Writing Requirement)
SOCIOLGY 476	METHODS OF SOCIAL RESEARCH
SOCIOLGY 493	APPLIED SOCIOLOGY
Or SOCIOLGY 494	SEMINAR IN SOCIOLOGY

Select at least 3 units from each of the five numbered groups below. Include at least 9 units from courses numbered 300 or above:

Group 1:

SOCIOLGY 250	SOCIAL PROBLEMS (GS)
SOCIOLGY 337	SOCIOLOGY OF NEWS AND THE MASS MEDIA
SOCIOLGY 340	SOCIAL MOVEMENTS AND COLLECTIVE BEHAVIOR
SOCIOLGY 352	URBAN SOCIETY
SOCIOLGY 355	SOCIAL PSYCHOLOGY
SOCIOLGY 356	POLITICAL SOCIOLOGY
SOCIOLGY 380	ORGANIZATIONS AND SOCIETY

Group 2:

SOCIOLGY 265	RACE AND ETHNIC RELATIONS (DV)(GS)
SOCIOLGY 270	THE AFRICAN AMERICAN COMMUNITY: A SOCIOLOGICAL PERSPECTIVE (DV)(GS)
SOCIOLGY 285	ASIAN AMERICANS (DV)
SOCIOLGY 344	RACE, ETHNICITY AND FILM (DV)
SOCIOLGY 345	SOCIOLOGY OF GENDER

SOCIOLGY 351	SOCIAL STRATIFICATION AND SOCIAL INEQUALITY
SOCIOLGY 353	SOCIOLOGY OF RELIGION
SOCIOLGY 393	RACIAL & ETHNIC INEQUALITY: BEYOND THE CLASSROOM
Group 3:	
SOCIOLGY 252	INTRODUCTION TO FAMILY STUDIES (GS)
SOCIOLGY 302	CULTURE, MEDICINE AND HEALTH
SOCIOLGY 310	SOCIOLOGY OF HEALTH AND ILLNESS
SOCIOLGY 315	SOCIOLOGY OF DISABILITY
SOCIOLGY 342	SOCIOLOGY OF FAMILY AND WORK
SOCIOLGY 347	GENDER AND FAMILY IN JAPAN
SOCIOLGY 362	POPULATION STUDIES
SOCIOLGY 392	AFRICAN AMERICAN FAMILIES (DV)
SOCIOLGY 394	MINORITY AND MULTICULTURAL FAMILIES
Group 4:	
SOCIOLGY 276	INTRODUCTION TO CRIMINOLOGY (GS)
SOCIOLGY 365	SOCIOLOGY OF LAW
SOCIOLGY 370	JUVENILE DELINQUENCY
SOCIOLGY 371	SOCIOLOGY OF VIOLENT CRIME
SOCIOLGY 372	WHITE-COLLAR CRIME: CORPORATE AND GOVERNMENTAL DEVIANCE
SOCIOLGY 373	SOCIOLOGY OF TERRORISM
SOCIOLGY 374	SOCIOLOGY OF POLICE AND COURTS
SOCIOLGY 375	RESTORATIVE JUSTICE
SOCIOLGY 377	SOCIOLOGY OF DRUGS AND CRIME
SOCIOLGY 378	SOCIOLOGY OF PUNISHMENT AND CORRECTIONS
SOCIOLGY 379	WOMEN AND CRIME
SOCIOLGY 426	MINORITIES & THE CRIMINAL JUSTICE SYSTEM (DV)
Group 5:	
ANTHROPL 218	CULTURAL ANTHROPOLOGY (GS)
ANTHROPL 310	WOMEN AND THE SHAPING OF LATIN AMERICAN CULTURE
SOCIOLGY 319	ENVIRONMENTAL SOCIOLOGY
SOCIOLGY 321	SOCIOLOGY OF NATURAL DISASTERS
SOCIOLGY 350	CONTEMPORARY JAPANESE SOCIETY
SOCIOLGY 358	CONTEMPORARY CHINESE SOCIETY
SOCIOLGY 385	SOCIOLOGY OF GLOBALIZATION
SOCIOLGY 388	THE HOLOCAUST: NAZI GERMANY AND THE GENOCIDE OF THE JEWS
SOCIOLGY 391	RACE AND ETHNICITY IN COMPARATIVE PERSPECTIVE (DV)
SOCIOLGY 491	TRAVEL STUDY

Electives

Select elective courses for a total of 36 units in the Major. Electives include:

SOCIOLGY 200	INTRO TO PEACE AND SOCIAL JUSTICE
SOCIOLGY 255	SOCIOLOGY OF SCIENCE FICTION
SOCIOLGY 490	WORKSHOP
SOCIOLGY 496	SPECIAL STUDIES
SOCIOLGY 498	INDEPENDENT STUDY
SOCIOLGY 498R	UNDERGRADUATE RESEARCH
SOCIOLGY 499	SENIOR HONORS THESIS

And any courses in groups 1-5 not already selected above A maximum of 6 units of SOCIOLGY 493 can count in the

major.

An approved minor is required for this major.

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

Updated major to include new courses.

3. Rationale:

To keep the Advising Report and the catalog up-to-date and to reduce the need for personalizations.

4. Cost Implications:

None

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

Effective Term: 2161 (Spring 2016)

Type of Action: Change in Major

Degree: BA/BS

Program Title: Sociology-Global Comparative Studies Emphasis

GPA Requirement for the Major/Submajor: 2.00

Sponsor(s): Leda Nath

Department(s): Sociology, Criminology & Anthropology

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 57

After change 57

1. Exact description of request:

Summary

To update the catalog and Advising Report to reflect new courses added since prior curricular actions.

From (as listed in catalog and on AR)

Major - 57 units (33 units Sociology, 24 units Comparative Studies)

SOCIOLGY 240

PRINCIPLES OF SOCIOLOGY (GS)

SOCIOLOGY 295	BASIC SOCIAL STATISTICS (Satisfies Technological Literacy Requirement)
SOCIOLOGY 473	SOCIAL THEORY: CLASSICAL AND CONTEMPORARY PERSPECTIVES (Satisfies writing requirement)
or SOCIOLOGY 420	ANTHROPOLOGICAL THEORY
SOCIOLOGY 476	METHODS OF SOCIAL RESEARCH

Choose 6 units from:

SOCIOLOGY 493	APPLIED SOCIOLOGY ¹
SOCIOLOGY 494	SEMINAR IN SOCIOLOGY

Select at least 3 units from each of the four numbered groups below - include at least 9 units from courses numbered 300 or above:

Group 1A:

SOCIOLOGY 250	SOCIAL PROBLEMS (GS)
SOCIOLOGY 337	SOCIOLOGY OF NEWS AND THE MASS MEDIA
SOCIOLOGY 340	SOCIAL MOVEMENTS AND COLLECTIVE BEHAVIOR
SOCIOLOGY 352	URBAN SOCIETY
SOCIOLOGY 355	SOCIAL PSYCHOLOGY
SOCIOLOGY 356	POLITICAL SOCIOLOGY
SOCIOLOGY 380	ORGANIZATIONS AND SOCIETY

Group 2A:

SOCIOLOGY 265	RACE AND ETHNIC RELATIONS (DV)(GS)
SOCIOLOGY 270	THE AFRICAN AMERICAN COMMUNITY: A SOCIOLOGICAL PERSPECTIVE (DV)(GS)
SOCIOLOGY 285	ASIAN AMERICANS (DV)
SOCIOLOGY 345	SOCIOLOGY OF GENDER
SOCIOLOGY 351	SOCIAL STRATIFICATION AND SOCIAL INEQUALITY
SOCIOLOGY 353	SOCIOLOGY OF RELIGION
SOCIOLOGY 393	RACIAL & ETHNIC INEQUALITY: BEYOND THE CLASSROOM

Group 3A:

SOCIOLOGY 252	INTRODUCTION TO FAMILY STUDIES (GS)
SOCIOLOGY 302	CULTURE, MEDICINE AND HEALTH
SOCIOLOGY 310	SOCIOLOGY OF HEALTH AND ILLNESS
SOCIOLOGY 315	SOCIOLOGY OF DISABILITY
SOCIOLOGY 342	SOCIOLOGY OF FAMILY AND WORK
SOCIOLOGY 362	POPULATION STUDIES
SOCIOLOGY 392	AFRICAN AMERICAN FAMILIES (DV)

Group 4A:

SOCIOLOGY 276	INTRODUCTION TO CRIMINOLOGY (GS)
SOCIOLOGY 365	SOCIOLOGY OF LAW
SOCIOLOGY 370	JUVENILE DELINQUENCY
SOCIOLOGY 371	SOCIOLOGY OF VIOLENT CRIME
SOCIOLOGY 372	WHITE-COLLAR CRIME: CORPORATE AND GOVERNMENTAL DEVIANCE
SOCIOLOGY 373	SOCIOLOGY OF TERRORISM
SOCIOLOGY 374	SOCIOLOGY OF POLICE AND COURTS
SOCIOLOGY 378	SOCIOLOGY OF PUNISHMENT AND CORRECTIONS
SOCIOLOGY 379	WOMEN AND CRIME
SOCIOLOGY 426	MINORITIES & THE CRIMINAL JUSTICE SYSTEM (DV)

Electives - Select 3 units from the following:

SOCIOLOGY 490	WORKSHOP
SOCIOLOGY 496	SPECIAL STUDIES
SOCIOLOGY 498	INDEPENDENT STUDY
SOCIOLOGY 499	SENIOR HONORS THESIS
SOCIOLOGY 493	APPLIED SOCIOLOGY ¹

Complete a second semester college-level course in any foreign language with a grade of C or higher or pass a test demonstrating equivalent foreign language proficiency

Select 6 units from the following:

ANTHROPL 218	CULTURAL ANTHROPOLOGY (GS)
or ANTHROPL 334	WOMEN AND MEN IN CROSS-CULTURAL PERSPECTIVE (GS)
ECON 359	COMPARATIVE ECONOMIC SYSTEMS
or POLISCI 255	INTRODUCTION TO COMPARATIVE POLITICS (GS)
GEOGRPY 230	HUMAN GEOGRAPHY (GS)
PSYCH 325	CROSS CULTURAL PSYCHOLOGY
SOCIOLOGY 391	RACE AND ETHNICITY IN COMPARATIVE PERSPECTIVE (DV)

Select 3 units from groups 1B and 2B and 6 units from Group 3B. No more than 6 of the 12 units can be from the same department. Courses credits toward Area "A" cannot be credited toward Area "B":

Group 1B:

ECON 360	GROWTH AND DEVELOPMENT IN THE WORLD ECONOMY
or ECON 431	ECONOMICS OF GLOBALIZATION
GEOGRPY 346	GLOBALIZATION AND THE CITY
HISTORY 367	HISTORY OF CAPITALISM IN THE WEST
SOCIOLOGY 385	SOCIOLOGY OF GLOBALIZATION

Group 2B:

GEOGRPY 362	GEOGRAPHY OF EUROPE
HISTORY 307	RECENT AMERICA, 1945 TO THE PRESENT (GH)
HISTORY 377	HISTORY OF TWENTIETH CENTURY EUROPE
POLISCI 352	COMPARATIVE GOVERNMENT - EUROPE
RELIGST 112	INTRODUCTION TO WESTERN RELIGIONS (GH)

Group 3B:

ANTHROPL 310	WOMEN AND THE SHAPING OF LATIN AMERICAN CULTURE
GEOGRPY 361	GEOGRAPHY OF SOUTH AND SOUTHEAST ASIA (GS)
GEOGRPY 364	GEOGRAPHY OF EAST ASIA (GS)
GEOGRPY 365	GEOGRAPHY OF LATIN AMERICA
HISTORY 337	MODERNIZATION IN THE MIDDLE EAST (GH)
HISTORY 338	ARAB-ISRAELI CONFLICT, 1900-PRESENT
HISTORY 340	MODERN AFRICA (GH)
HISTORY 343	MODERN LATIN AMERICA (GH)
HISTORY 346	HISTORY OF MEXICO (GH)
HISTORY 347	REVOLUTIONARY CHANGE IN LATIN AMERICA (GH)
HISTORY 372	HISTORY OF RUSSIA SINCE 1815
HISTORY 385	MODERN CHINA
HISTORY 346	HISTORY OF MEXICO (GH)
INTRNAR 260	INTRODUCTION TO LATIN AMERICAN STUDIES (GI)
POLISCI 340	POLITICS OF DEVELOPMENT
POLISCI 460	GOVERNMENT AND POLITICS OF ASIA
POLISCI 461	GOVERNMENT AND POLITICS OF AFRICA

POLISCI 471	GOVERNMENT AND POLITICS IN THE MIDDLE EAST
POLISCI 472	GOVERNMENT AND POLITICS OF CHINA
POLISCI 480	GOVERNMENT AND POLITICS OF JAPAN
RELIGST 111	INTRODUCTION TO ASIAN RELIGIONS (GH)
RELIGST 303	ASIAN RELIGIOUS THOUGHT (GH)
SOCIOLOGY 350	CONTEMPORARY JAPANESE SOCIETY

Electives - Select 6 units from Groups 1B, 2B or 3B or the following: ²

INTRNAR 488	TOPICS IN INTERNATIONAL STUDIES
MANGEMNT 410	INTERNATIONAL MANAGEMENT
ITSCM 465	GLOBAL OPERATIONS STRATEGY
MARKETNG 361	INTERNATIONAL MARKETING
SOCIOLOGY 493	APPLIED SOCIOLOGY

¹ A maximum of 6 units of SOCIOLOGY 493 can count in the major.

² Selected in consultation with advisor, including travel study and/or study abroad transfer credits. Courses credited toward Section 7 or Area "A" or "B" requirements cannot be credited in section 9.

To (to be listed in catalog and on AR)

Major - 57 units (33 units Sociology, 24 units Comparative Studies)

SOCIOLOGY 240	PRINCIPLES OF SOCIOLOGY (GS)
SOCIOLOGY 295	BASIC SOCIAL STATISTICS (Satisfies Technological Literacy Requirement)
SOCIOLOGY 473	SOCIAL THEORY: CLASSICAL AND CONTEMPORARY PERSPECTIVES (Satisfies writing requirement)
or SOCIOLOGY 420	ANTHROPOLOGICAL THEORY
SOCIOLOGY 476	METHODS OF SOCIAL RESEARCH

~~Choose 6 units from:~~ **Choose 3-6 units from:**

SOCIOLOGY 493	APPLIED SOCIOLOGY ¹
SOCIOLOGY 494	SEMINAR IN SOCIOLOGY

Select at least 3 units from each of the four numbered groups below - include at least 9 units from courses numbered 300 or above:

Group 1A:

SOCIOLOGY 250	SOCIAL PROBLEMS (GS)
SOCIOLOGY 337	SOCIOLOGY OF NEWS AND THE MASS MEDIA
SOCIOLOGY 340	SOCIAL MOVEMENTS AND COLLECTIVE BEHAVIOR
SOCIOLOGY 352	URBAN SOCIETY
SOCIOLOGY 355	SOCIAL PSYCHOLOGY
SOCIOLOGY 356	POLITICAL SOCIOLOGY
SOCIOLOGY 380	ORGANIZATIONS AND SOCIETY

Group 2A:

SOCIOLOGY 265	RACE AND ETHNIC RELATIONS (DV)(GS)
SOCIOLOGY 270	THE AFRICAN AMERICAN COMMUNITY: A SOCIOLOGICAL PERSPECTIVE (DV)(GS)
SOCIOLOGY 285	ASIAN AMERICANS (DV)
SOCIOLOGY 345	SOCIOLOGY OF GENDER
SOCIOLOGY 344	RACE, ETHNICITY AND FILM (DV)

SOCIOLGY 351	SOCIAL STRATIFICATION AND SOCIAL INEQUALITY
SOCIOLGY 353	SOCIOLOGY OF RELIGION
SOCIOLGY 393	RACIAL & ETHNIC INEQUALITY: BEYOND THE CLASSROOM
Group 3A:	
SOCIOLGY 252	INTRODUCTION TO FAMILY STUDIES (GS)
SOCIOLGY 302	CULTURE, MEDICINE AND HEALTH
SOCIOLGY 310	SOCIOLOGY OF HEALTH AND ILLNESS
SOCIOLGY 315	SOCIOLOGY OF DISABILITY
SOCIOLGY 342	SOCIOLOGY OF FAMILY AND WORK
SOCIOLGY 347	GENDER AND FAMILY IN JAPAN
SOCIOLGY 362	POPULATION STUDIES
SOCIOLGY 392	AFRICAN AMERICAN FAMILIES (DV)
SOCIOLGY 394	MINORITY AND MULTICULTURAL FAMILIES
Group 4A:	
SOCIOLGY 276	INTRODUCTION TO CRIMINOLOGY (GS)
SOCIOLGY 365	SOCIOLOGY OF LAW
SOCIOLGY 370	JUVENILE DELINQUENCY
SOCIOLGY 371	SOCIOLOGY OF VIOLENT CRIME
SOCIOLGY 372	WHITE-COLLAR CRIME: CORPORATE AND GOVERNMENTAL DEVIANCE
SOCIOLGY 373	SOCIOLOGY OF TERRORISM
SOCIOLGY 374	SOCIOLOGY OF POLICE AND COURTS
SOCIOLGY 375	RESTORATIVE JUSTICE
SOCIOLGY 377	SOCIOLOGY OF DRUGS AND CRIME
SOCIOLGY 378	SOCIOLOGY OF PUNISHMENT AND CORRECTIONS
SOCIOLGY 379	WOMEN AND CRIME
SOCIOLGY 426	MINORITIES & THE CRIMINAL JUSTICE SYSTEM (DV)

Electives - Select 3 units from the following:

SOCIOLGY 200	INTRO TO PEACE AND SOCIAL JUSTICE
SOCIOLGY 255	SOCIOLOGY OF SCIENCE FICTION
SOCIOLGY 490	WORKSHOP
SOCIOLGY 496	SPECIAL STUDIES
SOCIOLGY 498	INDEPENDENT STUDY
SOCIOLGY 498R	UNDERGRADUATE RESEARCH
SOCIOLGY 499	SENIOR HONORS THESIS
SOCIOLGY 493	APPLIED SOCIOLOGY ¹

Complete a second semester college-level course in any foreign language with a grade of C or higher or pass a test demonstrating equivalent foreign language proficiency

Select 6 units from the following:

Group 1B-COMPARISONS:

ANTHROPL 218	CULTURAL ANTHROPOLOGY (GS)
or ANTHROPL 334	WOMEN AND MEN IN CROSS-CULTURAL PERSPECTIVE (GS)
ECON 359	COMPARATIVE ECONOMIC SYSTEMS
or POLISCI 255	INTRODUCTION TO COMPARATIVE POLITICS (GS)
GEOGRPY 230	HUMAN GEOGRAPHY (GS)
PSYCH 325	CROSS CULTURAL PSYCHOLOGY

SOCIOLOGY 362**POPULATION STUDIES**

SOCIOLOGY 391

RACE AND ETHNICITY IN COMPARATIVE PERSPECTIVE (DV)

Select 3 units from groups 1B and 2B and 6 units from Group 3B. No more than 6 of the 12 units can be from the same department. Courses credits toward Area "A" cannot be credited toward Area "B":

Group ~~1B~~ **2B-WORLD SYSTEMS:**

ECON 360	GROWTH AND DEVELOPMENT IN THE WORLD ECONOMY
or ECON 431	ECONOMICS OF GLOBALIZATION
GEOGRPY 346	GLOBALIZATION AND THE CITY
HISTORY 367	HISTORY OF CAPITALISM IN THE WEST
SOCIOLOGY 385	SOCIOLOGY OF GLOBALIZATION

Group ~~2B~~ **3B-EUROPE:**

GEOGRPY 362	GEOGRAPHY OF EUROPE
HISTORY 307	RECENT AMERICA, 1945 TO THE PRESENT (GH)
HISTORY 377	HISTORY OF TWENTIETH CENTURY EUROPE
POLISCI 352	COMPARATIVE GOVERNMENT - EUROPE
RELIGST 112	INTRODUCTION TO WESTERN RELIGIONS (GH)

Group ~~3B~~ ~~4B~~ **4B-ASIA:**

ANTHROPL 310	WOMEN AND THE SHAPING OF LATIN AMERICAN CULTURE
GEOGRPY 361	GEOGRAPHY OF SOUTH AND SOUTHEAST ASIA (GS)
GEOGRPY 364	GEOGRAPHY OF EAST ASIA (GS)
GEOGRPY 365	GEOGRAPHY OF LATIN AMERICA
HISTORY 337	MODERNIZATION IN THE MIDDLE EAST (GH)
HISTORY 338	ARAB-ISRAELI CONFLICT, 1900-PRESENT
HISTORY 340	MODERN AFRICA (GH)
HISTORY 343	MODERN LATIN AMERICA (GH)
HISTORY 346	HISTORY OF MEXICO (GH)
HISTORY 347	REVOLUTIONARY CHANGE IN LATIN AMERICA (GH)
HISTORY 372	HISTORY OF RUSSIA SINCE 1815
HISTORY 385	MODERN CHINA
HISTORY 346	HISTORY OF MEXICO (GH)
INTRNAR 260	INTRODUCTION TO LATIN AMERICAN STUDIES (GI)
POLISCI 340	POLITICS OF DEVELOPMENT
POLISCI 460	GOVERNMENT AND POLITICS OF ASIA
POLISCI 461	GOVERNMENT AND POLITICS OF AFRICA
POLISCI 471	GOVERNMENT AND POLITICS IN THE MIDDLE EAST
POLISCI 472	GOVERNMENT AND POLITICS OF CHINA
POLISCI 480	GOVERNMENT AND POLITICS OF JAPAN
RELIGST 111	INTRODUCTION TO ASIAN RELIGIONS (GH)
RELIGST 303	ASIAN RELIGIOUS THOUGHT (GH)
SOCIOLOGY 350	CONTEMPORARY JAPANESE SOCIETY
SOCIOLOGY 358	CONTEMPORARY CHINESE SOCIETY

GROUP 5B-LATIN AMERICAN AND CARRIBEAN:

ANTHROPL 310	WOMEN AND THE SHAPING OF LATIN AMERICAN CULTURE
GEOGRPY 365	GEOGRAPHY OF LATIN AMERICA
HISTORY 343	MODERN LATIN AMERICA (GH)
HISTORY 346	HISTORY OF MEXICO (GH)

HISTRY 347	REVOLUTIONARY CHANGE IN LATIN AMERICA (GH)
INTRNAR 260	INTRODUCTION TO LATIN AMERICAN STUDIES (GI)
POLISCI 456	GOVERNMENT AND POLITICS OF LATIN AMERICA

GROUP 6B-MIDDLE EAST AND AFRICA:

HISTRY 337	MODERNIZATION IN THE MIDDLE EAST (GH)
HISTRY 338	ARAB-ISRAELI CONFLICT, 1900-PRESENT
HISTRY 340	MODERN AFRICA (GH)
POLISCI 461	GOVERNMENT AND POLITICS OF AFRICA
POLISCI 471	GOVERNMENT AND POLITICS IN THE MIDDLE EAST

Electives - Select 6 units from Groups 1B, 2B or 3B, **4B, 5B, 6B** or the following: ²

GEOGRAPY 346	GLOBALIZATION AND THE CITY
INTRNAR 488	TOPICS IN INTERNATIONAL STUDIES
INTRNAR 494	SEMINAR IN INTERNATIONAL STUDIES
MANGEMNT 410	INTERNATIONAL MANAGEMENT
ITSCM 465	GLOBAL OPERATIONS STRATEGY
MARKETNG 361	INTERNATIONAL MARKETING
POLISCI 351	INTERNATIONAL RELATIONS
POLISCI 340	POLITICS OF DEVELOPMENT
SOCIOLGY 493	APPLIED SOCIOLOGY

¹ A maximum of 6 units of SOCIOLGY 493 can count in the major.

² Selected in consultation with advisor, including travel study and/or study abroad transfer credits. Courses credited toward Section 7 or Area "A" or "B" requirements cannot be credited in section 9.

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

Updated major to include new courses.

3. Rationale:

To keep the Advising Report and the catalog up-to-date and to reduce the need for personalizations.

4. Cost Implications:

None

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

Effective Term: 2161 (Spring 2016)

Type of Action: Change in Major

Degree: BA/BS

Program Title: Sociology-Honors Emphasis

GPA Requirement for the Major/Submajor: 2.00

Sponsor(s): Leda Nath

Department(s): Sociology, Criminology & Anthropology

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 57

After change 57

1. Exact description of request:

Summary

To update the catalog and Advising Report to reflect new courses added since prior curricular actions.

From (as listed in catalog and on AR)

Major Requirements - 57 units

SOCIOLGY 240 PRINCIPLES OF SOCIOLOGY (GS)

SOCIOLGY 295 BASIC SOCIAL STATISTICS (Satisfies Technological Literacy Requirement)

SOCIOLOGY 473 SOCIAL THEORY: CLASSICAL AND CONTEMPORARY PERSPECTIVES (Satisfies Major Writing Requirement)
or SOCIOLOGY 420 ANTHROPOLOGICAL THEORY

Select 3 additional units of theory from the following:

POLISCI 412 CONTEMPORARY POLITICAL THOUGHT
PSYCH 391 HISTORY AND SYSTEMS OF PSYCHOLOGY
PHILSPHY 281 SOCIAL PHILOSOPHY (GH)
PHILSPHY 291 PHILOSOPHY OF THE NATURAL AND SOCIAL SCIENCES (GH)
WOMENST 280 FEMINIST THEORIES
AFRIAMR 365 BLACK POLITICAL AND SOCIAL THOUGHT (DV)
ECON 404 HISTORY OF ECONOMIC THOUGHT

SOCIOLOGY 476 METHODS OF SOCIAL RESEARCH (Satisfies Computer Literacy and Statistics)

SOCIOLOGY 493 APPLIED SOCIOLOGY
or SOCIOLOGY 494 SEMINAR IN SOCIOLOGY

Select at least 3 units from each of the five numbered groups below - include at least 9 units from courses numbered 300 or above:

Group 1:

SOCIOLOGY 250 SOCIAL PROBLEMS (GS)
SOCIOLOGY 337 SOCIOLOGY OF NEWS AND THE MASS MEDIA
SOCIOLOGY 340 SOCIAL MOVEMENTS AND COLLECTIVE BEHAVIOR
SOCIOLOGY 352 URBAN SOCIETY
SOCIOLOGY 355 SOCIAL PSYCHOLOGY
SOCIOLOGY 356 POLITICAL SOCIOLOGY
SOCIOLOGY 380 ORGANIZATIONS AND SOCIETY

Group 2:

SOCIOLOGY 265 RACE AND ETHNIC RELATIONS (DV)(GS)
SOCIOLOGY 270 THE AFRICAN AMERICAN COMMUNITY: A SOCIOLOGICAL PERSPECTIVE (DV)(GS)
SOCIOLOGY 285 ASIAN AMERICANS (DV)
SOCIOLOGY 345 SOCIOLOGY OF GENDER
SOCIOLOGY 351 SOCIAL STRATIFICATION AND SOCIAL INEQUALITY
SOCIOLOGY 353 SOCIOLOGY OF RELIGION
SOCIOLOGY 393 RACIAL & ETHNIC INEQUALITY: BEYOND THE CLASSROOM

Group 3:

SOCIOLOGY 252 INTRODUCTION TO FAMILY STUDIES (GS)
SOCIOLOGY 302 CULTURE, MEDICINE AND HEALTH
SOCIOLOGY 310 SOCIOLOGY OF HEALTH AND ILLNESS
SOCIOLOGY 315 SOCIOLOGY OF DISABILITY
SOCIOLOGY 342 SOCIOLOGY OF FAMILY AND WORK
SOCIOLOGY 362 POPULATION STUDIES
SOCIOLOGY 392 AFRICAN AMERICAN FAMILIES (DV)

Group 4:

SOCIOLOGY 276 INTRODUCTION TO CRIMINOLOGY (GS)
SOCIOLOGY 365 SOCIOLOGY OF LAW
SOCIOLOGY 370 JUVENILE DELINQUENCY
SOCIOLOGY 371 SOCIOLOGY OF VIOLENT CRIME
SOCIOLOGY 372 WHITE-COLLAR CRIME: CORPORATE AND GOVERNMENTAL DEVIANCE

SOCIOLGY 373	SOCIOLOGY OF TERRORISM
SOCIOLGY 374	SOCIOLOGY OF POLICE AND COURTS
SOCIOLGY 378	SOCIOLOGY OF PUNISHMENT AND CORRECTIONS
SOCIOLGY 379	WOMEN AND CRIME
SOCIOLGY 426	MINORITIES & THE CRIMINAL JUSTICE SYSTEM (DV)
Group 5:	
ANTHROPL 218	CULTURAL ANTHROPOLOGY (GS)
ANTHROPL 310	WOMEN AND THE SHAPING OF LATIN AMERICAN CULTURE
SOCIOLGY 319	ENVIRONMENTAL SOCIOLOGY
SOCIOLGY 321	SOCIOLOGY OF NATURAL DISASTERS
SOCIOLGY 350	CONTEMPORARY JAPANESE SOCIETY
SOCIOLGY 385	SOCIOLOGY OF GLOBALIZATION
SOCIOLGY 388	THE HOLOCAUST: NAZI GERMANY AND THE GENOCIDE OF THE JEWS
SOCIOLGY 391	RACE AND ETHNICITY IN COMPARATIVE PERSPECTIVE (DV)
SOCIOLGY 491	TRAVEL STUDY

Electives include:

SOCIOLGY 490	WORKSHOP
SOCIOLGY 496	SPECIAL STUDIES
SOCIOLGY 498	INDEPENDENT STUDY
SOCIOLGY 499	SENIOR HONORS THESIS

Select a 3 unit foreign language course at third semester or higher, or travel study course

SOCIOLGY 498R	INDEPENDENT STUDY- UNDERGRADUATE RESEARCH (satisfies preparation for Senior Honors Thesis)
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Select an additional 6 units 300- or above Sociology (excluding SOCIOLGY 498 and SOCIOLGY 499) and with honors designation

Select an additional 4 units of the following:

SOCIOLGY 499	SENIOR HONORS THESIS ¹
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Electives include:

SOCIOLGY 490	WORKSHOP
SOCIOLGY 491	TRAVEL STUDY
SOCIOLGY 493	APPLIED SOCIOLOGY
SOCIOLGY 496	SPECIAL STUDIES
SOCIOLGY 498	INDEPENDENT STUDY
SOCIOLGY 499	SENIOR HONORS THESIS

Additional elective units from Areas 3, 5, 6 and 7 above chosen in consultation with advisor to total 57. GENED 130 not applicable

¹ Prerequisites: Senior standing, 3.40 GPA, SOCIOLGY 473 with B or higher grade, SOCIOLGY 476 with B or higher grade SOCIOLGY 498

To (to be listed in catalog and on AR)

Major Requirements - 57 units

SOCIOLGY 240	PRINCIPLES OF SOCIOLOGY (GS)
SOCIOLGY 295	BASIC SOCIAL STATISTICS (Satisfies Technological Literacy Requirement)
SOCIOLGY 473	SOCIAL THEORY: CLASSICAL AND CONTEMPORARY PERSPECTIVES (Satisfies Major Writing Requirement)
or SOCIOLGY 472 CRIMINOLOGICAL THEORY	

or SOCIOLOGY 420 ANTHROPOLOGICAL THEORY

Select 3 additional units of theory from the following:

POLISCI 412	CONTEMPORARY POLITICAL THOUGHT
PSYCH 391	HISTORY AND SYSTEMS OF PSYCHOLOGY
PHILSPHY 281	SOCIAL PHILOSOPHY (GH)
PHILSPHY 291	PHILOSOPHY OF THE NATURAL AND SOCIAL SCIENCES (GH)
WOMENST 280	FEMINIST THEORIES
AFRIAMR 365	BLACK POLITICAL AND SOCIAL THOUGHT (DV)
ECON 404	HISTORY OF ECONOMIC THOUGHT

SOCIOLOGY 476 METHODS OF SOCIAL RESEARCH (Satisfies Computer Literacy and Statistics)

SOCIOLOGY 493 APPLIED SOCIOLOGY

or SOCIOLOGY 494 SEMINAR IN SOCIOLOGY

Select at least 3 units from each of the five numbered groups below - include at least 9 units from courses numbered 300 or above:

Group 1:

SOCIOLOGY 250	SOCIAL PROBLEMS (GS)
SOCIOLOGY 337	SOCIOLOGY OF NEWS AND THE MASS MEDIA
SOCIOLOGY 340	SOCIAL MOVEMENTS AND COLLECTIVE BEHAVIOR
SOCIOLOGY 352	URBAN SOCIETY
SOCIOLOGY 355	SOCIAL PSYCHOLOGY
SOCIOLOGY 356	POLITICAL SOCIOLOGY
SOCIOLOGY 380	ORGANIZATIONS AND SOCIETY

Group 2:

SOCIOLOGY 265	RACE AND ETHNIC RELATIONS (DV)(GS)
SOCIOLOGY 270	THE AFRICAN AMERICAN COMMUNITY: A SOCIOLOGICAL PERSPECTIVE (DV)(GS)
SOCIOLOGY 285	ASIAN AMERICANS (DV)
SOCIOLOGY 344	RACE, ETHNICITY AND FILM (DV)
SOCIOLOGY 345	SOCIOLOGY OF GENDER
SOCIOLOGY 351	SOCIAL STRATIFICATION AND SOCIAL INEQUALITY
SOCIOLOGY 353	SOCIOLOGY OF RELIGION
SOCIOLOGY 393	RACIAL & ETHNIC INEQUALITY: BEYOND THE CLASSROOM

Group 3:

SOCIOLOGY 252	INTRODUCTION TO FAMILY STUDIES (GS)
SOCIOLOGY 302	CULTURE, MEDICINE AND HEALTH
SOCIOLOGY 310	SOCIOLOGY OF HEALTH AND ILLNESS
SOCIOLOGY 315	SOCIOLOGY OF DISABILITY
SOCIOLOGY 342	SOCIOLOGY OF FAMILY AND WORK
SOCIOLOGY 347	GENDER AND FAMILY IN JAPAN
SOCIOLOGY 362	POPULATION STUDIES
SOCIOLOGY 392	AFRICAN AMERICAN FAMILIES (DV)
SOCIOLOGY 394	MINORITY AND MULTICULTURAL FAMILIES

Group 4:

SOCIOLOGY 276	INTRODUCTION TO CRIMINOLOGY (GS)
SOCIOLOGY 365	SOCIOLOGY OF LAW
SOCIOLOGY 370	JUVENILE DELINQUENCY

SOCIOLGY 371	SOCIOLOGY OF VIOLENT CRIME
SOCIOLGY 372	WHITE-COLLAR CRIME: CORPORATE AND GOVERNMENTAL DEVIANCE
SOCIOLGY 373	SOCIOLOGY OF TERRORISM
SOCIOLGY 374	SOCIOLOGY OF POLICE AND COURTS
SOCIOLGY 375	RESTORATIVE JUSTIC
SOCIOLGY 377	SOCIOLOGY OF DRUGS AND CRIME
SOCIOLGY 378	SOCIOLOGY OF PUNISHMENT AND CORRECTIONS
SOCIOLGY 379	WOMEN AND CRIME
SOCIOLGY 426	MINORITIES & THE CRIMINAL JUSTICE SYSTEM (DV)

Group 5:

ANTHROPL 218	CULTURAL ANTHROPOLOGY (GS)
ANTHROPL 310	WOMEN AND THE SHAPING OF LATIN AMERICAN CULTURE
SOCIOLGY 319	ENVIRONMENTAL SOCIOLOGY
SOCIOLGY 321	SOCIOLOGY OF NATURAL DISASTERS
SOCIOLGY 350	CONTEMPORARY JAPANESE SOCIETY
SOCIOLGY 358	CONTEMPORARY CHINESE SOCIETY
SOCIOLGY 385	SOCIOLOGY OF GLOBALIZATION
SOCIOLGY 388	THE HOLOCAUST: NAZI GERMANY AND THE GENOCIDE OF THE JEWS
SOCIOLGY 391	RACE AND ETHNICITY IN COMPARATIVE PERSPECTIVE (DV)
SOCIOLGY 491	TRAVEL STUDY

Electives include:

SOCIOLGY 200	INTRO TO PEACE AND SOCIAL JUSTICE
SOCIOLGY 255	SOCIOLOG OF SCIENCE FICTION
SOCIOLGY 490	WORKSHOP
SOCIOLGY 496	SPECIAL STUDIES
SOCIOLGY 498	INDEPENDENT STUDY
SOCIOLGY 499	SENIOR HONORS THESIS

Select a 3 unit foreign language course at third semester or higher, or travel study course

SOCIOLGY 498R	INDEPENDENT STUDY- UNDERGRADUATE RESEARCH (satisfies preparation for Senior Honors Thesis)
---------------	--

Select an additional 6 units 300- or above Sociology (excluding SOCIOLGY 498 and SOCIOLGY 499) and with honors designation

Select an additional 4 units of the following:

SOCIOLGY 499	SENIOR HONORS THESIS ¹
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Electives include:

SOCIOLGY 490	WORKSHOP
SOCIOLGY 491	TRAVEL STUDY
SOCIOLGY 493	APPLIED SOCIOLOGY
SOCIOLGY 496	SPECIAL STUDIES
SOCIOLGY 498	INDEPENDENT STUDY
SOCIOLGY 498R	UNDERGRADUATE RESEARCH
SOCIOLGY 499	SENIOR HONORS THESIS

Additional elective units from Areas 3, 5, 6 and 7 above chosen in consultation with advisor to total 57. GENED 130 not applicable

¹ Prerequisites: Senior standing, 3.40 GPA, SOCIOLGY 473 with B or higher grade, SOCIOLGY 476 with B or higher grade SOCIOLGY 498

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

Updated major to include new courses.

3. Rationale:

To keep the Advising Report and the catalog up-to-date and to reduce the need for personalizations.

4. Cost Implications:

None

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

Effective Term: 2161 (Spring 2016)

Type of Action: Change in Major

Degree: BSE

Program Title: Sociology Licensure

GPA Requirement for the Major/Submajor: 2.00

Sponsor(s): Leda Nath

Department(s): Sociology, Criminology & Anthropology

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:

Summary

To update the catalog and Advising Report to reflect new courses added since prior curricular actions.

From (as listed in catalog and on AR)

Licensure Requirements - 42 units

SECNDED 466 LITERACY STRATEGIES FOR CONTENT-AREA TEACHERS

EDFOUND 212	EDUCATIONAL PSYCHOLOGY
EDFOUND 243	FOUNDATIONS OF EDUCATION IN A PLURALISTIC SOCIETY (DV)(GI)
EDFNDPRC 210	INTRODUCTION TO EDUCATION AND TEACHING
EDFOUND 425	MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL

Student Teaching:

CIFLD 402	DIRECTED TEACHING - ALTERNATIVE PLACEMENT MIDDLE SCHOOL (2 units)
or CIFLD 404	DIRECTED TEACHING - ALTERNATIVE PLACEMENT SECONDARY SCHOOL
CIFLD 414	DIRECTED TEACHING-SECONDARY (12 units)
or CIFLD 412	DIRECTED TEACHING-MIDDLE SCHOOL
SECNDED 430	THE TEACHING OF SOCIAL STUDIES IN THE SECONDARY SCHOOL
GEOGRPY 252	HUMAN ENVIRONMENTAL PROBLEMS (GS)
or BIOLOGY 214	ECOLOGY AND SOCIETY (GM)
ECON 213	ECONOMIC PRINCIPLES FOR TEACHERS (GS)

Select 3 units from course

CIFLD 492	FIELD STUDY
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Select 3 units from

SPECED 205	INTRODUCTION TO SPECIAL EDUCATION
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Major

Major Requirements - 36 units ¹

SOCIOLGY 240	PRINCIPLES OF SOCIOLOGY (GS)
SOCIOLGY 295	BASIC SOCIAL STATISTICS (Satisfies Technological Literacy Requirement)
SOCIOLGY 473	SOCIAL THEORY: CLASSICAL AND CONTEMPORARY PERSPECTIVES (Satisfies Major Writing Requirement)
or SOCIOLGY 420	ANTHROPOLOGICAL THEORY
SOCIOLGY 476	METHODS OF SOCIAL RESEARCH
SOCIOLGY 493	APPLIED SOCIOLOGY
or SOCIOLGY 494	SEMINAR IN SOCIOLOGY

Select at least 3 units from each of the five numbered groups below - include at least 9 units from courses numbered 300 or above:

Group 1A:

SOCIOLGY 250	SOCIAL PROBLEMS (GS)
SOCIOLGY 337	SOCIOLOGY OF NEWS AND THE MASS MEDIA
SOCIOLGY 340	SOCIAL MOVEMENTS AND COLLECTIVE BEHAVIOR
SOCIOLGY 352	URBAN SOCIETY
SOCIOLGY 355	SOCIAL PSYCHOLOGY
SOCIOLGY 356	POLITICAL SOCIOLOGY
SOCIOLGY 380	ORGANIZATIONS AND SOCIETY

Group 2A:

SOCIOLGY 265	RACE AND ETHNIC RELATIONS (DV)(GS)
SOCIOLGY 270	THE AFRICAN AMERICAN COMMUNITY: A SOCIOLOGICAL PERSPECTIVE (DV)(GS)
SOCIOLGY 285	ASIAN AMERICANS (DV)
SOCIOLGY 345	SOCIOLOGY OF GENDER
SOCIOLGY 351	SOCIAL STRATIFICATION AND SOCIAL INEQUALITY
SOCIOLGY 353	SOCIOLOGY OF RELIGION
SOCIOLGY 393	RACIAL & ETHNIC INEQUALITY: BEYOND THE CLASSROOM

Group 3A:

SOCIOLOGY 252	INTRODUCTION TO FAMILY STUDIES (GS)
SOCIOLOGY 302	CULTURE, MEDICINE AND HEALTH
SOCIOLOGY 310	SOCIOLOGY OF HEALTH AND ILLNESS
SOCIOLOGY 315	SOCIOLOGY OF DISABILITY
SOCIOLOGY 342	SOCIOLOGY OF FAMILY AND WORK
SOCIOLOGY 362	POPULATION STUDIES
SOCIOLOGY 392	AFRICAN AMERICAN FAMILIES (DV)
Group 4A:	
SOCIOLOGY 276	INTRODUCTION TO CRIMINOLOGY (GS)
SOCIOLOGY 365	SOCIOLOGY OF LAW
SOCIOLOGY 370	JUVENILE DELINQUENCY
SOCIOLOGY 371	SOCIOLOGY OF VIOLENT CRIME
SOCIOLOGY 372	WHITE-COLLAR CRIME: CORPORATE AND GOVERNMENTAL DEVIANCE
SOCIOLOGY 373	SOCIOLOGY OF TERRORISM
SOCIOLOGY 374	SOCIOLOGY OF POLICE AND COURTS
SOCIOLOGY 378	SOCIOLOGY OF PUNISHMENT AND CORRECTIONS
SOCIOLOGY 379	WOMEN AND CRIME
SOCIOLOGY 426	MINORITIES & THE CRIMINAL JUSTICE SYSTEM (DV)
Group 5A:	
ANTHROPL 218	CULTURAL ANTHROPOLOGY (GS)
ANTHROPL 310	WOMEN AND THE SHAPING OF LATIN AMERICAN CULTURE
SOCIOLOGY 319	ENVIRONMENTAL SOCIOLOGY
SOCIOLOGY 321	SOCIOLOGY OF NATURAL DISASTERS
SOCIOLOGY 350	CONTEMPORARY JAPANESE SOCIETY
SOCIOLOGY 385	SOCIOLOGY OF GLOBALIZATION
SOCIOLOGY 388	THE HOLOCAUST: NAZI GERMANY AND THE GENOCIDE OF THE JEWS
SOCIOLOGY 391	RACE AND ETHNICITY IN COMPARATIVE PERSPECTIVE (DV)
SOCIOLOGY 491	TRAVEL STUDY

Electives ¹

Electives include:

SOCIOLOGY 490	WORKSHOP
SOCIOLOGY 496	SPECIAL STUDIES
SOCIOLOGY 498	INDEPENDENT STUDY
SOCIOLOGY 499	SENIOR HONORS THESIS
SOCIOLOGY 493	APPLIED SOCIOLOGY ²

¹ Select required and elective units to total 36. GENED 130 not applicable.

² A maximum of 6 units of SOCIOLOGY 493 can count in the major.

An approved minor is required for this major.

To (to be listed in catalog and on AR)

Licensure Requirements - 42 units

SECNDED 466	LITERACY STRATEGIES FOR CONTENT-AREA TEACHERS
EDFOUND 212	EDUCATIONAL PSYCHOLOGY
EDFOUND 243	FOUNDATIONS OF EDUCATION IN A PLURALISTIC SOCIETY (DV)(GI)
EDFNDPRC 210	INTRODUCTION TO EDUCATION AND TEACHING
EDFOUND 425	MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL

Student Teaching:

CIFLD 402	DIRECTED TEACHING - ALTERNATIVE PLACEMENT MIDDLE SCHOOL (2 units)
or CIFLD 404	DIRECTED TEACHING - ALTERNATIVE PLACEMENT SECONDARY SCHOOL
CIFLD 414	DIRECTED TEACHING-SECONDARY (12 units)
or CIFLD 412	DIRECTED TEACHING-MIDDLE SCHOOL
SECNDED 430	THE TEACHING OF SOCIAL STUDIES IN THE SECONDARY SCHOOL
GEOGRPY 252	HUMAN ENVIRONMENTAL PROBLEMS (GS)
or BIOLOGY 214	ECOLOGY AND SOCIETY (GM)
ECON 213	ECONOMIC PRINCIPLES FOR TEACHERS (GS)

Select 3 units from course

CIFLD 492	FIELD STUDY
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Select 3 units from

SPECED 205	INTRODUCTION TO SPECIAL EDUCATION
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Major

Major Requirements - 36 units ¹

SOCIOLGY 240	PRINCIPLES OF SOCIOLOGY (GS)
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SOCIOLGY 295	BASIC SOCIAL STATISTICS (Satisfies Technological Literacy Requirement)
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SOCIOLGY 473	SOCIAL THEORY: CLASSICAL AND CONTEMPORARY PERSPECTIVES (Satisfies Major Writing Requirement)
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or SOCIOLGY 472 CRIMINOLOGICAL THEORY

or SOCIOLGY 420 ANTHROPOLOGICAL THEORY

SOCIOLGY 476	METHODS OF SOCIAL RESEARCH
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SOCIOLGY 493	APPLIED SOCIOLOGY
--------------	-------------------

or SOCIOLGY 494 SEMINAR IN SOCIOLOGY

Select at least 3 units from each of the five numbered groups below - include at least 9 units from courses numbered 300 or above:

Group 1A:

SOCIOLGY 250	SOCIAL PROBLEMS (GS)
SOCIOLGY 337	SOCIOLOGY OF NEWS AND THE MASS MEDIA
SOCIOLGY 340	SOCIAL MOVEMENTS AND COLLECTIVE BEHAVIOR
SOCIOLGY 352	URBAN SOCIETY
SOCIOLGY 355	SOCIAL PSYCHOLOGY
SOCIOLGY 356	POLITICAL SOCIOLOGY
SOCIOLGY 380	ORGANIZATIONS AND SOCIETY

Group 2A:

SOCIOLGY 265	RACE AND ETHNIC RELATIONS (DV)(GS)
SOCIOLGY 270	THE AFRICAN AMERICAN COMMUNITY: A SOCIOLOGICAL PERSPECTIVE (DV)(GS)
SOCIOLGY 285	ASIAN AMERICANS (DV)
SOCIOLGY 344	RACE, ETHNICITY AND FILM (DV)
SOCIOLGY 345	SOCIOLOGY OF GENDER
SOCIOLGY 351	SOCIAL STRATIFICATION AND SOCIAL INEQUALITY
SOCIOLGY 353	SOCIOLOGY OF RELIGION
SOCIOLGY 393	RACIAL & ETHNIC INEQUALITY: BEYOND THE CLASSROOM

Group 3A:

SOCIOLGY 252	INTRODUCTION TO FAMILY STUDIES (GS)
SOCIOLGY 302	CULTURE, MEDICINE AND HEALTH

SOCIOLOGY 310	SOCIOLOGY OF HEALTH AND ILLNESS
SOCIOLOGY 315	SOCIOLOGY OF DISABILITY
SOCIOLOGY 342	SOCIOLOGY OF FAMILY AND WORK
SOCIOLOGY 347	GENDER AND FAMILY IN JAPAN
SOCIOLOGY 362	POPULATION STUDIES
SOCIOLOGY 392	AFRICAN AMERICAN FAMILIES (DV)
SOCIOLOGY 394	MINORITY AND MULTICULTURAL FAMILIES
Group 4A:	
SOCIOLOGY 276	INTRODUCTION TO CRIMINOLOGY (GS)
SOCIOLOGY 365	SOCIOLOGY OF LAW
SOCIOLOGY 370	JUVENILE DELINQUENCY
SOCIOLOGY 371	SOCIOLOGY OF VIOLENT CRIME
SOCIOLOGY 372	WHITE-COLLAR CRIME: CORPORATE AND GOVERNMENTAL DEVIANCE
SOCIOLOGY 373	SOCIOLOGY OF TERRORISM
SOCIOLOGY 374	SOCIOLOGY OF POLICE AND COURTS
SOCIOLOGY 375	RESTORATIVE JUSTICE
SOCIOLOGY 377	SOCIOLOGY OF DRUGS AND CRIME
SOCIOLOGY 378	SOCIOLOGY OF PUNISHMENT AND CORRECTIONS
SOCIOLOGY 379	WOMEN AND CRIME
SOCIOLOGY 426	MINORITIES & THE CRIMINAL JUSTICE SYSTEM (DV)
Group 5A:	
ANTHROPL 218	CULTURAL ANTHROPOLOGY (GS)
ANTHROPL 310	WOMEN AND THE SHAPING OF LATIN AMERICAN CULTURE
SOCIOLOGY 319	ENVIRONMENTAL SOCIOLOGY
SOCIOLOGY 321	SOCIOLOGY OF NATURAL DISASTERS
SOCIOLOGY 350	CONTEMPORARY JAPANESE SOCIETY
SOCIOLOGY 358	CONTEMPORARY CHINESE SOCIETY
SOCIOLOGY 385	SOCIOLOGY OF GLOBALIZATION
SOCIOLOGY 388	THE HOLOCAUST: NAZI GERMANY AND THE GENOCIDE OF THE JEWS
SOCIOLOGY 391	RACE AND ETHNICITY IN COMPARATIVE PERSPECTIVE (DV)
SOCIOLOGY 491	TRAVEL STUDY

Electives ¹

Electives include:

SOCIOLOGY 200	INTRO TO PEACE AND SOCIAL JUSTICE
SOCIOLOGY 255	SOCIOLOGY OF SCIENCE FICTION
SOCIOLOGY 490	WORKSHOP
SOCIOLOGY 496	SPECIAL STUDIES
SOCIOLOGY 498	INDEPENDENT STUDY
SOCIOLOGY 498R	UNDERGRADUATE RESEARCH
SOCIOLOGY 499	SENIOR HONORS THESIS
SOCIOLOGY 493	APPLIED SOCIOLOGY ²

¹ Select required and elective units to total 36. GENED 130 not applicable.

² A maximum of 6 units of SOCIOLOGY 493 can count in the major.

An approved minor is required for this major.

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

Updated major to include new courses.

3. Rationale:

To keep the Advising Report and the catalog up-to-date and to reduce the need for personalizations.

4. Cost Implications:

None

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

Effective Term: 2161 (Spring 2016)

Type of Action: Change in Major

Degree: BSE

Program Title: Social Studies Broadfield--Sociology Emphasis

GPA Requirement for the Major/Submajor: 2.00

Sponsor(s): Leda Nath

Department(s): Sociology, Criminology & Anthropology

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 54 After change 54

1. Exact description of request:

Summary

To update the catalog and Advising Report to reflect new courses added since prior curricular actions.

From (as listed in catalog and on AR)

Licensure

Licensure Requirements

SECNDED 466 LITERACY STRATEGIES FOR CONTENT-AREA TEACHERS

EDFOUND 243	FOUNDATIONS OF EDUCATION IN A PLURALISTIC SOCIETY (DV)(GI)
EDFNDPRC 210	INTRODUCTION TO EDUCATION AND TEACHING
Student Teaching:	
CIFLD 402	DIRECTED TEACHING - ALTERNATIVE PLACEMENT MIDDLE SCHOOL (2 units)
or CIFLD 404	DIRECTED TEACHING - ALTERNATIVE PLACEMENT SECONDARY SCHOOL
CIFLD 414	DIRECTED TEACHING-SECONDARY (12 units)
or CIFLD 412	DIRECTED TEACHING-MIDDLE SCHOOL
SECNDED 430	THE TEACHING OF SOCIAL STUDIES IN THE SECONDARY SCHOOL
GEOGRPY 252	HUMAN ENVIRONMENTAL PROBLEMS (GS)
or BIOLOGY 214	ECOLOGY AND SOCIETY (GM)
ECON 213	ECONOMIC PRINCIPLES FOR TEACHERS (GS)
EDFOUND 212	EDUCATIONAL PSYCHOLOGY
EDFOUND 425	MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL
CIFLD 492	FIELD STUDY
SPECED 205	INTRODUCTION TO SPECIAL EDUCATION

Major

Major Requirements – 54 units ¹

SOCIOLOGY 240	PRINCIPLES OF SOCIOLOGY (GS)
SOCIOLOGY 473	SOCIAL THEORY: CLASSICAL AND CONTEMPORARY PERSPECTIVES (Satisfies Major Writing Requirement)
SOCIOLOGY 476	METHODS OF SOCIAL RESEARCH (Satisfies Computer Literacy and Statistics)

Select at least 3 units from each of the five numbered groups below - include at least 9 units from courses numbered 300 and above:

Group 1:

SOCIOLOGY 250	SOCIAL PROBLEMS (GS)
SOCIOLOGY 337	SOCIOLOGY OF NEWS AND THE MASS MEDIA
SOCIOLOGY 340	SOCIAL MOVEMENTS AND COLLECTIVE BEHAVIOR
SOCIOLOGY 352	URBAN SOCIETY
SOCIOLOGY 355	SOCIAL PSYCHOLOGY
SOCIOLOGY 356	POLITICAL SOCIOLOGY
SOCIOLOGY 380	ORGANIZATIONS AND SOCIETY

Group 2:

SOCIOLOGY 265	RACE AND ETHNIC RELATIONS (DV)(GS)
SOCIOLOGY 270	THE AFRICAN AMERICAN COMMUNITY: A SOCIOLOGICAL PERSPECTIVE (DV)(GS)
SOCIOLOGY 285	ASIAN AMERICANS (DV)
SOCIOLOGY 345	SOCIOLOGY OF GENDER
SOCIOLOGY 351	SOCIAL STRATIFICATION AND SOCIAL INEQUALITY
SOCIOLOGY 353	SOCIOLOGY OF RELIGION
SOCIOLOGY 393	RACIAL & ETHNIC INEQUALITY: BEYOND THE CLASSROOM

Group 3:

SOCIOLOGY 252	INTRODUCTION TO FAMILY STUDIES (GS)
SOCIOLOGY 302	CULTURE, MEDICINE AND HEALTH
SOCIOLOGY 310	SOCIOLOGY OF HEALTH AND ILLNESS
SOCIOLOGY 315	SOCIOLOGY OF DISABILITY
SOCIOLOGY 342	SOCIOLOGY OF FAMILY AND WORK

SOCIOLOGY 362	POPULATION STUDIES
SOCIOLOGY 392	AFRICAN AMERICAN FAMILIES (DV)
Group 4:	
SOCIOLOGY 276	INTRODUCTION TO CRIMINOLOGY (GS)
SOCIOLOGY 365	SOCIOLOGY OF LAW
SOCIOLOGY 370	JUVENILE DELINQUENCY
SOCIOLOGY 371	SOCIOLOGY OF VIOLENT CRIME
SOCIOLOGY 372	WHITE-COLLAR CRIME: CORPORATE AND GOVERNMENTAL DEVIANCE
SOCIOLOGY 373	SOCIOLOGY OF TERRORISM
SOCIOLOGY 374	SOCIOLOGY OF POLICE AND COURTS
SOCIOLOGY 378	SOCIOLOGY OF PUNISHMENT AND CORRECTIONS
SOCIOLOGY 379	WOMEN AND CRIME
SOCIOLOGY 426	MINORITIES & THE CRIMINAL JUSTICE SYSTEM (DV)
Group 5:	
ANTHROPL 310	WOMEN AND THE SHAPING OF LATIN AMERICAN CULTURE
SOCIOLOGY 319	ENVIRONMENTAL SOCIOLOGY
SOCIOLOGY 321	SOCIOLOGY OF NATURAL DISASTERS
SOCIOLOGY 350	CONTEMPORARY JAPANESE SOCIETY
SOCIOLOGY 385	SOCIOLOGY OF GLOBALIZATION
SOCIOLOGY 388	THE HOLOCAUST: NAZI GERMANY AND THE GENOCIDE OF THE JEWS
SOCIOLOGY 391	RACE AND ETHNICITY IN COMPARATIVE PERSPECTIVE (DV)
SOCIOLOGY 491	TRAVEL STUDY

Electives include:

SOCIOLOGY 490	WORKSHOP
SOCIOLOGY 493	APPLIED SOCIOLOGY
SOCIOLOGY 496	SPECIAL STUDIES
SOCIOLOGY 498	INDEPENDENT STUDY
SOCIOLOGY 499	SENIOR HONORS THESIS

Select 9-12 units from two of the following departments for a total of 21 units:

A. Geography ²

At least 3 units must be chosen from the following:

GEOGRPY 230	HUMAN GEOGRAPHY (GS)
GEOGRPY 250	GEOGRAPHY OF WISCONSIN (GS)
GEOGRPY 252	HUMAN ENVIRONMENTAL PROBLEMS (GS)

B. Political Science

At least 3 units must be chosen from the following:

POLISCI 141	AMERICAN GOVERNMENT AND POLITICS (GS)
POLISCI 250	INTRODUCTION TO POLITICAL THEORY (GS)

C. Economics ³

At least 3 units must be chosen from the following:

ECON 202	PRINCIPLES OF MACROECONOMICS (GS)
ECON 213	ECONOMIC PRINCIPLES FOR TEACHERS (GS)

D. Psychology ⁴

At least 3 units must be chosen from the following:

PSYCH 104	PSYCHOLOGY OF HUMAN ADJUSTMENT (GS)
PSYCH 202	PSYCHOLOGY OF WOMEN (GS)
PSYCH 211	INTRODUCTORY PSYCHOLOGY (GS)

E. History

Select one course from each of the following areas, add a second course from any area:

Area 1:

HISTORY 124 AMERICAN HISTORY TO 1877 (DV)(GH)
or HISTORY 125 AMERICAN HISTORY SINCE 1877 (DV)(GH)
HISTORY 311 WISCONSIN HISTORY

Area 2:

HISTORY 154 WESTERN CIVILIZATION (GH)
HISTORY 155 HISTORY OF MODERN EUROPE (GH)

Area 3:

HISTORY 130 THE EAST ASIAN TRADITION (GH)
or HISTORY 131 EAST ASIA SINCE 1800 (GH)
HISTORY 135 INTRODUCTION TO ISLAMIC CIVILIZATIONS (GH)
or HISTORY 337 MODERNIZATION IN THE MIDDLE EAST (GH)
HISTORY 340 MODERN AFRICA (GH)
HISTORY 342 CONQUEST AND COLONIALISM IN LATIN AMERICA (GH)
or HISTORY 343 MODERN LATIN AMERICA (GH)

¹ 33 units of Sociology from numbers 1-6.

² Excluding GEOGRPY 210, GEOGRPY 300, GEOGRPY 310, GEOGRPY 320, GEOGRPY 323, GEOGRPY 330, AND GEOGRPY 450.

³ Excluding ECON 245 and ECON 345.

⁴ Excluding PSYCH 215.

To (to be listed in catalog and on AR)

Licensure

Licensure Requirements

SECNDED 466 LITERACY STRATEGIES FOR CONTENT-AREA TEACHERS
EDFOUND 243 FOUNDATIONS OF EDUCATION IN A PLURALISTIC SOCIETY (DV)(GI)
EDFNDPRC 210 INTRODUCTION TO EDUCATION AND TEACHING

Student Teaching:

CIFLD 402 DIRECTED TEACHING - ALTERNATIVE PLACEMENT MIDDLE SCHOOL (2 units)
or CIFLD 404 DIRECTED TEACHING - ALTERNATIVE PLACEMENT SECONDARY SCHOOL
CIFLD 414 DIRECTED TEACHING-SECONDARY (12 units)
or CIFLD 412 DIRECTED TEACHING-MIDDLE SCHOOL
SECNDED 430 THE TEACHING OF SOCIAL STUDIES IN THE SECONDARY SCHOOL
GEOGRPY 252 HUMAN ENVIRONMENTAL PROBLEMS (GS)
or BIOLOGY 214 ECOLOGY AND SOCIETY (GM)
ECON 213 ECONOMIC PRINCIPLES FOR TEACHERS (GS)
EDFOUND 212 EDUCATIONAL PSYCHOLOGY
EDFOUND 425 MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL
CIFLD 492 FIELD STUDY
SPECED 205 INTRODUCTION TO SPECIAL EDUCATION

Major

Major Requirements – 54 units ¹

SOCIOLGY 240 PRINCIPLES OF SOCIOLOGY (GS)

SOCIOLOGY 473 SOCIAL THEORY: CLASSICAL AND CONTEMPORARY PERSPECTIVES
(Satisfies Major Writing Requirement)

SOCIOLOGY 476 METHODS OF SOCIAL RESEARCH (Satisfies Computer Literacy and Statistics)

Select at least 3 units from each of the five numbered groups below - include at least 9 units from courses numbered 300 and above:

Group 1:

SOCIOLOGY 250 SOCIAL PROBLEMS (GS)
SOCIOLGY 337 SOCIOLOGY OF NEWS AND THE MASS MEDIA
SOCIOLGY 340 SOCIAL MOVEMENTS AND COLLECTIVE BEHAVIOR
SOCIOLGY 352 URBAN SOCIETY
SOCIOLGY 355 SOCIAL PSYCHOLOGY
SOCIOLGY 356 POLITICAL SOCIOLOGY
SOCIOLGY 380 ORGANIZATIONS AND SOCIETY

Group 2:

SOCIOLGY 265 RACE AND ETHNIC RELATIONS (DV)(GS)
SOCIOLGY 270 THE AFRICAN AMERICAN COMMUNITY: A SOCIOLOGICAL PERSPECTIVE
(DV)(GS)
SOCIOLGY 285 ASIAN AMERICANS (DV)
SOCIOLGY 344 RACE, ETHNICITY AND FILM (DV)
SOCIOLGY 345 SOCIOLOGY OF GENDER
SOCIOLGY 351 SOCIAL STRATIFICATION AND SOCIAL INEQUALITY
SOCIOLGY 353 SOCIOLOGY OF RELIGION
SOCIOLGY 393 RACIAL & ETHNIC INEQUALITY: BEYOND THE CLASSROOM

Group 3:

SOCIOLGY 252 INTRODUCTION TO FAMILY STUDIES (GS)
SOCIOLGY 302 CULTURE, MEDICINE AND HEALTH
SOCIOLGY 310 SOCIOLOGY OF HEALTH AND ILLNESS
SOCIOLGY 315 SOCIOLOGY OF DISABILITY
SOCIOLGY 342 SOCIOLOGY OF FAMILY AND WORK
SOCIOLGY 347 GENDER AND FAMILY IN JAPAN
SOCIOLGY 362 POPULATION STUDIES
SOCIOLGY 392 AFRICAN AMERICAN FAMILIES (DV)
SOCIOLGY 394 MINORITY AND MULTICULTURAL FAMILIES

Group 4:

SOCIOLGY 276 INTRODUCTION TO CRIMINOLOGY (GS)
SOCIOLGY 365 SOCIOLOGY OF LAW
SOCIOLGY 370 JUVENILE DELINQUENCY
SOCIOLGY 371 SOCIOLOGY OF VIOLENT CRIME
SOCIOLGY 372 WHITE-COLLAR CRIME: CORPORATE AND GOVERNMENTAL DEVIANCE
SOCIOLGY 373 SOCIOLOGY OF TERRORISM
SOCIOLGY 374 SOCIOLOGY OF POLICE AND COURTS
SOCIOLGY 375 RESTORATIVE JUSTICE
SOCIOLGY 377 SOCIOLOGY OF DRUGS AND CRIME
SOCIOLGY 378 SOCIOLOGY OF PUNISHMENT AND CORRECTIONS
SOCIOLGY 379 WOMEN AND CRIME
SOCIOLGY 426 MINORITIES & THE CRIMINAL JUSTICE SYSTEM (DV)

Group 5:

ANTHROPL 310	WOMEN AND THE SHAPING OF LATIN AMERICAN CULTURE
SOCIOLOGY 319	ENVIRONMENTAL SOCIOLOGY
SOCIOLOGY 321	SOCIOLOGY OF NATURAL DISASTERS
SOCIOLOGY 350	CONTEMPORARY JAPANESE SOCIETY
SOCIOLOGY 358	CONTEMPORARY CHINESE SOCIETY
SOCIOLOGY 385	SOCIOLOGY OF GLOBALIZATION
SOCIOLOGY 388	THE HOLOCAUST: NAZI GERMANY AND THE GENOCIDE OF THE JEWS
SOCIOLOGY 391	RACE AND ETHNICITY IN COMPARATIVE PERSPECTIVE (DV)
SOCIOLOGY 491	TRAVEL STUDY

Electives include:

SOCIOLOGY 200	INTRO TO PEACE AND SOCIAL JUSTICE
SOCIOLOGY 255	SOCIOLOGY OF SCIENCE FICTION
SOCIOLOGY 490	WORKSHOP
SOCIOLOGY 493	APPLIED SOCIOLOGY
SOCIOLOGY 496	SPECIAL STUDIES
SOCIOLOGY 498	INDEPENDENT STUDY
SOCIOLOGY 498R	UNDERGRADUATE RESEARCH
SOCIOLOGY 499	SENIOR HONORS THESIS

Select 9-12 units from two of the following departments for a total of 21 units:

A. Geography ²

At least 3 units must be chosen from the following:

GEOGRPY 230	HUMAN GEOGRAPHY (GS)
GEOGRPY 250	GEOGRAPHY OF WISCONSIN (GS)
GEOGRPY 252	HUMAN ENVIRONMENTAL PROBLEMS (GS)

B. Political Science

At least 3 units must be chosen from the following:

POLISCI 141	AMERICAN GOVERNMENT AND POLITICS (GS)
POLISCI 250	INTRODUCTION TO POLITICAL THEORY (GS)

C. Economics ³

At least 3 units must be chosen from the following:

ECON 202	PRINCIPLES OF MACROECONOMICS (GS)
ECON 213	ECONOMIC PRINCIPLES FOR TEACHERS (GS)

D. Psychology ⁴

At least 3 units must be chosen from the following:

PSYCH 104	PSYCHOLOGY OF HUMAN ADJUSTMENT (GS)
PSYCH 202	PSYCHOLOGY OF WOMEN (GS)
PSYCH 211	INTRODUCTORY PSYCHOLOGY (GS)

E. History

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Area 1:

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or HISTORY 125	AMERICAN HISTORY SINCE 1877 (DV)(GH)
HISTORY 311	WISCONSIN HISTORY

Area 2:

HISTORY 154	WESTERN CIVILIZATION (GH)
HISTORY 155	HISTORY OF MODERN EUROPE (GH)

Area 3:

HISTORY 130	THE EAST ASIAN TRADITION (GH)
or HISTORY 131	EAST ASIA SINCE 1800 (GH)
HISTORY 135	INTRODUCTION TO ISLAMIC CIVILIZATIONS (GH)
or HISTORY 337	MODERNIZATION IN THE MIDDLE EAST (GH)
HISTORY 340	MODERN AFRICA (GH)
HISTORY 342	CONQUEST AND COLONIALISM IN LATIN AMERICA (GH)
or HISTORY 343	MODERN LATIN AMERICA (GH)

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² Excluding GEOGRPY 210, GEOGRPY 300, GEOGRPY 310, GEOGRPY 320, GEOGRPY 323, GEOGRPY 330, AND GEOGRPY 450.

³ Excluding ECON 245 and ECON 345.

⁴ Excluding PSYCH 215.

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

Updated major to include new courses.

3. Rationale:

To keep the Advising Report and the catalog up-to-date and to reduce the need for personalizations.

4. Cost Implications:

None

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) Remove CRIMJUS Cross-Listing

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

Effective Term: 2161 (Spring 2016)

Current Course Number (*subject area and 3-digit course number*): 377

Cross-listing (*if applicable*): SOCIOLOGY/CRIMJUS

New Course Number (*subject area and 3-digit course number*): 377

Cross-listing (*if applicable*): SOCIOLOGY

***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: Sociology of Drugs and Crime

New Course Title:

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

Sponsor(s): Leda Nath

Department(s): Sociology, Criminology & Anthropology

College(s): Letters and Sciences

List all programs that are affected by this change:

All Sociology, Criminology and Anthropology Department majors and minors, excluding the Anthropology Minor and the Family, Health & Disability Studies Minor.

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: SOCIOLOGY/CRIMJUS 377

TO: SOCIOLOGY 377

II. **Justification for action**

This relatively new course was accidentally cross-listed with CRIMJUS. CRIMJUS is reserved for courses that are actually *criminal justice* (the policies and procedures of the criminal justice system) and not *criminology* (studying the causes of and social responses to crime)? Criminology courses (like this course in question) are those that will have the SOCIOLOGY prefix, since they are based in the sociological discipline and perspectives within that discipline. Therefore, we must remove the CRIMJUS cross-listing since this course is not a criminal justice course.