**Approval of all items on the Consent Calendar requires a single unanimous vote called for as the first order of business under Special Orders. At the request of any member of the Division, any such item must be withdrawn and considered in its regular order on the agenda [bylaw 4.1.2].**

**Reports received and placed on file "are received as presented and require no further action" [bylaw 4.1.3]. Only the reporting committee can change or withdraw these reports; however, at the request of any member of the Division, a report will be moved into its regular order on the agenda (Item 10. Reports of Standing Committees and Faculties) where it may be discussed, and motions relating to the report may be offered."
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May 19, 2009

L. Wright, Secretary-Parliamentarian
Riverside Division of the Academic Senate
MINUTES OF THE REGULAR MEETING OF THE RIVERSIDE DIVISION

MEETING: The Riverside Division of the Academic Senate met on Tuesday, February 17, 2009 at 2:10 p.m. in A265 Bourns. Chair A.W. Norman presided.

MINUTES: The Minutes of the Regular meeting of November 17, 2008 were approved as distributed.

ANNOUNCEMENTS BY THE CHANCELLOR: Chancellor White announced that Ellen Wartella has resigned her position as Executive Vice Chancellor and Provost. The Chancellor acknowledged her accomplishments and commitment to student success. Dallas Rabenstein has accepted an invitation to begin in the Executive Vice Chancellor and Provost position immediately. Professor Rabenstein has been on the Chemistry faculty for over 25 years, and has served as Interim Dean of the College of Natural and Agricultural Sciences, was a Department Chair, and the Graduate Division Dean. The position is for 18 months through the end of June 2010. This is more of a term appointment and the Chancellor has taken the first steps in launching a national search engaging a search committee and executive search firm to help fill that position.

Chancellor White addressed the budget issues. The campus has engaged in a process to manage this year’s budget with an $8 million contraction which may grow to $13 million. The Chancellor received a letter from President Yudof addressed to the Regents that describes the best understanding of what is in front of us. The $8 million to $13 million may be a permanent cut for us. The Budget Advisory Committee is tasked to do the analytical work, come forth with a set of recommendations to the Chancellor and then it will be brought to an open commentary to the community. This group meets twice a month. Travel and purchasing has been curtailed, salaries and hiring have been frozen. The charge to the Budget Advisory Committee is one to create scenarios. They are looking at 6.5%, 10% and 15% cuts and it must be differentiated and based on strategic intent. Growth of general funds has grown disproportionately to academic growth. The Chancellor’s Office will vet the committee’s outcome towards the spring in order to have broad discussions.

The campus is buttoning down most capital projects on this campus which have state bond money as a portion of the totality of their funding. An example is the Material Science and Engineering Building. There are million dollar costs associated with buttoning down projects as well as opening them back up. There are penalties involved as well. The costs of shutting down a project will total $10 million. There are projects in the Commons and the Child Development Center that have no bonding money associated with them. The Geology Phase II, The Culver Center downtown, Psychology Student Services, and the Genomics Building are also projects which have state bond money associated with them. It does not look like there will be any money in the state budget for the School of Medicine. UCR has received a $10 million gift for the Medical School which cannot be used until the state puts in $10 million. The budget goes to the May revise, which will probably not happen until June. The Chancellor is working hard on federal dollars and private dollars and other strategies that are financially appropriate to continue the progress on the School of Medicine. The School of Public Policy has been approved by the Regents but the Chancellor is asking to take pause on. Originally the plan was to use 30 current faculty along with a dozen new faculty to form the new school along with hiring a new Dean. Now the question is should we do this on a smaller scale, with no outside hires, just use existing faculty who have expressed an interest or should it be put on hold until we have a different future? The Chancellor does not want to make that decision unilaterally and has asked Professor A. Deolalikar to put together a group of deans who are associated with the school, Chairs of Committee on Educational Policy, Planning and Budget, and the Grad Council to conduct a review and make a recommendation to us. The Chancellor would like members of the Academic Senate and academic deans of the colleges involved as well.
Chancellor White turned the floor over to Vice Chancellor G. Bolar to summarize the operating side of the budget issues. In the 1990’s we went through a 25% budget cut, five years ago there was a 10% budget cut, and in our economic times, Vice Chancellor Bolar is hoping that it won’t go above 10%. She stated it may be 2011-2012 until we come out of this. After the reduction in the 1990s there was no plan. When the University of California and the State decide to cut the base budget, the base budget general fund consists of everything, all the faculty salaries, all the faculty merits, all staff salaries, and benefits, anything that is funded by the state. They will give us a number and want us to cut our budget by that amount. This is the base budget. This is a one time year at $8 million, and may go to $13 million. We ultimately need to find a permanent solution. In the Governor’s January budget for 2009-2010 is a $65 million permanent cut for UC. The new bills added another $50 million for a total of $115 million. This brings UCR closer to taking a 10% cut. The retirement situation is even more devastating. They pulled their funding from our retirement. There was $20 million that was going to come to UCR to begin funding the employer side of the contribution in spring 2010. If we do not start contributing by 2012, our retirement program will be 60% funded. There is a task force going in the Office of the President to look at a new style of retirement program for people who are not yet employed by the University of California.

The Chancellor accepted the Budget Advisory Committee’s recommendation that add the 6.5% to the scenario planning. Those plans are coming in next Monday and they will form the basis on which the committee comes to understand what the impact of the different budget scenarios are on the different units. There will probably not be another early retirement program.

The floor was then opened to questions. Discussion included: the possibility of Federal stimulus funds coming to UCR; clarification of the budget planning process (especially scenarios developed at the unit- and department-level); and more detailed explanations of the funding mechanisms from the state to the UC to UC Riverside.

ANNOUNCEMENTS BY THE EXECUTIVE VICE CHANCELLOR AND PROVOST: There were no announcements by the Executive Vice Chancellor and Provost.

ANNOUNCEMENTS BY THE CHAIR: Chair A. Norman announced that the Regents’ meeting will be held at UCR on Wednesday and Thursday, March 18th and 19th. President Yudof will be on campus on Monday, March 16th and will be meeting with the Academic Senate Executive Council. Tuesday, March 17th will be Chancellor White’s inauguration.

SPECIAL ORDERS:

Consent Calendar: The Consent Calendar was adopted with unanimous consent.

REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY: Professor M. Molle presented the report of the December 10, 2008 meeting of the Assembly of the Academic Senate, which can be found on page 35 of the full agenda.

REPORTS OF STANDING COMMITTEES AND FACULTIES:

A. Professor P. Gorecki, Chair of Rules and Jurisdiction, presented and moved adoption of the proposed change in the Committee on Diversity and Equal Opportunity Bylaw 8.6 which can be found on page 37 of the full agenda. The motion was seconded and unanimously adopted.

B. Professor P. Gorecki, Chair of Rules and Jurisdiction, presented and moved adoption of the proposed change in the Committee on Planning and Budget Bylaw 8.18.1 which can be found on page 39 of the full agenda. The motion was seconded and unanimously adopted.
C. Professor P. Gorecki, Chair of Rules and Jurisdiction, presented and moved adoption of the proposed change in the Graduate Council Bylaw 8.14.1 which can be found on page 41 of the full agenda. The motion was seconded and unanimously adopted.

D. Professor P. Gorecki, Chair of Rules and Jurisdiction, presented and moved adoption of the proposed change to Riverside Division Regulations R2.1.2, R2.1.3, R2.1.4 (Requirements in American History and Institutions), which can be found on page 42 of the full agenda. The motion was seconded and unanimously adopted.

E. Professor A. Norman, Chair of the Executive Council, presented and moved adoption of the Naming Opportunity from the Senate for the Highlander Union Building for the Commons Expansion Building Project and the Highlander Plaza for the Commons which can be found on page 43 of the full agenda. The motion was unanimously adopted.

F. Professor G. Haggerty, Chair of the Ad Hoc Committee on General Education Reform, presented and moved adoption of the proposed Pilot Program for General Education Reform which can be found on page 48 of the full agenda. Professor V. Nyitray from Religious Studies offered an amendment: In passing this motion and establishing this pilot program, that the Senate be charged with constituting a committee not to oversee the pilot program but to continue the research done by this committee and to generate a comprehensive vision for general education at the University of California. Professor Nyitray also noted that the pilots that are listed should be made explicit as to whether or not students who enter with them are also required to fulfill the campus ethnic studies requirement.

Professor Haggerty accepted the amendment which was: That the Academic Senate is charged with constituting a committee to produce a comprehensive vision for general education and suggest that they conclude their work concurrent with the conclusion of the pilot program and at that time the campus as a whole can discuss and evaluate a future direction for general education on the campus as a whole and this would be distinct from the committee to oversee the pilot program. Amendment carried. Motion carried.

There being no further business, the meeting adjourned at 3:45 p.m.

ATTEST:

A.S. Jacobs, Secretary-Parliamentarian
Riverside Division of the Academic Senate

Sue Stracener
Recording Secretary
To be received and placed on file:

2009-2010 Election Report

1. RIVERSIDE DIVISION

Vice Chair of the Riverside Division (1 year term)

One valid nomination was received for:
   Professor K. Vafai (Department of Mechanical Engineering)

Representative to the Assembly (2 year term)

Two valid nominations were received for:
   Professor A. Wang (Department of Electrical Engineering)
   Professor B. Dodin (Department of Finance & Management Services)

An election was held and the results of the balloting are as follows:

   Professor A. Wang  89 votes*
   Professor B. Dodin  26 votes

*Professor A. Wang was elected as the Representative to the Assembly

2. ANDERSON GRADUATE SCHOOL OF MANAGEMENT

Chair of the Faculty (2 year term)

Two valid nominations were received for:
   Professor E. Rolland
   Professor T. Mock

Professor Mock withdrew his name from the election leaving Professor Rolland as the single nominee.

One member of the AGSM Executive Committee (2 year term)

One valid nomination was received for:
   Professor X. Pan
At the Faculty Meeting of Anderson Graduate School of Management on Monday, March 16, 2009, Professor X. Pan was approved to serve as one member on the AGSM Executive Committee for a 2 year term effective September 1, 2009.

At the Faculty Meeting of the Anderson Graduate School of Management on April 17, 2009, the Secretary announced the single nomination for Chair of the Faculty. The Chair called for additional nominations from the floor. A valid nomination was made for Professor D. Hoffman, moving this matter to a ballot vote.

An election was held and the results of the balloting are as follows:

Professor D. Hoffman  15 votes*
Professor E. Rolland  14 votes

*Professor D. Hoffman was elected as Chair of the AGSM Faculty

3. BOURNS COLLEGE OF ENGINEERING

Chair of the Faculty (3 year term)

Two valid nominations were received:
Professor C. Ozkan
Professor J. Farrell

Professor C. Ozkan withdrew his name from the election leaving Professor J. Farrell as the single nominee.

One Member of the BCOE Executive Committee (3 year term) from the Department of Chemical/Environmental Engineering

One valid nomination was received for:
Professor A. Mulchandani

One Member of the BCOE Executive Committee (3 year term) from the Department of Electrical Engineering

One valid nomination was received for:
Professor A. Wang

One Member of the BCOE Executive Committee (3 year term) from the Department of Mechanical Engineering

Two valid nominations were received:
Professor C. Ozkan
Professor A. Venkatram

An election was held and the results of the balloting are as follows:
Professor C. Ozkan  25 votes*
Professor A. Venkatram  22 votes

*Professor D. Hoffman was elected as Chair of the AGSM Faculty
*Professor Ozkan was elected as one member on the BCOE Executive Committee

One Member, Committee on Committees

One valid nomination received for:
   Professor S. Tan (Department of Electrical Engineering)

4. COLLEGE OF HUMANITIES, ARTS AND SOCIAL SCIENCES

Chair of the Faculty (2 year term)

One valid nomination was received for:
   Professor D. Herzberger (Department of Hispanic Studies)

Two Members of the CHASS Executive Committee (2 year term) to be chosen from degree-granting non-department programs

Two valid nominations were received:
   Professor A. Cabezas (Program of Latin-American Studies)
   Professor M. Lam (Program of Asian Studies)

Two Members of the CHASS Executive Committee (2 year term) to be chosen from among the Departments of Art History, History, Comparative Literature & Foreign Languages, Philosophy, Religious Studies, and Hispanic Studies

Two valid nominations were received:
   Professor M. Ali (Department of Religious Studies)
   Professor P. Morton (Department of History of Art)

Two Members, Committee on Committees (3 year term)

Two valid nominations were received:
   Professor T. Patterson (Department of Anthropology)
   Professor M. Jayme (Department of Creative Writing)

5. COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES

One Member, CNAS Executive Committee from the Department of Biology (3 year term)

No valid nomination was received

One Member, CNAS Executive Committee from the Department of Cell Biology and Neuroscience (3 year term)

One valid nomination was received for:
   Professor S. Currie

One Member, CNAS Executive Committee from the Department of Chemistry (3 year term)

One valid nomination was received for:
   Professor C. Larive
One Member, CNAS Executive Committee from the Department of Environmental Sciences

One valid nomination was received for:
   Professor D. Parker

One Member, CNAS Executive Committee from the Department of Nematology (3 year term)

One valid nomination was received for:
   Professor I. Kaloshian

One Member, Committee on Committees (3 year term)

One valid nomination was received for:
   Professor Z. Yang (Department of Botany & Plant Sciences)

6. GRADUATE SCHOOL OF EDUCATION

   Two Members of the GSOE Executive Committee (2 year term)

   Two valid nominations were received:
      Professor G. Palardy
      Professor L. Malcom

   At the Faculty meeting of the Graduate School of Education on April 7, 2009, the Secretary was instructed to cast a single ballot for Professors G. Palardy and L. Malcom, who were approved to serve on the GSOE Executive Committee for a 2 year term effective September 1, 2009.

7. DIVISION OF BIOMEDICAL SCIENCES

   Four Members of the BMSC Executive Committee (2 year term)

   Four valid nominations were received:
      Professor M. Carson
      Professor C. Lytle
      Professor I. Ethell
      Professor D. Johnson

   At the Faculty Meeting of the Division of Biomedical Sciences on April 14, 2009, Professors M. Carson, C. Lytle, I. Ethell, and D. Johnson were approved to serve on the Executive Committee.
IN MEMORIAM

W. M. “Mack” Dugger, Jr., Emeritus
Professor of Botany and Plant Sciences
Dean of the College of Natural and Agricultural Sciences
UC Riverside
1919-2008

Dr. W. Mack Dugger Jr., a Riverside resident and prominent scientist, academic administrator and educator, passed away at his home on December 26, 2008. Mack was the fourth of five children and the only son born on July 28, 1919 to W. M. Dugger Sr. and Kate Hendry Dugger in the small Georgia town of Adel. He was educated in several small towns in Georgia and attended high school after his family moved to Atlanta when he was nine. He matriculated at the University of Georgia in Athens, majoring in soil science and botany. After completing a bachelor's degree, he pursued graduate studies in plant physiology at the University of Wisconsin and was able to finish a Master's degree before being inducted into the US Army (1942). In the infantry, he went through Officers Candidate School, becoming a 1st lieutenant and a company commander with various assignments in the American southeast and the Caribbean; this included artillery which, he believed, harmed his hearing. This experience in leadership would serve him well in the future when he became the founding Dean of the College of Biological and Agricultural Sciences at UC Riverside. Upon discharge from the Army (1946) Mack resumed graduate studies, completing the first Ph.D. (1950) in Botany ever awarded at North Carolina State University, Raleigh, NC. From this point on Mack's career was in academe: Assistant Professor, University of Maryland (1950-1955), and Associate Professor at the University of Florida. In 1960, the former Chair of his Department at Florida, Walter Reuther, who then headed the Department of Horticulture in the School of Agriculture/Citrus Experiment Station at UC Riverside, recruited him for a research position in the Air Pollution Research Center. The Center's research, financed by the citrus industry and Kaiser Steel Company, and under the direction of the plant physiologist C. Ray Thompson, was involved in studies of the effects of various air pollutants on plants. Working together with another plant physiologist, Clifton Taylor, several seminal papers were published. In fact, the work he did alone and with many others, such as I.P.Ting, gave him stature for the rest of his life. He was the first to ask what physiological shifts were caused by pollution, rather than just measuring the decline in plant productivity. The 1970 paper in Annual Reviews of Plant Physiology is still quoted and caused a shift in plant and air pollutant studies.

The position in air pollution was a natural fit for Mack because of his interest in the physiological effects of toxic substances, such as boron, on plant growth. It is also noteworthy that Dugger's is a name still recognized in the literature today for defining a metabolic role for boron as an essential plant nutrient. He was ahead of his time in his studies of boron’s role as it has just now been understood how it
holds cell walls together.

The Riverside campus had been established in 1954 as a small, liberal arts and science undergraduate college. This College of Letters and Sciences occupied land adjacent to the Agricultural Experiment Station/Citrus Research Center. By 1960, the College had been designated as a general campus with a mandate to develop graduate programs and offer graduate degrees. In 1963, Dugger moved into the Department of Life Sciences (later the Department of Biology) as Professor of Botany and Chair, with a mandate to develop graduate programs. During his tenure as Chair (1963-1968) Dugger was involved in recruiting new faculty for the department and in this he set the highest standards, something he had always embraced in his research. He nurtured the professional development of many young researchers, including Irwin P. Ting, Robert L. Heath and Carol Lovatt, who all went on to become faculty members at UC Riverside, and provided guidance for numerous graduate students. Under his aegis, the Department of Biology was run democratically, but it never strayed very far from his guiding hand and his southern charm. Mack was a planner and a careful architect for the growth of the biological sciences both within and outside the Department of Biology and he left little to chance. As he often remarked before a decision had to be reached, he "had to have all of his ducks lined up." This was accomplished by one-on-one meetings with junior and senior faculty in their offices, appearing often unannounced, and laying the groundwork for a particular programmatic offering he was endorsing. Some regarded his approach with the appellation "Mackiavellian." It was a good-natured characterization of his effectiveness in persuading the naysayer to rise to the occasion for the greater good of the department and the faculty who he selflessly protected and guided. During this, period and later, Mack, together with his beloved wife Dot (to whom he was married for 46 years) were the social glue that held together not only the fabric of the Department of Biology but that of the Experiment Station as well. He and Dot reached out to the Riverside community as members of Town and Gown and for many years Mack was on the Executive Board of the Faculty-University Club. Dinners at the home of Dot and Mack were always convivial and with the younger faculty they often acted as surrogate parents.

In 1968, Mack’s extraordinary academic leadership qualities were once again called upon. Chancellor Ivan Hinderaker had the idea that the strength of UC Riverside in the biological sciences could be enhanced substantially by an amalgamation of the Department of Biology with the College of Agriculture. Hinderaker recognized that for some faculty such a merger would be anathema: since 1954 there had been two camps, the ‘pragmatic farmers on the hill’ and the ‘pure academic Brahmins' down in the flats in the College of Letters and Sciences. Hinderaker appointed a broad-based committee to study the feasibility of merger. The committee was Chaired by Tim Prout (Biology) but its members were heavily weighted in agriculture: Nathaniel Coleman (Soils), Boysie Day (Horticulture), Don Chant (Biological Control); Mack, then Chair of the Department of Biology, was also a member. The committee recommended merger to form a College of Biological and Agricultural Sciences. (The other
science departments in the College of Letters and Sciences were later organized into a College of Physical Sciences). The new college needed a Dean and Mack genuinely tried to convince Chancellor Hinderaker that he seek outside candidates for the position since this would permit the appointment of a person without "academic baggage". Hinderaker rejected Mack's entreaties and chose him. The choice was an inspired one and Mack served first as the Dean of the College of Biological and Agricultural Sciences and later, when there was a merger of this College with Physical Sciences, as Dean of the College of Natural and Agricultural Sciences. Yet it was not easy as the Agricultural community demanded that Hinderaker set up an advisory committee as they thought that he would eliminate agriculture since he was one of those "basic scientist types". This committee still exists, but Mack made its role one of learning about basic science, to the betterment of the full College.

Initially, Dugger's appointment was regarded suspiciously throughout the University because he was not an 'ag-type' and he was not given the title of Associate Director of the Experiment Station. That was reserved for Boysie Day. However, when Day moved to Berkeley to become the Director of the entire University of California Experiment Station (encompassing units at Davis, Berkeley and Riverside) Mack became Associate Director as well as Dean. He appointed Lowell Lewis as his Associate Director with Lowell reporting directly to him.

It was Mack's decade-long background and experience at teaching and work at research universities in Maryland, Wisconsin, and Florida, as well as his familiarity with the Experiment Station that enabled him to steer a course between Scylla and Charybdis and, as he said, "of learning how not to do things." Moreover, he had ideas aplenty for strengthening agricultural research as well as increasing the visibility and activities of the botanists in the Department of Biology, who it was said had been submerged in a sea of zoologists. Dugger assumed the position of Dean with funding at 50% administration and 50% instruction and research. In other words, he would continue to teach classes in plant physiology and carry out research while attending to administrative matters. This allowed him to keep his feet in, what he believed, was the real ground of the University-teaching and research.

During Dean Mack Dugger's years, substantial changes were made in the teaching curriculum, in department organization and in leadership. Faculty in departments formerly in the College of Agriculture were encouraged to teach less parochial subjects and they did so without a whimper. The departments of Horticulture, Agronomy and Vegetable Crops were merged to form a single department (Plant Sciences) with a much broader and more integrated approach to problems agricultural. The botanists from the Department of Biology were transferred to the Department of Plant Sciences thus becoming the Department of Botany and Plant Sciences. The Biometrics Project became a Department of Statistics with a very charismatic leader, F. N. David. The Department of Soils was transformed into Soils and Environmental Sciences, Geography was
incorporated into Geology and became the Department of Earth Sciences, the Department of Plant Biochemistry became Biochemistry—-it included health-related research using animals as well as plants. The fledgling computer science program was given life within the Department of Mathematics. The Botanic Gardens were strengthened and the UCR/UCLA Biomedical Sciences Program, a forerunner of a freestanding UC Riverside medical school, was established. Yet social life was never neglected and Mack established an annual New Faculty Reception. In all these efforts Mack ensured there was a nurturing academic and research environment. His choice of department chairs appeared to be democratic: he met with faculty individually in his office, often sitting side by side on his leather couch, hearing their observations and then noting the member’s vote on a small slip of paper. However, when he made his recommendation known to the department for appointment, he never revealed an actual vote count! In hiring new faculty he personally interviewed each and every candidate, and he encouraged departments to hire only the best and the brightest—-usually young Ph.D.’s at the beginning of their careers and in whom he detected great promise. His practice was to support their research in every possible way and then to evaluate them rigorously as they climbed the academic ladder.

The Office of the Dean was a team effort and included the Associate Deans, Secretaries, Administrative Assistants, Analysts and the like. It was an efficient and loyal group forming an extension of Mack’s philosophy regarding teaching and research in a top-tier university and without neglect of the role of practical research to society in a forward-looking academic institution. Mack set high standards for himself and expected the same of others. He fought fiercely and more often than not successfully for enhanced resources, facilities, faculty positions and for emerging programs. He treated all as equals frequently using a Georgia maxim: “he’s just like us, he puts his pants on one leg at a time”. Mack did not suffer fools gladly yet he treated the foolish and the wise, the younger and more senior faculty with the same southern courtesy; he never let petty professional bickering minimize his socializing and he had the uncanny ability to sense in some individuals their potential for greatness; these he supported vigorously but without fanfare. He could also see when someone was being petty, self-serving and ‘blowing smoke in his face’ and these he rejected. When in 1981, after 13 years, he decided to leave the position of Dean, he carefully orchestrated the appointment of his successor, someone who would carry forward and build on the foundation he had laid. He never counseled his successors—he had faith in their judgment (much of it derived from him). However, when he sensed that the going was rough as when his successor abolished three units, Biological Control, Economic Entomology and Physiology and Toxicology, forming a single Department of Entomology with a single Chair, or there was a tangle with a new Chancellor who was inclined to take Experiment Station funds, he would send a terse handwritten note: “You’re doing a great job. Don’t let the bastards wear you down!”

When Mack relinquished his position as Dean he did not rest on his laurels, instead he returned the Department of Botany and Plant Sciences where was actively involved in research and teaching until he formally retired from the
University in 1990. During this time he became more active in the America Society of Plant Physiologists and served on their Board. There he tried to get the best to come to UCR, as speakers or to organize a course for a quarter. Martin Gibbs, a world-class plant physiologist, came for four years in a row and, with Mack, started the Yearly Symposium in Plant Physiology, which is still being run today, even if not yearly. After retirement, he served as the President of the University Club and was active in many of the emeriti activities. He was honored with UCR’s prestigious Emeritus Faculty Award for 1996-97.

Mack Dugger said he enjoyed every endeavor at UC Riverside and he contributed greatly not only to the campus both scientifically and administratively, but to the entire University of California, and he did it all without ostentation. A proud Eagle Scout and a force to be reckoned with on the handball court, he had a fondness for Laguna Beach, good bourbon and his home gardening. He is survived by his son Thomas Mack Dugger of Burbank, daughter Lucinda Jensen of Riverside, granddaughters Claire Dugger, Brynn and Kyra Jensen and sister Mollie Kate Ward of Georgia.

Irwin Sherman
Robert L. Heath
Carol Lovatt
Irwin P. Ting
To be received and placed on file:

To date, the committee has only met once and there are plans for at least two more meetings. One future meeting will be with Chuck Rowley, to discuss current and future campus IT initiatives. The second future meeting will be to review proposals for Innovative Use of Computers in Instruction. Awards should be announced by June 1.

At the first meeting, the following matters were discussed:

1. Conflict of Interest. The committee discussed and adopted the same Senate Conflict of Interest statements as last year.

2. Discussion of IUC call for proposals. Emphasis will be on the use of Smart Classrooms, but other proposals will be considered. Deadline is 30 April 2009.

3. Update from system-wide University Committee on Computing and Communications:
   a. Minimum information technology standards
   b. Remote and online instruction
   c. Shared research and computing resources

   P. CHAGAS
   X. CUI
   S. KRISHNAMURTHY
   L. RAPHAELS
   L. D. ROSENBLUM
   J. SIMUNEK
   R. JACKSON, UNIV. LIBRARIAN, EX OFFICIO
   C. ROWLEY, EX OFFICIO
   J. HUANG, ASUCR REPRESENTATIVE
   _________, GSA REPRESENTATIVE
   L. J. MUELLER, CHAIR
To be received and placed on file:

To date the Committee on Academic Freedom has had one meeting in the current academic year, on October 10. At that meeting the Committee took action on the following items.

1. The conflict-of-interest policy that had been in effect in the 2007-2008 academic year was adopted for 2008-2009 without amendment.

2. The Committee responded to a request for comments on a proposal to require reporting of midquarter grades.

3. The Committee discussed and commented upon a draft proposal for reorganizing the administration of the Academic Senate.

4. The Committee also responded to a request for comments on proposals to amend UC Senate bylaws so as to make the Chair of the University Committee on Academic Freedom (UCAF) a member of the Academic Council, and to lengthen the term of the UCAF Chair from one year to two.

X. Liu
T. Przymusinski
R. Redak
D. A. Weber
R. L. Russell, Chair
To be received and placed on file:

The Committee on Charges has not met during the past period and currently has no cases pending. The Committee is prepared to address any further cases brought during the remainder of the year.

A.M. Arrizon, Women’s Studies
J.P. Brennan, History
D.A. DeMason, Botany & Plant Sciences
D.A. Johnson, Division of Biomedical Sciences
D. B. Kronenfeld, Anthropology
M. A. Nash, Graduate School of Education
S.N. Thompson, Chair (Entomology)
To be received and placed on file:

Since the 2008 Annual Report to the Riverside Division, the Committee on Courses has approved a total of 231 new courses (131 undergraduate, 98 graduate, and two professional). It has approved changes in 264 Courses (183 undergraduate, 76 graduate, and five professional); deletions of 39 courses (22 undergraduate and 17 graduate); restoration of one undergraduate course; and one extension course. Sixty-nine associate-in requests were approved.

This year, the Committee has discussed in detail with representatives from the Registrar's Office ways in which the course approval process can be made more expeditious; revision of procedures to make cooperation among departments, executive committees, and Registrar personnel work more smoothly; and eventual changes to the Course Request and Maintenance System (CRAMS), which has served UCR well for a number of years but is now antiquated and in need of major revision or replacement.

The Committee invited Representatives from the Registrar's Office (B. Dailey, Registrar, and C. Spina, Courses Specialist) and University Library (V. Bloom) to attend our meetings. The Committee wishes to express its appreciation for the information and assistance they have provided.

H. Brayman Hackel
K. DeFea
D. A. Malueg
E. A. Nothnagel
Y-S. Poon
Z. Xu
R. Miller, ASUCR Representative
__________, GSA Representative
V. Bloom, Library Representative
T. Shapiro, Chair
To be received and placed on file:

The Committee on Diversity and Equal Opportunity (CODEO) met 3 times in 2008-2009. Actions undertaken by the Committee on Diversity and Equality Opportunity were the following:

The Committee on Diversity and Equal Opportunity adopted a revised Conflict of Interest Statement which expanded the statement regarding personal affiliation of a committee member during committee deliberations.

The Committee continued progress towards developing the Faculty Exit Survey. An Ad Hoc Committee was formed which consists of the Chair of CODEO, Chair of the Committee on Faculty Welfare, two additional members from CODEO, David Crow and Martin Johnson from the UCR Survey Center. The Ad Hoc Committee will oversee the faculty exit survey and will be coordinated through the Survey Research Center (SRC). CODEO submitted their final draft to the Ad Hoc Survey Committee who reviewed and discussed the survey draft. A revised draft was sent to the Executive Council for final approval. The survey is expected to be in the field by the end of Spring 2009.

The Committee is working in conjunction with the Committee on Faculty Welfare on the Climate Survey

The Committee reviewed the proposed Blue and Gold Opportunity Plan and had two concerns with the plan as it was written. (1) The Blue & Gold plan is designed to attract middle income families who may otherwise choose private colleges due to fee increases at UC and (2) lower income families may be less likely to have the human and cultural capital to wade through all the financial aid information. There was concern about excluding students who have already defaulted on loans. Consequently, a group that is most in need of financial assistance seems to be denied the opportunity for Blue and Gold Aid.

The Committee on Diversity and Equal Opportunity reviewed the proposed Academic Senate Reorganization and had no specific objections to the proposal. CODEO encouraged the Special Committee assigned to this task to consider all aspects of diversity among UCR's faculty in its deliberations and recommendations, in particular, the constitution of the Committee on Distinguished Teaching in terms of gender and other relevant categories of diversity on campus.

A member of the committee was selected to be the WASC representative for the Committee on Diversity and Equal Opportunity.
The Riverside Division of the Committee on Diversity and Equal Opportunity was represented on the University-wide Committee on Affirmative Action and Diversity by L. Fernandez.

X. Chen  
B. Echeverria  
L. Fernandez  
J. E. Garay  
K. Pyke  
D. Rodriguez  
J. M. McMullin, Chair  
Sarah Grant (GSA) Representative
To be received and placed on file:

The CEP will have held regular meetings a total of 13 times this academic year. In addition, each member will have attended another 8 meetings of undergraduate program review subcommittees. The CEP Chair attends all subcommittee meetings. Much of the CEP work is done outside of meetings, including the close study of often complex and lengthy proposals, and many CEP matters are dealt with via an email forum. CEP members are also asked by the Administration and/or the Chair of the Senate to attend additional meetings. This year our involvement included the following obligations above and beyond our regular committee and subcommittee work: WASC reaccreditation and Learning Outcomes and approval of a new General Education program. Our devoted members are to be commended for their countless hours of attention to a broad spectrum of matters concerning educational policy and undergraduate education. The attendance report for our regular meetings is attached.

A conflict of interest statement was adopted to govern the Committee on Educational Policy procedures for 2008-09.

This year CEP has conducted reviews of the undergraduate programs in Comparative Literature and Foreign Languages, Music, Math and Psychology. The CEP Chair also held action/implementation meetings, and developed action plans with timelines, for last year’s reviews of the Electrical Engineering and Chemistry undergraduate programs, with participation of the Vice Provost for Undergraduate Education and the appropriate Associate or College Dean. Agreements on action plans resulting from the CEP Findings and Recommendations were signed by the CEP Chair and the Department Chair, and timelines will be monitored. The CEP Chair also held an action/implementation meeting regarding the review of Life Sciences majors (2005-2006) with the CNAS Associate Dean for Student Affairs and the Director for the CNAS Student Affairs Advising Center. An action plan and timeline for addressing student concerns about advising was developed and signed by the CEP Chair and Associate Dean. Monitoring of the results continued through Spring quarter 2009.

Acting upon a request from the Graduate Division, we considered a proposal to conduct graduate and undergraduate program reviews in different years, so as not to put undue stress on departments or cause confusion with our sister campuses who assist us in finding external reviewers. We agreed to do this whenever possible. Next year, CEP will conduct reviews of the undergraduate programs in Mechanical Engineering, Creative Writing, and Environmental Sciences. We plan to do preparatory work for these three reviews this Spring and Summer.

CEP also took up a number of matters with respect to majors and minors and other programs. Matters of this nature that were discussed, approved and forwarded to the Division as of this date, include the following:

PROPOSED CURRICULUM CHANGES APPROVED:

B.A. in Art
B.A. in Art History
Business Admin Minor
B.A. Degree in History
History Minor
B.S. and B.A. in Biochemistry
B.S. and B.A. in Admin Studies
Art History Admin Studies Major
Asian Literature and Cultures Major
Asian Literature and Cultures Minor
B.A. Sociology/Admin Studies
B.A. Sociology/Law and Society
B.A. Sociology
Bioengineering Major
Global Studies Minor
B.S. Sociology/Admin Studies
B.S. Sociology/Law and Society
B.S. Sociology
Computer Engineering
Creative Writing Major
Creative Writing Minor
Computer Science Major
Computer Science Minor
B.A. in Business Economics
B.A. in Economics/Admin Studies
B.A. in Economics/Law and Society
B.A. in Economics
Minor in Economics
Global Studies Major
Global Studies Minor
History/Administrative Studies Minor
Labor Studies Minor
Latin American Studies Major
Latin American Studies Minor
Liberal Studies Major
Math B.S. in Secondary Education
Mechanical Engineering Major
Political Science Honors Program
Political Science Major
Political Science/Admin Studies Major
Political Science/International Affairs Major
Political Science/Public Service Major
Women’s Studies Major
Women’s Studies Minor
Dance Major

NEW DEGREES APPROVED:

Peace and Conflict Studies Minor
Middle East and Islamic Studies Minor

Topics discussed and/or acted upon by the Committee in consultation with other Senate Committees and/or the Administration throughout the year have included:

Senate Chair goals at annual retreat
Launching of strategic planning for UCR
Proposal to make iEval mandatory
Review of Systemwide Report on the Professional Doctorate
Retiree Rehire Policy
Senate Committee Reorganization proposal
AGSM Endowed Chair in Finance
Named Term Chairs proposal
BCOE Proposal for Mid-quarter grade policy
EAP Business Plan proposal
General Education reform proposal
Proposed Variance to Statewide Regulation 810(A), proposed by the Committee on University Extension
BCOE AP Credit changes
BCOE International Baccalaureate Examination credit changes
BCOE IGETC statement
UCOP proposal to revise financial aid package
Writing Across the Curriculum proposal
Proposal to revise the Academic Integrity policy (to be continued after other committees have commented on the proposal)
Grade Policy revision proposal (to be continued when proposal finalized)
Degree Deferral revision proposal (to be continued when proposal finalized)
Revision of Regulations on Freshman Admissions
Final exam scheduling and commencement scheduling conflicts

Writing Center Director John Briggs met with the CEP to discuss the proposal for Writing Across the Curriculum proposal during Winter quarter. The CEP devoted three meetings to discuss this important topic and provided memos with comments on the initial and revised documents.

Vice Provost for Undergraduate Education David Fairris and Undergrad Education Director Gladis Herrera Berkowitz met with the CEP on incorporating Learning Outcomes into the Undergraduate Program Reviews. They have continued to discuss various WASC-related mandates with the CEP Chair and a CEP member who is also on the WASC Educational Effectiveness Committee. The CEP Chair collaborated with VP David Fairris in drafting portions of the WASC Educational Effectiveness report.

Dean of Student Affairs Susan Allen Ortega, Academic Integrity Director Laura Riley, and Registrar Bracken Daley met with the CEP to discuss proposals for revisions of UCR’s policies on use of GD grades, degree deferral, and academic integrity. Final versions of the proposals will be submitted to the Academic Senate in the near future.

David Funder, Vice Chair of CEP, currently represents the campus at the system-wide level of CEP (UCEP). He has kept CEP informed about system-wide developments and items discussed at UCEP including standardizing Undergraduate Program Review procedures, Freshman Eligibility requirements, and online instruction.

Taradas Bandyopadhyay
Bir Bhanu (Fall and Winter quarters)
John Levin
Perry Link (Winter and Spring quarters)
Barry Mishra (Winter and Spring quarters)
Eugene Nothnagel
David Reznick
Pashaura Singh
Susan Straight
Jose Wudka
Sam Chamberlin, GSA rep
Johnny Ren, ASUCR rep
David Funder, Vice Chair
Daniel Straus, Chair
To be received and placed on file:

The Executive Council reports on discussions and actions taken in 9 meetings held from September 2008 to April 2009.

Chair Anthony W. Norman reported on issues reviewed at Academic Council Meetings and the Chancellors cabinet and other critical issues raised by the faculty or the administration.

Issues considered and actions taken by the Executive Council include the following:

- Approved the following Namings:
  - the Mead and Nancy Kibbey Collections,
  - the UCR Child Development Center,
  - the Highlander Union Building and Highlander Plaza and
  - the Botanic Gardens Drive
- Reviewed and discussed the President's draft Accountability report.
- Discussed and reviewed the President's proposed Blue and Gold Opportunity plan.
- Reviewed and discussed the 10% and 15% budget cut scenarios as proposed by the Administration, and endorsed the letter from the Chair of Faculty Welfare addressed to the Chancellor regarding the same issue.
- Reviewed and approved the recommendations from the Ad Hoc Committee on Education Reform and appointed the Senate General Education Advisory Board. The Advisory Board will consist of four faculty members from different colleges who are involved in developing the first set of concentrations. One faculty member will need one course released time in order to Chair the Academic Senate General Education Advisory Committee. Three other faculty members will serve as part of their regular university service.
- Reviewed and discussed the proposed policy for mid-quarter grades and determined that there was no need for such a policy at the present time.
- Reviewed and discussed the iEVAL process and appointed an Ad Hoc Committee on course evaluations iEval.
- Agreed that it was necessary to have in place a memorandum of Understanding for the appointment of Administrative committees. Together with Chair COC, drafted a memo for the Chancellor and Executive Vice Chancellor and Provost.
- Appointed an Ad Hoc Committee to formulate and finalize a faculty climate and exit survey. The Exit Survey (for faculty who left UCR in the past 5 years) was endorsed by the Executive Council on April 13, 2009 and will be administered to the entire campus after review by the Committee on Faculty Welfare and Diversity. The Climate Survey (for faculty at UCR) is still in the process of being formulated.
- Discussed the Administrations change of final exam schedules that did not allow two 'quiet' days between the last day of classes and initiations of final Examinations. Outcome pending.
Other Issues:

- Initiated the revamping of the Senate website to align itself closely with the UCR website.

Visitors:

- President Mark Yudof
- Chancellor Tim White
- Executive Vice Chancellor and Provost Ellen Wartella
- Executive Vice Chancellor and Provost Dallas Rabenstein
- Prof. David Oglesby
- Ombudsperson Indu Sen
- Vice Chancellor Charles Louis
- Professor Helen Henry
- Vice Chancellor James Sandoval
- Assistant VC Enrollment, Laree Lundgren
- Chief of Police Michael Lane

Anthony W. Norman, Chair, Biochemistry

Ward P. Beyermann, Department of Physics and Astronomy (Vice Chair)
Andrew
Larry Wright, Philosophy, (Secretary Parliamentarian)
Richard Arnott, Economics (Research)
Steven Axelrod, English (Preparatory Education)
Richard A. Cardullo, Biology (Committees)
Mary Gauvain, Psychology (Planning and Budget)
John Halebian, AGSM (AGSM Executive Committee)
Manuela Martins-Green Cell Biology (Junior Rep to the Assembly)
Douglas Mitchell, GSOE (GSOE Executive Committee)
Mart L. Molle, Computer Science and Eng. (Sr. Rep to the Assembly)
Kathleen Montgomery, AGSM (CAP)
Leonard J. Mueller, Chemistry (Academic Computing)
Thomas C. Patterson, Anthropology (CHASS Executive Committee)
Richard A. Redak, Entomology (Faculty Welfare)
Pete Sadler, Earth Sciences (Undergraduate Council)
Dan S. Straus, Biomedical Sciences (CEP)
Christopher Y. Switzer, Chemistry (Graduate Council)
Kambiz Vafai, Mechanical Engineering (PRP)
Frank Vahid, Computer Science and Engineering (COE Executive Committee)
Ameae Walker, Biomedical Sciences (Biomed Executive Committee)
Marylynn V. Yates, Environmental Sciences (CNAS Executive Committee)
Juliet McMullin, Anthropology, (Diversity)
During the 2008-2009 academic year, the Committee on Faculty Welfare (CFW) met 5 times, and dealt with the following issues:

1. The Conflict of Interest Statement for 2008-2009 was adopted.

2. The Committee reviewed the Senate Reorganization Proposal. A formal vote was not taken as the CFW felt that the proposal still required significant modifications before a meaningful decision could be made. CFW made several specific comments. The consensus of the committee was that the new structure did not increase transparency in any meaningful way; that the proposal did not clarify the decision making authority of the various Senate units; they disagreed with the concept that the proposed structure facilitates better communication with existing administrative units; CFW disagreed that coordination would be improved; they noted that workload estimates were based on number of meetings per year, which did not seriously capture the workload required for each committee; CFW wanted to see an analysis of the strengths and weakness of both the existing and proposed structure with regard to time and expertise and feedback from the staff on the proposed restructuring.

3. The CFW Committee was charged with the award process for The Dickson Emeritus/a Professorship beginning with the 2008-2009 academic year and annually thereafter to one or more emeritus professors for teaching, research, or public service activities. The award amount is $6,000 for 2009-2010. The call for applications went out on March 4, 2009.

4. At its October 8, 2008 meeting, CFW discussed the Proposed Revisions to Academic Personnel Policies 110-4(10); 230-17; 230-18; 279-20; 360-80-a; 520-4; and 710-14-b, 710-38, and 710-46; and Proposed New Academic Personnel Policy 765. The committee did not find significant issues pertaining to Faculty Welfare and had no substantive comments on the proposal.

5. The committee discussed the Retiree Rehire Policy adopted by the Regents September 18, 2008 and did not find significant issues pertaining to Faculty Welfare and had no substantive comment on the proposal.

6. CFW discussed the University Club proposal that was forwarded to VC Bolar by former Chair Tom Cogswell. The committee is strongly behind the idea of a University Club and unanimously supports the proposal and would like to see it go forward.
7. The Committee on Faculty Welfare met with David Fairris, Vice Provost for Undergraduate Education on November 5, 2008 to discuss various aspects of the online faculty evaluation process (iEVAL). The CFW recognized several strengths and weakness of the current iEVAL system.

8. It was the unanimous view of the CFW that moving toward electronic evaluations as the mechanism for administering standard faculty evaluations will likely proceed, but should be done with caution with an emphasis placed on increasing the response rate and developing methods to ensure only those students who actually attend class have the option of evaluating faculty. Furthermore, the CFW was quite concerned that the paper evaluation process be replaced with iEVAL without proper faculty consent. Consequently, the following motion was passed (7 in favor, 1 abstention), “Before the UCR Administration dispenses with paper evaluations in favor of iEVAL, and a proposal for such action should be brought before the UCR Division of the Academic Senate for a faculty vote”.

9. The Committee discussed the Proposed Technical Revisions to Academic Personnel Policy 028 and did not find significant issues pertaining to Faculty Welfare and had no substantive comment on the proposal.

10. The Committee met and discussed the proposed revisions to APM Policy 240-Deans on February 11, 2009. The CFW was in unanimous agreement with all of the proposed changes with the exception of the proposed policies on sabbatical leave. The CFW was unanimous in the opinion that Deans (and others in this series), should they decide to take sabbatical leave immediately following their administrative appointment, receive salary and benefits during the sabbatical leave that reflect their faculty appointment (and not their past administrative appointment).

11. CFW has been charged along with the Committee on Diversity & Equal Opportunity to manage the Faculty Exit Survey and the Faculty Climate Survey. The goal of the exit survey is to find out why faculty left. It will go back 5 years and there are approximately 150 names on the list. Administration will pay for both of the surveys to be completed. The Faculty Climate Survey is a basic assessment of morale and job satisfaction. The Faculty Exit Survey is in its final format and should go out into the field Spring 2009. The UCR Survey Center is working in conjunction with CFW and CODEO on implementing the survey.

J. Chen
T. Garland
M. Martins-Green
T. Morton
S. Ness
S. Xu
J.K. Oddson
L.A. Pedrotti
R. Redak, Chair
Jeffrey Ambriz (ASUCR Representative)
John Bawden (GSA Representative)
To be received and placed on file:

The Graduate Council met nine times during the period May 28, 2008 through April 24, 2009. The Administrative Committee of the Council met three times during this same period. Complete records of Council activity are on file in the Office of the Academic Senate.

The Courses and Programs Subcommittee made recommendations and the Council acted on 81 new courses, 79 changes in existing courses, and 9 deletions. In addition, the Graduate Council acted on requests for changes in requirements for the following graduate programs: Bioengineering, Chemistry, Computer Science, Creative Writing and Writing for the Performing Arts, Dance, Education, English, Entomology, Ethnic Studies, Geological Sciences, Management, Music, Neuroscience, Plant Biology, Political Science, Psychology, Religious Studies, Statistics, and Visual Art (please refer to the attachment for synopses of these changes).

Since the last report, the Graduate Council Fellowship Subcommittee has awarded Dissertation Research Grants amounting to $23,935.52.

The Graduate Council concluded its regularly scheduled review of the graduate programs in: Computer Science, Environmental Toxicology, Management, and Statistics. The following reviews are still underway: Dance; Dance History & Theory, Education, Electrical Engineering, Music, Neuroscience, Political Science. The following program reviews were initiated during the academic year 2008/09: Comparative Literature, Evolution, Ecology and Organismal Biology, Mathematics, and Visual Art.

Additionally, the following actions were taken by the Graduate Council:

At its first meeting of the academic year, the Council adopted a statement regarding possible conflicts of interest by its members.

The Graduate Council approved revised on-line questionnaires for both faculty and students for graduate program reviews.

The Graduate Council considered and responded to a proposal from the Academic Senate for reorganization of the UCR Division of the Academic Senate.

The Graduate Council considered and responded to a request from the Academic Senate to move processing of paper UCR Faculty Course Evaluations to online iEVAL format.
The Graduate Council considered and responded to several issues related to dissertation committees. Issues reviewed include: 1) that the final defense must be passed unanimously; 2) to allow either research series or adjunct faculty to serve as chairs of dissertation committees on an ad hoc basis and only where in those circumstances there is at least one Academic Senate member also serving on the committee; 3) that normally all dissertation committees should have two members from the student’s department and that any exceptions to this policy may be approved by the Graduate Dean.

The Graduate Council discussed the development of a conflict of interest policy for graduate students and mentors who form a company or profit-making endeavor.

The Graduate Council approved the order of reviews for 2009/10.

The Graduate Council considered and responded to a request to allow inclusion of copies of graduate program reviews in the WASC reaccreditation proposal.

The Graduate Council considered and responded to a request from the Coordinating Committee on Graduate Affairs (CCGA) to provide their definition of graduate student support.

The Graduate Council considered and responded to a request form the Academic Senate for a Proposed Variance to Statewide Regulation 810 (A).

The Graduate Council considered and approved a proposal for a combined Five-Year BS/MS degree program in Electrical Engineering.

The Graduate Council considered and approved a proposal for a combined Five-Year BS/MS degree program in Bioengineering.

The Graduate Council considered and approved revised procedures for graduate program reviews.

The Graduate Council considered and approved an A. Gary Anderson Endowed Chair in Finance.

The Graduate Council considered and responded to a request for changes to the Academic Senate Policy on Academic Integrity.

The Graduate Council considered and approved a proposal for a New Level of Named Chair at UCR.

The Graduate Council considered and responded to a request to consider the proposed change in the final exam schedule.
The Graduate Council approved the following program changes during the period May 28, 2008 through April 24, 2009.

**Bioengineering**: change in course requirements [5/28/09].

**Chemistry**: various changes to exam and program requirements [5/28/08].

**Comparative Literature** – change in course requirements [10/22/08].

**Computer Science**: changes in course and exam requirements [5/28/08]. Change in course requirements and catalog copy for the Master’s degree [4/24/09].

**Creative Writing and Writing for the Performing Arts** – changes to catalog copy [7/21/08]; editorial changes to catalog copy; change in admission requirements and application quarters; change in course requirements [10/22/08].

**Dance**: changes to degree title – Ph.D. in Dance History and Theory changed to Ph.D. in Critical Dance Studies; MFA in Dance changed to MFA in Experimental Choreography [11/19/08].

**Education**: addition of new M.Ed. emphasis in Higher Education and Autism; change in name and curriculum for Ph.D. in Institutional Leadership and Policy Studies to Education Leadership and Policy; changes in first year course requirements for Ph.D. students; catalog copy changes [5/28/08]; elimination of M.A. option in School Psychology and revised catalog copy for this change [7/2/08]; change in admission requirements for Autism emphasis; new M.Ed. emphasis in Diversity and Equity; change catalog copy [3/18/09].

**English**: changes to protocols [11/19/2009].

**Entomology**: addition of a teaching requirement [12/10/08].

**Ethnic Studies**: approval of catalog copy and changes to admission and course requirements [12/10/08].

**Geological Sciences**: addition of a Global Climate and Environmental Change (GPEC) track and change in catalog copy [5/28/08].

**Management** – change in format of MBA program at the Palm Desert campus. In addition program was changed to be a self-supporting program [10/22/08]. Change in application period from Fall only to Fall, Winter, and Spring [12/10/08].

**Music**: changes in course requirements and addition of catalog copy for the Ph.D. in Music [5/28/08].
Neuroscience – change in course requirements [10/22/08].

Psychology – change in course requirements [10/22/08].

Plant Biology: disestablishment of Plant Biology (Plant Genetics) graduate program; addition of a concentration in Plant Biology (Plant Genetics); change in course requirements [3/18/09].

Political Science: change in course and program requirements [4/24/09].

Psychology: change in course requirements for Social/Personality area [5/28/08].

Religious Studies: change in course requirements [2/28/09].

Statistics: change in admission requirements; editorial changes to master’s degree program description [11/19/2008].

Visual Art: change in course requirements [6/11/08].

Chris Switzer, Chair
Patricia S. Springer, Vice Chair
Morris Maduro, Secretary
Chris Abani
John G. Andersen
Kenneth Barish
Wilfred Chen
Kimberly Devlin

Paul E. Green
Rickerby Hinds
Thomas Miller
Thomas Novak
Karthick Ramakrishnan
Alan Williams
Alejandro Cortez, Graduate Student Rep.
Tony Yang, Graduate Student Rep.
Joseph W. Childers, ex officio
The Committee on International Education (CIE) has met twice so far this academic year: on October 20, 2008; and on March 10, 2009. A third meeting is planned for later in the Spring Quarter (perhaps also a fourth, if needed). As usual, CIE’s meetings dates are coordinated with the schedule of the corresponding system-wide committee, UCIE, whose meetings the Chair of CIE attends. Up to this point there have been two of the latter as well, on November 20, 2008, and on March 12, 2009, with a third meeting scheduled for May 14, 2009. In addition, the Chair of CIE is now serving as the representative of CIE and the Academic Senate on UCR’s administrative committee for international research and education, the International Services and International Programs Committee (ISIPC, as I will abbreviate it), currently chaired by B. Jenkins-Deas. That committee’s meetings so far have been: on August 18, 2008; on December 8, 2008; and on January 26, 2009.

Like in the recent past, the main topic in our meetings this year has been the rapidly changing state of UC’s Education Abroad Program (EAP). Last year, EAP’s operating budget was cut by 15%. This led to several major changes, including: a drastic reduction of staff in EAP’s main office in Santa Barbara; the termination of several EAP programs; and the streamlining of various others. The latter included not only the reduction of staff in study centers abroad, but also the elimination of more and more in-residence faculty center directors (a distinctive feature of EAP so far). It should be noted that EAP has, thus, been hit even harder than most academic programs by the financial problems UC is currently experiencing. One of CIE’s concerns was, and still is, that, if the current trend continues, this may well lead to the end of EAP, at least in anything like the form it has had over the last 30-40 years (and this may be intended by UCOP at this point, as it seems to be pushing for a much more decentralized, campus-based version of UC’s education abroad offerings).

The main new event in connection with EAP this year was that its current interim director, Michael Cowan, was asked to come up with a new business plan for EAP in the fall. He was given a very short time frame for doing so, and the background was clear: further drastic reductions of EAP’s budget were on their way. There was quite a bit of activity around this event, especially as it looked initially like there might not be time for the Academic Senate to play any significant role in UCOP’s decision process, given the timeframe. Both CIE and UCIE moved up their meetings for the fall to be able to provide input on the case before it was too late. The Chair of CIE, Erich Reck, and the local EAP Campus Director, Kiril Tomoff, also met, separately, with the Chair of the Academic Senate, Anthony Norman. These meetings were to have two effects: first, to make Chair Norman aware of the unusual nature of recent developments concerning EAP, thus ensuring appropriate input by the Senate, including at the December meeting of the Academic Council; second, to explore the
possibility of a meeting with UCR’s new Chancellor, Timothy White, to talk about the problems EAP is facing and what UCR’s response could or should be.

Some of the outcomes, or failed outcomes, of these activities were the following: CIE and UCIE submitted responses to the new business plan for EAP—CIE’s response is attached to this report. At the November meeting of UCIE, the committee members also urged Michael Cowan to be even more transparent than so far about the financial situation of EAP, so that it would become clearer which further responses, at this point, were realistic at all; and UCIE started, for academic reasons, to resist some of the closure and streamlining plans of EAP. Moreover, UCIE invited Larry Pitts, Interim Provost and Chair of the new Joint Senate-Administrative Task Force on international education, to its March meeting, thus obtaining further information that way. One of the outcomes of the Senate Council Meeting in December was to ask President Yudof to give EAP a larger timeframe for implementing the demanded budget reductions (from two years to five years), given their magnitude. According to our latest information it appears, however, that this timeframe has been shortened instead (basically to one year). As a different kind of reaction, concerned UC faculty have set up a website and are, in that connection, preparing a petition to the Regents to reconsider, or reverse, some of the drastic budget cuts to EAP (see http://petition-eap-uc.info/). Based on recent events, it seems very hard to predict what exactly will happen to EAP; but the current signs are far from good.

Beyond EAP, the other main topics addressed in CIE’s meetings this year were or will be (in the spring meeting): (a) further feedback on the restructuring plans for the Academic Senate at UCR, in particular as far as they involve CIE; (b) the coordination of campus activities concerning international research and education; (c) more specifically; improvements to the website that is currently under construction, by the International Services International Programs Committee, for that purpose; (d) the start of an investigation concerning the current participation of graduate students in international education activities, as well as future possibilities for it, e.g., in terms of research agreements that involve graduate students; and (e) the investigation and exploration of connections between the activities of CIE and EAP, on the one hand, and the UC Mexus Program, on the other, including possible new uses for the recently renovated Casa de California in Mexico City. Points (b) and (c) involve increased communication between CIE and ISIPC, which has so far taken the form of presentations by C. Stark (initially chair of the latter committee) and B. Jenkins-Deas (its new chair) in two CIE meetings this year, as well as a presentation by the Chair of CIE (E. Reck) in a meeting of the latter committee. Evidently this increased communication has been beneficial for both sides already.

E. Reck (Chair); I. M. Ethell; B. L. Li; G. Xu; Y. Ye; and L. Zanello; also ex officio: S. Duffy (UNEX Acting Dean, Interim VC-IEP); D. Elton (Director, International Services Center); B. Jenkins-Deas (Director, UNEX IEP); and K. Tomoff (Campus Director, Education Abroad Program); as well as A. Agarwal (GSA) and J. Nam (AS).
Iryna Ethell
Larry Li
Guanshui Xu
Yang Ye
Laura Zanello
Kiril Tomoff, Ex Officio
Sharon Duffy, Ex Officio
Bronwyn Jenkins-Deas, Ex Officio
Diane Elton
Erich Reck, Chair
Joon Nam, ASUCR Rep.
Arun Agarwal, GSA Rep.
November 19, 2008

TO: Tony Norman, Chair of the Academic Senate, UC Riverside
FROM: Erich Reck, Chair of the Committee on International Education

RE: CIE RESPONSE TO MICHAEL COWAN'S NEW BUSINESS PLAN FOR EAP

The Committee on International Education (CIE) has been asked to respond to a new business plan for the UC Education Abroad Program (EAP), as presented by Professor Michael Cowan, the Interim Director of EAP, in a recent letter to the Academic Senate. In the current financial climate, it seems unavoidable that severe cuts to programs like EAP will be part of such a business plan – and this is certainly the case here. The main question is, then, to what degree the cuts and other proposed changes will damage EAP, and especially, whether they will change its character fundamentally and irrevocably.

With that in mind, we will address four main topics: (1) faculty involvement in EAP; (2) equitable student access to EAP; (3) funding for campus operations in support of EAP’s operations; and (4) EAP as an academic program. (To put the new business plan into a broader context, we have also appended CIE’s response to a similar plan from last year, as contained in the Report of the University of California Joint Ad Hoc Committee on International Education. Several of the worries voiced in that response apply again in the present case. What follows is directed specifically at the new business plan, however.)

(1) Faculty Involvement in EAP:

In one of its most significant and far-reaching suggestions, the new plan calls for the elimination of two-thirds of the faculty-in-residence study center directors. We have a whole list of questions, and foresee various potentially crippling problems, in this connection. They concern: (i) academic oversight; (ii) safety and security operations; (iii) negotiations with host institutions; (iv) staff cuts; (v) the elimination of faculty opportunities; (vi) the international presence of UC; (vii) perceptions of EAP's quality.

(i) Currently the faculty-in-residence directors provide academic oversight for EAP's operations abroad, among other things. The plan notes the importance of the academic oversight function and suggests that an alternative oversight model is envisaged. But that alternative is never discussed further; nor is any specific funding for it indicated in the plan. Are we supposed to assume that the alternative model consists in something like annual program reviews for each operation abroad, as currently performed by UCIE less frequently? If so, would faculty be involved in performing these (numerous) reviews; and how effective could they be, compared to the current practice? If not, how does EAP
envisage ensuring the academic quality of its operations abroad? The lack of further details, given the importance of the academic oversight function, is clearly worrisome.

(ii) Besides providing on-site academic oversight, another central function served by faculty-in-residence directors is: directing and further developing (in cooperation and with training provided by UO EAP) safety and security operations at the study centers. Up to this point, EAP has had an exemplary record in this respect. When there have been serious safety or security issues that required quick redress, including accidents (as in Ghana and India recently), injuries (in Italy and South Africa) and natural disasters or terroristic attacks (China, London, Madrid, and Moscow during the last several years), UC faculty study center directors have proved especially responsive, to the students' benefit. With the elimination of so many faculty-in-residence directors, such responsiveness will be largely eliminated as well, as should be clearly recognized.

(iii) Yet another important function served by faculty-in-residence directors is: acting as representatives of the university in negotiations with host institutions. Currently half of EAP’s study centers operate without a faculty-in-residence director, relying instead on faculty or academic staff of partner institutions to fulfill this role. However, is this a suitable model in the large majority of cases? Note here that, while the business plan foresees eliminating fourteen of the twenty remaining faculty-in-residence directors, it does not indicate which fourteen would be eliminated; nor does it provide evidence that their function could always be adequately performed by liaison officers or resident directors. In some centers, they may well be; but is this realistic in all cases? In at least a few, the proposed cuts could undermine the adequate functioning of the study center completely.

(iv) The concern just voiced is compounded by the following worry: In addition to the elimination of most faculty-in-residence directors, the business plan points to a phased elimination of local staff at study centers. Here too, virtually no further information is provided. This may amount to nothing more than a beneficial increase in efficiency; in combination with the elimination of most in-residence faculty directors it may, instead, entail nothing less than the precipitous dismantling of the university’s international infrastructure; or it may amount to something between these two extremes. Without more information, it is impossible to predict where EAP will fall on this spectrum. There is little doubt that study center operations can, and have to be, made more efficient. One may also argue that these centers ought to serve the University’s international goals and activities more broadly. But adopting a new business model that entails deep cuts, not only with respect to faculty presence but staff support as well, may prove disastrous.

(v) While the concerns brought up so far have to do with negative consequences of the new business plan that are more or less likely, there are also some direct and certain
negative effects that have to be mentioned. The main one is this: With the proposed cut of faculty-in-residence directorships an opportunity for UC faculty to do academic work abroad, while serving the University and its students in essential ways, will largely disappear. And not only will the envisaged cut take away a valuable opportunity for UC faculty members to work abroad; it will also undermine their motivation to be involved in, and generally supportive of, EAP operations on their home campuses. The former means a loss for faculty members, the latter a loss for EAP and for interested students.

(vi) Another way in which the proposed cuts will have a direct effect is this: They run counter to recent trends in internationalization, at various American institutions, in which field offices are augmented and universities are investing more resources in sending faculty abroad. By reducing the number of faculty-in-residence directorships in such a drastic way, the international presence of the University of California will be reduced accordingly. UC will, thus, fall further behind other universities in this respect. Perhaps the idea is to increase faculty involvement in international education and research in other ways instead (see below). But then, the question becomes whether there is enough money available for such increases, also whether they could not, in a more cost-effective way, be combined with preserving and restructuring the existing EAP infrastructure.

(vii) A final concern in connection with faculty involvement in EAP: Such faculty involvement would seem to be essential in ensuring that the program is seen, and remains to be seen, as an academic program of high quality, especially by students who consider participating in it. Undermining such a perception of the value of EAP will jeopardize other assumptions inherent in the new business plan too, not least of which is that student enrollments can be maintained despite sharp increases in student fees. If both faculty and students loose confidence in the academic quality of this program (not to speak of the other concerns raised above, concerning safety and security etc.), enrollments will drop; and given the basic structure of the new business plan, this will entail less revenue for EAP. The effect may be a downward spiraling in enrollment that will be hard to reverse.

Overall, the following conclusion seems inevitable: Before two-thirds of the faculty-in-residence directorships are eliminated – a rather drastic cut – a mechanism, and the funding basis, for ensuring continued faculty participation in this academic program should be elaborated in much more detail (including addressing all the concerns expressed above). Or preferably instead, the elimination of faculty directorships should be reduced to a much less damaging size, while still ensuring EAP's sustainability.

(2) Equitable Student Access to EAP:

By shifting to a student-fee-based funding model, Professor Cowan’s business plan
assures that EAP will remain at least minimally funded as long as it attracts students willing to pay its fees. While this aspect is commendable, it also leads to concerns about student access to the program, in general and specifically in the case of UCR.

The general concern is this: With a nearly 20 percent increase in fees over a three-year period, the plan as presented provides no evidence that its assumption of an initial reduction in enrollment by 8.5 percent (in FTE) followed by a slight increase in the third year of the plan and subsequently is justified. UO EAP and Professor Cowan may have further data to establish the validity of this assumption; but without it, an alternative – a drastic drop in enrollments to a low plateau – seems possible as well, especially if faculty involvement and subsequent support for EAP erodes (see above). More specifically, any drastic increase in student fees raises the specter of undermining equitable access to the program, especially at UCR. Our campus has long prided itself, not only in the diversity of its general student population, but also in the fact that its EAP participants come close to mirroring that diversity. However, the sharp increase in fees envisioned now may well jeopardize the continuation of that pattern and, therefore, introduce a new challenge to realizing the goal of equitable access to all of the University’s academic programs.

(3) Funding for Campus Operations in Support of EAP:

It is important to be aware that the new business plan foresees the complete elimination of central support for campus study abroad operations. In a model that devolves as much responsibility to campuses as possible, this policy may seem sensible. But in order for campus operations to survive, this will require substantial increases in allocations from campus funds. (To continue at its current bare-bones level, the UCR operation will require just over $100,000 annually in additional campus funds.) How realistic is that?

It may be hoped, on the other hand, that some of the potential problems sketched above will be offset by a significant increase in revenue for the campuses under the new plan. In that case, functions so far provided by UO could be taken over by them. Thus, campuses could set aside special funds to offset the dramatic cost increase for students participating in EAP; they could also facilitate faculty participation in EAP and other international activities in a number of ways, e.g., by funding research and teaching trips, by underwriting the creation of campus-based and faculty-led study abroad programs, etc. As a matter of fact, the new business plan suggests that – if its assumptions prove accurate – in 2011-12 some $11.4 million in additional revenue would be allocated to campuses; and while it does not specify explicitly how that allocation will take place, other proposals within the plan indicate that it is likely to be allocated according to each campus’s respective share of student FTE participating on EAP programs. If this is the case, UCR should expect to receive roughly 5 percent of the total, or $633,000. Setting
aside $104,000, which the campus office currently receives from UO each year, this leaves $529,000 remaining to perform the other functions. So far, this sounds fine.

However, two questions about these funds arise immediately. First, is it really more efficient for each campus to undertake such activities on its own; or do economies of scale not, instead, make it more effective for most, or at least for some, of these functions to remain centralized? Thus, might it not be better, also economically, to retain centrally a larger portion of the allocation so as to maintain the international infrastructure of EAP (including preserving some of the threatened faculty-in-residence directorships)? This could be done by dropping the General Funds allocation from $19.3 million to, say, $7-9 million, instead of dropping it to $4.4 million. Second, as all UC campuses already face severe budget cuts and competing priorities, will the campuses actually allocate all, or even most, of the funds mentioned above to international activities? In other words, will internationalization be considered an important enough priority, in the present climate, to attract sufficient campus resources; or instead, will the reconfiguration of resources proposed in the new business plan lead to a net loss for the University’s international education operation in the end? The latter prospect is another serious concern for us.

(4) EAP as an Academic Program:

Both in the new business plan, submitted by Professor Cowan, and in the previous one, as part of last year's Ad Hoc Report, there is a tendency to view EAP as a service program, rather than an academic program. In its response to last year's plan, CIE already objected to this tendency – EAP is, and should remain, an academic program. An additional consideration has just been brought to our attention that complicates this issue further.

The further complication is this: It seems to be the case that the student fees to be used for financing EAP, according to the new plan, cannot be used to support an academic program in principle (given UC rules concerning such fees). If this is in fact the case, as some people have assured us, then shifting EAP to a fee-based model will inevitably transform it into a student service. That is to say, adopting the new business model will force such a transformation, contrary to the convictions expressed by the Academic Senate already. Apart from all financial details and the concerns expressed above, this would seem to be a reason to oppose the new business plan on principle. If EAP is to be preserved as an academic program, a different kind of business plan is needed.

A final suggestion: UO EAP should work with the Academic Senate to produce such an alternative business plan in the near future – a plan that is both fiscally responsible and ensures the continued existence of EAP as an academic program. Ideally, such a plan would integrate EAP more into other internationalization projects in the UC system.
To be received and placed on file:

The committee met on Friday February 27th. The chair attended two meetings of the system-wide University Committee on Library and Scholarly Communications (UCOLASC) in Oakland.

The committee met to discuss the impact of the financial crisis on the library. The committee noted that this year’s budget cuts fell heavily on the acquisition of books and monographs --- of special importance to members of the College of Humanities, Arts and Social Sciences. Some numbers make the dire situation clear. In 2008 the library bought $930,000 of print books. This year it bought only $375,000. The budget for monograph series was slashed from $290,000 to $100,000. Spending on personnel, electronic databases, electronic serials and electronic books actually rose, for a variety of reasons. The committee sent a letter to all members of CHASS informing of this issue and urging them to support the library in the next round of budget cuts.

The committee and the University Librarian agreed to undertake a program of educating faculty about open access issues and the California Digital Library’s eScholarship program.

At the system-wide UCOLASC meeting, it was decided to continue the push for a University of California open access policy. Some memos were drafted regarding this policy, and a letter was written opposing Rep. Conyer’s bill H.R. 801, which would overturn the National Institute of Health’s open access policy.

Ralph L. Crowder,
Norman Ellstrand,
Keith Harris,
Jennifer Hughes,
Alexander Korotkov,
Ruth M. Jackson (University Librarian),
Diane Bisom (library representative),
John Baez, Chair
Rodman Ngo, GSA Rep.
To be received and placed on file:

The Committee on Physical Resources and Planning (PRP) met 3 times during AY 2008-2009. The business of the Committee has been primarily devoted to project initiatives.

The Committee reviewed and readopted the Conflict of Interest Statement for 2008-2009.

PRP committee members participated in a number of campus projects such as:

- The Student Recreation Center Expansion Project
- The Student Referendum Plan Steering Committee
- Detailed Project Program for the Dundee Residence Hall Project

The chair (K. Vafai) participated in many meetings, proposal evaluations and interviews related to the following committees on behalf of the PRP committee:

- Design Review Board
- Master Planning Study of the Barn Area [evaluating proposals, interviews and meetings]
- Student Commons Sign Program Committee
- Consultant Selection Committee for the UCR Barn Area Master Planning
- Advisory Committee on Campus Art
- Long Range Development Plan (LRDP) [evaluating proposals, interviews and meetings]

The chair presented the summary documents of a number of these meetings, proposal evaluations, interviews and meetings to the PRP committee members to seek their comments.

The Committee unanimously supported the proposal for the University Club and were very interested in pursuing the project. The biggest expense and hurdle will be the up front cost for the building. They would like a location with a quiet setting and conducive to setting up small conferences, which will be another source of income. A letter of support from the PRP committee was forwarded to Chair Norman.

PRP met and discussed the proposed revenue bond issue, Regents Item J1, intended to finance seismic upgrades and other construction projects that were presented to the Regents for discussion at their November meeting. A $2 billion revenue bond would be acted upon in January. However, how each campus will absorb the debt will be visited later in March. The committee would like to see more specifics in terms of how colleges, departments, faculty and students will be affected by this if non-state and state funding for this task dries up. While the committee fully supports such seismic studies, PRP would like to have an assurance that this will
not disproportionately (financially) affect UCR.

The Committee on Physical Resources Planning reviewed the document on the UCR Academic Senate Reorganization. After several concerns were addressed, the committee approved of the reorganization proposal.

P.J. Burke
E. S-K Ma
G. Michels
J.T. Rotenberry
F. Sauer
A. Zaki
K. Vafai, Chair
To be received and placed on file:

The Committee met three times in 2008-2009. It conducted other business by email.

1. The Committee provided written advice to Division Chair Anthony Norman concerning the Ad Hoc Committee’s proposal on General Education Reform entitled “Focused Concentrations and Breadth,” which will make changes in campus breadth requirements.

2. At the request of systemwide Senate Chair Mary Croughan via Division Chair Anthony Norman, the Committee provided a written evaluation of the proposed Blue and Gold Opportunity Plan, which will modify UC’s financial aid programs for undergraduates.

3. The Committee discussed reports by the Committee Chair on UCOPE meetings in Oakland, which largely concerned the impact of financial exigencies on preparatory education systemwide and on individual campuses.

4. The Committee provided advice on and general approval for “Writing Across the Curriculum” alternatives to English 1C presented by Professor John Briggs, Chair of the University Writing Program.

5. The Committee provided advice on and general approval for an “intensive” English 1A alternative to Basic Writing for selected ELWR students, as presented by Professor John Briggs and Vice Provost David Fairris.

6. The Committee reviewed and provided advice on the organizational chart for the University Writing Program.

7. At the request of the Academic Council via Riverside Division Chair Norman, the Committee is in the process of reviewing and providing advice on revisions to the Senate Regulations Governing Undergraduate Admissions.

D. R. COCKER
G. GIERZ
B. A. LEEBAW
J. TOBIAS
J. C. BRIGGS, EX OFFICIO, DIRECTOR OF ENTRY LEVEL WRITING
C. RAVISHANKAR, EX OFFICIO, ASSOCIATE DEAN COE
G. W. SCOTT, EX OFFICIO, ASSOCIATE DEAN CNAS
S. BRINT, EX OFFICIO, ASSOCIATE DEAN CHASS
P. M. SADLER, EX OFFICIO, BOARS REPRESENTATIVE
J. W. SANDOVAL, EX OFFICIO, VICE CHANCELLOR FOR STUDENT AFFAIRS
B. DAILEY, ADMINISTRATIVE. REPRESENTATIVE
HECTOR RIVERA, ASUCR REPRESENTATIVE
S. G. AXELROD, CHAIR
To be received and placed on file:

The principal function of the Committee on Privilege and Tenure is to consider grievances brought by members of the Academic Senate and disciplinary charges brought by the administration against members of the Academic Senate. Details of all grievances, charges, and cases are confidential.

Following is a summary of Committee activities from May 1, 2008 to April 30, 2009:

- The Committee received five new grievances and completed adjudication process on four of them. One is still pending.
- Participated in a training session led by Cynthia Vroom, University Counsel-General Counsel of The Regents.
- Discussed and made recommendations on the Proposal for UC Riverside’s Academic Senate Reorganization.
- Created an on-line grievance form for standardized grievance submission.

Special Remembrance:

P&T members were greatly saddened by the sudden loss of our colleague Glenn Hatton in January of 2009. As a member of P&T we have had the privilege to spend many hours with Glenn. Not only was Glenn dedicated to the P&T process, he was also a master at articulating and succinctly summarizing the details of various cases.

We all sensed and appreciated his personal spirit and love of life and, as well, his gentle humor.

W. J. Farmer
P. A. Graham
V. D. Lippit
D.A. Maslov
Z. Ran
T. Przymusinski, Chair
To be received and placed on file:

During the 2008-2009 academic year, the Committee on Research (COR) conducted business via email, met 4 times before this report was filed, and expects to meet at least one more time before the end of the academic year.

The Committee reviewed and readopted the 2008-2009 Conflict of Interest Statement.

COR’s primary activity was to significantly expand the resources and programs available for faculty research and to administer intramural grant competitions. This year, COR was able to obtain additional funding to expand the seed grant activity that was initiated last year to encourage faculty to develop new research projects that could ultimately be funded extramurally. COR also worked towards clarifying the award criteria for the intramural research grant programs it manages and making the on-line application process clearer, easier, and less onerous.

The Omnibus Awards were funded to 318 faculty for a total allocation of $496,326. The maximum award for 2008-2009 was $2100 with an average award of $1566.

COR Research Fellowships – The Committee awarded 24 $5,000 awards and 8 $10,000 awards for a total amount of $200,000. Nineteen of these fellowships were awarded to Associate Professors. COR Research Fellowships are intended to assist faculty to develop new research projects that could be funded extramurally. All tenured members of the Academic Senate are eligible.

Regents’ Faculty Fellowships and Faculty Development Awards – The Committee awarded 31 $5,000 awards for a total amount of $155,000. All Assistant Professors are eligible for this award. Partial funding for the Regents’ Fellowship program is provided by the Office of the President (UCOP).

The Committee participated in ranking the Pacific Rim Research Program applications. The committee met and evaluated 21 grant applications and identified the 12 strongest applicants.

The Committee on Research also reviewed and approved the proposed changes to Academic Personnel Policy 028 and reported its findings and summaries of the discussions of its members to the Chair of the Riverside Division.

The Committee reviewed the Academic Senate Reorganization Proposal and did not have any objections to the proposed reorganization.

The Riverside Division was represented on the University-wide Committee on Research Policy (UCORP) by K.A. Hammond, a member of COR.
The Committee on Research would like to thank the Academic Senate staff, especially Susan Stracener and Shanshan Liao, for the administrative and programming support they provided to the Committee.

J. Giegerich
K.A. Hammond
K.S. Lii
J. G. Millar
C.B. Murray
L. Saavedra
A. Venkatram
J. C. Laursen, ex officio
R. Arnott, Chair
To be received and placed on file:

The Committee on Rules and Jurisdiction conducted its business by email and telephone.

The Committee reaffirmed its policy on Conflicts of Interest that had been in force in the previous year.

**Regulations and bylaws reviewed:**

Proposed Bylaw 8.4.1 (Committee on Academic Personnel)

Proposed Bylaw 8.14.1 (Graduate Council)

Proposed Bylaw 8.6.3 (Committee on Diversity and Equal Opportunity)

Proposed Bylaw 8.18.1 (Committee on Planning and Budget)

Proposed Bylaw 8.23 (Committee on Undergraduate Council)

Proposed change in Regulation R2.1.2, R2.1.3, R2.1.4 (American History Requirement)

**Requests for advice and rulings:**

The Committee reviewed and approved the proposed revisions to Academic Personnel Policy 240.

The Committee reviewed the request by the University Committee on Academic Freedom to change Senate Bylaws 125.A.4, 128, and 130.

The Committee responded to a request from the Associate Dean of the Graduate Division regarding interpretation of Regulation R1.8.1.

The Committee responded to a request for assistance in the interpretation of departmental voting rights within AGSM.

The Committee responded to the Department of Management and Marketing Conflict of Interest.

The Committee reviewed the request for an interpretation on an issue regarding a faculty search committee.

The Committee was asked to clarify a question regarding P & T jurisdiction.

The Committee reviewed the document on the UCR Academic Senate Reorganization and did not have any objections to the proposed reorganization.
The Committee and individual members of the committee have responded to informal requests for advice concerning issues of departmental, academic program, and campus governance, including faculty voting rights, procedures for calling special meetings of the Academic Senate, the definition of academic programs, the deadline for sending notice of an Academic Senate meeting, and the definition of a departmental quorum.

P. Gorecki, Chair
T.J. Close
A.S. Jacobs (resigned S09)
L. Wright (interim S09)
During the 2008-2009 academic year, the Committee on Scholarships and Honors met and accomplished the following:

1. The Committee reviewed and readopted the Conflict of Interest Statement. The decision to approve the conflict of interest statement was reached through emails.

2. The committee met on March 26, 2009 to review the nominations for this year's Chancellor's Awards for Excellence in Undergraduate Research. Ten faculty members, 8 from engineering and sciences and 2 from humanities were nominated for the faculty award. Eleven undergraduate students, 8 from engineering and sciences and 3 from humanities were nominated for the student awards.

After detailed discussions, the committee selected the following recipients for this year's awards:

1) Prof. Thomas Morton (faculty member in Chemistry)
2) Prof. Tiffany Lopez (faculty member in English)
3) Ms. Amy Ferreira (student in Chemistry)
4) Ms. Ana Kamille Marcelo (student in Psychology)

Professor Morton has mentored numerous undergraduates tirelessly for decades. His infectious excitement for research transpires in all his regular lectures, and his broad interests allow him to identify potential research interests in almost any student. Students recognize their interaction with Professor Morton as life changing and have shown their appreciation of his invaluable mentoring even more as time goes by.

Professor Lopez has been a dedicated and activist mentor to numerous undergraduates for many years at UCR. She has guided many of them to become successful students in graduate schools.

Amy Ferreira has labored to do active and productive research and has matured as a person and a junior researcher.
Ana Kamille Marcelo has dedicated to carry out undergraduate research for several years and won extraordinary praises from her mentors.

Marta Asaeda
Michelle Bloom
Victoria Bomberry
Gregory Palardy
Noboru Sato
Victoria Umanskaya
Jingsong Zhang
Anthony Huang, Chair
Jim Sandoval, Ex Officio
Sharyl Hayes, Ex Officio
Danielle Tessier, ASUCR
To be received and placed on file:

The Undergraduate Council met 4 times during 2008-2009.

1. The Conflict of Interest Statement was readopted for 2008-2009.

2. The Committee reviewed the proposed Blue and Gold Opportunity Plan and did not have any comments. The Undergraduate Council rarely deals directly with financial aspects of admissions issues. As the program moves forward and to the extent it deals with other aspects of the admission process, the Committee may have more to add.

3. At the BOARS meeting on December 11, 2008, President Yudof presented his plan for enrollment targets for next year. We learned that our freshmen target would be lowered and at the same time our transfer target would be increased. At that meeting, we were told that campuses would be penalized for not meeting their assigned targets, whether by over- or under-enrollment, because UCOP was concerned about public perception. Later, this warning was relaxed in recognition of the difficulty of hitting targets in such an uncertain fiscal climate.

4. The Committee considered a proposal from Bourns College of Engineering (BCOE) to change the credits given to AP and IB courses for undergraduate admissions and separate proposals from BCOE and College of Natural and Agricultural Sciences (CNAS) to change the admissions requirements for transfer students. The Committee unanimously approved the BCOE proposal for articulation of AP and IB courses as well as the BCOE proposal to accept IGETC (Inter-segmental General Education Transfer Curriculum (IGETC). The CNAS proposal to accept IGETC with additional requirements, by major, in the form of preparatory science courses raised concerns and was not approved. The Committee met later with CNAS representatives to share concerns about transfer admissions.

5. The Committee considered a revised version of the proposal for a pilot project that would allow topical concentrations of lower and upper division courses to satisfy UCR’s General Education requirements. The Committee found merit in the concept of focused concentrations but remained troubled by the sample curricula and recommended that the trial concentrations be rolled out in less haste. The committee felt that the proposal failed to establish clearly what needed to be fixed and why.

6. The Committee continued to monitor reactions to BOARS revision of Undergraduate Eligibility for admission to the University of California, as it won Regental approval and became
a subject of public comment. The Committee reviewed Regulation changes drafted by BOARS and UCOP to implement the new Regental policy.

7. With invaluable support from the AVC for Enrolment Management and the Director of Admissions, the Committee continues to monitor the current admissions cycle at UCR as a first step toward developing a timeline to meet the forthcoming eligibility reforms and implementation of system-wide sharing of the initial review of applicant files.

8. The Committee considered the Senate Reorganization Proposal and the council structure of the Senate. The committee offered comments on the changes proposed and the new hierarchial arrangement of committees. UGC recommended the formation of an Undergraduate Admissions Committee in place of the Undergraduate Council, but were not ready to endorse the entire reorganization proposal. The main concern was that the additional level of bureaucracy would add needlessly to the workload of the Academic Senate and, especially, to its staff. It was unclear at what level in the new structure decisions would be finalized. The potential for duplication and procedural confusion could outweigh the advantages of synergy between committee chairs, especially if the Councils are enlarged by members not serving on the committee clusters.

9. The Committee proposed a change to Bylaw 8.23; the proposal would replace the name Undergraduate Council with Undergraduate Admissions and limit its charge to admissions-related business. UCR is the only UC campus that has representation on the system-wide Board of Admissions and Relations with Schools (BOARS) but does not have a dedicated Admissions Committee or sub-committee. The committee needs more time for systematic monitoring of admissions trends here and at the institutions with which UCR competes for students; the need for these activities is increasing dramatically as admission to UCR becomes more selective. The necessary level of activity is not sustainable in those periods when Undergraduate Council is requested to consider matters unrelated to admissions that overlap with the charges to other Senate committees. The Committee approved of the proposed Bylaw change unanimously.

C. Amrhein
P. Chatterjee
M. Faloutsos
J. Heraty
P.M. Johnson
V. Nyitray
P.M. Sadler, Chair
Rosanna Sanchez (ASUCR)
J.W. Sandoval, Ex Officio
The Committee on University Extension met four times in the period from July 2008, to April 28, 2009 and will meet once during the summer. The Committee examined and approved 450 courses and instructors in the X 300-400 series. There were four courses in the X 1-200 series submitted for review this year. The Committee also approved 12 programs for extension certificates.

Again this year, we would like to commend Extension for its continuing efforts to expand its offerings in new directions, and for the high quality of its programs. Extension has developed a number of very innovative programs this year, and the quality of its instructors continues to be excellent. The Committee would also like to thank the Interim Dean of Extension, Sharon Duffy; Associate Dean, Sue Teele; Assistant Dean, Sarah Sharp Aten; and Heather Edberg, Administrative Specialist along with their staff for an excellent job in gathering, sorting and presenting the best candidates for approval/disapproval by the Academic Senate Committee on University Extension.

Finally, we thank the staff of the Office of the Academic Senate, in particular, Marla Jo Howell, for their excellent support services.

M. Chauvet
K. C. Cho
M. D. Coffey
E. Jaffe-Berg
H. L. Swanson
J. Pierce, ASUCR Representative
R. Mann, GSA Representative
W. W. Megenney, Chair
To be received and placed on file:

The Committee on Committees reports the following appointments made since the last report of February 17, 2009:

Appointed Professor D. F. Bocian of Chemistry to the Committee on Academic Personnel for Spring quarter only.

Appointed Professor D. A. Maslov from Biology to serve on the Privilege and Tenure Committee.

Appointed Professor B. Liu from English as the Alternate for the Unit 18 Excellence Review Committee.

Appointed Professor R. Ream from the Graduate School of Education to serve on the Registration Fee Advisory Committee.

Nominated a slate of five faculty names to serve on the Search Committee for the Vice Provost of Academic Personnel.

Appointed Professor V. Rodgers of Bioengineering to the Committee on Academic Integrity Committee.

Appointed Professor J. Millar of Entomology and Professor B. Bishin of Political Science to serve on the Committee on Sales and Services Activities (COSSA).

Appointed Professor J. Gan of Environmental Sciences to Chair the In Memoriam Committee for Professor Emeritus K. W. Gardiner. Professor Emeritus J. Letey Jr., Associate Professor Emeritus H. J Vaux of Environmental Sciences as well as Professor Emeritus D. T. Sawyer of Chemistry and Associate Professor T. H. Payne of Computer Science and Engineering have agreed to serve on the committee.

Appointed Professor Emeritus I. W. Sherman of Biology to Chair the In Memoriam Committee for Professor Emeritus W. M. “Mack” Dugger, Jr. Professor Emeritus R. L. Heath of Biochemistry and Professor J. G. Waines of Botany and Plant Sciences have agreed to serve on the committee.

Appointed Professor Emeritus S. Bartricki-Garcia of Plant Pathology and Microbiology as Chair of the In Memoriam Committee for Professor Emeritus P. R. Desjardins. Professors Emeritus J. A. Dodds and J. S. Semancik of the Plant Pathology and Microbiology Department along with D. M. Matthews, Assistant Cooperative Extension Specialist of the Plant Pathology and Microbiology Department have agreed to serve.

Appointed Professor D. Reznick of Biology to serve on the Committee on Faculty Research Lecturer.

Appointed Professor S. S. Gill of the Cell Biology and Neuroscience Department as the Chair of the In Memoriam Committee for Professor G. I. Hatton. Professors M. E. Adams of Entomology, M. J. Carson of Biomedical Sciences, G. B. Stanley of Psychology, and Professor E. Ruibal of the Physiology & Biophysics Department of the University of Washington have agreed to serve on the committee.
Nominated a slate of 12 faculty names to serve on the GSOE Dean’s Review Committee.

Nominated a slate of 8 names to the Universitywide Committee on Committees to serve as reviewers for the MRPI-MRU competition.

Appointed Professor M. L. Roose of the Department of Botany & Plant Sciences as Chair of the In Memoriam Committee for Professor Emeritus R. K. Soost. Professor Emeritus C. W. Coggins and Professor J. G. Waines of the Department of Botany & Plant Sciences, Professors R. F. Luck and J. G Morse of Entomology along with T. Kahn, Principal Museum Scientist of the Department of Botany & Plant Sciences have agreed to serve on the committee.

B. C. ARNOLD  
L. S. BELL  
R. J. DEBUS  
C. W. GAILEY  
J. M. GANIM  
A. MULCHANDANI  
R. N. PAGE  
A. L. N. RAO  
U. ULLAH  
R. A. CARDULLO, CHAIR
ACADEMIC COMPUTING & INFORMATIONAL TECHNOLOGY
L. J. MUELLER, CHAIR
D. L. ALTHSHULER
P. CHAGAS
X. CUI
S. KRISHNAMURTHY (W)
L. RAPHALS
L. D. ROSENBLUM
R. JACKSON, UNIV. LIBRARIAN, EX OFFICIO
C. J. ROWLEY, EX OFFICIO

ACADEMIC FREEDOM
P. GORECKI, CHAIR
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P. RYER (F)
T. PRZYMUSINSKI, EX OFFICIO
J. D. HARE, EX OFFICIO

ACADEMIC PERSONNEL
J. T. TRUMBLE, CHAIR
________________, VICE CHAIR
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M. R. DIMATTEO
K. S. LII
M. C. PIRRUNG
M. S. SPRINGER
E. SUDERBURG

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D. A. DEMASON, CHAIR
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D. M. CROHN
D. A. JOHNSON
D. B. KRONENFELD
M. A. NASH (F)

COURSES
T. SHAPIRO, CHAIR
H. BRAYMAN HACKEL
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K. DEFEA
M. EL HAFSI
D. FAY
B. MOBASHER
E. A. NOTHNAGEL

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J. C. BRIGGS, CHAIR
C. F. CRANOR (S)
R. A. REDAK
G. W. SCOTT
T. SHAPIRO

DISTINGUISHED TEACHING
S. L. FEDICK, CHAIR
C. AMRHEIN
S. E. CULLENBERG
Y. WU
M. L. YATES

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__________, CHAIR
B. ADAMS
X. CHEN
L. FERNANDEZ
J. E. GARAY
C. A. MACNAMARA
J. J. OROSCO
D. RODRIGUEZ

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__________, CHAIR
D. C. FUNDER, VICE CHAIR
B. ANVARI
B. ECHEVERRIA (F)
P. B. LARSEN
P. LINK
B. K. MISHRA
E. A. NOTHNAGEL
A. REATH (F)
D. N. REZNICK
P. SINGH
S. C. STRAIGHT (F/S)
J. WUDKA

FACULTY RESEARCH LECTURER
N. RAIKHEL, CHAIR
R. ATKINSON
D. N. REZNICK
S. N. STEWART
I. A. STRENSKI
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<td>A. E. WILLIAMS, CHAIR</td>
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| J. W. CHILDERS, DEAN, EX OFFICIO   |            |

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<td>D. ELTON, DIRECTOR, INT. SERVICES</td>
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<td>Z. RAN</td>
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RESEARCH
R. ARNOTT, CHAIR
R. CLARE
J. GIEGERICH
K. A. HAMMOND
J. G. MILLAR
C. B. MURRAY
M. SPERLING
A. Z. WANG
S. ZIEGER
J. C. LAURSEN, EX OFFICIO

RULES & JURISDICTION
J. W. CIOFFI, CHAIR
T. J. CLOSE
D. J. OZER, SEC/PARL. (w/s)

SCHOLARSHIPS & HONORS
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W. SALTZMAN
N. SATO
R. M. H. Suen (W)
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ACADEMIC PERSONNEL
AFFIRMATIVE ACTION
BOARS
CCGA
COMMITTEE
COMPUTING AND COMMUNICATIONS
EDITORIAL
EDUCATIONAL POLICY
FACULTY WELFARE
INTERNATIONAL EDUCATION
LIBRARY
PLANNING & BUDGET
PRIVILEGE & TENURE
PREPARATORY EDUCATION
RESEARCH POLICY CHAIR J. C. LAURSEN

RULES & JURISDICTION 5/5/2009
To be received and placed on file:
The Committee on Courses has approved the following courses.

### Undergraduate Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>AHS 117</td>
<td>Visual Culture of the Incas</td>
<td>4</td>
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<tr>
<td>AHS 168</td>
<td>Politeness and Commerce: British Art and Design, 1660-1820</td>
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<tr>
<td>AHS 169</td>
<td>Sculpture and Its Roles in Eighteenth-Century France and Britain</td>
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<td>AHS 170</td>
<td>Baroque Architecture</td>
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<tr>
<td>AHS 188</td>
<td>Nineteenth-Century Photography</td>
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<td>AHS 189 (E-Z)</td>
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<td>ANTH 133</td>
<td>Anthropology and International Development</td>
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</tr>
<tr>
<td>ANTH 181</td>
<td>Political Economy of South Africa</td>
<td>4</td>
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<tr>
<td>ANTH 182</td>
<td>Anthropology of Human Rights</td>
<td>4</td>
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<td>ANTH 187</td>
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<td>The German Big Ten: German-Speaking Authors That Writers Should Know</td>
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<td>Mafia and Malavita in Italian Literature and Film</td>
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<td>ME 003</td>
<td>How Things Work: The Principles Behind Technology</td>
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WMST 198 G Group Internship in Women's Studies (4)

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MCS 033   Introduction to Comparative Media Studies (4)
MCS 039   Fiction and Film (4)
MCS 175   Advanced Digital Imaging (4)
MCS 176   Pictorialism to New Media: A History of Twentieth-Century Photography (4)
MCS 187   Visual Culture and Art History (4)

CHANGE
AHS 008   Modern Western Visual Culture (4)
AHS 176   Pictorialism to New Media: A History of Twentieth-Century Photography (4)
AHS 187   Visual Culture and Art History (4)
ART 170   Advanced Digital Imaging (4)
BUS 104   Decision Analysis and Management Science (4)
BUS 119   Database Marketing (4)
BUS 153   Labor Economics (4)
BUS 160   Industrial Organization (4)
BUS 162   Managerial Economics (4) BSAD 162
BUS 178   International Trade (4)
CRWT 040   Fiction and Film (4)
CRWT 097 H Freshman Honors Project: Poetry, Fiction, or Nonfiction (4)
CS 100   Software Construction (4)
CS 130   Computer Graphics (4)
CS 133   Computational Geometry (4)
CS 152   Compiler Design (4)
CS 153   Design of Operating Systems (4)
CS 160   Concurrent Programming and Parallel Systems (4)
CS 164   Computer Networks (4)
CS 166   Database Management Systems (4)
CS 170   Introduction to Artificial Intelligence (4)
CS 177   Modeling and Simulation (4)
CS 180   Introduction to Software Engineering (4)
CS 181   Principles of Programming Languages (4)
CS 183   UNIX System Administration (4)
DNCE 172 (E-Z) Televisual Bodies (4)
DNCE 173 (E-Z) Digitized Bodies (4)
ECON 102   Intermediate Microeconomics (5) ECON 102A
ECON 103   Intermediate Macroeconomics (5) ECON 103A
ECON 104 B Intermediate Microeconomic Theory (5) ECON 102B
ECON 105 B Intermediate Macroeconomic Theory (5) ECON 103B
ECON 110   Mathematical Economics (5)
ECON 117   Economics and Philosophy (4)
ECON 118   The Contemporary United States Economy (4)
ECON 129   Health Economics (4)
ECON 130   Introduction to Money, Banking, and Credit (5)
ECON 132   Public Finance (4)
ECON 135   The Stock Market (5)
ECON 146   Urban Economic Problems (4)
ECON 148   Land and Resource Economics (4)
ECON 153   Labor Economics (4)
ECON 160   Industrial Organization (4)
ECON 162   Managerial Economics (4)
ECON 163   Economics and Business Strategy (4)
ECON 170 E Case Studies in Economic Development (2) Economic Development in India
ECON 171   International Finance (4)
ECON 178   International Trade (4)
ECON 182   Trade, Globalization, and Development (4)
ECON 183   Population and Development (4)
ECON 184   Economic Development in Africa (4)
ECON 185   Economic Development in Latin America (4)
ECON 193 A Senior Seminar (4)
ENGL 033   Introduction to Comparative Media Studies (4)
ENTM 197 Research for Undergraduates (1-4)
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**Graduate Courses**

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**Extension Course-Instructor**

EDU X82.71 Creative Arts for the Young Child (3); G. Hernandez, M.A.
To be received and placed on file:

The Committee on Courses has approved requests to allow the following instructors to teach upper division courses as indicated:

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To be received and placed on file:

The Committee on Courses has approved the following courses for deletion with the concurrence of the departments involved. (These courses have been listed in the General Catalog, but for at least five years, have not been offered, been offered with zero enrollment, or have been offered but canceled.)

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* Denotes first time approval for Instructor

** Denotes Instructor has previously been approved but has not yet taught; therefore, there are no evaluations.
To be received and placed on file:

Reports of degrees awarded*

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L. Wright, Secretary-Parliamentarian

Riverside Division of the Academic Senate

*The names of the candidates are filed in the official records of the Office of the Registrar
To be adopted:

Proposed Changes to Majors with Administrative Studies Components

PRESENT:

Majors with Administrative Studies Components
B.A. degrees are offered in Art History, Economics, History, Political Science, and Sociology with Administrative Studies. A B.S. degree is offered in Sociology with Administrative Studies.

Specified departmental requirements are listed under respective departmental listings.
1. All requirements of the College of Humanities, Arts, and Social Sciences
2. Specified requirements of the relevant department, to include at least 36 upper-division units in that discipline
3. Administrative Studies requirements (37 units)
   a) Four lower-division courses (17 units)
      (1) BUS 010, BSAD 020A
      (2) STAT 048 or equivalent (may be used to satisfy breadth requirements)
      (3) CS 008 (may be used to satisfy breadth requirements)
   b) Two upper-division courses (8 units) from the list below:
      (1) ECON 102 or ECON 104A or ECON 130 or ECON 162/BSAD 162
      (2) PSYC 140 or PSYC 142
      (3) SOC 150 or SOC 151 or SOC 171
      (4) POSC 181 or POSC 182 or POSC 183
      (5) ANTH 127 or ANTH 131
      These two courses must be outside the discipline of the relevant major and cannot be courses included as part of the three-course Business Administration track or their crosslisted equivalents.

Majors with Administrative Studies Components
B.A. degrees are offered in Art History, Economics, History, Political Science, and Sociology with Administrative Studies. A B.S. degree is offered in Sociology with Administrative Studies.

Specified departmental requirements are listed under respective departmental listings.
1. All requirements of the College of Humanities, Arts, and Social Sciences
2. Specified requirements of the relevant department, to include at least 36 upper-division units in that discipline
3. Administrative Studies requirements (37 units)
   a) Four lower-division courses (17 units)
      (1) BUS 010, BUS 020
      (2) STAT 048 or equivalent (may be used to satisfy breadth requirements)
      (3) CS 008 (may be used to satisfy breadth requirements)
   b) Two upper-division courses (8 units) from the list below:
      (1) ECON 102 or ECON 104A or ECON 130 or ECON 162/BSAD 162
      (2) PSYC 140 or PSYC 142
      (3) SOC 150 or SOC 151 or SOC 171
      (4) POSC 181 or POSC 182 or POSC 183
      (5) ANTH 127 or ANTH 131
      These two courses must be outside the discipline of the relevant major and cannot be courses included as part of the three-course Business Administration track or their crosslisted equivalents.

PROPOSED:

c) A three-course track (12 units) in
Business Administration courses, from one of the following:
(1) Organizations (General): BUS 176/SOC 176, BUS 158/ANTH 105, SOC 150, SOC 151
(2) Human Resources Management/Labor Relations: BUS 152/ECON 152, BUS 153/ECON 153, BUS 155, BUS 157, PSYC 142
(3) Business and Society: BUS 102, PHIL 116, POSC 182, POSC 186
(4) Marketing: BUS 103, and two from BUS 112, BUS 113, BUS 114 or BUS 117
(5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, or BUS 168B
(7) Finance: BUS 106/ECON 134 and two from BUS 135A, BUS 136, BUS 137, BUS 138, BUS 139
(8) Management Information Systems: BUS 101, BUS 171, BUS 173
(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

Business Administration courses, from one of the following:
(1) Organizations (General): BUS 100, BUS 107, BUS 176/SOC 176, BUS 158/ANTH 105, SOC 150, SOC 151
(2) Human Resources Management/Labor Relations: BUS 100, BUS 107, BUS 152/ECON 152, BUS 153/ECON 153, BUS 155, BUS 157, PSYC 142
(3) Business and Society: BUS 100, BUS 102, BUS 107, PHIL 116, POSC 182, POSC 186
(4) Marketing: BUS 103, and two from BUS 112, BUS 113, BUS 114 or BUS 117
(5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, or BUS 168B
(7) Finance: BUS 106/ECON 134 and two from BUS 135A, BUS 136, BUS 137, BUS 138, BUS 139
(8) Management Information Systems: BUS 101, BUS 171, BUS 173
(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

c) A three-course track (12 units) in
**JUSTIFICATION:**

BSAD 20A is no longer offered. It is proposed that BUS 20 be listed as one of the requirements. ECON 102A is being renumbered to ECON 102. ECON 104A is a new ECON course targeted mainly to the majors offered by the Economics Department and is listed because credit is awarded for only one of ECON 102 and ECON 104A. BUS 100 and BUS 107 are proposed to be added, as they are new courses that work well with the Organizations (General), Human Resources Management/Labor Relations, and Business and Society requirements.

**APPROVALS:**

Effective: Fall 2009
Approved by the Business Administration Program Committee: 01/22/09
Approved by the AGSM Executive Committee: 02/06/09
Approved by the CHASS Executive Committee: 03/11/09
Approved by the Committee on Educational Policy: 4/8/09
To be adopted:

Proposed Changes to Art History Administrative Studies Major

PRESENT:

Art History/ Administrative Studies Major

The major between the departments of Art History and Business Administration provides students with training in management and the history of art. The major requirements for the B.A. degree in Art History/ Administrative Studies are as follows:

Art History requirements (48 units)

1. Lower-division requirements (12 units): one lower-division course in each of the three major areas. Note: No course that appears in more than one area can be repeated.
   a) Pre-modern: AHS 015, AHS 017A, AHS 017B, AHS 018/AST 018, AHS 027/ANTH 027
   b) Early Modern: AHS 015, AHS 017B, AHS 017C, AHS 018/AST 018, AHS 028
   c) Modern/Contemporary: AHS 008/MCS 008, AHS 017C, AHS 020/MCS 023, AHS 021/URST 021, AHS 028

2. Upper-division requirements (36 units):
   a) AHS 192, Junior and Senior Seminar (4 units)
   b) Two courses (24 units total) in each of the major areas (Pre-modern, Early Modern, Modern/Contemporary) Note: No course that appears in more than one area can be repeated.
   c) Eight (8) elective units of upper-division course work in Art History chosen from the three major areas.

PROPOSED:

Art History/ Administrative Studies Major

The major between the departments of Art History and Business Administration provides students with training in management and the history of art. The major requirements for the B.A. degree in Art History/ Administrative Studies are as follows:

Art History requirements (48 units)

1. Lower-division requirements (12 units): one lower-division course in each of the three major areas. Note: No course that appears in more than one area can be repeated.
   a) Pre-modern: AHS 015, AHS 017A, AHS 017B, AHS 018/AST 018, AHS 027/ANTH 027
   b) Early Modern: AHS 015, AHS 017B, AHS 017C, AHS 018/AST 018, AHS 028
   c) Modern/Contemporary: AHS 008/MCS 008, AHS 017C, AHS 020/MCS 023, AHS 021/URST 021, AHS 028

2. Upper-division requirements (36 units):
   a) AHS 192, Junior and Senior Seminar (4 units)
   b) Two courses (24 units total) in each of the major areas (Pre-modern, Early Modern, Modern/Contemporary) Note: No course that appears in more than one area can be repeated.
   c) Eight (8) elective units of upper-division course work in Art History chosen from the three major areas.
Administrative Studies requirements (37 units)

1. Lower-division requirements (17 units)
   a) BUS 010, BSAD 020A
   b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)

2. Upper-division requirements (20 units)
   a) Two courses (8 units) from the list below:
      (1) ECON 102A or ECON 130 or ECON 162/BSAD 162
      (2) PSYC 140 or PSYC 142
      (3) SOC 150 or SOC 151 or SOC 171
      (4) POSC 181 or POSC 182 or POSC 183
      (5) ANTH 127 or ANTH 131

   These two courses must be outside the discipline of Art History and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.

   b) A three-course track (12 units) in Business Administration courses from one of the following:
      (1) Organizations (General): BUD 176/SOC 176, BUS 158/ANTH 105, SOC 150, SOC 151
      (2) Human Resources Management/Labor Relations: BUS 152/ECON 152, BUS 153/ECON 153, BUS 155, BUS 157, PSYC 142
      (3) Business and Society: BUS 102, PHIL 116, POSC 182, POSC 186

Administrative Studies requirements (37 units)

1. Lower-division requirements (17 units)
   a) BUS 010, BUS 020
   b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)

2. Upper-division requirements (20 units)
   a) Two courses (8 units) from the list below:
      (1) ECON 102A or ECON 104A or ECON 130 or ECON 162/BUS 162
      (2) PSYC 140 or PSYC 142
      (3) SOC 150 or SOC 151 or SOC 171
      (4) POSC 181 or POSC 182 or POSC 183
      (5) ANTH 127 or ANTH 131

   These two courses must be outside the discipline of Art History and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.

   b) A three-course track (12 units) in Business Administration courses from one of the following:
      (1) Organizations (General): BUS 100, BUS 107, BUS 176/SOC 176, BUS 158/ANTH 105, SOC 150, SOC 151
      (2) Human Resources Management/Labor Relations: BUS 100, BUS 107, BUS 152/ECON 152, BUS 153/ECON 153, BUS 155, BUS 157, PSYC 142
      (3) Business and Society: BUS 100, BUS 102, BUS 107, PHIL 116, POSC 182, POSC 186
(4) Marketing: BUS 103, and two from BUS 112, BUS 113, BUS 114, BUS 117
(4) Marketing: BUS 103, and two from BUS 112, BUS 113, BUS 114, BUS 117

(5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, BUS 168B
(5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, BUS 168B


(7) Finance: BUS 106/ECON 134 and two from BUS 135A, BUS 136, BUS 137, BUS 138, BUS 139
(7) Finance: BUS 106/ECON 134 and two from BUS 135A, BUS 136, BUS 137, BUS 138, BUS 139

(8) Management Information Systems: BUS 101, BUS 171, BUS 173
(8) Management Information Systems: BUS 101, BUS 171, BUS 173

(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127
(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

Note: In filling the dual requirements of the major students may not count more than two courses toward both parts of their total requirements (Art History requirements and Administrative Studies requirements).

Justification: The Business Administration program has asked for correlating changes to be made by majors with Administrative Studies Components that need to be updated along with additional course requirement options. Through email, our departments were given course corrections that need to be adjusted including BUS 020, which was renamed from BSAD 020A and no longer offered. ECON 102A is being renumbered to ECON 102. ECON 104A is a new ECON course targeted mainly to the majors offered by the Economics Department and is listed because credit is awarded for only one of ECON 102 or ECON 104A. BSAD 162 is also being renumbered to BUS 162. Proposed to be added courses include BUS 100 and BUS 107 as they are new courses that work well with the Organizations (General), Human Resources Management/Labor Relations, and Business and Society requirements.

Approved by the faculty of the Department of Art History: March 14, 2008

Approved by the Executive Committee of the College of Humanities: March 11, 2009

Approved by the Committee on Educational Policy: April 8, 2009
To be adopted:

Proposed Changes to Asian Literatures and Cultures Major

**PRESENT:**

The Asian Literatures and Cultures Major offers a diverse and flexible program for students interested in the study of Asian languages, cultures, and literatures. While language proficiency and some courses in literature or culture are required, students have considerable freedom within the major to make course selections based on their own areas of interest. Students may either study a national literature in depth in the original language or focus more broadly on culture, history, and literature using texts in English translation. They may also choose between concentrating on one national literature and cultural tradition or including other Asian literatures and cultures. The major is flexibly interdisciplinary, giving students the opportunity to combine courses from different UCR departments (e.g., Art History, History, Religious Studies) as appropriate for their field of study.

**Chinese Track** (44 units)

1. Lower-division requirements (8 units plus language proficiency)
   a) Proficiency in Chinese through the intermediate level (CHN 006 or its equivalent)
   b) Eight (8) units from lower-division lecture courses on Chinese literature and culture: AST 030/CHN 030, AST 040/CHN 040, AST 046/CHN 046, AST 048/CHN 048. Four (4) units can be from other courses on Asian literature and culture from the department as well as China-related courses from

**PROPOSED:**

[No Change]
2. Upper-division requirements (36 units)
   a) Sixteen (16) units in Chinese language from CHN 101A, CHN 101B, CHN 101C, CHN 105, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z)
   b) Twelve (12) units in Chinese literature and culture from CHN 104, CHN 105, AST 107/CHN 107/RLST 107, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), AST 135/CHN 135, AST 136/CHN 136, AST 142/CHN 142, CPLT 142E/WMST 142E, AST 148/CHN 148, AST 185/CHN 185/FVC 169, CHN 190
   c) Eight (8) units in Asian literatures and cultures: can be chosen from all the upper-division lecture courses on Asian literature and culture from the department as well as China-related upper-division courses from other departments (with adviser’s consent), including the courses listed under (b).

Japanese Track (44 units)
1. Lower-division requirements (8 units plus language proficiency)
   a) Proficiency in Japanese through the intermediate level (JPN 006 or its equivalent)
   b) Eight (8) units from lower-division lecture courses on Japanese literature and culture: AST 022/JPN 022, AST 032/JPN 032, AST 034/JPN 034, JPN 035. Four (4) units can be from other lower division lecture courses on Asian literature and culture from the department as well as Japan-related lower-division courses from other departments (with adviser's consent).
2. Upper-division requirements (36 units)
   a) Twelve (12) upper-division units in Japanese language from

Japanese Track (44 units)
1. [No Change]

2. [No Change]
JPN 101A, JPN 101B, JPN 101C, JPN 110

b) Twelve (12) units in upper-division Japanese literature and culture from JPN 110, CPLT 142J/WMST 142J, JPN 150/AST 150, AST 151/JPN 151, AST 152 (E-Z)/JPN 152 (E-Z), AST 153 (E-Z)/JPN 153 (E-Z), AST 154 (E-Z)/JPN 154 (E-Z), AST 184/FVC 184/JPN 184, AST 190, JPN 190

c) Twelve (12) units in Asian literatures and cultures: can be chosen from all the upper-division lecture courses on Asian literature and culture from the department as well as Japan-related upper-division courses from other departments (with adviser’s consent), including the courses listed under (b).

JUSTIFICATION:
For addition of new courses to ALC: Chinese track:

CHN 102 (Fourth-year Chinese), designed as a “bridge” for students to transition more smoothly from CHN 101C (Third-year Chinese) to much more difficult courses such as CHN 110 (E-Z) and 115 (E-Z), would help a good number of ALC (CHN) majors and minors fulfill their upper-division requirements in Chinese language.

As the only upper-division course in modern Chinese literature to be taught in English translation, CHN 134 is essential for ALC (CHN) majors and minors whose level of Chinese is not high enough for CHN 110 (E-Z) which is taught in Chinese. This course helps ALC (CHN) majors and minors fulfill their upper-division requirements in Chinese literature and culture.

CHN 106/PHIL 123 focuses on developing students’ reading ability of classical Chinese beyond the level of CHN 104 as well as students’ philosophical understanding through reading key philosophical texts. This course helps ALC (CHN) majors and minors fulfill their upper-division requirements in Chinese literature and culture.

APPROVALS:
Approved by the Faculty of the Department of Comparative Literature and Foreign Languages: February 5, 2009
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: March 11, 2009

Approved by the Committee on Educational Policy: April 8, 2009
To be adopted:

Proposed Changes to Asian Literatures and Cultures Minor

**PRESENT:**

The Asian Literatures and Cultures minor provides students with the opportunity to enhance their knowledge of Asian languages, cultures, and literatures.

**Chinese Track (24 units)**

1) **Lower-division requirements (4 units plus language proficiency)**
   a) Proficiency in Chinese through the intermediate level (second year)
   b) Four (4) units from lower-division lecture courses on Chinese literature and culture: AST 030/CHN 030, AST 040/CHN 040, AST 046/CHN 046, AST 048/CHN 048

2) **Upper-division requirements (20 units)**
   a) Eight (8) units in Chinese language from CHN 101A, CHN 101B, CHN 101C, CHN 105, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z)
   b) Eight (8) units in Chinese literature and culture from CHN 104, CHN 105, AST 107/CHN 107/RLST 107, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), AST 135/CHN 135, AST 136/CHN 136, AST 142/CHN 142, CPLT 142E/WMST 142E, AST 148/CHN 148, AST 185/CHN 185/MCS 169, CHN 190
   c) Four (4) units in Asian literatures and cultures: can be chosen from all the upper-division lecture courses on

**PROPOSED:**

[No Change]

**Chinese Track (24 units)**

1) **[No Change]**

   a) **[No Change]**

   b) **[No Change]**

2) **[No Change]**

   a) 8 upper-division units in Chinese language from CHN 101A, CHN 101B, CHN 101C, CHN 102, CHN 105, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z)

   b) Eight (8) units in Chinese literature and culture from CHN 104, CHN 105, CHN 106/PHIL 123, AST 107/CHN 107/RLST 107, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), CHN 134, AST 135/CHN 135, AST 136/CHN 136, AST 142/CHN 142, CPLT 142E/WMST 142E, AST 148/CHN 148, AST 185/CHN 185/MCS 169, CHN 190

   c) **[No Change]**
courses from other departments (with adviser’s consent), including the courses listed under (b).

Japanese Track (24 units)
1) Lower-division requirements (4 units plus language proficiency)
   a) Proficiency in Japanese through the intermediate level (JPN 006 or its equivalent)
   b) Four (4) units from lower-division lecture courses on Japanese literature and culture: AST 022/JPN 022, AST 032/JPN 032, AST 034/JPN 034, JPN 035

2) Upper-division requirements (20 units)
   a) Eight (8) upper-division units in Japanese language from: JPN 101A, JPN 101B, JPN 101C, JPN 110
   b) Eight (8) units in Japanese literature and culture from: JPN 110, CPLT 142J/WMST 142J, JPN 150/AST 150, AST 151/JPN 151, AST 152 (E-Z)/JPN 152 (E-Z), AST 153 (E-Z)/JPN 153 (E-Z), AST 154 (E-Z)/JPN 154 (E-Z), AST 184/MCS 184/JPN 184, AST 190, JPN 190.
   c) Four (4) units in Asian literatures and cultures: can be chosen from all the upper-division lecture courses on Asian literature and culture from the department as well as Japan-related upper-division courses from other departments (with adviser’s consent), including the courses listed under (b).

Southeast Asian Track (24 units)
1) Lower-division requirements (8 units plus language proficiency)
   a) Proficiency in one of the Southeast Asian languages (Vietnamese/Indonesian/
Tagalog) through the first-year level
b) Eight (8) units from lower-division lecture courses on Southeast Asian literature and culture: AST 062/CPLT 062, AST 063/CPLT 063, AST 064/VNM 064, AST 065

2) Upper-division requirements (16 units)
a) Sixteen (16) units in Southeast Asian literature and culture from CPLT 142V/WMST 142V, AST 161, AST 162/HIST 187/VNM 162, AST 163/CPLT 163, AST 165 (E-Z)/VNM 165 (E-Z)/WMST 165(E-Z), AST 166/CPLT 166/VNM 166, AST 167/CPLT 167, AST 168/MUS 168, or graduate courses in Southeast Asian literature and culture (with consent of instructor) such as CPLT 200/SEAS 200 and CPLT 205/SEAS 205

Korean Track (24 units)
1) Lower-division requirements (8 units plus language proficiency)
a) Proficiency in Korean through the intermediate level, KOR 005 (second year)
b) Eight (8) units from lower-division lecture courses on Korean literature and culture: KOR 042, KOR 047/AST 047/MCS 047

2) Upper-division requirements (16 units)
a) Four (4) upper-division units in Korean language from KOR 101
b) Eight (8) units in Korean literature and culture from KOR 110 (E-Z), KOR 112/AST 112, Four (4) units in Asian literatures and cultures: can be
chosen from all the upper-division lecture courses on Asian literature and culture from the department as well as Korea-related upper-division courses from other departments (with adviser’s consent), including the courses listed under (2)

JUSTIFICATION:

*Justification for addition of 3 CHN courses to ALC: Chinese track:* CHN 102 (Fourth-year Chinese), designed as a “bridge” for students to transition more smoothly from CHN 101C (Third-year Chinese) to much more difficult courses such as CHN 110 (E-Z) and 115 (E-Z), would help a good number of ALC (CHN) majors and minors fulfill their upper-division requirements in Chinese language.

As the only upper-division course in modern Chinese literature to be taught in English translation, CHN 134 is essential for ALC (CHN) majors and minors whose level of Chinese is not high enough for CHN 110 (E-Z) which is taught in Chinese. This course helps ALC (CHN) majors and minors fulfill their upper-division requirements in Chinese literature and culture.

CHN 106/PHIL 123 focuses on developing students’ reading ability of classical Chinese beyond the level of CHN 104 as well as students’ philosophical understanding through reading key philosophical texts. This course helps ALC (CHN) majors and minors fulfill their upper-division requirements in Chinese literature and culture.

*Justification for addition of new Korean Track*: Korea has become a major player in one of the most strategically important regions of the world, East Asia. While more than 5000 years old, Korean civilization is also leaving a mark as one of the most vibrant and dynamic cultural scenes today, where the traditions of the past and hyper-modern technologies of the future mingle in the present. Therefore as global citizens, UCR students have much to gain from learning its language, literature, and culture, regardless of their chosen major field of study.

APPROVALS:

Approved by the Faculty of the Department of Comparative Literature and Foreign Languages: February 5, 2009

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: March 11, 2009

Approved by the Committee on Educational Policy: April 8, 2009
To be adopted:

Proposed Changes to Biochemistry Undergraduate Program
Bachelor of Science and Bachelor of Arts Degrees in Biochemistry

Biology Emphasis

1. Lower-division requirements (54-55 units)
   a) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
   b) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC
   c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   d) MATH 008B or MATH 009A, MATH 009B, MATH 009C

2. Statistics requirement (5 units): STAT 100A

3. Upper-division requirements (49–64 units)
   a) BCH 101, BCH 102, BCH 110A, BCH 110B, BCH 110C, BCH 184
   b) At least 7 units from BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183, BCH 186, BCH 210, BCH 211, BCH 212, BCH 241/CHEM 241
   c) BIOL 102
   d) CHEM 109 or CHEM 110A; CHEM 112A, CHEM 112B, CHEM 112C

Biology Emphasis

1. No change
   a) No change
   b) No change
   c) No change
   d) MATH 008B or MATH 009A, MATH 009B, MATH 046

2. No change

3. Upper-division requirements (49–65 units)
   a) No change
   b) At least 7 units from BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212, BCH 241/CHEM 241
   c) No change
   d) No change
Choose three biological science courses from the following:

(1) BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183, BCH 186, BCH 210, BCH 211, BCH 212, BCH 241/CHEM 241

(2) BIOL 105, BIOL 108, BIOL 114, BIOL 117, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 123/MCBL 123/PLPA 123, BIOL 124/MCBL 124, BIOL 128/CBNS 128, BIOL 151, BIOL 155/BPSC 155, BIOL 157, BIOL 159/NEM 159, BIOL 160, BIOL 161A, BIOL 161B, BIOL 171, BIOL 171L, BIOL 173/ENTM 173, BIOL 175

(3) BIOL 104/BPSC 104, BIOL 132/BPSC 132, BIOL 143/BPSC 143, BIOL 148/BPSC 148, BIOL 155/BPSC 155, BPSC 135

(4) BIOL 100/ENTM 100, BIOL 173/ENTM 173, ENTM 128

(5) CBNS 101, CBNS 106, CBNS 116, CBNS 120/PSYC 120, CBNS 120L/PSYC 120L, CBNS 124/PSYC 124, CBNS 125/PSYC 125, CBNS 150/ENTX 150, CBNS 169

(6) ENSC 100, ENSC 155

(7) ENTX 101, CBNS 150/ENTX 150

4. BCH 190 or BCH 197 are available as elective courses to juniors who have completed BCH 102 and to seniors. No more than 9 units of courses numbered 190-199 may be counted towards the major.
**PRESENT**

**Chemistry Emphasis**

1. Lower-division requirements (59–60 units)
   
   a) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
   
   b) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC
   
   c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, CHEM 005
   
   d) MATH 008B or MATH 009A, MATH 009B, MATH 009C

2. Statistics requirement (5 units): STAT 100A

3. Upper-division requirements (49–58 units)
   
   a) BCH 101, BCH 102, BCH 110A, BCH 110B, BCH 110C, BCH 184
   
   b) At least 7 units from BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183, BCH 186, BCH 210, BCH 211, BCH 212, BCH 241/CHEM 241
   
   c) BIOL 102
   
   d) CHEM 109 or CHEM 110A; CHEM 112A, CHEM 112B, CHEM 112C
   
   e) Two courses from CHEM 110B, CHEM 113, CHEM 125, CHEM 150A, CHEM 150B, CHEM 166 (BCH 241/CHEM 241 and other graduate courses may be substituted by students with a GPA of 3.00 or better with permission of the instructor and the faculty advisor.)

4. BCH 190 or BCH 197 are available as elective courses to juniors who have completed BCH 102 and to seniors. No more than 9 units of courses numbered 190-199 may be counted towards the major.

**PROPOSED**

**Chemistry Emphasis**

1. No change
   
   a) No change
   
   b) No change
   
   c) No change
   
   d) MATH 008B or MATH 009A, MATH 009B, MATH 046

2. No change

3. Upper-division requirements (49–59 units)
   
   a) No change
   
   b) At least 7 units from BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183, BCH 186, BCH 210, BCH 211, BCH 212, BCH 241/CHEM 241
   
   c) No change
   
   d) No change
   
   e) No change

4. No change
Present

Medical Sciences Emphasis

1. Lower-division requirements (52-53 units)
   a) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
   b) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC
   c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   d) MATH 008B or MATH 009A, MATH 009B
   e) BCH 096, BCH 098-I

2. Statistics requirement (5 units): STAT 100A

3. Upper-division requirements (50 units)
   a) BCH 101, BCH 102, BCH 110A, BCH 110B, BCH 110C, BCH 120, BCH 184
   b) BIOL 102
   c) CHEM 109 or CHEM 110A; CHEM 112A, CHEM 112B, CHEM 112C
   d) CBNS 101
   e) Highly recommended (15 units): BIOL 161A, BIOL 161B, BIOL 171

Graduate and upper-division courses can be substituted with permission of the instructor and the faculty advisor. Graduate courses require a GPA of 3.0 or greater in the sciences. Students should be aware that CHEM 005 is often a requirement for admission to professional schools.

Note: A maximum of 12 units of 190-199 courses may be counted toward the 180 unit graduation requirement. All courses used towards the Biochemistry major requirements must be taken for letter grades.

Proposed

Medical Sciences Emphasis

1. No change
   a) No change
   b) No change
   c) No change
   d) No change
   e) No change

2. No change

3. Upper-division requirements (51 units)
   a) No change
   b) No change
   c) No change
   d) No change
   e) No change

No change.
JUSTIFICATION:

Biology Emphasis 3. a)

BCH 101, “Biochemical Laboratory: Fundamentals”, increased to 3 units, approved by College of Natural and Agricultural Sciences on 1/31/07 and approved in CRAMS on 2/5/07. BCH 101 is a required course of the major and this unit revision reflects this change.

Chemistry Emphasis 3. a)

BCH 101, “Biochemical Laboratory: Fundamentals”, increased to 3 units, approved by College of Natural and Agricultural Sciences on 1/31/07 and approved in CRAMS on 2/5/07. BCH 101 is a required course of the major and this unit revision reflects this change.

Medical Sciences Emphasis 3. a)

BCH 101, “Biochemical Laboratory: Fundamentals”, increased to 3 units, approved by College of Natural and Agricultural Sciences on 1/31/07 and approved in CRAMS on 2/5/07. BCH 101 is a required course of the major and this unit revision reflects this change.

Biology Emphasis 1.d, 3.b
Chemistry Emphasis 1.d, 3.b

motivation for change – An examination of the syllabi for Math 9C and Math 46 indicates that the latter, an introduction to differential equations, is more appropriate preparation for CHEM 109 and BCH 184; anticipated impact of change & resources required by the program – none; the way in which the change will be implemented with respect to students already in the program – students who have already taken MATH 9C will NOT be required to take MATH 46. The proposed change was made in consultation with (indeed at the recommendation of) the Chair of the Department of Mathematics, Dr. Vijayanthi Chandri.

BCH 187 as an elective: Biology 3.b & 1 Chemistry 3.b

motivation for change – To introduce a new upper-division elective in an important area of biochemistry; anticipated impact of change & resources required by the program – none, course will be taught by newly hired BCH faculty; the way in which the change will be implemented with respect to students already in the program – BCH 187 will be offered as an elective only, and all students will have the option of using it to fulfill program requirements.

APPROVALS:

Approved by the faculty of the Department of Biochemistry: 5-23-08
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 11-3-08
Approved by the Committee on Educational Policy: 11-12-08
To be adopted:

PRESENT:

Major Requirements
1. Lower-division requirements (72 units)
   a) BIEN 010
   b) BIOL 005A, BIOL 05LA, BIOL 005B
   c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   d) CS 010
   e) EE 001A, EE 01LA
   f) MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   g) PHYS 040A, PHYS 040B, PHYS 040C

2. Upper-division requirements (84 units)
   a) BCH 100, BCH 102
   b) BIEN 105, BIEN 110, BIEN 120, BIEN 125, BIEN 130, BIEN 130L, BIEN 135, BIEN 140A/CEE 140A, BIEN 155, BIEN 159, BIEN 175A, BIEN 175B
   c) BIOL 171
   d) CHEM 112A, CHEM 112B, CHEM 112C
   e) STAT 155
   f) Technical electives (16 units): upper division courses in engineering, biology, and/or substantive courses in field(s) related to bioengineering.

PROPOSED:

Major Requirements
No change

2. Upper-division requirements (84 units)
   a) BCH 100, BCH 102
   b) BIEN 105, BIEN 110, BIEN 120, BIEN 125, BIEN 130, BIEN 130L, BIEN 135, BIEN 140A/CEE 140A, BIEN 155, BIEN 159, BIEN 175A, BIEN 175B
   c) BIOL 171
   d) CHEM 112A, CHEM 112B, CHEM 112C
   e) STAT 155
   f) Technical electives (16 units):
      BIEN 140B, BIEN 197 (4 units maximum), CEE 135, *CHE 105, CHE 122, *CHE 161, EE 100A, EE 100B, EE 105, EE 110A, EE 110B, EE 138, EE 139, EE 143, EE 144, *EE 146, *EE 152, ENVE 133, ENVE 142, ENVE 171, ME 114, ME 138, ME 153, ME 180 (*require consent of instructor prior to enrollment.)
JUSTIFICATION:

Previously, the required technical electives covered a broad range of courses in engineering and biological sciences without any specific course requirements. We like to ensure that we fulfill some of the ABET requirements in terms of adequate number of engineering units. Therefore, we have identified a number of specific engineering classes as possible technical electives. The programs included in the list of technical elective course options have been consulted and have agreed to allow access to those courses for Bioengineering majors.

APPROVALS:

Approved the Faculty of the Bioengineering Department: February 20, 2009  
Approved by the BCOE Executive Committee: March 11, 2009  
Approved by the Committee on Educational Policy: April 8, 2009
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
May 19, 2009

To be adopted:
Proposed Changes to Business Administration Major

PRESENT:

Major Requirements
The following are requirements leading to the B.S. degree in Business Administration. At least 50 percent of business course requirements must be completed at UCR.

Business Administration Major
1. Preparation for Business Administration major (8 courses [at least 32 units])
   a) General prerequisites (may be used to satisfy breadth requirements of the College of Humanities, Arts, and Social Sciences)
      (1) ECON 004
      (2) CS 008
      (3) STAT 048
      (4) MATH 022
      (5) ECON 102
      (6) ECON 103
   b) Major prerequisites (may not be used to satisfy breadth requirements)
      (1) BUS 010
      (2) BUS 020

The major requirements for the B.S. in Business Administration are as follows:
2. Upper-division major requirements (18 courses [at least 72 units])
   Core courses (at least 10 courses [at least 40 units]):
      a) BUS 101, BUS 103, BUS 105, BUS 108, BUS 109
      b) BUS 104/STAT 104
      c) BUS 106/ECON 134
      d) BUS 107; or PSYC 142 and SOC 150 or SOC 151
      e) BUS 100
      f) BUS 102; or PHIL 116 and POSC 182 or POSC 186

PROPOSED:

Major Requirements
The following are requirements leading to the B.S. degree in Business Administration. At least 50 percent of business course requirements must be completed at UCR.

Business Administration Major
1. Preparation for Business Administration major (8 courses [at least 32 units])
   a) General prerequisites (may be used to satisfy breadth requirements of the College of Humanities, Arts, and Social Sciences)
      (1) ECON 004
      (2) CS 008
      (3) STAT 048
      (4) MATH 022
      (5) ECON 102
      (6) ECON 103
   b) Major prerequisites (may not be used to satisfy breadth requirements)
      (1) BUS 010
      (2) BUS 020

The major requirements for the B.S. in Business Administration are as follows:
2. Upper-division major requirements (18 courses [at least 72 units])
   Core courses (at least 10 courses [at least 40 units]):
      a) BUS 101, BUS 103, BUS 105, BUS 108, BUS 109
      b) BUS 104/STAT 104
      c) BUS 106/ECON 134
      d) BUS 107; or PSYC 142 and SOC 150 or SOC 151
      e) BUS 100
      f) BUS 102; or PHIL 116 and POSC 182 or POSC 186
Concentration (At least 20 units): Choose five courses from one of the concentrations listed below. Courses completed to meet upper division core requirements may not be used to meet concentration requirements.

**Accounting:** At least three of the five courses must be selected from BUS 159–BUS 169B.

**Arts Management:** BUS 111, BUS 117, BUS 155, BUS 156, BUS 159, CS 143/EE 143; at least three but not more than five upper division courses must be taken in one of these areas: ART, AHS, CRWT, DNCE, HIST, MUS, THEA; or students may complete a minor in one of the arts.

**Environmental Management:** BUS 139, CEE 132, ECON 143A/ENSC 143A, ECON 143B/ENSC 143B, ECON 143C/ENSC 143C, ECON 146/URST 146, ECON 148, ENSC 170, ENSC 172, ENSC 174, GEO 157, PHIL 116, PHIL 117, POSC 127

**Financial Economics:** BUS 135A, BUS 135B, BUS 136, BUS 137, BUS 138 or ECON 171, BUS 139, ECON 102B, ECON 103B, ECON 112, ECON 130, ECON 135, ECON 136

**General Management:** BUS 111 or BUS 113, BUS 128 or BUS 129, BUS 135A, BUS 143 or BUS 155, BUS 146, BUS 147, BUS 148, BUS 165A, BUS 173, BUS 180A, BUS 180B, BUS 180C

**Human Resources Management:** At least one of BUS 155 and PSYC 142 and the remainder from the following: ANTH 105/BUS 158, BUS 144, BUS 156, BUS 157, BUS 176/SOC 176, PSYC 155, SOC 150, SOC 151, SOC 171

**Information Systems:** At least three of the five courses must be selected from BUS 171–BUS 179, BUS 118, BUS 166, BUS 171, BUS 172, BUS 173, BUS 174, BUS 175, BUS 177, BUS 179, CS 120A/
EE 120A, CS 120B/EE 120B, PSYC 134, 
PSYC 140, PSYC 142
International Management: BUS 114, 
BUS 138, BUS 154B, BUS 164, BUS 178/ 
ECON 178, BUS 185, ECON 171, 
ECON 182, ECON 185/LNST 185, 
HISA 162/LNST 172, POSC 126, POSC 127, 
POSC 130, POSC 162/ 
LNST 142, SOC 181
Managerial Economics: BUS 152/ 
ECON 152, BUS 153/ECON 153, BUS 160/ 
ECON 160, BUS 178/ECON 178, 
ECON 102B, ECON 103B, ECON 107, 
ECON 108, ECON 130, ECON 163, 
ECON 143A/ENSC 143A
Marketing: At least two of the five courses 
must be selected from BUS 111–BUS 118, 
BUS 111, BUS 112, BUS 113, BUS 114, 
BUS 115, BUS 117, BUS 118, CRWT 130, 
ECON 102B, ECON 111, ECON 112, 
PHIL 116, PSYC 134, PSYC 140, STAT 147
Operations and Supply Chain Management: 
At least three of the five courses must be 
selected from BUS 122–BUS 129. BUS 118, 
BUS 122, BUS 128, BUS 129, BUS 173, 
BUS 127/STAT 127, BUS 162/ECON 162, 
ECON 112
Public Policy and Management: BUS 111, 
BUS 152/ECON 152, BUS 155, BUS 156, 
BUS 159, BUS 160/ECON 160, ECON 132, 
ECON 135, ECON 163, ECON 143A/ 
ENSC 143A, ECON 187/LNST 187, 
PHIL 116, POSC 181, POSC 182, 
POSC 186, SOC 150, SOC 151

g) An additional 12 units of Business Administration 
elective courses excluding BUS 190. See department for a list of approved Business Administration elective courses.
JUSTIFICATION:

Faculty see Entrepreneurship as a rising trend in Business Administration. With the addition of 10 new faculty, the department felt that we could tap into their area of expertise and make this concentration available to the students.

ECON 102A and ECON 102B were replaced with ECON 102 and 103 respectively since ECON have renumbered these courses recently.

APPROVALS:

Effective: Fall 2009
Approved by the Business Administration Program Committee: 01/22/09
Approved by the AGSM Executive Committee: 02/06/09
Approved by the CHASS Executive Committee: 03/11/09
Approved by the Committee on Educational Policy: 5/8/09
To be adopted:

Proposed Changes to Business Economics

**PRESENT:**

The major requirements for the B.A. degree in Business Economics are as follows:

1. Lower-division requirements (five courses [at least 20 units])
   - a) ECON 002, ECON 003
   - b) BUS 020
   - c) MATH 009A, MATH 009B

2. Upper-division requirements (12 courses [at least 48 units])
   - a) ECON 102A, ECON 102B
   - b) ECON 103A, ECON 103B
   - c) ECON 101 and ECON 107
   - d) Five additional upper-division courses in Economics worth 4 or 5 units each, including at least two courses from ECON 108, ECON 130, ECON 135, BUS 153/ECON 153, BUS 160/ECON 160, BSAD 162/ECON 162, ECON 163. Two 2-unit courses can satisfy one 4-unit elective course.
   - e) One course chosen from POSC 182, PSYC 142, SOC 151

**PROPOSED:**

The major requirements for the B.A. degree in Business Economics are as follows:

1. Lower-division requirements (five courses [at least 20 units])
   - a) [no change]
   - b) [no change]
   - c) Math 008B or Math 009A or Math 09HA, Math 009B

2. Upper-division requirements (12 courses [at least 48 units])
   - a) ECON 104A, ECON 104B
   - b) ECON 105A, ECON 105B
   - c) [no change]
   - d) [no change]
   - e) [no change]

**Note** Up to 4 units of internship credit may be counted toward the upper-division electives in Business Economics.

**Note** [no change]
JUSTIFICATIONS:
ECON 104A is more calculus-based than ECON 102A. In addition, ECON 104AB & 105AB are targeted mainly to the majors offered by the Department of Economics. The changes in Math reflect the new sequences created by the Math Department to allow students to move through calculus.

APPROVALS:
Approved by the faculty of the Department of Economics: 5/16/08
Approved by the Executive Committee of the College of Humanities, Arts, & Social Sciences: 3/11/09
Approved by the Executive Committee on Educational Policy: 4/8/09
EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING
REPORT TO THE RIVERSIDE DIVISION
May 19, 2009

PROPOSED CHANGE TO COMPUTER ENGINEERING MAJOR REQUIREMENTS

To be adopted:

PRESENT:
Major Requirements

PROPOSED:
Major Requirements

1. Lower-division requirements (68 units)
   a) ENGR 001G
   b) CS 010, CS 012 or CS 013, CS 014, CS 061
   c) CS 011/MATH 011
   d) EE 001A, EE 01LA, EE 001B
   e) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 046
   f) PHYS 040A, PHYS 040B, PHYS 040C
   g) One course of 4 or more units in Chemistry to be selected in consultation with a faculty advisor.

2. Upper-division requirements (80 units)
   a) CS 141, CS 161, CS 161L; one course from CS 153 or CS 160
   b) CS 120A/EE 120A, CS 120B/EE 120B; one course from CS 122A or EE 128
   c) CS 111/MATH 111
   d) EE 100A, EE 100B, EE 110A, EE 110B
   e) ENGR 180
   f) MATH 113
   g) EE 114 or STAT 155
   h) Five courses (at least 20 units) as technical electives from the following set of Computer Science and Engineering, and Electrical Engineering upper-division courses
      CS 100, CS 122A, CS 122B, CS 130, CS 133, CS 150, CS 152, CS 153, CS 160, CS 162, CS 164, CS 165, CS 166, CS 168, CS 170, CS 177, CS 179 (E-Z), CS 180, CS 181,
CS 183, CS 193
EE 105, EE 115, EE 128, EE 132,
EE 140, EE 141, EE 144, EE 146,
EE 150, EE 151, EE 152, EE 175A,
EE 175B

The technical electives selected from
h) must include either CS 179 (E-Z)
or both EE 175A and EE 175B. The
selection of the remaining technical
electives must be planned, in consultation
with a faculty advisor, to include at least
one coherent sequence of two classes
from either Computer Science and
Engineering or Electrical Engineering.
The technical electives must be distinct
from those used to satisfy the upper-
division requirements specified in items
a) and b) above.

Students may petition for exceptions to the
above degree requirements. Exceptions to
Computer Science course requirements must
be approved by the Computer Science and
Engineering undergraduate advisor or chair,
and exceptions to Electrical Engineering
course requirements must be approved by
the Electrical Engineering undergraduate
advisor or chair. Exceptions to other
requirements require the approval of the
undergraduate advisors of both chairs of
both departments.

Visit the Student Affairs Office in the
College of Engineering or www.engr.ucr.edu
/studentaffairs for a sample program.

**Justification:**

Currently, CS 141 contains both a programming component and a mathematical/analytical component. CS 100 will replace and expand upon the first part (the programming component), but it will de-emphasize the second part (the math component). CS 100 will replace CS 141 within the intro CS sequence (CS 10-12-14-141 becomes CS 10-12-14-100), shared by all minors and majors. The basic reason for this is to strengthen the computer programming component of the intro sequence, which the faculty feel from experience is not strong enough. Meanwhile, CS 141 will move out of the intro
sequence and will become a more advanced course, with more emphasis on the math/analytical component.
For our majors, the CS faculty feel that it is (of course) still important that they learn the mathematical/analytical part of CS 141, and in fact they will be in a better position to learn it with CS141 being taught as an upper-level course (no longer as part of the intro sequence). Thus, for them we still require CS 141. This has the overall affect of expanding the programming content of the majors (by requiring CS 100) and (slightly) expanding the analytical component (which will be covered in more depth now with CS 141 as a more advanced course).
For the minors, the CS faculty also feel that more programming experience is required, and thus are adding the CS 100 requirement. But they do not feel that the more advanced math/analytical part of CS 141 is as necessary. Thus, for the CS minor, CS141 is lessened to a course that can be taken to satisfy a technical elective requirement.

Approved by the Faculty of the Electrical Engineering Department:  November 25, 2008
Approved by the Faculty of the Computer Science and Engineering Department:  November 5, 2008
Approved by the College of Engineering Executive Committee: March 23, 2009
Approved by the Committee on Educational Policy: April 8, 2009
EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING
REPORT TO THE RIVERSIDE DIVISION
MAY 19, 2009

To be adopted:

PROPOSED CHANGES TO THE COMPUTER SCIENCE MAJOR

PRESENT:
Major Requirements
Computer Science Major

PROPOSED:
Major Requirements
Computer Science Major

1. Lower-division requirements (60 units)
   a) ENGR 001I
   b) CS 010, CS 012 or CS 013, CS 014, CS 061
   c) CS 011/MATH 011
   d) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A
   e) PHYS 040A, PHYS 040B, PHYS 040C
   f) One course of 4 or more units in an engineering discipline outside the field of computer science to be selected in consultation with a faculty advisor. (Either a lower-division or an upper-division course may be used to satisfy this requirement.)
   g) ENGL 01SC

2. Upper-division requirements (85 units minimum)
   a) ENGR 101I
   b) CS 141, CS 150, CS 152, CS 153,
      CS 161, CS 161L, CS 179 (E-Z)
   c) CS 120A/EE 120A, CS 120B/EE 120B,
      CS 111/MATH 111
   d) CS 111/MATH 111
   e) ENGR 180
   f) MATH 113
   g) STAT 155
   h) Two courses from MATH 046, MATH 120,
      MATH 126, PHIL 124
   i) At least 24 units of technical electives to be chosen from an approved list of courses which currently includes CS 100, CS 122A, CS 122B, CS 130, CS 133, CS 134, CS 145, CS 151, CS 160, CS 162, CS 164, CS 165,
      CS 166, CS 168, CS 170, CS 177,
      CS 179 (E-Z) (4 units maximum), CS 180,
      CS 181, CS 183, CS 193 (4 units maximum),
      EE 140, MATH 120, MATH 135A,
      MATH 135B

1. Lower-division requirements (60 units)
   No Change

2. Upper-division requirements (89 units minimum)
   a) ENGR 101I
   b) CS 100, CS 141, CS 150, CS 152, CS 153,
      CS 161, CS 161L, CS 179 (E-Z)
   c) CS 120A/EE 120A, CS 120B/EE 120B,
      CS 111/MATH 111
   d) CS 111/MATH 111
   e) ENGR 180
   f) MATH 113
   g) STAT 155
   h) Two courses from MATH 046, MATH 120,
      MATH 126, PHIL 124
   i) At least 24 units of technical electives to be chosen from an approved list of courses which currently includes CS 100, CS 122A, CS 122B, CS 130, CS 133, CS 134, CS 145, CS 151, CS 160, CS 162, CS 164, CS 165,
      CS 166, CS 168, CS 170, CS 177,
      CS 179 (E-Z) (4 units maximum), CS 180,
      CS 181, CS 183, CS 193 (4 units maximum),
      EE 140, MATH 120, MATH 135A,
      MATH 135B
The technical electives selected must be distinct from those used to satisfy the requirements specified in 2.a)-g) above. The technical electives selected must be distinct from those used to satisfy the requirements specified in 2.a)-h) above.

Visit the Student Affairs Office in the College of Engineering or www.engr.ucr.edu/studentaffairs for a sample program. Visit the Student Affairs Office in the College of Engineering or www.engr.ucr.edu/studentaffairs for a sample program.

**JUSTIFICATION:**
Change to 2. b)
Currently, CS 141 contains both a programming component and a mathematical/analytical component. CS 100 will replace and expand upon the first part (the programming component), but it will de-emphasize the second part (the math component). CS 100 will replace CS 141 within the intro CS sequence (CS 10-12-14-141 becomes CS 10-12-14-100), shared by all minors and majors. The basic reason for this is to strengthen the computer programming component of the intro sequence, which the faculty feel from experience is not strong enough. Meanwhile, CS 141 will move out of the intro sequence and will become a more advanced course, with more emphasis on the math/analytical component.

For our majors, the CS faculty feel that it is (of course) still important that they learn the mathematical/analytical part of CS 141, and in fact they will be in a better position to learn it with CS141 being taught as an upper-level course (no longer as part of the intro sequence). Thus, for them we still require CS 141. This has the overall affect of expanding the programming content of the majors (by requiring CS 100) and (slightly) expanding the analytical component (which will be covered in more depth now with CS 141 as a more advanced course).

For the minors, the CS faculty also feel that more programming experience is required, and thus are adding the CS 100 requirement. But they do not feel that the more advanced math/analytical part of CS 141 is as necessary. Thus, for the CS minor, CS 141 is lessened to a course that can be taken to satisfy a technical elective requirement.

Change to 2. i)
This is a clerical change. When ENGR 101I was added as item “a)” as a Computer Science upper-division requirement, the changes were not made to reflect that the previous items “2.a)-g)” now includes items “2.a)-h).”

**APPROVALS:**
Approved by the Computer Science and Engineering Department: November 5, 2008
Approved by the BCOE Executive Committee: March 23, 2009
Approved by the Committee on Educational Policy: April 8, 2009
PROPOSED CHANGE TO COMPUTER SCIENCE MINOR REQUIREMENTS

To be adopted:

**PRESENT:**
Requirements for the minor Computer Science are:

1. Prerequisite courses: CS 010, CS 012 or C 013, CS 014, CS 061, CS 011/MATH 011, MATH 008B or MATH 009A, MATH 009B, MATH 009C

2. Core courses: CS 111/MATH 111, CS 141

3. Three elective courses, each of four or more units such that:
   a) Each is an upper-division requirement or a listed technical elective for the Computer Science major, excluding courses numbered 190-199
   b) No course may be an upper-division requirement of the student’s major
   c) At least two courses must be in the Department of Computer Science and Engineering

4. All courses for the minor must be taken for a letter grade.

**PROPOSED:**
Requirements for the minor Computer Science are:

1. No Change

2. Core courses: **CS 100**, CS 111/MATH 111

3. No Change

4. No Change

**Note** Students with a minor in Computer Science must obtain approval from the undergraduate advisor in Computer Science and Engineering for a specific program of electives consistent with their career goals.
JUSTIFICATION:
The Computer Science and Engineering Department (CS) is changing its intro programming course sequence. Currently, CS 141 (intermediate data structures and algorithms) is the fourth and final course in the intro programming sequence. As such it is a prerequisite for most of the upper-division CS courses. We are moving CS 141 out of the intro sequence and are replacing it by CS 100 (software construction). The basic motivation for this is that the CS faculty feel that majors are insufficiently prepared for programming projects in upper-division courses, even after completing the current intro sequence. With this change CS 100 will replace CS 141 as a required prerequisite for most upper-division CS courses. Also, CS 100 becomes a de-facto required course for CS and Computer Engineering majors (whereas before it was a technical elective for these majors). We are moving some course content around: some from CS 141 into CS 14 (the third course in the intro sequence) and some from CS 14 into CS 100.

APPROVALS:
Approved the Faculty of the Computer Science and Engineering Department: November 5, 2008
Approved by the BCOE Executive Committee: March 11, 2009
Approved by the Committee on Educational Policy: April 8, 2009
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
May 19, 2009

To be adopted:

Proposed Change to the Creative Writing Major

PRESENT:

Major Requirements
The major requirements for the B.A. degree in Creative Writing are as follows:

Prerequisite courses: CRWT 056 or equivalent, and ENGL 001A or equivalent.

1) Lower-division requirements (20 units; five courses)
   - Two Creative Writing survey courses from CRWT 046A, CRWT 046B, or CRWT 046C
   - Two Creative Writing introductory courses from CRWT 057A, CRWT 057B, or CRWT 057C
   - One literature survey course from CRWT 012/CPLT 012, CRWT 040/CPS 039, CRWT 041, CRWT 042, CRWT 043, CRWT 044, CRWT 045, ENGL 014, ENGL 015, ENGL 017

2) Upper-division requirements (60 units)
   a. Three workshop courses in primary genre:
      Creative Nonfiction
      CRWT 130, CRWT 132, CRWT 134
      or
      Poetry
      CRWT 150, CRWT 160, CRWT 170
      or
      Fiction
      CRWT 152, CRWT 162, CRWT 172
   b. Repeat one advanced workshop in

PROPOSED:

Major Requirements
The major requirements for the B.A. degree in Creative Writing are as follows:

[no change]

1) [no change]

Two Creative Writing survey courses from CRWT 046A, CRWT 046B, or CRWT 046C
   [no change]

Two Creative Writing introductory courses from CRWT 057A, CRWT 057B, or CRWT 057C
   [no change]

One literature survey course from CRWT 012/CPLT 012, CRWT 040/CPS 039, CRWT 041, CRWT 042, CRWT 043, CRWT 044, CRWT 045, ENGL 014, ENGL 015, ENGL 017
   CRWT 097H

2) Upper-division requirements (60 units)
   a. Three workshop courses in primary genre:
      [no change]
primary genre of interest (CRWT 134, CRWT 170, CRWT 172) or other course approved the department

c. One workshop in second genre:
CRWT 130, CRWT 132, CRWT 134, CRWT 150, CRWT 152, CRWT 160, CRWT 162*, CRWT 164A/THEA 164A, CRWT 164B/THEA 164B, the CRWT 166A/MCS 166A/THEA 166A, CRWT 166B/MCS 166B/THEA 166B, CRWT 166C/MCS 166C/THEA 166C series, CRWT 170*, CRWT 172*
*These workshops may be repeated; however, only 4 units total can be applied to the major.

d. One workshop in third genre: CRWT 130, CRWT 132, CRWT 134, CRWT 150, CRWT 152, CRWT 160, CRWT 162*, CRWT 164A/THEA 164A, CRWT 164B/THEA 164B, the CRWT 166A/MCS 166A/THEA 166A, CRWT 166B/MCS 166B/THEA 166B, CRWT 166C/MCS 166C/THEA 166C series, CRWT 170*, CRWT 172*
*These workshops may be repeated; however, only 4 units total can be applied to the major.

e. Three upper-division courses in creative Writing: CRWT 143, CRWT 146 (E-Z), CRWT 155, CRWT 165, CRWT 171, CRWT 173, CRWT 174, CRWT 175, CRWT 176 (E-Z), CRWT 185 (E-Z), CRWT 187/CPLT 187, CRWT 191 (may be taken twice but used only once for major credit), CRWT 198I (may be taken only once, for 4 units)

f. One upper-division course in Art, Art History, Music, Dance, or Theatre (must be a 4-unit course)

g. Four (4) units of CRWT 195 or CRWT 195H (Senior Honors Thesis) or approved course from list available in department

h. Four upper-division courses of
concentration in another discipline or set of disciplines approved by advisor

JUSTIFICATION:

The Creative Writing department is: a) adding CRWT97H to its literature course listings; b) removing the requirement to repeat an advanced workshop; c) adding CRWT136, CRWT180, and CRWT182 to its list of upper division courses; and d) modifying the senior thesis requirement to give students the option of replacing it with an upper division course that calls for a term paper.

The rationale for these changes is: a) CRWT97H [Freshman Honors Project] is a seminar that was mistakenly left out of our literature offerings, so this oversight is being corrected; b) the Creative Writing department has found it increasingly difficult to offer enough advanced workshops for students to fulfill this requirement in time for graduation, so this line has been removed from the list; c) CRWT136 [Professional Creative Nonfiction Workshop], CRWT180 [Professional Poetry Workshop], CRWT182 [Professional Fiction Workshop] are professional classes that are being added to better serve students who can produce publishable work; and d) the Creative Writing department has made its thesis requirements stricter and therefore wants to clarify alternative options.

APPROVALS:

Creative Writing Committee approved on 01/21/2009
CHASS Executive Committee: 03/11/09
Committee on Educational Policy: 4/8/09
To be adopted:

Proposed Change to the Creative Writing Minor

**PRESENT:**

1. Lower-division requirements (9 units)
   a) One introductory writing workshop: CRWT 056
   b) One introductory reading course: CRWT 040, CRWT 043, CRWT 046A, CRWT 046B, or CRWT 046C.
   c) One introductory workshop course: CRWT 057, CRWT 057B, CRWT 057C.

2. Upper-division requirements (20 units)
   a) Four (4) units from
      (1) CRWT 176 (E-Z)
      (2) Any upper-division course in English, Comparative Literature and Foreign Languages, or Theatre (except ENGL 101, ENGL 103; FREN 100, FREN 101A, FREN 101B, FREN 101C; GER 101, GER 103A, GER 103B; RUSN 103; SPN 101A, SPN 101B, SPN 101C, SPN 105, SPN 106A, SPN 106B)
   b) Sixteen (16) units in one of the following emphases:
      Nonfiction Emphasis
      (1) CRWT 130, CRWT 132, CRWT 134
      (2) Four (4) units from CRWT 150, CRWT 152, CRWT 164A/THEA 164A, CRWT 165, CRWT 166A/
          MCS 166A/THEA 166A, CRWT 171, CRWT 187/CPLT 187
      Poetry Emphasis
      (1) CRWT 150, CRWT 160, CRWT 170
      (2) Four (4) units from CRWT 130, CRWT 152, CRWT 164A/THEA 164A, CRWT 165, CRWT 166A/MCS 166A/
          THEA 166A, CRWT 171, CRWT 187/CPLT 187
      Fiction Emphasis
      (1) CRWT 152, CRWT 162, CRWT 172

**PROPOSED:**

1. Lower-division requirements (9 units)
   a) One introductory writing workshop: CRWT 056
   b) One introductory reading course: CRWT 040, CRWT 043, CRWT 046A, CRWT 046B, or CRWT 046C.
   c) One introductory workshop course: CRWT 057, CRWT 057B, CRWT 057C.

2. Upper-division requirements (20 units)
   a) Four (4) units from
      (1) CRWT 176 (E-Z)
      (2) Any upper-division course in English, Comparative Literature and Foreign Languages, or Theatre (except ENGL 101, ENGL 103; FREN 100, FREN 101A, FREN 101B, FREN 101C; GER 101, GER 103A, GER 103B; RUSN 103; SPN 101A, SPN 101B, SPN 101C, SPN 105, SPN 106A, SPN 106B)
   b) Sixteen (16) units in one of the following emphases:
      Nonfiction Emphasis
      (1) CRWT 130, CRWT 132, CRWT 134
      (2) Four (4) units from CRWT 150, CRWT 152, CRWT 164A/THEA 164A, CRWT 165, CRWT 166A/
          MCS 166A/THEA 166A, CRWT 171, CRWT 187/CPLT 187
      Poetry Emphasis
      (1) CRWT 150, CRWT 160, CRWT 170
      (2) Four (4) units from CRWT 130, CRWT 152, CRWT 164A/THEA 164A, CRWT 165, CRWT 166A/MCS 166A/
          THEA 166A, CRWT 171, CRWT 187/CPLT 187
      Fiction Emphasis
      (1) CRWT 152, CRWT 162, CRWT 172
(2) Four (4) units from CRWT 130, CRWT 150, CRWT 164A/ THEA 164A, CRWT 165, CRWT 166A/MCS 166A/ THEA 166A, CRWT 187/CPLT 187 Drama Emphasis (1) CRWT 164A/THEA 164A, CRWT 164B/THEA 164B, CRWT 164C/THEA 164C
(2) Four (4) units from CRWT 130, CRWT 150, CRWT 152, CRWT 165, CRWT 166A/MCS 166A/THEA 166A, CRWT 166B/MCS 166B/THEA 166B, CRWT 166C/MCS 166C/THEA 166C, CRWT 187/CPLT 187, THEA 121 Drama Emphasis (1) CRWT 164A/THEA 164A, CRWT 164B/THEA 164B, CRWT 164C/THEA 164C

JUSTIFICATION:
Course MCS 039 was deleted from Media and Cultural Studies program. Course must be deleted from CRWT Minor.

APPROVALS:
Creative Writing Committee approved on 01/21/2009
CHASS Executive Committee: 03/11/2009
Committee on Educational Policy: 4/8/2009
To be adopted:

Present Major

The Dance major is distinctive for its outstanding faculty of nationally recognized scholars and artists who draw from a variety of academic and creative backgrounds, including choreography, history, literature, performance studies, and cultural studies.

The B.A. degree in Dance focuses on choreography and cultivation of cultural and historical perspectives on dance. Movement practices, dance composition, performance, pedagogies, and digital or screen studies courses are required. Movement practice courses are offered in modern dance and other dance/movement forms as they are practiced in various cultures of the world. Dance majors must participate in at least one production season of “UCR is Dancing,” the department's annual concert series featuring original choreography and performance projects by students. This concert series also includes historical dance reconstructions by department faculty as well as original repertory created by professional guest artists.

In addition, visiting professional dancers, choreographers, and scholars come to UCR frequently to give special workshops, master classes, and lectures.

Opportunities to perform include “UCR is Dancing,” the Faculty Dance Concert, the Graduate Dance Concert, and the Gluck Fellows Arts Outreach Touring programs.

New majors are eligible to audition for the Chancellor's Performance Award, a scholarship of up to $3,000. Student assistantships and other forms of financial aid are also available. Undergraduate majors may apply for research grants and stipends for summer dance studies. Selected students receive $1,000 Maxwell H. Gluck Fellowships.

Proposed Major

The Dance major is distinctive for its outstanding faculty of nationally recognized scholars and artists who draw from a variety of academic and creative backgrounds, including choreography, history, literature, performance studies, and cultural studies.

The B.A. degree in Dance focuses on choreography and cultivation of cultural and historical perspectives on dance. Movement practices, dance composition, performance and cultural and historical studies courses are required. Elective courses are also required. Movement practice courses are offered in dance/movement forms as they are practiced in various cultures of the world. Dance majors must participate in at least one production season of “UCR is Dancing,” the department's annual concert series featuring original choreography and performance projects by students. This concert series also includes historical dance reconstructions by department faculty as well as original repertory created by professional guest artists.

In addition, visiting professional dancers, choreographers, and scholars come to UCR frequently to give special workshops, master classes, and lectures.

Opportunities to perform include “UCR is Dancing,” the Faculty Dance Concert, the Graduate Dance Concert, and the Gluck Fellows Arts Outreach Touring programs.

New majors are eligible to audition for the Chancellor's Performance Award, a scholarship of up to $3,000. Student assistantships and other forms of financial aid are also available. Undergraduate majors may apply for research grants and stipends for summer dance studies. Selected students receive $1,000 Maxwell H. Gluck Fellowships.
Gluck Fellowships.

**Major Requirements**

The major requirements for the B.A. degree in Dance are as follows: A minimum of 90 units of course work in Dance, 58 of which are upper division.

3. Histories/Cultures (16 units):
   - DNCE 131/WMST 127, DNCE 132, DNCE 133, DNCE 134, DNCE 135

4. The Digital/Screen (8 units):
   - DNCE 171 (E-Z), DNCE 172 (E-Z), DNCE 173 (E-Z)

5. Pedagogies (4 units): DNCE 180R

6. Performance/Productions (48 units):
   - DNCE 167, DNCE 180G, two quarters of DNCE 180J, and DNCE 161/MCS 161 or DNCE 162/MCS 162

7. Movement Practice (up to 24 units)
   Dance majors must enroll in at least one movement practice course per quarter. Up to 24 units may be counted towards the major as follows:
   a) 50% of the required movement practice units must be taken in DNCE 067A, DNCE 067B, DNCE 067C (Modern Technique)
   b) 50% of the required movement practice units must be taken in three different dance genres from DNCE 071A, DNCE 071B (Ballet) DNCE 072A, DNCE 072B, DNCE 072C (Tap) DNCE 073A/LNST 073A, DNCE 073B/ LNST 073B (Dance of Mexico) DNCE 075A, DNCE 075B (World Dance Forms) DNCE 081A, DNCE 081B, DNCE 081C (Dance Cultures, Culture in Dance)

**Major Requirements**

The major requirements for the B.A. degree in Dance are as follows: A minimum of 74 units of course work in Dance, 38 of which are upper division.

3. Histories/Cultures (8 units) 2 courses from:
   - DNCE 131/WMST 127, DNCE 132, DNCE 133, DNCE 134, DNCE 135

4. Performance/Productions (10 units):
   - DNCE 167, DNCE 180G and one quarter of DNCE 180J

5. Movement Practice (up to 24 units)
   Dance majors must enroll in at least one movement practice course per quarter, and must pursue a concentration in two different dance genres of at least 6 units each. Up to 24 units may be counted towards the major from:
   a) DNCE 067A, DNCE 067B, DNCE 067C (Modern Technique)
   b) DNCE 071A, DNCE 071B (Ballet) DNCE 073A/LNST 073A, DNCE 073B/ LNST 073B (Dance of Mexico) DNCE 075A, DNCE 075B (World Dance Forms) DNCE 081A, DNCE 081B, DNCE 081C (Dance Cultures, Culture in Dance)

6. Electives (12 units)
   12 units of additional coursework as follows:
   a) At least 8 units must be drawn from the following upper division courses:
      - DNCE 131/WMST 127, DNCE 132, DNCE 133, DNCE 134, DNCE 135, DNCE 155 (E-Z), DNCE 161/MCS 162, DNCE 162/MCS 162, DNCE 171 (E-Z), DNCE 172 (E-Z), DNCE 173 (E-Z), DNCE 180R
   b) No more than 4 units may be drawn from
the following movement practice and dance practicum courses:
DNCE 067A, DNCE 067B, DNCE 067C, DNCE 071A,
DNCE 071B, DNCE 073A/LNST 073A,
DNCE 073B/LNST073B, DNCE 75A, DNCE 075B,
DNCE 081A, DNCE 081B, DNCE 081C, DNCE 168,
DNCE 180J, DNCE 180K

Note Because of additional movement practice requirements appropriate to the dance curriculum, Dance majors have been granted an exemption from the 80-unit limit on courses in the major so that 102 Dance units may be counted toward the B.A.

Lower-Division Courses
DNCE 072A. Beginning Tap Dance Technique (2)
Studio, 3 hours; screening, 1 hour; individual study, 1 hour; extra reading, 1 hour. Prerequisite(s): none. Tap technique at the beginning level. Outside of class assignments include attending dance concerts, viewing dance videos, and regular individual practice sessions. Recommended for nondancers and dancers. Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work or examination. Course is repeatable.

DNCE 072B. Intermediate Tap Dance Technique (2)
Studio, 3 hours; screening, 1 hour; individual study, 1 hour; extra reading, 1 hour. Prerequisite(s): DNCE 072A recommended. Tap technique at the intermediate level. Outside of class assignments include attending dance concerts, viewing dance videos, and regular individual practice sessions. Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work or examination. Course is
repeatable.

**DNCE 072C: Advanced Tap Dance Technique**

(2) Studio, 3 hours; screening, 1 hour; individual study, 1 hour; extra reading, 1 hour. Prerequisite(s): DNCE 072B recommended. Tap technique at the advanced level. Outside of class assignments include attending dance concerts, viewing dance videos, and regular individual practice sessions. Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work or examination. Course is repeatable.

**Justifications:**

The proposed revisions to the requirements for the B.A. in Dance represent a reconfiguration of our current requirements. Two things have spurred this: the Dance faculty’s observation of how changes to the degree requirements made in 2004 have worked well, or created obstacles, for Dance majors; and the Dance faculty’s engagement with the development of learning outcomes and assessment methods through the OATS process. These have led us to work toward streamlining student progress toward degree and expanding the choices available to dance majors en route to degree.

Toward these ends, we are reducing the total units required for the major from 90 to 74. This will ease progress toward degree for students who enter the major as freshmen, as transfer students, or as double majors.

Further, we are reconfiguring our requirements by adding the category of electives, which will give students more choice and encourage them to pursue different specific areas of interest in the field. An added benefit of the addition of electives is the introduction of flexibility for students in completing major requirements in progress towards degree. Certain upper division courses that were formerly required of all students are now available to be used to fulfill the elective requirements.

Please note that the implementation of these changes requires no additional resources for the department. We propose that students already in the program will have the choice of whether to adhere to the current requirements or these new requirements. Further, we believe that these changes may well enable more students to major in Dance.

**Justification with regard to particular clusters of courses in the new configuration of requirements.**

1. **Histories/Cultures.** We are reducing the total number of required histories and cultures units from 16 to 8, while allowing students to choose additional Histories/Cultures courses among their elective units. We make this shift to maximize student choice and promote student agency in making choices within the range of courses offered.
2. **The Digital/Screen.** We are removing the requirement that all majors enroll in these courses, while allowing them to choose these courses to fulfill the new Electives requirement. We make this shift to maximize student choice and promote student agency in making choices within the range of courses offered.

3. **Pedagogies.** We are removing the requirement that all majors enroll in Pedagogies, while allowing them to choose this course to fulfill the new Electives requirement. We make this shift to maximize student choice and promote student agency in making choices within the range of courses offered.

4. **Performance/Productions.** DNCE 167 and 180G continue to be required. We are reducing the total number of required DNCE 180J (Repertory) units from 8 to 4, while allowing students to choose additional 180J courses to fulfill the new elective requirement. We are removing the requirement that all majors enroll in the technologies production courses (DNCE 161/MCS 161 and DNCE 162/MCS 162), while allowing them to choose these courses to fulfill the new Electives requirement. We make this shift to maximize student choice and promote student agency in making choices within the range of courses offered.

5. **Movement Practice.** We continue to believe that the doing of dancing offers students a critical perspective on dance as a cultural, historical and physical practice. This source of critical perspective needs to undergird and accompany students’ ongoing study of dance in histories, cultures, the digital/screen technologies, composition and repertory. We therefore continue to require students to enroll in at least one movement practice course per quarter.

However, we note that the current requirements privilege the modern dance genre, which we change with this current revision. We are removing the stipulation that 50% of movement practice courses must be taken in modern dance and that 50% must be taken in three different dance genres. We are replacing this with the stipulation that students must pursue a concentration in two different dance genres of at least 6 units each, and they will be able to choose the two genres in which they will focus more intensely from among those offered at any given time. We make this change to acknowledge that diverse approaches to movement practice exist in diverse cultures, and to signal that no singular (and by implication universal) dance practice prevails. Further, the new requirement for concentrations in two perspectives, rather than only in one, is meant to help students to place movement practices in critical perspective, and to encourage them to work in both breadth and depth in acquiring physical knowledge. 6. **Electives.** We are reconfiguring our requirements by adding this category, which will maximize student choice and encourage students to pursue different specific areas of interest in the field. The addition of electives will enable students to focus more intensively on a specific area, or it could enable them to cultivate further breadth of perspective. The faculty believes that the choice afforded to students in selecting electives is essential to the quality of the degree.

An added benefit of the addition of electives is the introduction of flexibility for students in completing major requirements in progress towards degree. Upper division courses that were formerly required of all students are now available to be used to fulfill the elective requirements. Students will be able to fulfill upper division requirements through a range of electives offered in any given year, and will no longer need to wait for a particular course to be offered with which to satisfy a requirement. As a result, students will not be delayed in their progress toward degree because they are waiting for a particular course to be offered.
We make the stipulations that at least 8 of the 12 elective units be drawn from upper division courses in Histories/Cultures, The Digital/Screen, and Pedagogies. These courses constitute primary lenses in Dance Studies today for investigating and apprehending dance and movement as ways of knowing and being, creating and doing. We include the possibility that students might choose a maximum of 4 of the 12 elective units from Movement Practice and Dance Practicum courses. We wish to promote embodiment as a valid research strategy, while continuing to promote the vital importance of the upper division academic courses.

6. Exemption from 80-unit limit. Because with the proposed reconfiguration the Dance major will require 74 units, marking a reduction of 16 units from the current requirements, the program no longer has need of this exemption. We therefore eliminate this note.

7. Removing tap courses. We are removing the tap classes DNCE 072A, DNCE 072B, DNCE 072C from the curriculum, as the faculty who introduced and taught these specific courses has since retired from the University. The department does not have another instructor or faculty member with these expertises to teach these specialized classes.

Approvals:

Approved by the Faculty of the Department of Dance: 2/25/2009

Approved by the Executive Committee of the College of Humanities, Arts and Social Sciences: 4/1/2009

Approved by the Committee on Educational Policy: 4/8/2009
To be adopted: Proposed Changes to Economics

PRESENT:
The major requirements for the B.A. degree in Economics are as follows:

1. Lower-division requirements (4 courses [at least 16 units])
   a) ECON 002, ECON 003
   b) MATH 009A, MATH 009B

2. Upper-division requirements (12 courses [at least 48 units])
   a) ECON 102A, ECON 102B
   b) ECON 103A, ECON 103B
   c) One course chosen from ECON 123/ HISA 123, ECON 124, or ECON 125
   d) ECON 101 and ECON 107

   e) At least five additional upper-division courses in Economics worth 4 or 5 units each, including at least one course from ECON 171 through ECON 187. Two 2-unit courses can satisfy one 4 or 5-unit course.

Note Up to 4 units of internship credit may be counted toward the upper-division electives in Economics.

PROPOSED:
The major requirements for the B.A. degree in Economics are as follows:

1. Lower-division requirements (4 courses [at least 16 units])
   a) [no change]
   b) MATH 008B or MATH 009A or MATH 09HA, MATH 009B

2. Upper-division requirements (12 courses [at least 48 units])
   a) ECON 104A, ECON 104B
   b) ECON 105A, ECON 105B
   c) [no change]
   d) [no change]

   e) Five additional upper-division courses in Economics worth 4 or 5 units each, including at least three that have either ECON 104A or ECON 105A or Econ 107 as a prerequisite. Two 2-unit courses can satisfy one 4 or 5-unit course.

Note [no change]

JUSTIFICATION:

MATH 8B and Math 9HA MATH 9A have been approved by the Math Dept as alternative courses to MATH 9A.
ECON 104AB & 105AB will replace ECON 102AB & ECON 103AB for all Economics majors because they cover theories and practices in the field of Economics using greater math applications. With this preparation, students will be better prepared to take electives that are built on the new micro and macro courses. The removal of the ECON 171 to 187 requirement and the inclusion of three advanced electives gives students greater flexibility in designing their major according to their areas of interest. Courses in the ECON 171-187 range are still available as advanced electives.

APPROVALS:
Approved by the faculty of the Department of Economics: 5/16/08
Approved by the Executive Committee of the College of Humanities, Arts and Social Sciences: 3/11/09
Approved by the Executive Committee on Educational Policy: 4/8/09
To be adopted:

Proposed Changes to Economics Minor

**PRESENT:**

The minor in Economics provides a background in this discipline. Students take basic microeconomic and macroeconomic theory courses, and then are given freedom of choice in pursuing upper-division courses of great interest. All candidates for the minor in Economics must take

1. Lower-division requirements (8 units):
   
   ECON 002, ECON 003

2. Upper-division requirements (at least 25 units):
   
   a) ECON 102A, ECON 103A
   
   b) Four additional upper-division courses (at least 16 units) in Economics

**PROPOSED:**

The minor in Economics provides a background in this discipline. Students take basic microeconomic and macroeconomic theory courses, and then are given freedom of choice in pursuing upper-division courses of great interest. All candidates for the minor in Economics must take

1. Lower-division requirements (5-10 units):
   
   ECON 004 or ECON 002 and ECON 003

2. Upper-division requirements (at least 26 units):
   
   a) ECON 102 or ECON 104A; ECON 103 or ECON 105A
   
   b) Four additional upper-division courses (at least 16 units) in Economics

**JUSTIFICATIONS:**

ECON 2 & ECON 3 are worth 5 units. ECON 4 is comparable to both ECON 2 and ECON 3. Four 4-unit courses added to two 5-unit courses equal 26 units.

ECON 104A is a calculus-based course.

**APPROVALS:**

Approved by the faculty of the Department of Economics: 5/16/08
Approved by the Executive Committee of the College of Humanities, Arts & Social Sciences: 3/11/09
Approved by the Executive Committee on Educational Policy: 4/8/09
To be adopted: Proposed Changes to Economics/Administrative Studies

PRESENT:
In order to receive the B.A. degree in Economics/Administrative Studies students must fulfill the following requirements:

Economics requirements (48 units)
1. ECON 002, ECON 003
2. ECON 102A, ECON 102B, ECON 103A
3. Twenty (20) additional upper-division units in Economics
4. ECON 101
5. One of MATH 009A, MATH 022, or equivalent

Note Up to 4 units of internship credit may be counted toward the upper-division electives in Economics.

Administrative Studies requirements (37 units)
1. Lower-division courses (17 units)
   a) BUS 010, BSAD 020A
   b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)
2. Upper-division requirements (20 units)
   a) Two courses (8 units) from the list below:

PROPOSED:
In order to receive the B.A. degree in Economics/Administrative Studies students must fulfill the following requirements:

Economics requirements (12 courses, 48 units)
1. ECON 002, ECON 003
2. ECON 104A, ECON 104B, ECON 105A
3. Five additional upper-division courses in Economics worth 4 or 5 units each, including at least two that have either ECON 104A or ECON 105A or Econ 107 as a prerequisite. Econ 107 may be chosen as an advanced elective. Two 2-unit courses can satisfy one 4-unit course.
4. [no change]
5. One of MATH 008B, MATH 009A, MATH 09HA, or equivalent

Note [no change]

Administrative Studies requirements (37 units)
1. Lower-division courses (17 units)
   a) BUS 010, BUS 020
   b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)
2. Upper-division requirements (20 units)
   a) Two courses (8 units) from the list below:
These two courses must be outside the discipline of Economics and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.

b) A three-course track (12 units) in Business Administration courses from one of the following:

(1) Organizations (General): BUS 176/SOC 176, BUS 158/ANTH 105, SOC 150, SOC 151
(2) Human Resources Management/Labor Relations: BUS 152/ECON 152, BUS 153/ECON 153, BUS 155, BUS 157, PSYC 142
(3) Business and Society: BUS 102, PHIL 116, POSC 182, POSC 186
(4) Marketing: BUS 103, and two from BUS 112, BUS 113, BUS 114, BUS 117
(5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, BUS 168B
(7) Finance: BUS 106/ECON 134 and two from BUS 135A, BUS 136, BUS 137, BUS 138, BUS 139
(8) Management Information Systems: BUS 101, BUS 171, BUS 173
(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

Note In filling the dual requirements of the major students may not count more than two courses toward both parts of their total requirements. (This limitation applies to specified Economics requirements and specified Administrative Studies requirements, but does not apply to the required Mathematics and Statistics courses.)

JUSTIFICATIONS:
ECON 104A is a calculus-based course. Both ECON 104AB & ECON 105AB courses are pending approval. In addition, ECON 104AB & 105AB are targeted mainly to the majors offered by the Department of Economics.
The requirement that students take advanced electives emphasizes that many important theories and applications build on the core courses. This adds a degree of rigor to the major requirements. Previously, while discouraged from doing so, students could complete the requirements for this major without taking any electives that are built on the core courses.
Other changes were approved to include the renamed and renumbered Business Accounting class and the inclusion of alternative math classes that have already been approved by the Math Dept. Two additional classes were added to the business track options to allow for more flexibility in these areas.

APPROVALS:
Approved by the faculty of the Department of Economics: 5/16/08
Approved by the Business Administration Program Committee: 1/22/2009
Approved by the Executive Committee of the College of Humanities, Arts & Social Sciences: 3/11/09
Approved by the Executive Committee on Educational Policy: 4/8/2009
To be adopted:

Proposed Changes to Economics/Law and Society

PRESENT:

The major requirements for the B.A. degree in Economics/Law and Society are as follows:

1. Economics requirements (11 courses [at least 44 units])
   a) ECON 002, ECON 003
   b) ECON 119
   c) ECON 102A, ECON 102B, ECON 103A
   d) Five additional upper-division courses in Economics worth 4 or 5 units each. Two 2-unit courses can replace one 4 or 5-unit elective course.

2. Law and Society requirements (36 units)
   a) PHIL 007 or PHIL 007H
   b) LWSO 100
   c) One course chosen from ECON 111, POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods)
   d) Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159

PROPOSED:

The major requirements for the B.A. degree in Economics/Law and Society are as follows:

1. Economics requirements (11 courses [at least 44 units])
   a) [no change]
   b) [no change]
   c) ECON 104A, ECON 104B, ECON 105A
   d) Five additional upper-division courses in Economics worth 4 or 5 units each, including at least two that have either ECON 104A or ECON 105A or Econ 107 as a prerequisite. Econ 107 may be chosen as an advanced elective. Two 2-unit courses can replace one 4 or 5-unit elective course.

2. Law and Society requirements (36 units)
   a) [No change]
   b) [No change]
   c) [No change]
   d) [No change]
e) Two courses chosen from ENSC 174, HISA 120A, HISA 120B, HISE 123, LWSO 175 (E-Z), PHIL 164, POSC 111, POSC 166, POSC 168, POSC 186, SOC 147, SOC 149, SOC 180

f) LWSO 193, Senior Seminar

Note For sections 2.d) and 2.e) combined, not more than two courses may be taken from the same department. In filling the dual requirements of the major, students may not count more than two courses toward both parts of their total requirements (This limitation applies to specified Economics requirements and Law and Society requirements.)

JUSTIFICATIONS:

ECON 104A/B & ECON 105A/B will be required for all majors in the Department of Economics. These new sequences replace the former intermediate micro and macro course sequences and will better prepare students to take advanced electives in Economics that teach many important theories and applications based on more rigorous upper division core classes.

The requirement that students take advanced electives emphasizes that many important theories and applications build on the core courses. This adds a degree of rigor to the major requirements. Previously, while discouraged from doing so, students could complete the requirements for this major without taking any electives that are built on the core courses.

APPROVALS:
Approved by the faculty of the Department of Economics: May 16, 2008
Approved by the Law and Society Program Committee: February 6, 2009
Approved by the Executive Committee of the College of Humanities, Arts & Social Sciences: March 11, 2009
Approved by the Executive Committee on Educational Policy: 4/8/09
EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
May 19, 2009

To be adopted:  
Proposed Change to the Global Studies Major

PRESENT:  
Global Studies Major:  
1. Lower-division requirements (6 courses [at least 24 units] plus foreign language):
   a) GBST 001, GBST 002  
   b) Two introductory courses (courses numbered 001–099) in each of two different disciplines.  
   c) Proficiency in a foreign language at the sixth-quarter level  
   d) Two courses in world history

2. Upper-division requirements (10 courses [at least 40 units]):  
   Students must select eight courses with significant global content in at least two different disciplines and two courses in a single area.

PROPOSED:  
Global Studies Major:  
1. Lower-Division Requirements (7 courses [at least 24 units] plus foreign language):  
   [no change]

2. Upper-Division Requirements (45 units)  
   Students must select eight courses with significant global content in at least two different disciplines and two courses in a single area, and at least one 100 level GBST course.


ART 135/MCS 135

AHS 102/ANTH 102, AHS 113,
AHS 115/LNST 115, AHS 182, AHS 186/MCS 186, AHS 187/MCS 187

AST 127/ANTH 176/DNCE 127/
ETST 172/MUS 127, AST 128/
ANTH 128/DNCE 128/MUS 128/
THEA 176, AST 163/CPLT 163

BPSC170/ANTH170

BUS 153/ECON 153, BUS 158/ANTH 105

CHE 174

CPAC 131/AST 131/CHN 131/CLA 131,
CPAC 141/CLA 141/AST 145/CHN 141/
POSC 140 CPLT 141, CPLT 143/FREN 143,
CPLT 163/AST 163, CPLT 173 (E-Z)/
MCS 173 (E-Z), CPLT 187/CRWT 187

DNCE 128/ANTH 128/AST 128/
MUS 128/THEA 176,
DNCE 130/ANTH 130, DNCE 172 (E-Z),
DNCE 173 (E-Z)

GEO 157, GEO 167

ECON 124, ECON 170, ECON 182, ECON 183,
ECON 185/LNST 185, ECON 187/LNST 187

EDUC 114

ENGL 121 (E-Z), ENGL 142 (E-Z),
ENGL 144 (E-Z)/MCS 144 (E-Z)

ENSC 101, ENSC 143A/ECON 143A,
ENSC 143B/ECON 143B, ENSC 143C/ECON
143C, ENSC 174

ETST 100, ETST 102, ETST 104, ETST
105A, ETST 105B, ETST 109G, ETST 109-I,

ECON 124, ECON 170, ECON 182, ECON 183,
ECON 185/LNST 185, ECON 187/LNST 187
ETST 117 (E-Z)/HIST 137 (E-Z),
ETST 118/MUS 129, ETST 133,
ETST 148/ANTH 168/LNST 168, ETST 157,
ETST 161, ETST 170/WRLT 170,
ETST 172/ANTH 176/AST 127/
DNCE 127/MUS 127, ETST 175/WMST 175

MCS 103/ANTH 103, MCS 144 (E-Z)/
ENGL 144 (E-Z), MCS 173 (E-Z)/
CPLT 173 (E-Z)

MCS 125, MCS 139, MCS 145, MCS 171, MCS 174

GBST 090, GBST 191, GBST 195A, GBST 195B,
GBST 195C, GBST 1981

SPN 102A, SPN 122B, SPN 145, SPN 179, SPN 188

HIST 151

HIST 108, HIST 109, HIST 137 (E-Z)/
ETST 117 (E-Z), HIST 161, HIST 182,
HISA 161/LNST 171, HISA 162/LNST 172,
HISA 164A, HISA 164B, HISE 145,
HISE 146

[no change]

LAS 105, LAS 168, LAS 187

MATH 121

ME-100A, ME-100B

MUS 120, MUS 124/AST 124, MUS 125,
MUS 126/ANTH 177/WMST 126,
MUS 128/ANTH 128/AST 128/
DNCE 128/THEA-176, MUS 129/ETST 118

PHIL 108/WMST 108, PHIL 110, PHIL 116,
PHIL 117, PHIL 119/ECON 117, PHIL 152,
PHIL 153, PHIL 163, PHIL 167,
PHIL 168/WMST 141

POSC 107, POSC 110, POSC 120, POSC 124,
POSC 126, POSC 128, POSC 133, POSC 150,
POSC 160, POSC 268, POSC 267

PSYC 148

PBPL 191

RLST 113, RLST 144, RLST 145, RLST 149,
3. Capstone requirement (5 units). Students are required to complete their major with a capstone experience. The capstone must look at least one global issue. It may be an advanced seminar on a topic of global significance, an independent major paper or research project supervised by a Global Studies faculty member, or a study abroad program approved by the Chair of Global Studies.
Justification:
At the last meeting of the Global Studies Steering committee, it was decided that a requirement of one junior seminar in Global Studies should become a requirement for the major (GBST 191). The reasoning behind this is that at present, the students take GBST 001-GBST 002, and then take a variety of courses from different departments and programs until their senior year when they take a capstone course. (GBST 195 a,b,c ). This will assure a more cohesive educational experience, with students taking a global studies course each year.

The UCR Faculty Committee on Global Studies was an all-college committee convened during the 03-04 academic year to consider the formation of an undergraduate curriculum in Global Studies. The Committee completed its work in June 2004, with the recommendation that immediate steps be taken by faculty and administrators to form both major and minor programs in Global Studies in the CHASS.

The rationale for forming a Global Studies curriculum resonate with the paradigmatic shift taking place in American college and universities to internationalize their curricula and campuses. Most Global Studies programs are based on interdisciplinary study across the social sciences and humanities. At UCR we propose to build a program that includes coursework and special projects under the direction of faculty not only from CHASS but also from natural and physical sciences.

Justification for large number of course changes: Since we do not have many courses exclusive to GBST, we rely on other departments course offerings. Many of the courses on the original listing have not been offered in many years. We are updating the listing with currently offered courses.

Area 3) This is a change in that they were not required to take a GBST upper division course as one of the required courses. Therefore, it is a change. They must now complete at least one upper division GBST course in addition to the already required “capstone” course.

Members of the various departments were consulted both in the steering committee and via e-mail in fall 2008. Changes to an initial list were made in accordance with their suggestions.

Approvals:

Effective Fall 2009
Global Studies Faculty Committee approval on: 10/21/2008
CHASS Executive Committee: 03/11/2009
Committee on Educational Policy: 4/8/2009
To be adopted:

Proposed Change to the Global Studies Minor

PROPOSED:

Global Studies Minor:
1. Lower-Division Requirements (22 units)
   a) GBST 001, GBST 002
   b) Proficiency of a foreign language at the sixth quarter level
   c) One additional course in world history, taken in consecutive sequence with the first world history course (can be used to satisfy college breadth)

2. Upper-Division Requirements (7 courses, 45 units)
   a) Seven Upper-division requirements (45 units). Students must select seven (7) courses with significant global content in at least two different disciplines and two in a single geographic area. Students may focus on the humanities or social science, but no more than seven (7) courses may be exclusively in either humanities or social science
159, ANTH 160, ANTH 161/LNST 161,
ANTH 162, ANTH 163, ANTH 164/LNST 164, ANTH 168/ETST 148/
LNST 168, ANTH 170/BPSC 170

ART 135/MCS 135

AHS 102/ANTH 102, AHS 113,
AHS 115/LNST 115, AHS 182,
AHS 186/MCS 186, AHS 187/MCS 187

AST 127/ANTH 176/DNCE 127/
ETST 172/MUS 127,
AST 128/ANTH 128/DNCE 128/
MUS 128/THEA 176, AST 163/CPLT 163

BPSC 170/ANTH 170

BUS 153/ECON 153, BUS 158/ANTH 105

CHE 174

CPAC 131/AST 131/CHN 131/CLA 131
CPAC 141/CLA 141/AST 145/
CHN 141/POSC 140

CPLT 141, CPLT 143/FREN 143,
CPLT 163/AST 163,
CPLT 173 (E-Z)/MCS 173 (E-Z);
CPLT 187/CRTW 187

DNCE 128/ANTH 128/AST 128/
MUS 128/THEA 176,
DNCE 130/ANTH 130, DNCE 172 (E-Z);
DNCE 173 (E-Z)

GEO 157, GEO 167

ECON 124, ECON 143A/ENSC 143A,
ECON 143B/ENSC 143B,
ECON 143C/ENSC 143C,
ECON 146/URST 146,
ECON 153/BSAD 153, ECON 156, ECON 171, ECON 175, ECON 178/BSAD 178,
ECON 180, ECON 181, ECON 182,
ECON 185/LNST 185, ECON 187/LNST 187

EDUC 144
ENGL 121 (E-Z), ENGL 142 (E-Z),
ENGL 144 (E-Z)/MCS 144 (E-Z)

ENSC 101, ENSC 143A/ECON 143A,
ENSC 143B/ECON 143B,
ENSC 143C/ECON 143C, ENSC 174

ETST 100, ETST 102, ETST 104,
ETST 105A, ETST 105B, ETST 109G,
ETST 109-I, ETST 117 (E-Z)/
HIST 137 (E-Z), ETST 118/MUS 129,
ETST 143, ETST 148/ANTH 168/
LNST 168, ETST 157, ETST 161,
ETST 170/WRLT 170,
ETST 172/ANTH 176/AST 127/
DNCE 127/MUS 127,
ETST 175/WMST 175

MCS 103/ANTH 103, MCS 144 (E-Z)/
ENGL 144 (E-Z),
MCS 173 (E-Z)/CPLT 173 (E-Z)

HIST 108, HIST 109, HIST 137 (E-Z)/
ETST 117 (E-Z), HIST 181, HIST 182,
HISA 161/LNST 171,
HISA 162/LNST 172, HISA 164A,
HISA 164B, HISE 145, HISE 146

LNST 164/ANTH 164/WMST 164,
LNST 168/ANTH 168/ETST 148,
LNST 185/ECON 185,
LNST 187/ECON 187

MATH 124

ME 100A, ME 100B

MUS 120, MUS 124/AST 124, MUS 125,
MUS 126/ANTH 177/WMST 126,
MUS 128/ANTH 128/AST 128/
DNCE 128/THEA 176,
MUS 129/ETST 118

PHIL 108/WMST 108, PHIL 110,
PHIL 116, PHIL 117,
PHIL 119/ECON 117, PHIL 152,
PHIL 153, PHIL 163, PHIL 167,
PHIL 168/WMST 141

POSC 109/RLST 173, POSC 110,
POSC 111, POSC 116, POSC 120,
POSC 124, POSC 125, POSC 126,
POSC 127, POSC 129, POSC 150,
POSC 152, POSC 153, POSC 154,
POSC 155, POSC 157,
POSC 158/LNST 148, POSC 159,
POSC 160, POSC 162/LNST 142,
POSC 169, POSC 182

PSYC 140, PSYC 165

RLST 111, RLST 116, RLST 118,
RLST 124 (E-Z), RLST 138/LNST 138,
RLST 139, RLST 150, RLST 151,
RLST 160/WMST 160, RLST 170,
RLST 174, RLST 175

SOC 120, SOC 122, SOC 123, SOC 161, SOC 181, SOC 184

THEA 161, THEA 176/ANTH 128/AST 128/
DNCE 128/MUS 128

URST 178

STAT 100A, STAT 100B, ECON 101

THEA 176/ANTH 128/AST 128/
DNCE 128/MUS 128

WMST 108/PHIL 108, WMST 109/ANTH 109,
WMST 126/ANTH 177/MUS 126, WMST 162,
WMST 164/ANTH 164/LNST 164, WMST
175/ETST 175, WMST 179
WMST 100, WMST 101, WMST 102/
ANTH 145, WMST 108/PHIL 108, WMST
109/ANTH 109, WMST 126/
ANTH 177/MUS 126, WMST 140/
ANTH 147, WMST 141/PHIL 168, WMST
149/ANTH 149, WMST 150/
ANTH 148, WMST 155/ECON 155,
WMST 156, WMST 160/RLST 160, WMST
164, WMST 164/ANTH 164/
LNST 164, WMST 175/ETST 175

WRLT 170/ETST 170

Justification:

The UCR Faculty Committee on Global Studies was an all-college committee convened during
the 03-04 academic year to consider the formation of an undergraduate curriculum in Global Studies. The
Committee completed its work in June 2004, with the recommendation that immediate steps be taken by
faculty and administrators to form both major and minor programs in Global Studies in the CHASS.

The rationale for forming a Global Studies curriculum resonate with the paradigmatic shift taking
place in American college and universities to internationalize their curriculae and campuses. Most
Global Studies programs are based on interdisciplinary study across the social sciences and humanities.
At UCR we propose to build a program that includes coursework and special projects under the direction
of faculty not only from CHASS but also from natural and physical sciences.

Justification for large number of course changes: Since we do not have many courses exclusive to GBST,
we rely on other departments course offerings. Many of the courses on the original listing have not been
offered in many years. We are updating the listing with currently offered courses.

Approvals:

Effective Fall 2009
Global Studies Faculty Committee approval on: 10/21/2008
CHASS Executive Committee: 03/11/2009
Committee on Educational Policy: 4/8/2009
To be adopted: Proposed Changes to History/Administrative Studies Major

PRESENT:

History/Administrative Studies Major
The major requirements for the B.A. degree in History/Administrative Studies are as follows:

History requirements (48 units):
All requirements for the B.A. in History

Administrative Studies requirements (37 units)

1. Lower-division courses (17 units)
   a) BUS 10, BUS 020
   b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)

2. Upper-division requirements (20 units)
   a) Two courses (8 units) from the list below:
      (1) ECON 102 or ECON 130 or ECON 162/BUS 162
      (2) PSYC 140 or PSYC 142
      (3) SOC 150 or SOC 151 or SOC 171
      (4) POSC 181 or POSC 182 or POSC 183
      (5) ANTH 127 or ANTH 131

These two courses must be outside the discipline of History and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.

PROPOSED:

[no change]

[no change]

[no change]

1. Lower-division courses (17 units)
   a) BUS 10, BUS 020
   b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)

2. Upper-division requirements (20 units)
   a) Two courses (8 units) from the list below:
      (1) ECON 102 or ECON 130 or ECON 162/BUS 162
      (2) PSYC 140 or PSYC 142
      (3) SOC 150 or SOC 151 or SOC 171
      (4) POSC 181 or POSC 182 or POSC 183
      (5) ANTH 127 or ANTH 131

[no change]
b) A three-course track (12 units) in Business Administration courses from one of the following:

(1) Organizations (General): BUS 176/SOC 176, BUS 158/ANTH 105, SOC 150, SOC 151

(2) Human Resources Management/Labor Relations: BUS 152/ECON 152, BUS 153/ECON 153, BUS 155, BUS 157, PSYC 142

(3) Business and Society: BUS 102, PHIL 116, POSC 182, POSC 186

(4) Marketing: BUS 103, and two from BUS 112, BUS 113, BUS 114, BUS 117

(5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, BUS 168B


(7) Finance: BUS 106/ECON 134 and two from BUS 135A, BUS 136, BUS 137, BUS 138, BUS 139

(8) Management Information Systems: BUS 101, BUS 171, BUS 173

(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

Note: In filling the dual requirements of the selected major, students may not count more than two courses toward both parts of their total requirements (History requirements and Administrative Studies requirements).
JUSTIFICATION:

BSAD 20A is no longer offered. It is proposed that BUS 20 be listed as one of the requirements. ECON 102A is being renumbered to ECON 102. ECON 104A is a new ECON course targeted mainly to the majors offered by the Economics Department and is listed because credit is awarded for only one of ECON 102 and ECON 104A. BUS 100 and BUS 107 are proposed to be added, as they are new courses that work well with the Organizations (General), Human Resources Management/Labor Relations, and Business and Society requirements.

APPROVALS:

Effective: Fall 2009
Approved by the faculty of the Department of History: 3/3/09
Approved by Executive Committee of the College of Humanities, Arts, and Social Sciences: 3/11/09
Approved by the Committee on Educational Policy: 4/8/09
To be adopted:

Proposed Changes to Labor Studies Minor

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Requirements:</strong></td>
<td><strong>Major Requirements:</strong></td>
</tr>
<tr>
<td>1. Five courses (at least 20 units) from the approved list of courses</td>
<td>[no change]</td>
</tr>
<tr>
<td>2. An introductory labor studies course: LABR 001</td>
<td>[no change]</td>
</tr>
<tr>
<td>3. A labor internship (one course [at least 4 units] or the equivalent) approved by the Labor Studies chair and completed through one of the following courses: ANTH 198I, BUS 198-I, ECON 198-I, ETST 198-I, ETST 198G, HISA 198-I, POSC 198G, POSC 198-I, SOC 198-I, WMST 198-I</td>
<td>3. A labor internship (one course [at least 4 units] or the equivalent) approved by the Labor Studies chair and completed through one of the following courses: ANTH 198I, BUS 198-I, ECON 198-I, ETST 198-I, ETST 198G, HISA 198-I, POSC 198G, POSC 198-I, SOC 198-I</td>
</tr>
<tr>
<td>4. One course (at least 4 units) that deals with race or gender inequality: ECON 155/WMST 155, ETST 102, ETST 131, ETST 177, SOC 140, WMST 101, WMST 109/ANTH 109, WMST 140/ANTH 147, WMST 149/ANTH 149</td>
<td>[no change]</td>
</tr>
<tr>
<td>5. Two courses from the following: ANTH 122, ANTH 138, ANTH 139, BUS 144, BUS 155, BUS 157, BUS 160/ECON 160, ECON 146/URST 146, ECON 152/BUS 152, ECON 153/BUS 153, ECON 155/WMST 155, ETST 102, ETST 131, ETST 177, HISA 113, HISA 123/ECON 123, PHIL 116, PHIL 153, POSC 116, POSC 160A, POSC 182, POSC 186, SOC 125, SOC 133, SOC 134, SOC 135, SOC 140, SOC 150, SOC 161, SOC 171, SOC 176/BUS 176, SOC 181, SOC 182/URST 182, WMST 101</td>
<td>[no change]</td>
</tr>
<tr>
<td>6. Students can also petition to the chair of the program to count towards the minor an independent study or regular course not listed</td>
<td>[no change]</td>
</tr>
</tbody>
</table>
above that is relevant to labor studies.

See Minors under the College of Humanities, [no change] Arts, and Social Sciences in the Colleges and Programs section of this catalog for additional information on minors.

JUSTIFICATION:

The Women’s Studies Department is deleting WMST 198I.

APPROVALS:

Effective: Fall 2009
Approved by the faculty Committee of Labor Studies: February 9, 2009
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: March 11, 2009
Approved by the Committee on Educational Policy: 4/8/2009
To be adopted:

Proposed Change to the Latin American Studies Major

PRESENT:

Major Requirements
1. Lower-division requirements (5 units)
   a) Introduction to Latin American Studies (LNST 001)

   b) Proficiency in Spanish to the SPN 005 level or in Portuguese to a comparable level

   Note Additional course work in Spanish and/or Portuguese recommended for students interested in careers in Latin American fields

2. Upper-division requirements (36 units)
   a) At least two courses in three of the following groups (24 units total):

   (1) Anthropology: ANTH 115R, ANTH 115S, ANTH 115U, ANTH 115X, ANTH 140J, ANTH 140O, ANTH 140S, ANTH 140T, ANTH 161/LNST 161, ANT 164/LNST 164/WMST 164,

PROPOSED:

Major Requirements
[no change]

a) Introduction to Latin American Studies (LNST 001) or an equivalent course from the following list of lower-division courses:

   LNST 015/ MUS 015, LNST 016/ MUS 016, LNST 017/ MUS 017, LNST 073A/ DNCE 073A, LNST 073B/ DNCE 073B, ANTH 010, ANTH 027/AHS 027, AHS 028, ETST 002, ETST 004/ HIST 004, ETST 008, MCS 025/ ENGL 021/ THEA 021, MCS 046/ SPN 046, HASS 022A, GBST 001, GBST 002, HIST 075, POSC 020, RLST 009, RLST 011, SPN 012, WMST 031H, WMST 020

[no change]

[no change]

2. Upper-division requirements (at least 36 units)
   a) At least two courses in three of the following groups (at least 24 units total):

   (1) Anthropology
   ANTH 109/ WMST 109, ANTH 111, ANTH 115R, ANTH 115S, ANTH 115U, ANTH 115X, ANTH 117B, ANTH 140J, ANTH 140O, ANTH 161/LNST 161, ANTH 163, ANT 164/LNST 164/WMST 164,
ANTH 168/ETST 148/LNST 168, ANTH 186/LNST 166

(2) Economics: ECON 185/LNST 185, ECON 187/LNST 187

(3) History: HISA 160/LNST 170, HISA 161/LNST 171, HISA 162/LNST 172, HISA 163A, HISA 163B, HISA 164A, HISA 164B, HISA 165, HISA 166

(4) Literature: LNST 120/SPN 120C, LNST 153/ETST 153, SPN 102B, SPN 120A, SPN 121E, SPN 170 (E-Z)


(6) Political Science: LNST 142/POSC 162, LNST 148/POSC 158

ANTH 168/ETST 148/LNST 168, ANTH 186/LNST 166, ANTH 171

(2) Economics and Business
BUS 114, BUS 138, BUS 185, ECON 122E, ECON 178, ECON 181, ECON 182, ECON 185/LNST 185, ECON 187/LNST 187

(3) Education/Language

(4) History
ETST 125, HISA 160/LNST 170, HISA 161/LNST 171, HISA 162/LNST 172, HISA 163A, HISA 163B, HISA 164A, HISA 164B, HISA 165, HISA 166, HIST 191V, SPN 172

(5) Literature and Cultural Studies
ENGL 121E, ENGL 136, ENGL 136T, ENGL 137T, ETST 114, ETST 170/WRLT 170/LNST 120/SPN 120C, LNST 153/ETST 153, SPN 102B, SPN 111F, SPN 111W, SPN 121E, SPN 122A, SPN 145, SPN 165, SPN 170(E-Z), SPN 172, SPN 188(E-Z), PORT 162(E-Z), RLST 138

(6) Arts, Media, and Performance Studies
AHS 112, AHS 113, AHS 115/LNST 115, DNCE 130, DNCE 132, DNCE 135, ETST 154, MCS 125(E-Z)/SPN 125(E-Z)/LNST 125(E-Z), MCS 171/SPN 171, LNST 105/MCS 185/SPN 185, LNST 109/MCS 179/SPN 179/WMST 179, MUS 113, MUS 115, MUS 122, MUS 174, MUS 175

(7) Politics
ETST 111, ETST 123, ETST 156, POSC 157, POSC 159, POSC 160, LNST 142/POSC 162, LNST 148/POSC 158, SOC 181

(8) Ethnic Studies and Sociology

b) At least twelve (12) units selected from other
b) Twelve (12) units selected from other Latin American Studies courses or from a list of upper-division Latin American Studies related courses available in the program office.


(2) Economics: ECON 185/LNST 185, ECON 187/LNST 187

(3) History: HISA 160/LNST 170, HISA 161/LNST 171, HISA 162/ LNST 172, HISA 163A, HISA 163B, HISA 164A, HISA 164B, HISA 165, HISA 166

(4) Literature: LNST 120/SPN 120C, LNST 153/ETST 153, SPN 102B, SPN 120A, SPN 121E, SPN 170 (E-Z)

(5) Music, Film and Art: AHS 112, AHS 113, AHS 115/LNST 115, FVC 171/SPN 171, LNST 105/ FVC 185/SPN 185, LNST 109/ LNST American Studies courses from the disciplinary areas above or from a list of upper-division courses with significant Latin American content available in the program office.

(1) Anthropology

(2) Economics and Business
BUS 114, BUS 138, BUS 185, ECON 122E, ECON 178, ECON 181, ECON 182, ECON 185/LNST 185, ECON 187/LNST 187

(3) Education/Language

(4) History
ETST 125, HISA 160/LNST 170, HISA 161/LNST 171, HISA 162/LNST 172, HISA 163A, HISA 163B, HISA 164A, HISA 164B, HISA 165, HISA 166, HIST 191V, SPN 172

(5) Literature and Cultural Studies
ENGL 121E, ENGL 136, ENGL 136T, ENGL 137T, ETST 114, ETST 170/ WRLT 170/LNST 120/SPN 120C, LNST 153/ETST 153, SPN 102B, SPN 111F, SPN 111W, SPN 121E, SPN 122A, SPN 145, SPN 165, SPN 170(E-Z), SPN 172, SPN 188(E-Z), PORT 162(E-Z), RLST 138

(6) Arts, Media, and Performance Studies
AHS 112, AHS 113, AHS 115/LNST 115, DNCE 130, DNCE 132, DNCE 135, ETST 154, MCS 125(E-Z)/SPN 125(E-Z)/LNST 125(E-Z), MCS 171/SPN 171, LNST 105/MCS 185/SPN 185, LNST 109/MCS 179/SPN 179/WMST 179, MUS 113, MUS 115, MUS 122, MUS 174, MUS 175
See Minors under the College of Humanities, Arts, and Social Sciences in the Colleges and Programs section of this catalog for additional information on minors.

JUSTIFICATION:

The LAS committee has found that the LAS major and minor programs had some bottlenecks that prevented students from completing the requirements in time for graduation. First, many of the required courses were seldom offered. Second, many of the courses in the concentration required pre-requisites that the LAS students generally do not have. These problems have discouraged students from pursuing or completing the major.

The proposed changes update the requirements to include new courses with Latin American content that have been created in CHASS, and to delete some others that are never offered. We are also including courses that give students a global perspective in which to situate what is learned regarding Latin America. There are now so many new and diverse courses that we are creating two additional areas of studies, and expanding the previous ones by adding several new courses. We are also changing the title of some of the areas to reflect the fact that they contain more than one field of study.

Humanities and Social Sciences courses are under more than one heading because the content of many of the courses in the program is interdisiciplinary. In addition, areas with a larger number of courses allow students to have choices in case some courses are not offered within the timeframe that they have for their graduation. The LAS steering committee has reevaluated the categories for Humanities and has renamed them to better reflect their course contents.
All involved departments were informed that their courses are being used in the curriculum change.

**APPROVALS:**

Effective Fall 2009
Latin Studies Faculty Steering approval on: 05/20/2008
Latin Studies Faculty Steering approval on: 03/10/2009
CHASS Executive Committee: 03/11/2009
Committee on Educational Policy: 4/8/2009
EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
May 19, 2009

To be adopted:

Proposed Change to the Latin American Studies Minor

PRESENT:
Latin American Studies offers a minor consisting of 20 upper-division units. To complete the requirements for the minor, students must select five courses from three of the following groups:


(2) Economics: ECON 185/LNST 185, ECON 187/LNST 187

(3) History: HISA 160/LNST 170, HISA 161/LNST 171, HISA 162/LNST 172, HISA 163A, HISA 163B, HISA 164A, HISA 164B, HISA 165, HISA 166

(4) Literature: LNST 120/SPN 120C, LNST 153/ETST 153, SPN 102B, SPN 120A, SPN 121E, SPN 170 (E-Z)

PROPOSED:
Latin American Studies offers a minor consisting of at least 20 upper-division units. To complete the requirements for the minor, students must select five courses from two of the following groups:

(1) Anthropology

(2) Economics and Business
BUS 114, BUS 138, BUS 185, ECON 122E, ECON 178, ECON 181, ECON 182, ECON 185/LNST 185, ECON 187/LNST 187

(3) Education/Language

(4) History
ETST 125, HISA 160/LNST 170, HISA 161/LNST 171, HISA 162/LNST 172, HISA 163A, HISA 163B, HISA 164A, HISA 164B, HISA 165, HISA 166, HIST 191V, SPN 172

(5) Literature and Cultural Studies
ENGL 121E, ENGL 136, ENGL 136T, ENGL 137T, ETST 114, ETST 170/WR/170, LNST 120/SPN 120C, LNST 153/ETST 153, SPN 102B, SPN 111F, SPN 111W, SPN 121E, SPN 122A.

(6) Political Science: LNST 142/POSC 162, LNST 148/POSC 158

(6) Arts, Media, and Performance Studies
AHS 112, AHS 113, AHS 115/LNST 115, DNCE 130, DNCE 132, DNCE 135, ETST 154, FVC 125(E-Z)/SPN 125(E-Z)/LNST 125(E-Z), FVC 171/SPN 171, LNST 105/FVC 185/SPN 185, LNST 109/FVC 179/SPN 179/WMST 179, MUS 113, MUS 115, MUS 122, MUS 174, MUS 175

(7) Politics
ETST 111, ETST 123, ETST 156, POSC 124 or POSC 124S, POSC 126, POSC 157, POSC 159, POSC 160, LNST 142/POSC 162, LNST 148/POSC 158, SOC 181

(8) Ethnics Studies and Sociology

See Minors under the College of Humanities, Arts, and Social Sciences in the Colleges and Programs section of this catalog for additional information on minors.

JUSTIFICATION:

The LAS committee has found that the LAS major and minor programs had some bottlenecks that prevented students from completing the requirements in time for graduation. First, many of the required courses were seldom offered. Second, many of the courses in the concentration required pre-requisites that the LAS students generally do not have. These problems have discouraged students from pursuing or completing the major.
The proposed changes update the requirements to include new courses with Latin American content that have been created in CHASS, and to delete some others that are never offered. We are also including courses that give students a global perspective in which to situate what is learned regarding Latin America. There are now so many new and diverse courses that we are creating two additional areas of studies, and expanding the previous ones by adding several new courses. We are also changing the title of some of the areas to reflect the fact that they contain more than one field of study.

Humanities and Social Sciences courses are under more than one heading because the content of many of the courses in the program is interdisiciplinary. In addition, areas with a larger number of courses allow students to have choices in case some courses are not offered within the timeframe that they have for their graduation. The LAS steering committee has reevaluated the categories for Humanities and has renamed them to better reflect their course contents.

All involved departments were informed that their courses are being used in the curriculum change.

APPROVALS:

Effective Fall 2009
Latin Studies Faculty Steering approval on: 03/10/2009
Latin Studies Faculty Steering approval on: 05/20/2008
CHASS Executive Committee: 03/11/2009
Committee on Educational Policy: 4/8/2009
To be adopted:

Proposed Changes to Liberal Studies Major

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Requirements</strong></td>
<td>[no change]</td>
</tr>
<tr>
<td>The major requirements for the B.A. degree in Liberal Studies are as follows:</td>
<td></td>
</tr>
<tr>
<td>1. Lower-division requirements (20 courses [at least 80 units]). Courses can be used to fulfill college breadth requirements.</td>
<td>[no change]</td>
</tr>
<tr>
<td>a) Science and Mathematics (6 courses [at least 24 units]): BIOL 002, BIOL 003, GEO 002, one course in physics, one course in chemistry, and one of MATH 004, MATH 005, MATH 008A, or MATH 015.</td>
<td>[no change]</td>
</tr>
<tr>
<td>b) Humanities and Fine Arts (7 courses [at least 28 units]): CPLT 017A, DNCE 005, RLST 012/ETST 012, one of ART 001, ART 002, or ART 005, one of MUS 006/ANTH 006 or MUS 014/ETST 014/URST 014, one of ENGL 014 or ENGL 020B, and one of CRWT 056, THEA 010, or THEA 070.</td>
<td>[no change]</td>
</tr>
<tr>
<td>c) History and Social Science (8 courses [at least 32 units]): ANTH 001, HIST 010, HIST 015, HIST 017A, LING 020, POSC 010, SOC 001, WMST 001</td>
<td>[no change]</td>
</tr>
<tr>
<td>2. Upper-division requirements: 8 courses (at least 32 units).</td>
<td>[no change]</td>
</tr>
<tr>
<td>a) One course in American Literature from: ENGL 130, ENGL 131, ENGL 132, ENGL 133, ENGL 134, ENGL 136T, ENGL 137T, ENGL 138A, ENGL 138B, ENGL 138T</td>
<td>[no change]</td>
</tr>
<tr>
<td>b) One course in Ethnicity or Gender from: ETST 100, ETST 101A, ETST 102, ETST 111, ETST 121, ETST 131, WMST 100, WMST 101, WMST 108/PHIL 108, WMST</td>
<td>[no change]</td>
</tr>
</tbody>
</table>
c) One course in United States History or United States Government from: HISA 110A, HISA 110B, HISA 110C, HISA 113, HISA 114, HISA 115, HISA 116, HISA 117A, HISA 117B, HISA 118, HISA 120A, HISA 120B, HISA 135/ETST 112, POSC 100, POSC 101, POSC 113


e) One Course with a Global Perspective [no change]

t) Three additional courses from the areas above. [no change]

3. Education Component: 5 courses (at least 18 units): EDUC 100B, EDUC 109, EDUC 139, EDUC 172, EDUC 177A [no change]

**JUSTIFICATION:**

The History Department is deleting HISA 118, there is no one to teach the course.
APPROVALS:

Effective: Summer 2009
Approved by the faculty Committee of Liberal Studies: February 24, 2009
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: March 11, 2009
Approved by the Committee on Educational Policy: April 8, 2009
To be Adopted: Proposed Changes to Bachelor of Science Degree in Mathematics for Secondary School Teachers.

Present:

MAJOR REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN MATHEMATICS FOR SECONDARY SCHOOL TEACHERS

Upper-division Mathematics requirements (36 units)

a. MATH 131, MATH 133, MATH 140, MATH 144, MATH 153

c. Three courses from: MATH 132, MATH 136, MATH 137, MATH 138A, MATH 145AB, MATH 149ABC, MATH 150B, MATH 151BC, MATH 171, MATH 172.

Proposed:

MAJOR REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN MATHEMATICS FOR SECONDARY SCHOOL TEACHERS

Upper-division Mathematics requirements (36 units)

a. MATH 131, MATH 133, MATH 140, MATH 144, MATH 153
b. MATH 150A or MATH 151A

c. Three courses from: MATH 132, MATH 136, MATH 137, MATH 138A, MATH 145AB, MATH 149ABC, MATH 150B, MATH 151BC, MATH 171, MATH 172.

Justification: By adding the requirement that our students take either Math 150A or Math 151A, we will better prepare them to teach calculus in high school. Math 150A is an alternative course for Math 151A not preparation for Math 151A. By increasing the number of required courses (see b.), we are lowering the number of optional courses (see c.)

Approved by Math Faculty: February 5, 2009
Approved CNAS Executive Committee: April 15, 2009
Approved by the CEP: April 25, 2009
EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING

PROPOSED CHANGES TO THE MECHANICAL ENGINEERING MAJOR REQUIREMENTS

REPORT TO THE RIVERSIDE DIVISION
MAY 19, 2009

To be adopted:

PRESENT:

PROPOSED:

Major Requirements
1. Lower-division requirements (74 units)
   a) BIOL 003, BIOL 005A, BIOL 05LA
   b) CHEM 001A, CHEM 001B, CHEM 01LA, CHEM 01LB
   c) EE 001A, EE 01LA
   d) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   e) ME 001A, ME 001B, ME 001C, ME 009, ME 010, ME 018
   f) PHYS 040A, PHYS 040B, PHYS 040C

2. Upper-division requirements (77 units)
   a) ME 100A, ME 103, ME 110, ME 113, ME 114, ME 116A, ME 118, ME 120, ME 130, ME 135, ME 170A, ME 170B, ME 175A, ME 175B, ME 175C
   b) STAT 100A
   c) Choose one Focus Area:
      (1) Mechanics of Materials and Structures
       Sixteen (16) units of technical electives chosen from ME 100B, ME 122, ME 153, ME 156, ME 180, ME 197
      (2) Energy and Environment

   a) ME 100A, ME 103, ME 110, ME 113, ME 114, ME 116A, ME 118, ME 120, ME 135, ME 170A, ME 170B, ME 174, ME 175A, ME 175B, ME 175C
   b) No Change
   c) No Change

(1) Materials and Structures
Sixteen (16) units of technical electives chosen from ME 100B, ME 122, ME 153, ME 156, ME 180, ME 197

(2) Energy and Environment
Sixteen (16) units of technical electives chosen from ME 100B, ME 116B, ME 117, ME 135, ME 136, ME 197

(3) Design and Manufacturing

Sixteen (16) units of technical electives chosen from ME 121, ME 122, ME 131, ME 133, ME 153, ME 156, ME 174, ME 180, ME 197

(4) General Mechanical Engineering

Sixteen (16) units of technical electives chosen from the following list in consultation with an advisor:

ME 100B, ME 116B, ME 117, ME 121, ME 122, ME 131, ME 133, ME 136, ME 137, ME 138, ME 153, ME 156, ME 174, ME 180, ME 197

Visit the Student Affairs Office in the College of Engineering or www.engr.ucr.edu/studentaffairs for a sample program.

JUSTIFICATION:

Our introductory sequence currently consists of three one-unit courses, ME 001 A/B/C. This is being replaced by a new four-unit introductory course, ME 002, which is intended to provide students with a non-calculus-based introduction to the core disciplines of Mechanical Engineering, including statics, kinematics, fluid mechanics, heat transfer, and machine design. This course will provide students with experience in engineering problem solving. It will also provide the necessary context for students to make connections between the topics they learn in the subsequent required courses. We expect that this will greatly increase the efficacy of our undergraduate program.

BIOL 003 is being eliminated as a requirement. This course is not essential to the major. Eliminating this course will offset the one-unit increase resulting from the change from ME 001 to ME 002, and the one-unit increase in ME 018. ME 018 has been increased from 2 to 3 units to include the material that had previously been covered in ME 001C.

ME 130 is being eliminated as a required course and replaced with ME 174. ME 130 is concerned with kinematics, while ME 174 is concerned with strength-based design and the design of machine parts. Knowledge of strength-based design techniques is critical for mechanical engineering practice, but had previously not been a required part of the curriculum. This program change remedies this. Students
already learn sufficient kinematics in ME 103. Thus, ME 130 can be eliminated to offset the unit increase from ME 174.

The “Mechanics of Materials and Structures” has been renamed to “Materials and Structures” as this better reflects the content of the focus area.

In the “Mechanics of Materials and Structures” focus, ME 121 has been replaced by ME 122. This is a correction of a typo. ME 121, feedback control, is not concerned with mechanics of materials or structures, but ME 122, mechanical vibrations, is.

In the “Energy and Environment” focus, ME 135 has been eliminated because this is a required course rather than a technical elective. ME 137, Environmental Fluid Mechanics, has been added to this focus as the topic is directly relevant.

ME 116B, Heat Transfer, has been added to the “Materials and Structures” focus area. This course, which covers topics including conduction, convection, mass transfer, and phase change, is relevant to the focus area.

ME 176, Sustainable Product Design, has been added to the “Design and Manufacturing” focus area, because it is a design course. ME 176 has also been added to the “General Mechanical Engineering” which includes all Mechanical Engineering technical electives.

**APPROVALS:**

Approved the Faculty of the Mechanical Engineering Department: April 6, 2009
Approved by the BCOE Executive Committee: April 10, 2009
Approved by the Committee on Educational Policy: April 25, 2009
To be adopted:

Proposed New Minor Middle East and Islamic Studies

PRESENT:

PROPOSED:

Majors requirements:

1. Select two from the required courses – (8 units of required courses):

   ARLC 001, GBST 169/ANTH 169, HIST 121, HIST 122, POSC 156, RLST 111, RLST 113, WMST 168

2. Select four from the elective courses – (16 units of elective courses)

   a) Arabic Literatures and Cultures
      ARLC 120, ARLC 151/CPLT 151, ARLC 152/CPLT 152, ARLC 154/CPLT 154/PHIL 154, ARLC 156/CPLT 156

   b) Anthropology
      ANTH 136/SEAS 136, ANTH 140I

   c) Asian Studies
      AST 167/CPLT 167

   d) Comparative Literature
      CPLT 153

   e) History
      HIST 124, HIST 125, HIST 126

   f) Middle East and Islamic Studies
      MEIS 199

   g) Political Science
      POSC 107, POSC 120, POSC 133, POSC 152

   h) Religious Studies
      RLST 116, RLST 124K, RLST 149, RLST 150, RLST 151, RLST 155/PHIL 155
i) Theater
THEA 191 (E-Z) (J)

j) Women’s Studies
WMST 151, WMST 162

JUSTIFICATION:

In recent years, there has been an increase in the number of programs, departments, and research centers that have been developed to disseminate knowledge, provide educational and informational resources, and facilitate academic partnerships in the Middle East and Islamic world. At UC Riverside, we have seen a growth in demand for classes on the Middle East and Islamic Studies and have been the fortunate beneficiaries of a cluster hire, which has brought eight new faculty researching Islamic cultures to CHASS in the past two years. Various courses in our Anthropology, Comparative Literature, Creative Writing, Hispanic Studies, History, Religious Studies, Theatre, Political Science, and Women’s Studies departments deliberate and address historical, political and cultural themes of the Middle East and countries influenced by Islamic culture. More broadly, the Education Abroad Program offers study abroad opportunities in Egypt, Israel and Turkey, as well as countries with significant Muslim minorities, such as India, the Philippines and Singapore.

Owing to the broader trends, increased demand, and the intellectual community in Middle East and Islamic Studies that is developing at UC Riverside, it is important and appropriate that faculty present students with an opportunity to select a minor in Middle East and Islamic studies. The Middle East and Islamic Studies minor is designed to provide undergraduate students with a broad understanding of the history, politics and culture of the Middle East and Islamic traditions. The students are required to fulfill both core and elective requirements, which are designed to introduce students to the complexity and diversity of the cultural and geographic regions that are represented in the Middle East and Islamic world. We offer an interdisciplinary approach to the study of the Middle East and Islamic traditions with focuses on gender, history, literature, popular discourses and politics, which canvass from North Africa to Southeast Asia.

The multidisciplinary nature of the program prepares students for a critical understanding of current issues and further study in a number of academic fields at the graduate level. The minor is useful to students planning careers in politics and government, business, education, international organizations, journalism, and the art, as well as for those who simply desire a better understanding of the Middle East, Islam and Islamic cultures.

Further, the minor in Middle East and Islamic Studies brings together diverse faculty at UCR to foster collective interests and activities in research and teaching. It aims to open an academic space, which facilitates active engagement with the Middle East and Islam in diverse, multilingual, and global contexts, while bringing that engagement into conversation with existing areas of research and teaching at UCR and other programs in Middle East and Islamic studies in California and elsewhere. We hope the minor will eventually evolve into a major in Middle Eastern and Islamic Studies as UCR offers more courses in this research area and expands language instruction in Arabic, Hebrew, Persian and Turkish.
APPROVALS:

Effective: Fall 2009
Approved by the faculty Committee of Middle East and Islamic Studies: February 16, 2009
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: March 11, 2009
Approved by the Committee on Educational Policy: April 8, 2009
Middle East and Islamic Studies Minor (MEIS)

Response to Guidelines for Establishing a New Undergraduate Academic Program

1. Name and Administering Unit:

Minor in Middle East and Islamic Studies, to be administered through the Interdisciplinary Studies Office.

2. Justification:

In recent years, there has been an increase in the number of programs, departments, and research centers that have been developed to disseminate knowledge, provide educational and informational resources, and facilitate academic partnerships in the Middle East and Islamic world. At UC Riverside, we have seen a growth in demand for classes on the Middle East and Islamic Studies and have been the fortunate beneficiaries of a cluster hire, which has brought eight new faculty researching Islamic cultures to CHASS in the past two years. Various courses in our Anthropology, Comparative Literature, Creative Writing, Hispanic Studies, History, Religious Studies, Theatre, Political Science, and Women's Studies departments deliberate and address historical, political and cultural themes of the Middle East and countries influenced by Islamic culture. More broadly, the Education Abroad Program offers study abroad opportunities in Egypt, Israel and Turkey, as well as countries with significant Muslim minorities, such as India, the Philippines and Singapore.

Owing to the broader trends, increased demand, and the intellectual community in Middle East and Islamic Studies that is developing at UC Riverside, it is important and appropriate that faculty present students with an opportunity to select a minor in Middle East and Islamic studies. The Middle East and Islamic Studies minor is designed to provide undergraduate students with a broad understanding of the history, politics and culture of the Middle East and Islamic traditions. The students are required to fulfill both core and elective requirements, which are designed to introduce students to the complexity and diversity of the cultural and geographic regions that are represented in the Middle East and Islamic world. We offer an interdisciplinary approach to the study of the Middle East and Islamic traditions with focuses on gender, history, literature, popular discourses and politics, which canvass from North Africa to Southeast Asia.

The multidisciplinary nature of the program prepares students for a critical understanding of current issues and further study in a number of academic fields at the graduate level. The minor is useful to students planning careers in politics and government, business, education, international organizations, journalism, and the art, as well as for those who simply desire a better understanding of the Middle East, Islam and Islamic cultures.

Further, the minor in Middle East and Islamic Studies brings together diverse faculty at UCR to foster collective interests and activities in research and teaching. It aims to open an academic space, which facilitates active engagement with the Middle East and Islam in diverse, multilingual, and global contexts, while bringing that engagement into conversation with existing
areas of research and teaching at UCR and other programs in Middle East and Islamic studies in California and elsewhere. We hope the minor will eventually evolve into a major in Middle Eastern and Islamic Studies as UCR offers more courses in this research area and expands language instruction in Arabic, Hebrew, Persian and Turkish.

3. **Relationship of the minor to existing programs:**

As an interdisciplinary minor, the proposed curriculum in Middle East and Islamic Studies draws on courses from several departments in CHASS. More courses may be added as interest and opportunity in this area of study expands.

4. **Proposed Curriculum:**

Please see the pages that follow.

5. **Faculty Involvement:**

*Faculty Committee Members:*

Muhamad Ali, Fariel Cherif, Ebru Erdem, Sherine Hafez, Erith Jaffe-Berg, Ruhi Khan, Benjamin Liu, Susan Ossman, Jeffrey Sacks, and Fariba Zarinebaf.

*Teaching Faculty:*

Muhamad Ali, Reza Aslan, Ebru Erdem, Sherine Hafez, Erith Jaffe-Berg, Ruhi Khan, Laila Lalami, Benjamin Liu, Susan Ossman, Jeffrey Sacks, and Fariba Zarinebaf.

6. **Degree of Participation and Roles of Participating Departments:**

The role of participating departments is limited to and evident by the courses listed in the proposal. No other resources from other departments are needed to support this minor.

7. **Projected Enrollments:**

We expect enrollment in the minor to be small at the beginning, but anticipate that the minor will grow noticeably within the first few years. We base this projection on two things. First, students expressed interest in drafting a petition to establish a minor and major in Middle East and Islamic
Studies. From a single class alone there was strong interest from seven to eight students in developing curriculum in this field of study. Second, the Arabic language program both serves as a way to stimulate interest in Middle East and Islamic Studies and also is a measure to gauge existing interest in this subject.

8. Name of Degree:

Not applicable.

9. Potential Impact on Existing Program:

Please see e-mails and letters from chairs of departments offering courses in the minor.

10. Required Resources:

The minor relies on administrative and academic advising support from Liberal Studies and Interdisciplinary Programs.

11. Supporting Letters:

We include some letters of support for the minor but request a waiver with regard to extramural letters. The proposed program is only a minor. Asking faculty from other institutions to review the minor curriculum is onerous.

12. Approvals:

The Middle East and Islamic Studies Steering Committee has approved this proposal. We will appreciate the approval of the Executive Committee of CHASS, the college faculty, and the Senate Committee on Educational Policy so it may go before the full Senate.

13. Timing
We send this proposal forward, hoping that approvals will be swift and smooth and placed on the agenda of the May Senate Division Meeting. We thank all who participate in this process.
Proposed Curriculum for a Minor in Middle East and Islamic Studies

1. Select two from the required courses - 8 units of required courses (2 courses):
   a) ARLC 001 Introduction to Arabic Literatures and Cultures
   b) GBST 169/ANTH 169 From the Maghreb to the Middle East
   c) HIST 121 Middle Eastern History, 1200 to 1800
   d) HIST 122 Survey of Middle Eastern History, 1800-Present (*new course being proposed not in CRAMS*)
   e) POSC 156 Political Systems Across Muslim Societies
   f) RLST 111 Islam
   g) RLST 113 Topics in Modern Islam
   h) WMST 168 Gender and Power in Muslim Societies

2. Select at least four from the elective courses - 16 units of elective courses (4 courses):

   Arabic Literatures and Cultures
   a) ARLC 120 Classical Arabic Literary Prose
   b) ARLC 151/CPLT 151 Palestine/Algeria
   c) ARLC 152/CPLT 152 Modern Arabic Poetry in a Multilingual Frame
   d) ARLC 154/CPLT 154/PHIL 128 Introduction to Arabic Philosophy (*new course being proposed in CRAMS*)
   e) ARLC 156/CPLT 156 Jews and Arabs

   Anthropology
   a) ANTH 136/SEAS 136 Anthropological Perspectives of Gender in Southeast Asia
   b) ANTH 140I Ethnographic Interpretations: Cultures of Southeast Asia

   Asian Studies
   a) AST 167/CPLT 167 Postcolonial Literature and Criticism in Southeast Asia and South Asia

   Comparative Literature
   a) CPLT 153 Literature, Language, Relation

   History
   a) HIST 124 Gender in Middle Eastern-Islamic history (*new course being proposed in CRAMS*)
   b) HIST 125 Islam and Revolution in Iran
   c) HIST 126 Istanbul in History and Fiction

   Middle East and Islamic Studies
   a) MEIS 199 Independent Study (*new course being proposed not in CRAMS*)
Political Science
a) POSC 107 Non-Western Political Thought
b) POSC 120 The Politics of India and Pakistan
c) POSC 133 Politics of Central Asia in Comparative Perspective
d) POSC 152 Politics of the Middle East

Religious Studies
a) RLST 116 Religion and Violence
b) RLST 124K Zionism and the Holocaust
c) RLST 149 Southeast Asian Religions
d) RLST 150 Islam in Southeast Asia
e) RLST 151 Reading the Qur'an
f) RLST 155/PHIL 155 Peace in the Middle East

Theater
a) THEA 191 (E-Z) Seminar in Theatre: (J) Staging the Middle East

Women's Studies
a) WMST 151 Islam, Women, and the State
b) WMST 162/RLST 162 Women's Issues in Modern Muslim Thought
1. Select two from the required courses – 8 units of required courses (2 courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARLC 001</td>
<td>Introduction to Arabic Literatures and Cultures</td>
<td>An introduction to Arabic literatures and cultures. Focuses on the close reading of texts, specifically on language and rhetoric. Examines texts from the major periods (classical and modern) and modes of writing (poetry, literature, history, the novel, the law, and philosophy).</td>
</tr>
<tr>
<td>GBST 169/ANTH 169</td>
<td>From the Maghreb to the Middle East</td>
<td>An introduction to the peoples and societies of North Africa and the Middle East. Follows the travels of IbnBattutah, IbnKaldun, and Rafik al Tahtawi. Topics include religion, migration, gender, political organization, the global Middle East, Orientalism, and cultural production.</td>
</tr>
<tr>
<td>HIST 121</td>
<td>Middle Eastern History, 1200 to 1800</td>
<td>Explores the history of the Middle East from 1200 to 1800. Includes the Mongol conquests, as well as the rise and expansion of the Ottoman empire.</td>
</tr>
<tr>
<td>HIST 122</td>
<td></td>
<td>This is a new course it will be proposed by the History Dept.</td>
</tr>
<tr>
<td>POSC 156</td>
<td>Political Systems across Muslim Societies</td>
<td>A survey of the different political systems and institutional arrangements regulating the relationship between religion and the state across the Muslim world. Includes the history and main tenets of Islam and case studies such as Iran, Indonesia, Jordan, Pakistan, Nigeria, and the United States.</td>
</tr>
<tr>
<td>RLST 111</td>
<td>Islam</td>
<td>An overview of Islam from the time of Muhammad (d. 632 A.D.) to the present. Attention is given to its distinctive beliefs and practices, its influence upon societies in which it became dominant, and its interaction with other traditions.</td>
</tr>
<tr>
<td>RLST 113</td>
<td>Topics in Modern Islam</td>
<td>Examines key issues facing Islam in the modern world such as Islam's engagement with and reaction to nationalism, feminism, the status of sacred texts in the face of critical historical and philological studies, science, and technology.</td>
</tr>
<tr>
<td>WMST 168</td>
<td>Gender and Power in Muslim Societies</td>
<td>Examines the dynamics of gender relations within the context of the Muslim world. Analyzes processes of power which influence concepts of femininity, masculinity, and the body and sexuality. Explores heterogeneity of the Muslim world, as well as its unifying cultural and social history.</td>
</tr>
</tbody>
</table>
2. Select a minimum of four from the elective courses – 16 units of elective courses (4 courses):

<table>
<thead>
<tr>
<th>Arabic Literatures and Cultures:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) ARLC 120</td>
<td>Explores aspects of classical Arabic literary prose. Includes the modes of quotation, citation, falsification, fabrication, and forgery. Focuses upon selected writings of al-Hamadhai, al-Jahiz, al-Ma'arri, IbnTufayl, and IbnHazim.</td>
</tr>
<tr>
<td>Classical Arabic Literary Prose</td>
<td></td>
</tr>
<tr>
<td>b) ARLC 151/CPLT 151</td>
<td>Considers two distinct and related literary and historical moments--Palestine and Algeria. Topics include the relations between language and context; literature and literary historiography; genre and idiom; violence and the body; and the state and institutional practices of reading.</td>
</tr>
<tr>
<td>Palestine/Algeria</td>
<td></td>
</tr>
<tr>
<td>c) ARLC 152/CPLT 152</td>
<td>Considers selected writings of Adunis ('Ali Ahmed Sa'ïd), Mahmoud Darwish, Abdelatif L'abî, and Etel Adnan, published originally in Arabic, French, and English. Topics include language (idiom, statement, utterance, translation, repetition, rhythm) and history (loss, violence, mourning, inheritance, future, legacy). Course is taught in English.</td>
</tr>
<tr>
<td>Modern Arabic Poetry in a Multilingual Frame</td>
<td></td>
</tr>
<tr>
<td>d) ARLC 154/CPLT 154/PHIL 128</td>
<td>An introduction to Arabic philosophical texts. Provides close and literary reading of texts in philosophy, as well as considers the impact these texts have had or can have on Western cultural formation.</td>
</tr>
<tr>
<td>Introduction to Arabic Philosophy</td>
<td>(new course being proposed in CRAMS)</td>
</tr>
<tr>
<td>e) ARLC 156/CPLT 156</td>
<td>Traces the formation of the shared and divided history of the Jewish and Arab peoples. Focuses on the literary and institutional dimensions of this history, as well as the formation of related areas of study, such as religion, philosophy, literature, and psychoanalysis.</td>
</tr>
<tr>
<td>Jews and Arabs</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Anthropology</th>
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<tbody>
<tr>
<td>a) ANTH 136/SEAS 136</td>
<td>Examines the intersections of gender, power and sexuality in post-colonial Southeast Asia. Revisits early ethnographic claims of gender equality. Addresses current anthropological literature on the effects of colonialism, capitalism and globalization on gender roles and gender relations within national and transnational contexts.</td>
</tr>
<tr>
<td>Anthropological Perspectives on Gender in Southeast Asia</td>
<td></td>
</tr>
<tr>
<td>b) ANTH 1401</td>
<td>Anthropological interpretations of culture and society in southeast Asia, including Indonesia; topics include prehistory, ethnic groups, social organization and structure, human ecology, folk and high culture, etc.</td>
</tr>
<tr>
<td>Ethnographic Interpretations: Cultures of Southeast Asia</td>
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</tbody>
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<thead>
<tr>
<th>Asian Studies</th>
<th></th>
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163
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 167/CPLT 167</td>
<td>Postcolonial Literature and Criticism in Southeast Asia and South Asia</td>
<td>Explores how the theoretical concepts of postcolonial criticism inform and challenge the literature of Southeast Asia and South Asia, as the literature itself pushes the limits of the criticism. Addresses themes of nation, identity, space, gender, home, diaspora, alterity, history, sexuality, transnationalism, neocolonialism, tourism, and education.</td>
</tr>
<tr>
<td>CPLT 153</td>
<td>Literature, Language, Relation</td>
<td>Considers the rapport among language, relation, and literature. Focuses upon the relations among context and modes of address (the Qur'an, Levinas, Austin, Derrida); the name and the positing force of language (Darwish, Plato, Nietzsche); and language, violence, and poetic statement (IbnArabi, Heidegger, Benjamin).</td>
</tr>
<tr>
<td>HIST 124</td>
<td>Gender in Middle Eastern-Islamic History (new course being proposed in CRAMS)</td>
<td>Explores the history of women in the Middle East from the medieval to the modern period. Focuses on the legal status of women, their social and economic position, the rise and development of feminist movement and the impact of Islamist movements.</td>
</tr>
<tr>
<td>HIST 125</td>
<td>Islam and Revolution in Iran</td>
<td>Explores the historical background to the Iranian revolution of 1978-1979. Offers a critical assessment of the existing scholarship. Includes the rise of Shi'ism as Iran’s state religion; the relationship between religion, state, and society; and the role of Shi'i Islam versus other ideologies with social movements.</td>
</tr>
<tr>
<td>HIST 126</td>
<td>Istanbul in History and Fiction</td>
<td>Explores urbanization in Middle Eastern and Istanbul in History and Fiction. Includes the history of Istanbul from the Ottoman conquest to the end of that empire. Addresses questions of urban transformation, imperial cities, Islamization, urban institutions, cosmopolitanism, and modernity.</td>
</tr>
<tr>
<td>MEIS 199</td>
<td>Independent Study</td>
<td>This is a new course it will be proposed by Interdisciplinary Programs.</td>
</tr>
<tr>
<td>POSC 107</td>
<td>Non-Western Political Thought</td>
<td>Exposes students to some of the key political thinkers and ideas outside the Western canon. Familiarizes students with both the cultural-religious legacies and the political thought endemic to non-Western societies. Follows an overview of key non-Western civilizations and addresses crucial problems in comparative political theory. Provides a more detailed analysis of some regions from the political thought of Islam to the traditions</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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<tr>
<td>-------------</td>
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</tr>
<tr>
<td>b) POSC 120</td>
<td>The Politics of India and Pakistan</td>
<td>A study of the domestic and international politics of India and Pakistan, with attention to other South Asian countries. Explores nationalist movements, struggles for development, contrasting experiences with democracy and dictatorship, and internal and external conflicts.</td>
</tr>
<tr>
<td>c) POSC 133</td>
<td>Politics of Central Asia in Comparative Perspective</td>
<td>Studies the current political and economic issues and problems, and international relations of the former Soviet republics of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. Includes a historical background of the region.</td>
</tr>
<tr>
<td>d) POSC 152</td>
<td>Politics of the Middle East</td>
<td>The domestic policies and international relations of the contemporary states of the Middle East. Includes analysis of the politics of various transnational forces and the policies of external powers as they impinge on the area.</td>
</tr>
</tbody>
</table>

### Religious Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) RLST 116</td>
<td></td>
<td>Explores the capacity of religion to mobilize and legitimate violence. Materials covered include theoretical texts by Rene Girard, Walter Burkert, Jonathan Z. Smith, and others, and case studies dealing with religion and violence in India, Northern Ireland, Egypt, Lebanon, Israel, Palestine, Sri Lanka, and the United States.</td>
</tr>
<tr>
<td>b) RLST 124K</td>
<td>Studies in Judaism from 70 C.E. to Modern Period: Zionism and Holocaust</td>
<td>A survey of the religious, historical, and ideological background regarding the origins of the Zionist idea and Holocaust.</td>
</tr>
<tr>
<td>c) RLST 149</td>
<td>Southeast Asian Religions</td>
<td>Introduces aspects of religion in various Southeast Asian countries, including Indonesia, Malaysia, Thailand, Cambodia, Vietnam, and the Philippines, through contextualized readings featuring historical, anthropological, literary, and other disciplinary perspectives on this diverse region.</td>
</tr>
<tr>
<td>d) RLST 150</td>
<td>Islam in Southeast Asia</td>
<td>Introduces the religious, intellectual, and cultural history of Muslim Southeast Asia, including Indonesia, Malaysia, Brunei, as well as minority communities in Singapore, Thailand, Cambodia, and the southern Philippines. Examines a series of contextualized readings in translated primary sources. Approaches texts from historical, anthropological, literary, and other disciplinary perspectives.</td>
</tr>
<tr>
<td>e) RLST 151</td>
<td>Reading the Qur'an</td>
<td>A study of the Qur'an, Islam's primary scripture. Examines the contexts in which the text originated. Offers critical analyses of the Qur'an and discussion of its roles in the cultural histories of Muslim societies.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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<tr>
<td>RLST 155/PHIL 155</td>
<td>Peace in the Middle East</td>
<td>A study of the roots of the Middle Eastern crises. Focuses on the Arab-Israeli conflict and possible solutions toward peace. Addresses problems through historical, religious, and political lines of inquiry.</td>
</tr>
</tbody>
</table>

**Theater**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 191 (E-Z)</td>
<td>Seminar in Theatre: (J)Staging the Middle East</td>
<td>Covers various topics on a rotating basis. Includes playwriting, acting, directing, scenic design, theatre history, and dramatic literature. J. Staging the Middle East; M. American Frontier in American Drama; N. Theatre of Eugene O'Neill; S. Script to Production; W. Women in Theatre: Theory and Performance.</td>
</tr>
</tbody>
</table>

**Women’s Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST 151</td>
<td>Islam, Women, and the State</td>
<td>Examines the links between women, Islamic practices, and the politics of state formation and nation building. Explores ways women constitute the terrain of struggle between the traditional and modern, colonialism and nationalism, and religion and politics.</td>
</tr>
<tr>
<td>WMST 162/RLST 162</td>
<td>Women’s Issues in Modern Muslim Thought</td>
<td>Introduces complex religious and social issues related to the role of women in modern Islamic societies ranging from North America to Southeast Asia through an examination of Muslim writings produced during the past century.</td>
</tr>
</tbody>
</table>
March 7, 2009

TO: Feryal Cherif, Department of Political Science

FROM: T. Scanlon, Chair, CL&FL

RE: MEIS Minor Proposal

CL&FL faculty believe that the MEIS minor should in principle have a language requirement. Although we acknowledge that UCR is not currently able to offer coursework in languages of the Middle East other than Arabic, we are concerned that the ideal be an enemy of the good. Holding out for an ideal of offering a greater selection of Middle Eastern languages at UCR vitiates the achievement of a significant good in requiring knowledge of arguably the widest language in that region.

We also wish to stress the essential role of language as a medium of culture and thought in the serious study of any culture, and the serious, real consequences of claiming some degree of expertise in a culture without knowing the language.

There are, as you know, real consequences, in international economic or diplomatic activity, when participants claiming a degree of expertise in a culture are utterly ignorant of its language, which conveys not only words but also forms of politeness, gestures, etc. Our faculty is interested in offering additional Middle-Eastern languages in the future, working with MEIS and the dean’s office.

In sum, we support the proposed minor in MEIS with the qualification that we believe that there should be a language requirement as part of it. We urge you to reconsider this question and even to meet with my faculty if you would like. We do not, however, want to stand in the way of this minor, and if, in the end, it goes forward without a language requirement, we do support Jeff Sack’s participation and the inclusion of his courses in the degree curriculum.
Dear Petral,

I’m writing in support of the Middle East and Islamic Studies proposed minor. This would be a timely and important addition to UCR’s curriculum.

This promises to be an exciting minor that I’m sure - many students both now and in the future will find both appealing and rewarding. Faculty in Political Science are also supportive of the proposal and anticipate a fruitful collaboration and participation over the coming years.

If I can add to or clarify these comments in any way please do not hesitate to ask... and good luck with the programme.

Shaun Bowler
Department of Political Science
UC Riverside
Riverside
CA 92521

tel 951 827 5595
Fax 951 827 3933

Email: shaub@citrus.uer.edu

http://www.politicalscience.ucr.edu/index.html
February 23, 2009

Iyad Cherif
Department of Political Science
University of California, Riverside
2230 Watkins Hall
Riverside, CA 92521

I write this letter to state my support for the proposed minor in Middle East and Islamic Studies.

As a Chair whose departmental courses are included in your minor proposal, I commend you for this initiative and offer my full support.

Thank you for expanding educational options for our students.

Sincerely,

June O'Connor, Professor and Chair
MEMORANDUM

2/23/2009

FROM    Benjamin Liu, Associate Professor, Acting Chair (Winter 2009)
         Department of Hispanic Studies

TO      Feryal Cherif, Assistant Professor
         Department of Political Science

RE      Middle Eastern and Islamic Studies minor

I am writing in support of the proposed minor in Middle Eastern and Islamic Studies (MEIS). Although I have only joined the UCR faculty this year, I have already encountered an impressive array of faculty across the campus who share interest and expertise in the areas encompassed by the proposed minor. To date, I have been involved with some of them, based on common research interests, in proposing a residential fellowship research group at the Center for Ideas and Society on the topic of Islamic law in local contexts, including medieval and early modern Spain. Additionally, I have attended and learned from a number of the talks that the collaborating faculty have organized.

It is also my sense that there is a keen student interest in the areas of the proposed minor. This is partly based on anecdotal evidence of the number of students (and colleagues) I have met who express some knowledge of or some interest in the Arabic language, or social and cultural interactions involving the Islamic world. In a more direct sense, I can attest to the degree of interest expressed by Spanish major students in a Senior Seminar I am currently teaching, within the Hispanic Studies department, on the topic of "Spain and Islam: 711-1609" (SPN 193). They have been studying the complex human and cultural phenomena produced from this historical interaction, and have already completed a writing assignment involving some of the more than 4000 Spanish words borrowed from Arabic. Though I have not been here long enough yet to create new course offerings in the catalog, I expect that the range of courses that I will be teaching will reflect my interest in the area of the proposed minor.

Given the importance of Arabic, Islamic and Middle Eastern issues in my own field of medieval Spanish studies, I would be very willing to announce and promote the minor in my classes, which I think will be an important strategy in publicizing the proposed new minor across the various departments represented by the collaborating faculty and across the campus. I do hope that that this initiative can get underway, and do give it my full support.
Dear Colleagues on the CEP committee,

I am writing to indicate my strong support of the proposed MEIS minor. As the director of the Global Studies program, I know that many students interested in international and global issues have a particular interest in the Middle East and North Africa, and more broadly in the Muslim world. In the course I teach on this subject, quite a number of students have expressed a strong interest in enrolling in such a minor should it be made available.

Following recent hires of specialists of various aspects of Islam and the MENA area, UCR now has the expertise necessary to support a new program in this area.

Please give this fledgling program your full support.

Sincerely,

Susan Ossman
Director of Global Studies
Professor of Anthropology
Feryal,

I am very much in support of your proposal. The minor is exciting and timely.

Alicia Arrizón  
Professor and Chair  
Department of Women’s Studies  
INTN (Interdisciplinary Bldg-North)  
University of California, Riverside  
Riverside, CA 92521  
Phone (951) 827-4359  
Fax: (951) 827-6386

Dear Professor Cherif,

I see no problem in listing courses in the Department of Anthropology for the Middle Eastern studies minor.

Sincerely,

Thomas C. Patterson  
Distinguished Professor and Chair  
Department of Anthropology  
University of California, Riverside  
Riverside, CA 92521

Date: Sat, 7 Mar 2009 15:13:52 -0800  
To: cherif@ucr.edu  
From: Thomas Scanlon <thomas.scanlon@ucr.edu>  
Subject: Re: Middle East and Islamic Studies Minor

Dear Feyral,

Apologies for the delay. My department has had extensive discussion of your proposal. The attached memo reflects the sentiment of the faculty. I’d be happy to talk if you wish. Jeff Sacks can of course also discuss this with you.

Best wishes,

Tom Scanlon

Fri, 6 Mar 2009 12:53:31 -0800 (PST)  
From: Vivian-Lee Nyitray <Vivian-Lee.Nyitray@ucr.edu>  
Subject: Re: Middle East and Islamic Studies Minor  
To: cherif@ucr.edu
Dear Feryal,

Please excuse me for not responding appropriately sooner! As chair of the interdisciplinary committee on Asian Studies, I can't see any reason why we would object or have concerns about any of our courses being cross-listed or otherwise accepted toward the proposed minor.

Please let me know if there's anything else you need from Asian Studies or if we can be helpful in any way.

with kind regards,

Vivian

Vivian-Lee Nyitray, Chair
Interdisciplinary Committee on Asian Studies

From: <rrussin@ucr.edu>
Subject: Re: Minor in MEIS
To: cherif@ucr.edu
Cc: eric.barr@ucr.edu

Dear Feryal,

I have looked over your proposed minor in Middle Eastern and Islamic studies, and it is a timely, well thought out and important addition to the university's curriculum. I believe Prof. Erith Jaffe-Berg's course, "Staging the Middle East" (THEA 191J), would be an appropriate part of this major, and as acting chair of the Theatre Department, I am happy to offer our department's permission for you to include it.

Best,

Robin Russin
Associate Professor & Acting Chair
Department of Theatre
University of California, Riverside
Riverside, CA 92521
(951) 827-2707
(213) 949-1061 cel
robin.russin@ucr.edu

"If I look confused it's because I'm thinking." -- Samuel Goldwyn
Victoria Cross

From: Stephen Cullenberg [stephen cullenberg@ucr.edu]
Sent: Wednesday, February 18, 2009 2:23 PM
To: cherif@ucr.edu
gabrielle brewer@ucr.edu
Cc: 
Subject: Re: MEIS Steering Committee Approval

Feryal,

The steering committee is fine, except you should be listed as Chair, not Interim Director. Chair positions are formally for a years time, making the interim appointment moot.

Steve

At 12:00 PM 2/18/2009, Feryal Cherif wrote:
> Dean Cullenberg,
> 
> I have been in contact with Gabriele Brewer in CHASS regarding a
> Middle East and Islamic Studies minor. She informed me that we need to
> get your approval for the steering committee and director for the minor
> proposal to move forward
> I am attaching a document with the names of the relevant people
> 
> Members of the MEIS listserv were invited twice to join the steering
> meeting. I think that we have a list of interested parties. The
> candidate for director position was elected unanimously
> 
> We are open to changes, should you prefer that? Could you please
> address a response to Gabriele and I?
> 
> All the best,
> 
> Feryal
> Department of Political Science
> University of California, Riverside
> 2230 Watkins Hall
> Riverside, CA 92521
> (951) 827-5609
> 
>

Stephen Cullenberg
Dean
Professor of Economics
College of Humanities, Arts and Social Sciences University of California, Riverside 92521
Phone: (951) 827-8278
Fax: (951) 827-4637
Feryal,
On behalf of Dr. Anne Sutherland, Director of Interdisciplinary Programs.

This is an official acknowledgement that Interdisciplinary Programs will house the proposed new minor: Middle East Islamic Studies (MEIS)

Thank you,
Sharon Payne
UC Riverside
Administrative Manager
Interdisciplinary Programs
sharon.payne@ucr.edu
951 827 2742

--- Original Message ---
From: Anne H Sutherland [mailto:anues@ucr.edu]
Sent: Thursday, February 19, 2009 10:33 AM
To: cherif@ucr.edu
Subject: Re: Middle East and Islamic Studies Minor

Sharon will do the letter. Send her a reminder, however, as she is swamped with work. Anne

Dr. Anne Sutherland
Director, Interdisciplinary Programs
Professor of Global Studies & Anthropology University of California, Riverside
To be adopted:

Proposed New Minor Peace and Conflict Studies (PCST)

PRESENT:

PROPOSED:
Students must take 5 upper-division courses as specified in sections A and B below

Majors must take:

A. At least one course from each of the following three rubrics plus a fourth course from the list below from any rubric:

1) Perspectives from Religion, Philosophy, Literature and the Arts

2) Social Scientific Perspectives
   ETST 111, POSC 123, POSC 124, POSC 124S, POSC 129, POSC 142L, POSC 150, POSC 159, POSC 160, POSC 169, SOC 122

3) Historical Perspectives
   HISA 114, HISA 135/ETST 112, HISA 162/LNST 172, HISA 165, HISA 166, HISE 145, HISE 146, HIST 184/AST 160/SEAS 184/VNM 184, MCS 173 (E-Z)/CPLT 173 (E-Z), POSC 125, POSC 162/LNST 142

B. Required: Capstone Course; one of the following:
   PCST 190, PCST 197, PCST 1981

JUSTIFICATION:

The importance of understanding conflict and resolving or managing it constructively cannot be overstated, given the force and frequency of conflict in daily life, locally and globally. Since various courses in the Arts, Humanities, and Social Sciences pay attention to conflict and peace from a variety of disciplinary standpoints, it is appropriate that faculty offer students an opportunity to access a minor concentration in Peace and Conflict Studies.
The value of this focus on Peace and Conflict Studies can be seen in three ways: 1) as a literature worthy of sustained study, 2) as a skill set relevant to life and work in the every day, and 3) as a career track all its own.

Given the diversity of the UCR campus which claims the most diverse student population among the UC campuses, and given the fact that diversity regularly generates conflict, it seems particularly appropriate that the UCR faculty foster and offer courses in understanding and resolving or managing conflict as constructively as possible. Whether conflicts are rooted in cultural heritages and the differing expectations characteristic of each, in ethnic identity or in religious and philosophical worldviews, in loyalties related to political affinities and affiliations, in the biology, psychology, and socialization of gender, or in socio-economic class, or other differences, understanding and processing conflict, together with generating proactive peace-building work becomes an everyday challenge – and opportunity.

Courses constituting an academic minor offer opportunities for students to give sustained attention to the diverse origins and expressions of conflict, to models for resolution advised by scholars and practitioners, to proactive peacemaking through the investigative and creative strategies fostered in higher education.

The Chairs of units whose courses are included were consulted at a Chairs’ meeting with Dean Cullenberg on January 6th. None objected to the proposal. Notes from those who formulated their approval in writing are included in the proposal packet.

APPROVALS:

Effective: Fall 2009
Approved by the faculty Committee of Peace and Conflict Studies: January 12, 2009
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: March 11, 2009
Approved by the Committee on Educational Policy: April 8, 2009
Peace and Conflict Studies Minor  
Response to Guidelines for Establishing a New Undergraduate Academic Program

1. Name and Administering Unit:

Minor in Peace and Conflict Studies, to be administered through the Interdisciplinary Studies Office.

2. Justification:

The importance of understanding conflict and resolving or managing it constructively cannot be overstated, given the force and frequency of conflict in daily life, locally and globally. Since various courses in the Arts, Humanities, and Social Sciences pay attention to conflict and peace from a variety of disciplinary standpoints, it is appropriate that faculty offer students an opportunity to access a minor concentration in Peace and Conflict Studies.

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Courses constituting an academic minor offer opportunities for students to give sustained attention to the diverse origins and expressions of conflict, to models for resolution advised by scholars and practitioners, to proactive peacemaking through the investigative and creative strategies fostered in higher education.

3. Relationship of the minor to existing programs:

As an interdisciplinary minor, the proposed curriculum in Peace and Conflict Studies draws on existing courses in a variety of academic units in CHASS. More courses may be added as faculty interest, opportunity, and encouragement in this area of studies expand.
The PCS minor will include two additional resources made possible by an annual grant from Forrest S. Mosten and Jody Mosten with a matching donation from the Southern California Mediation Association:
   a) an annual lecture in conflict resolution, mediation, and peace-building;
   b) one or two internships per year for students interested in these areas.

UCR Ombuds Indu Sen (J.D., LLM) is planning to offer mediation training workshops in the coming years and has offered to give priority space to PCST minors. This offering will be a complementary and beneficial experiential-learning option available to interested students and would prepare such students for internships and further study or employment. See Attachment B.

4. Proposed Curriculum:

   See Attachment A: the curriculum grid which provides an overview; the course descriptions which provide detail.

5. Faculty Involvement:

   Faculty Committee Members:
   Georgia Warnke, primary faculty contact for advising and administering, June O’Connor, Erith Jaffe-Berg, Derek Burrill, Thomas Patterson, Juliann Allison

   Teaching Faculty:
   James Brennan, Brian Lloyd, David Biggs, Ann Goldberg, Kiril Tomoff, Thomas Scanlon, Christopher Chase-Dunn, Bronwyn Leebaw, Feriel Cherif, William Barndt, David Pion-Berlin, Lan Duong, Robert Patch, Sabine Duran, John Kim, among others.

6. Degree of Participation and Roles of Participating Departments

   Academic unit participation is evident in the range of courses listed and the support of Chairs. (E-mails and letters of support are enclosed). No new resources are needed to launch this minor. Rather, it will tap into existing resources and offer a wide range of options to students in order to accommodate their varying schedules.

7. Projected Enrollments

   Student interest is evident in the 331 signatures gathered within a two-week period in late winter quarter, 2007, by students requesting this minor. This list of student signatures is available upon request.

8. Name of Degree:

   Not applicable.
9. Potential Impact on Existing Program

Please see e-mails and letters from chairs of departments offering courses in the minor.

10. Required Resources

The minor neither requires nor requests new resources.

11. Supporting Letters

We include some letters of support for the minor but request a waiver with regard to extramural letters. The proposed program is a minor, not a major; it requires no new resources and offers no degree. Asking faculty from other institutions to review and to approve the minor curriculum is unduly burdensome.

12. Approvals:

The UCR Peace and Conflict Studies Minor Committee has approved this proposal. We will appreciate the approval of the Executive Committee of CHASS, the college faculty, and the Senate Committee on Educational Policy so it may go before the full Senate.

13. Timing

We send this proposal forward, hoping that approvals will be swift and smooth and placed on the agenda of the May Senate Division Meeting. We thank all who participate in this process.
Proposed Curriculum for a Minor in Peace and Conflict Studies
[5 upper division courses as specified in Sections A and B below]

A. Required: \textit{One course from each of the following three rubrics plus a fourth course from the list below from any rubric:}

<table>
<thead>
<tr>
<th>1) Perspectives from Religion, Philosophy, Literature and the Arts</th>
<th>2) Social Scientific Perspectives</th>
<th>3) Historical Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA 141: Militarism and Hegemony in Asia and Greece</td>
<td>ETST 111: Ethnic Politics; Practicum in Social Change</td>
<td>HISA 114: The American Civil War</td>
</tr>
<tr>
<td>CPLT 115: Modern German History through Film</td>
<td>POSC 123: Conflict Resolution</td>
<td>HISA 135: The Civil Rights Movement, 1950-1970</td>
</tr>
<tr>
<td>CPLT 132: Rousseau and Revolution</td>
<td>POSC 124 or 124S: International Relations</td>
<td>HISA 162: Twentieth-Century Latin America</td>
</tr>
<tr>
<td>CPLT 134: Cinematic War Memory</td>
<td>POSC 129: The Proliferation of Weapons of Mass Destruction</td>
<td>HISA 165: Modern Brazil: State and Society</td>
</tr>
<tr>
<td>ENGL 135: Modern Irish Literature</td>
<td>POSC 142L: The United Nations</td>
<td>HISA 166: Modern Argentina: Democracy and Dictatorship</td>
</tr>
<tr>
<td>RLST 174: Power of Nonviolence</td>
<td>POSC 159: The Armed Forces and Politics</td>
<td>HISE 146: The Second World War</td>
</tr>
<tr>
<td>RLST 175: Religion and Human Rights</td>
<td>POSC 160: Globalization and Underdevelopment</td>
<td>HIST 184: The Vietnam Wars</td>
</tr>
<tr>
<td>RLST 176: Peace and War</td>
<td>POSC 169: Terrorism and Political Violence</td>
<td>MCS 173 (E-Z): International Cinemas</td>
</tr>
<tr>
<td>THEA 191J: Staging the Middle East</td>
<td>SOC 122: Social Change</td>
<td>POSC 125: United States Foreign Policy Since World War II</td>
</tr>
<tr>
<td>VNM 162: Vietnamese Literary History</td>
<td>SOC 135: Conflict</td>
<td>POSC 162: Latin America: The Quest for Development and Democracy</td>
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</table>

B. Required: \textit{Capstone Course; one from the following:}

PCST 190: Special Studies

PSCT 197: Research for undergraduates

PCST 198I: Individual internship in Peace and Conflict Studies

[These three courses are being proposed through the course approval process.]
Appendix A

1. Perspectives from Religion, Philosophy, Literature and the Arts:

CLA 141. Militarism and Hegemony in the Ancient World (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Comparative study of ancient warfare and hegemony in two or more civilizations of the ancient world. Perspectives may include social and political contexts, gender and war, acquisition of empire, religious wars, and weapons, strategies and tactics in theory and practice. Study of primary source material in texts and visual arts. Cross-listed with AST 145, CHN 141, CPAC 141, and POSC 140.

CPLT 115. Modern German History through Film (4) Lecture, 3 hours; screening, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores twentieth-century German history through film. Includes World Wars I and II, inflation and polarization of classes, Nazi Germany, representations of the Holocaust, and a divided and reunited Germany. Cross-listed with GER 163, HISE 163, and MCS 115.

CPLT 132. Rousseau and Revolution (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introductory study of the French philosopher and novelist Jean-Jacques Rousseau and the age of revolution in France, Germany, and England. Topics include social inequality, slavery, gender, subjectivity, violence, and political rights. All readings are in English. Cross-listed with FREN 132 and GER 132.

CPLT 134. Cinematic War Memory (4) Lecture, 3 hours; screening, 2 hours; extra reading, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines cinematic confrontations involving World War II in Germany and Japan. Topics include desire between victims and perpetrators, representation of trauma, and ethical responsibility. All screenings have English subtitles. Cross-listed with GER 134, JPN 134, and MCS 114.
ENGL 135. Modern Irish Literature (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-Division standing or consent of instructor. A critical study of modern Irish literature, set against the background of the political and religious conflicts of Irish history.

RLST 116. Religion and Violence (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the capacity of religion to mobilize and legitimate violence. Materials covered include theoretical texts by Rene Girard, Walter Burkert, Jonathan Z. Smith, and others, and case studies dealing with religion and violence in India, Northern Ireland, Egypt, Lebanon, Israel, Palestine, Sri Lanka, and the United States.

RLST 174. The Power of Nonviolence (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. A cross-cultural exploration of the traditions of nonviolent change as fundamental worldviews and lifestyles, as strategic alternatives to war and socioeconomic oppression, and as practical forms of interpersonal and social conflict resolution.

RLST 175. Religion and Human Rights (4) Lecture, 3 hours; independent research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An examination of selected human rights struggles with particular attention given to the role of religion. Case examples are taken from North and Latin America, South Africa, South Asia, or China, among others.

RLST 176. Peace and War (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. A study of peace and war from diverse religious and ethical perspectives. Addresses nuclear and conventional war and revolutionary wars of liberation as ethical issues requiring social policy and personal decision. Topics include “just war,” “holy war,” nonviolence, and pacifism.
THEA 191 (E-Z). Seminar in Theatre (4) Seminar, 3 hours; discussion, 1 hour. Prerequisite(s): consent of instructor. Covers various topics on a rotating basis. Includes playwriting, acting, directing, scenic design, theatre history, and dramatic literature. J. Staging the Middle East; M. American Frontier in American Drama; N. Theatre of Eugene O’Neill; S. Script to Production; W. Women in Theatre: Theory and Performance.

VNM 162. Vietnamese Literary History (4) Lecture 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing. A historical analysis of Vietnamese literature from its oral tradition to contemporary fiction. Follows the formation of the nation-state and the subsequent struggles with the Chinese, French, Japanese, and Americans. No knowledge of Vietnamese required. Readings are in translation or bilingual editions. Classes are conducted in English.

2. Social Scientific Perspectives

ETST 111. Ethnic Politics: Practicum in Political Change (4) Lecture, 3 hours; practicum, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Studies theories and practices of comparative ethnic political change. Examines topics intrinsic to the understanding of how to effect political change within the Chicano, African American, Asian American, Native American, and other ethnic communities, as well as the dominant societies. Fulfills the Social Sciences requirement for the College of Humanities, Arts, and Social Sciences.

POSC 123. Conflict Resolution (4) Lecture, 3 hours; extra reading, 1 hour; term paper, 2 hours. Prerequisite(s): upper-division standing or consent of instructor. A survey of conflict resolution in international relations and domestic conflict. Topics covered include theories of conflict and conflict resolution, negotiation, the role of external powers, mediation, and peacekeeping.
POSC 124. International Relations (4) Lecture, 3 hours; term paper, 1 hour; extra reading, 2 hours. Prerequisite(s): POSC 020. An in-depth consideration of the major theories of contemporary international relations. Focuses on core issues in international security affairs, such as the causes of war and peace, cooperation and conflict, alliances, perception and misperception, ethnic conflict, and the link between democracy and war. Credit is awarded for only one of POSC 124 or POSC 124S.

POSC 124S. International Relations (5) Lecture, 3 hours; discussion, 1 hour; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): POSC 020; upper-division standing or consent of instructor. An in-depth consideration of the major theories of contemporary international relations. Focuses on core issues in international security affairs, such as the causes of war and peace, cooperation and conflict, alliances, perception and misperception, ethnic conflict, and the link between democracy and war. Credit is awarded for only one of POSC 124 or POSC 124S.

POSC 129. The Proliferation of Weapons of Mass Destruction (4) Lecture, 3 hours; individual study, 1 hour; extra reading, 1 hour; term paper, 1 hour. Prerequisite(s): upper-division standing. Introduces students to the politics of weapons of mass destruction, including nuclear, chemical, and biological weapons. Topics covered include why states develop such weapons and whether possession of them increases or decreases the likelihood of war. Also covered are international efforts to stop weapons proliferation, and specific cases of proliferation such as those in India, and Pakistan, North Korea, Iraq, and Iran.

POSC 142L. The United Nations (2) Lecture, 2 hours. Examination of the structure and functioning of the United Nations with major emphasis on the principal organs (Security Council, General Assembly), ECOSOC, the Trusteeship Council and the leading committees. The course will examine theories on the pacific settlement of disputes, collective security and
functionalism. The focus will be on the United Nations as a living, contemporary political institution.

**POSC 150. Human Rights in Theory, Law, and Politics (4)** Lecture, 3 hours; extra reading, essays, and research paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An introduction to the theory, politics, and law of human rights. Examines the emergence of human rights institutions since World War II and ongoing dilemmas in the field. Topics include cultural relativism, criminal tribunals, truth commissions, and refugees.

**POSC 159. The Armed Forces and Politics (4)** Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An introduction to the origins, nature, and behavior of the military within political systems. Focuses on the political interaction between the armed forces and civilians. Topics include military intervention, democracy, human rights, missions, defense organizations, and civilian control. Explores case studies of the United States, Russia, and countries from Latin America and Asia.

**POSC 160. Globalization and Underdevelopment (4)** Lecture, 3 hours; individual study, 1 hour; extra reading, 1 hour; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Critical evaluation of issues and theories about underdevelopment and the prospects for development within the context of globalization. Examines areas of continuity and change, resistance and conflict, and crises and solutions emerging in a post-World War II developing world increasingly connected to a single global economy.

**POSC 169. Terrorism and Political Violence (4)** Lecture, 3 hours; extra reading and term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the nature and origin of political conflict, violence, and rebellion. Examines political violence as a political pathology and as an instrument of supporters and opponents of regimes. Examines types of political violence: terrorism, ethnic and communal conflict, rebellion, and revolutionary and counter-revolutionary violence.
SOC 122. Social Change (5) Lecture, 3 hours; outside research, 3 hours; extra reading, 3 hours.
Prerequisite(s): SOC 001 or SOC 001H. A study of patterns of social change, resistance to change, and change-producing processes and agencies.

SOC 135. Conflict (4) Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): SOC 001 or SOC 001H.
Analysis of the sources of social conflict, especially class conflict. Studies social movements arising out of such conflicts, which attempt to bring about fundamental social change.

3. Historical Perspectives

HISA 114. The American Civil War (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An analysis of the American Civil War. Topics will include: Slavery as a cause of the war, the impact of emancipation and of the war on both North and South.

HISA 135. The Civil Rights Movement, 1950-1970 (4) Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. The Civil Rights Movement of the 1950s and 1960s. The main focus will be on the “grass roots.” African American aspects of “The Movement,” as it was popularly known, from school desegregation to voting rights and beyond. Cross-listed with ETST 112.

HISA 162. Twentieth-Century Latin America (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Topics include the Mexican Revolution, the Great Depression, populism, industrialization, revolution, and the emergence of conservative regimes in the age of neoliberalism. Cross-listed with LNST 172.
HISA 165. Modern Brazil: State and Society (4)
Lecture, 3 hours; extra reading, 3 hours.
Prerequisite(s): upper-division standing or consent of instructor. Analyzes power and resistance in Brazilian history with emphasis on the social and political movements challenging state power. Topics include slave rebellions, banditry, millenarian uprisings, the industrial working class, the urban poor, social Catholicism, feminism, and “Black Power.”

HISA 166. Modern Argentina: Democracy and Dictatorship (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines the major issues in modern Argentine history. Topics include industrialization and trade union politics, Peronism, the rise of the revolutionary left, militarism, state terrorism, political culture and the cultural dimensions of violence, and state and society during the democratic transition.

HISE 145. World War I (4) Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An examination of the origins of the conflict and its development into the world’s first war and the first total war. Special attention given to the role of technology in the war and to the social consequences of the war.

HISE 146. The Second World War (4) Lecture, 3 hours; extra reading, 2 hours; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. The diplomatic origins of the war; the fighting in Europe, Asia and Africa; Nazi oppression in conquered Europe and the destruction of the Jews; the social, economic and technological impact of the conflict; and the origins of the Cold War.

HIST 184. The Vietnam Wars (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An in-depth introduction to Vietnamese history in the twentieth century that covers the three Indochina Wars (1945-1986) primarily
from different Vietnamese perspectives. Begins with experiences during French colonial rule and then covers anti-colonial movements, periods of French and American military involvement to 1975, post-war society, and post-
doi moi society.

MCS 173 (E-Z). International Cinemas (4) Lecture, 3 hours; screening, 3 hours. Prerequisite(s): MCS 020 or upper-division standing or consent of instructor. Considers non-Hollywood cinemas in the national, historical, political, and cultural contexts which produced them. E. Experimental and Avant-Garde Film; F. French New Wave; G. New German Cinema; I. Italian Neorealism; T. Third World Cinema; V. Global Perspectives on the Vietnam War. Cross-listed with CPLT 173 (E-Z). Fulfills the Humanities requirement for the College of Humanities, Arts, and Social Sciences.

POSC 125. United States Foreign Policy Since World War II (4) Lecture, 3 hours; outside research, 1 hour; extra reading, 1 hour; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. A survey and evaluation of the major developments in U.S. foreign policy from 1945 to the present. Focuses on relations with the Soviet Union, its successor states, and the Third World, within which the uses of force and diplomacy are emphasized.

POSC 162. Latin America: The Quest for Development and Democracy (4) Lecture, 3 hours; individual study, 1 hour; extra reading, 1 hour; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. A comparative examination of central issues in and components of Latin American political life, including economic development, regimes and alliances, guerrilla wars, the armed forces, human rights, and democratic consolidation. Countries studied include Argentina, Brazil, Chile, El Salvador, and Cuba. Cross-listed with LNST 142.
PCST 190 Special Studies (4)
Individual study in the literature on conflict resolution and mediation; upper division standing; to be taken under the direction of a faculty member with the approval of the Chair of the Committee.

PCST 197 Research for Undergraduates (4)
Directed original research in the field of conflict resolution and mediation; upper division standing; to be taken under the direction of a faculty member with the approval of the Chair of the Committee.

PCST 198-I Individual Internship in Peace and Conflict Studies (4)
Intern appointment in an office or agency that provides students observation and/or participation in mediation and conflict-resolution training and practice; to be taken under the direction of a faculty member with the approval of the Chair of the Committee. A paper with reflections based on the internship experience will be required.

[These three courses are being proposed through the course approval process.]
MEDIATION TRAINING SYNOPSIS
University of California, Riverside
Indu Sen, Ombudsman
Office of the Ombudsman

I. Subject of Training: Mediation—Theories, Techniques, and Practice

II. Audience: All Students, All Faculty, All Administration and Staff / Current UCR constituencies

III. Trainers: UCR Ombudsman; Other UC Ombudsmen; Community Action Partnership of Riverside County (“CAP”)

IV. Hours: 40 hours / One-week Intensive

V. Credit: Certification in Mediation as offered by CAP

VI. Frequency: Once per academic year

VII. Class size: 25 – 30

VIII. Anticipated Start Date: Fall, 2009

IX. Goals

(A) Educate the campus community, on an annual basis, on skill-sets in conflict resolution, theories on mediation, and practical application of different mediation techniques.

(B) Provide mediation training certification to participants in the 40 hours of training.

(C) Create a qualified pool from which successful applicants can pursue further training and participation in peer mediation.

(D) Coordinate, and work in parallel, with relevant academic programs, such as the Minor in Conflict Resolution currently in development to assist students in the Minor receive practical training in mediation, and open up volunteer and internship opportunities.

(E) Based on the Office of the Ombudsman’s organizational critical self-analysis function, feedback function on common issues, trends and broad-based systemic problems, and recommendation function, innovatively incorporate productive dialogue and conflict resolution into mediation training and peer mediation programs to address the issues that more specifically affect UCR.

349 Surge Building
University of California
Riverside, CA 92521
Phone: (951) 827-3213 / Fax: (951) 827-7071
http://ombuds.ucr.edu
Appendix B
Professor Georgia Warnke, Associate Dean
CHASS

Dear Georgia:

With this letter I would like to express my support for the proposed minor in Peace and Conflict Studies, a field that will include several history courses as part of its curriculum. I assume that as chair I have the power to express my support. If the department’s approval is also required, I will submit the proposal to the department when asked to do so.

Thank you for your attention.

Sincerely,

Robert W. Patch, Chair
History Department
University of California, Riverside

cc: June O’Connor, Chair, Religious Studies
Victoria Cross

From: June O'Connor [joconnor@ucr.edu]
Sent: Wednesday, January 21, 2009 8:13 PM
To: 'Victoria Cross'
Subject: PCST Approval

Victoria, please save this for the full PCST proposal (required by guideline #6) June

From: Toby Miller [mailto:tobym@ucr.edu]
Sent: Wednesday, January 21, 2009 8:09 PM
To: June O'Connor
Subject: Re: PCST

Dear June

Please consider me a definite supporter of the minor as conceived. Congratulations on the work you all have done, and thanks for involving our department in it!

Regards

Toby

Toby Miller
tobym@ucr.edu
Media & Cultural Studies
INTS 3136
900 Univ. Ave
Riverside, CA 92521

GreenCitizen
http://greencitizenship.blogspot.com/

New Book: Makeover Nation
Interview: http://will.illinois.edu/mediamatters/

"Where is Riverside?"--Robert Graysmith
(Zodiac, 2007)

http://ucr.facebook.com/profile.php?id=658700872

Editor of Television & New Media http://tvn.sagepub.com/

Co-Editor of Social Identities http://www.tandf.co.uk/journals/journal.asp?issn=1350-4630&linktype=5


TOBY'S TELEVISION: http://worldtv.com/tobymillertv

194
For the PCST proposal, item #6 on the guidelines sheet. Thanks. June O'Connor

Dear June

I'm writing in support of the PCST proposal.

This promises to be an exciting minor that I'm sure many students will find both appealing and rewarding. Faculty in Political Science are also supportive of the proposal and anticipate a fruitful collaboration and participation over the coming years.

If I can add to or clarify these comments in any way please do not hesitate to ask... and good luck with the programme.

Shaun

--

Shaun Bowler
Department of Political Science
UC Riverside
Riverside
CA 92521
Tel. 951.827.5595
Fax 951.827.3933
Email: shaunb@citrus.ucr.edu
http://www.politicalscience.uci.edu/index.html
Dear June,

Yes, you can certainly count on my support for this minor, which looks very good and seems quite original.

Best wishes,

Tom

At 7:34 PM -0800 1/21/09, June O'Connor wrote:

Tom, as we prepare to propose the Peace and Studies Minor (announced at the last Chair's meeting), Georgia Warnke and I as co-chairs need your written approval of the creation of the program since some courses in your domain are included in the options provided students. Attached is another copy of the justification and curriculum. May we count on your written support? Hopefully, June (and Georgia)

June O'Connor, PhD, Professor and Chair
Religious Studies Department
University of California, Riverside
Riverside, CA 92521
Phones: 951 827 1251
       or 3743
       or 3612
Fax: 951 827 3324

Attachment converted: Macintosh HD:PCSMinorJustification 1.doc (WDBN/«IC») (0019C066)
Attachment converted: Macintosh HD:PCStCurriculumJanuary09 1.doc (WDBN/«IC») (0019C067)
Another statement of support for item #6. June

-----Original Message-----
From: Thomas Patterson [mailto:tomcpat@ucr.edu]
Sent: Friday, January 23, 2009 10:44 AM
To: June O'Connor
Subject: Re: PCST Proposal

Dear June,

I vote yes on the proposal

Best wishes,
Tom

At 01:06 PM 1/21/2009, you wrote:
>Colleagues on the Peace and Conflict Studies minor proposal:
>Attached once again is the justification for the minor and an
>updated curriculum presented to the CHASS Chairs at our meeting Jan
>6th. We are almost ready to push this forward along with the other
>required paperwork. I need your vote at this point and ask you to
>respond by Monday, Jan 26th. [I will use the system we use in our
>RLST department, namely, that no response means approval.] Thanks.
>June
Victoria Cross

From: June O'Connor [joconnor@ucr.edu]
Sent: Wednesday, January 28, 2009 1:34 PM
To: 'Victoria Cross'
Subject: FW: PCST and you

Victoria, let’s add this to the other faculty affirmations of the PCST proposal. Thanks JOC

From: Bronwyn Leebaw [mailto:bronwyn.leebaw@ucr.edu]
Sent: Thursday, January 22, 2009 10:18 PM
To: June O'Connor
Subject: Re: PCS stand you

Thanks June! Glad to see this is moving forward. It looks great.

At 02:11 PM 1/21/2009, you wrote:

Greetings. Georgia Warnke and I are co-chairing a faculty initiative proposing a minor in Peace and Conflict Studies in CHASS. We have put a curriculum together which is attached and which includes one or more courses you teach. In addition to the academic courses component of the minor, we are hoping students will elect to enroll in training in conflict-resolution and mediation workshops that will be periodically offered by the Office of the Ombuds.

The process of proposing a new program requires my being in contact with faculty whose courses are included and so I write to notify you of this. We are hoping more courses will develop in this important field. Perhaps in the distant future new resources will enrich this beginning effort. At this time we are not requesting any new resources and we expect student interest to be small and slow.

Enclosed is a justification and a curriculum. Please review them and if you have any hesitations, please let me know asap. Otherwise, I am likely to send this and other materials forward soon.

Sincerely, June O'Connor
Let's add this to the other faculty affirmations of the PCST proposal. June

---

hi june-

this looks great! I'm happy to be involved with it.

-david

June O'Connor wrote:

Greetings. Georgia Warnke and I are co-chairing a faculty initiative proposing a minor in Peace and Conflict Studies in CHASS. We have put a curriculum together which is attached and which includes one or more courses you teach. In addition to the academic courses component of the minor, we are hoping students will elect to enroll in training in conflict-resolution and mediation workshops that will be periodically offered by the Office of the Ombuds.

The process of proposing a new program requires my being in contact with faculty whose courses are included and so I write to notify you of this. We are hoping more courses will develop in this important field. Perhaps in the distant future new resources will enrich this beginning effort. At this time we are not requesting any new resources and we expect student interest to be small and slow.

Enclosed is a justification and a curriculum. Please review them and if you have any hesitations, please let me know asap. Otherwise, I am likely to send this and other materials forward soon.

Sincerely, June O'Connor
June, I am out of the country, but will send a message in this email.

The Office of Interdisciplinary Programs agrees to manage the new minor in Peace and Conflict Studies and to assign an advisor in our unit to handle student advising.

Dr. Anne Sutherland  
Director, Interdisciplinary Programs  
Professor of Global Studies & Anthropology  
University of California, Riverside
March 9, 2009

June O’Connor
Chair, Department of Religious Studies
CAMPUS

Dear June:

I am writing regarding the proposed minor in Peace and Conflict Studies. The new minor sounds like a wonderful opportunity for students to develop a strong foundation in these important topics.

We do want to make certain that the proposal reflects the additional workload for advisors. The College Advising Office does need to be notified about your plans for handling the advising load. Based on experiences we have had with other interdisciplinary programs, we have particular concerns about whether you can ensure that courses in the minor will be offered regularly enough for students to complete their work in the minor in a timely way. In addition, I want to remind you that advisors will need promotional materials in order to inform potentially interested students about the minor. The expenses for these materials will be the responsibility of the Interdisciplinary Studies Office, perhaps with help from the Peace and Conflict Studies program committee.

I would appreciate a brief note indicating how you plan to ensure that courses will be offered regularly and how you plan to provide funds for promotional materials.

The program will make an important contribution to the life of the campus, and I look forward to the next steps in its implementation.

Best wishes,

Steven G. Brint
Associate Dean

Cc: Anne Sutherland, Director, Interdisciplinary Studies
    Thomas C. Patterson, Chair, CHASS Executive Committee
    Georgia Warnke, Associate Dean, CHASS
    Jose Beruvides, Student Affairs Manager, CHASS
    Gabrielle Brewer, Secretary, CHASS Executive Committee
March 10, 2009

Steven Brint, Associate Dean, Student Affairs, CHASS

Dear Steve,

I write to address your two inquiries regarding the proposed Peace and Conflict Studies minor.

1. With respect to frequency of course offerings, our preliminary research led us to include those courses that have been taught “regularly” by which we mean every year or every other year. Courses that do not fit this frequency were excluded.

2. With respect to the cost of promotional materials, we anticipate that the Office of Interdisciplinary Studies will supply these, perhaps with the help of units represented by the participating faculty, if necessary. We do not envision nor anticipate costly materials nor great numbers of minors.

Thank you for your support for and interest in this minor.

Sincerely,

June O’Connor, for the Peace and Conflict Studies Minor Committee

Cc: Georgia Warnke
    Gabrielle Brewer
    Victoria Cross
To be adopted:

Proposed Changes to Political Science Major

PRESENT:

The major requirements for the B.A. degree in Political Science are as follows:

1. Lower-division requirements (four courses [at least 16 units]):
   - POSC 005, POSC 010, POSC 015 or POSC 017, and POSC 020

2. Upper-division requirements (nine courses [at least 36 units])
   - a) One course from each of the following areas:
     1) U.S. Government and Politics:
        - POSC 100, POSC 101, POSC 143, POSC 145, POSC 146, POSC 148, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 172/URST 172, POSC 173, POSC 180, POSC 181, POSC 182, POSC 183, POSC 186
     2) Comparative Government and Politics:
        - POSC 151, POSC 152, POSC 153, POSC 154, POSC 155, POSC 157, POSC 158/LNST 148, POSC 159, POSC 160, POSC 162/LNST 142, POSC 164
     3) International Relations and Foreign Policy:
        - POSC 123, POSC 124, POSC 125, POSC 126, POSC 127, POSC 128, POSC 129, POSC 130
     4) Political Theory:
        - POSC 110, POSC 111, POSC 112, POSC 113, POSC 116, POSC 122
   - b) Five additional courses in Political Science course [no change]

PROPOSED:

The major requirements for the B.A. degree in Political Science are as follows:

1. Lower-division requirements (four courses [at least 20 units]): one course from a, b, c, and d
   - a) POSC 005 or POSC 005H or POSC 007
   - b) POSC 010 or POSC 010H
   - c) POSC 015 or POSC 017
   - d) POSC 020 or POSC 020H

2. Upper-division requirements (nine courses [no change])
   - a) One course from each of the following areas:
     1) U.S. Government and Politics:
        - POSC 100, POSC 101, POSC 108, POSC 143, POSC 145, POSC 146, POSC 148 or POSC 148H or POSC 148S, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 172/URST 172, POSC 173, POSC 173S, POSC 180 or POSC 180S, POSC 181, POSC 182, POSC 183, POSC 186
     2) Comparative Government and Politics:
        - POSC 120, POSC 131, POSC 133, POSC 151, POSC 152, POSC 153, POSC 154, POSC 155, POSC 156, POSC 157, POSC 158/LNST 148, POSC 159, POSC 160, POSC 162/LNST 142, POSC 164 or POSC 164S
     3) International Relations and Foreign Policy:
        - POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126, POSC 127, POSC 128, POSC 129, POSC 130, POSC 135, POSC 147, POSC 150, POSC 169
     4) Political Theory:
        - POSC 110 or POSC 110S, POSC 111, POSC 112, POSC 113, POSC 115, POSC 116, POSC 117, POSC 119, POSC 122
   - b) Five additional courses in Political Science course [no change]
work (Not more than 2 courses from the 190 series
and POSC 142L and POSC 142M are allowed toward
the nine course upper-division requirement.)

A course in statistics is strongly recommended.

JUSTIFICATION:

The proposed change to the lower-division area is to eliminate the duplication of credit problems for POSC 005 and
POSC 007 which are the two courses that can be used to fulfill the lower-division theory requirement and POSC 015 and
POSC 017 which are the two courses that can be used to fulfill the lower-division comparative requirement. Credit is
given for only one of these courses, however, when a student enrolls in both courses from the same area, for example
POSC 005 and in a later quarter POSC 007, this would be a duplication of credit and the student would have 5 units taken
away. The enrollment system would not catch the duplication. The proposed change requires a student to choose only
one course from a, b, c, and d areas. This should eliminate the duplication of credit problems.

Included in this change is the addition of the restored honors course, POSC 010H and two new lower-division honors
courses, POSC 005H and POSC 020H.

In areas (1) U.S. Government, (2) Comparative Government, (3) International Relations, and (4) Theory, the underlined
courses are approved courses that need to be added into their respective areas.

POSC 148H is the new upper-division honors course that needs to be added as a choice to fulfill upper-division major
requirement.

POSC 110S, POSC 124S, POSC 148S, POSC 164S, POSC 173S, and POSC 180S are the 5 unit versions of existing 4
unit courses with added discussion sections (the 5 unit courses are designated with an “S” for sections). The goal of the
modification is to improve the quality of education in three ways: (1) to increase the material covered, (2) to facilitate
more individualized education, and (3) to increase student participation and engagement with the course and its texts.
Adding a discussion section and integrating additional readings and written assignments into those sections is intended to
promote these objectives.

APPROVALS:

Approved by the faculty of the Department of Political Science: 12/19/08

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 03/11/2009

Approved by the Committee on Educational Policy: 4/8/09
To be adopted:

Proposed Changes Political Science/Administrative Studies Major

PRESENT:

Political Science/Administrative Studies Major
The major requirements for the B.A. degree in Political Science/Administrative Studies are as follows. Note that the prerequisite for POSC 198-I is a GPA of 2.70 or better.

Political Science requirements (48 units):
The major requirements for the B.A. degree in Political Science/Administrative Studies are as follows. Note that the prerequisite for POSC 198-I is a GPA of 2.70 or better.

Political Science requirements (48 units)
1. Lower-division requirements
   Three courses from POSC 005; POSC 010; POSC 015 or POSC 017; POSC 020
2. Upper-division requirements
   a) Three courses from POSC 181, POSC 182, POSC 183, POSC 186
   b) At least one course from each of the following:
      (1) U.S. Government and Politics:
          POSC 100, POSC 101, POSC 143, POSC 145, POSC 146, POSC 148, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 172/URST 172, POSC 173, POSC 181, POSC 182, POSC 183
      (2) Comparative Government and Politics:
          POSC 120, POSC 131, POSC 151, POSC 152, POSC 153, POSC 154, POSC 155, POSC 156, POSC 157

PROPOSED:

Political Science requirements (48 units):
The major requirements for the B.A. degree in Political Science/Administrative Studies are as follows. Note that the prerequisite for POSC 198-I is a GPA of 2.70 or better.

Political Science requirements (48 units)
1. Lower-division requirements
   Three courses from POSC 005 or POSC 005H or POSC 007; POSC 010 or POSC 010H; POSC 015 or POSC 017; POSC 020 or POSC 020H
2. Upper-division requirements
   a) Three courses from POSC 181, POSC 182, POSC 183, POSC 186
   b) At least one course from each of the following:
      (1) U.S. Government and Politics:
          POSC 100, POSC 101, POSC 143, POSC 145, POSC 146, POSC 148 or POSC 148H, POSC 148S, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 172/URST 172, POSC 173, POSC 173S, POSC 180 or POSC 180S, POSC 181, POSC 182, POSC 183, POSC 186
      (2) Comparative Government and Politics:
          POSC 120, POSC 131, POSC 151, POSC 152, POSC 153, POSC 154, POSC 155, POSC 156, POSC 157, POSC 158/LNST 148, POSC 158/LNST 148, POSC 160,
POSC 161, POSC 162/LNST 142
(3) International Relations and Foreign POSC Policy: POSC 123, POSC 124, POSC 125, POSC 126, POSC 127, POSC 128, POSC 129, POSC 130, POSC 150, POSC 153, POSC 159, POSC 160, POSC 161, POSC 162/LNST 142, POSC 164 or POSC 164S
(4) Political Theory: POSC 110, POSC 111, POSC 112, POSC 113, POSC 115, POSC 116, POSC 117, POSC 119, POSC 121, POSC 122
(4) Political Theory: POSC 110, POSC 110S, POSC 111, POSC 112, POSC 113, POSC 115, POSC 116, POSC 117, POSC 119, POSC 121, POSC 122
(4) Political Theory: POSC 110 or POSC 110S, POSC 111, POSC 112, POSC 113, POSC 115, POSC 116, POSC 117, POSC 119, POSC 121, POSC 122
c) Four (4) units from POSC 198G or POSC 198-I (prerequisite: GPA of 2.70 or better)
d) Additional four (4) units in any upper-division

Administrative Studies requirements (37 units)
1. Lower-division courses (17 units)
a) BUS 010, BSAD 020
b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
c) CS 008 (may be used to satisfy breadth requirements)
2. Upper-division requirements (20 units)
a) Two courses (8 units) from the list below:
   (1) ECON 102A or ECON 130 or ECON 162/BSAD 162
   (2) PSYC 140 or PSYC 142
   (3) SOC 150 or SOC 151 or SOC 171
   (4) POSC 181 or POSC 182 or POSC 183
   (5) ANTH 127 or ANTH 131

These two courses must be outside the discipline of Political Science and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.

These two courses must be outside the discipline of Political Science and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.
b) A three-course track (12 units) in Business Administration courses, from one of the following:
(1) Organizations (General): BUS 176/SOC 176, BUS 158/ANTH 105, SOC 150, SOC 151
(2) Human Resources Management/Labor Relations: BUS 152/ECON 152, BUS 153/ECON 153, BUS 155, BUS 157, PSYC 142
(3) Business and Society: BUS 102, PHIL 116, POSC 182, POSC 186
(4) Marketing: BUS 103, and two from BUS 112, BUS 113, BUS 114 or BUS 117
(5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, or BUS 168B
(7) Finance: BUS 106/ECON 134 and two from BUS 135A, BUS 136, BUS 137, BUS 138, BUS 139
(8) Management Information Systems: BUS 101, BUS 171, BUS 173
(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

Note: In filling the dual requirements of the selected major, students may not count more than two courses toward both parts of their total requirements (Political Science requirements and Administrative Studies requirements).
JUSTIFICATION:

The proposed changes to the lower-division area are to eliminate the duplication of credit problems for POSC 005 and POSC 007 which are the two course choices to fulfill the lower-division theory requirement and POSC 015 and POSC 017 which are the two course choices to fulfill the lower-division comparative requirement. Credit is given for only one of these courses, however, when a student enrolls in both, for example POSC 005 and in a later quarter POSC 007, a duplication of credit would occur and the student would have 5 units taken away for the duplication. The enrollment system would not catch the duplication. The proposed change requires a student to choose only one course from the specified areas. This should eliminate the duplication of credit problems.

Included in this change is the addition of the restored honors course, POSC 010H and two new lower-division honors courses, POSC 005H and POSC 020H.

In areas 2, (1), (2), (3), and (4) of the Political Science portion, the underlined courses are new approved courses that need to be added into their respective areas. POSC 131 and POSC 135 are not new courses but they were never added into the Comparative Politics or International Relations area.

POSC 110S, POSC 124S, POSC 148S, POSC 164S, POSC 173S, and POSC 180S are the 5 unit versions of existing 4 unit courses with added discussion sections (the 5 unit courses are designated with an “S” for sections). The goal of the modification is to improve the quality of education in three ways: (1) to increase the material covered, (2) to facilitate more individualized education, and (3) to increase student participation and engagement with the course and its texts. Adding a discussion section and integrating additional readings and written assignments into those sections is intended to promote these objectives.

POSC 148H is the new honors course and also needs to be added as a choice to fulfill upper-division major requirement.

BSAD 20A is no longer offered. It is proposed that BUS 20 be listed as one of the requirements. BUS 100 and BUS 107 are proposed to be added, as they are new courses that work well with the Organizations (General), Human Resources Management/Labor Relations, and Business and Society requirements. ECON 102A is being renumbered to ECON 102. ECON 104A is a new ECON course targeted mainly to the majors offered by the Economics Department and is listed because credit is awarded for only one of ECON 102 and ECON 104A.

APPROVALS:

Effective: Fall 2009
Approved by the faculty of the Department of Political Science: 12/19/08
Approved by Executive Committee of the College of Humanities, Arts, and Social Sciences: 03/11/09
Approved by the Committee on Educational Policy: 4/8/09
To be adopted:

Proposed Change to the Political Science Honors Program

**PRESENT:**

Honors Program

The Political Science undergraduate Honors Program is designed to provide qualified upper-division Political Science majors with opportunities to engage in upper-division course work in the field in an intensive seminar format and to obtain the necessary training to engage in independent research in the field.

Upon successful completion of the program, students are awarded and have posted on their transcripts, the designation Honors, Department of Political Science Undergraduate Honors Program.

Complete details and an application are available from the Political Science Student Affairs Officer.

**PROPOSED:**

[no change]

Prerequisites for the Honors Program

1. Submission of an application during the last quarter of the sophomore or junior year

2. Junior standing (completion of a minimum of 86 units)

3. Minimum GPA requirements or consent of director
   a) Cumulative GPA of 3.50
   b) A GPA of 3.50 in upper-division major courses

4. Statistics or methods course (i.e., POSC 114) recommended

Requirements for the Honors Program

Twelve (12) units/three courses from the following:

[no change]
POSC 175H (Introduction to the Honors Thesis)  [no change]
POSC 176H (Seminar on Writing the Honors Thesis)  [no change]
POSC 177H (Honors Thesis)  [no change]
POSC 199 (Senior Research [Thesis Optional])  [no change]

JUSTIFICATION:

Students will be better prepared to accomplish the task of gathering research data for their thesis by completing a course in research methods or statistics. Therefore the department is proposing to change this from a recommendation to a requirement for the department honors program.

APPROVALS:

Approved by the faculty of the Department of Political Science: February 25, 2009
Approved by the faculty of the College of Humanities, Arts, and Social Sciences: March 11, 2009
Approved by the Committee on Educational Policy: April 8, 2009
To be adopted:

Proposed Changes to Political Science/International Affairs Major

PRESENT:

The major requirements for the B.A. degree in Political Science/International Affairs are as follows:

1. Lower-division requirements (two courses [at least 8 units]):
   - POSC 015 or POSC 017
   - POSC 020

2. Upper-division requirements (16 courses [at least 64 units]):
   a) International Relations (four courses)
      - POSC 123, POSC 124, POSC 125, POSC 126, POSC 127, POSC 128, POSC 129, POSC 130, POSC 150, POSC 169
   b) Comparative Politics (four courses)
      - POSC 120, POSC 131, POSC 151, POSC 152, POSC 153, POSC 154, POSC 155, POSC 157, POSC 158/LNST 148, POSC 159, POSC 160, POSC 162/LNST 142, POSC 164
   c) General Political Science (four other political science courses in any subfield).
   d) In addition, students must take four courses from the following:
      - ANTH 161/LNST 161, ANTH 163, ANTH 164/LNST 164/WMST 164, ANTH 186/LNST 166,
      - ECON 171, ECON 175, ECON 178/BUS

PROPOSED:

The major requirements for the B.A. degree in Political Science/International Affairs are as follows:

1. Lower-division requirements (two courses [10 units]):
   - One course from a and one course from b
     a) POSC 015 or POSC 017
     b) POSC 020 or POSC 020H

2. Upper-division requirements (16 courses [at least 64 units]):
   a) International Relations (four courses)
      - POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126, POSC 127, POSC 128, POSC 129, POSC 130, POSC 135, POSC 147, POSC 150, POSC 169
   b) Comparative Politics (four courses)
      - POSC 120, POSC 131, POSC 151, POSC 152, POSC 153, POSC 154, POSC 155, POSC 156, POSC 157, POSC 158/LNST 148, POSC 159, POSC 160, POSC 162/LNST 142, POSC 164 or POSC 164S
   c) General Political Science (four other political science courses in any subfield).
   d) In addition, students must take four courses from the following:
      - ANTH 161/LNST 161, ANTH 163, ANTH 164/LNST 164/WMST 164, ANTH 186/LNST 166,
      - ECON 171, ECON 175, ECON 178/BUS
178, ECON 181, ECON 182, ECON 185/LNST 185

HISA 117B, HISA 164B, HISE 141, HISE 142, HISE 145, HISE 146, HISE 174, HIST 182

SOC 135, SOC 137, SOC 161

Students may petition for permission to count a specific course not on this list. Political Science/International Affairs majors are strongly encouraged to learn a language other than English. The university offers language instruction in Chinese, French, German, Greek, Italian, Japanese, Korean, Latin, Portuguese, Spanish, and Vietnamese.

JUSTIFICATION:

The proposed change to the lower-division area is to eliminate the duplication of credit problem for POSC 015 and POSC 017 which are the two choices to fulfill the lower-division comparative requirement. Credit is given for only one of these courses, however, when a student enrolls in both, for example POSC 015 and in a later quarter POSC 017, a duplication of credit would occur and the student would have 5 units taken away for the duplication. The enrollment system would not catch the duplication. The proposed change requires a student to choose only one course from a) and one from b). This should eliminate the duplication of credit problem.

All of the lower-division political science courses were increased from 4 units to 5 units, therefore, the total number of lower-division units required for the Political Science/International Affairs major needs to be changed to reflect this increase from 8 units to 10 units.

The underlined courses listed in a) International Relations and b) Comparative Politics are new approved courses that need to be added to their respective areas. POSC 135 is not a new course but it was never added into the International Relations area.

POSC 124S and POSC 164S are the 5 unit versions of existing 4 unit courses with added discussion sections. The goal of the modification is to improve the quality of education in three ways: (1) to increase the material covered, (2) to facilitate more individualized education, and (3) to increase student participation and engagement with the course and its texts. Adding a discussion section and integrating additional readings and written assignments into those sections is intended to promote these objectives.

APPROVALS:

Approved by the faculty of the Department of Political Science: 12/19/08

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 03/11/09

Approved by the Committee on Educational Policy: 4/8/09
To be adopted: Proposed Changes to Political Science/Public Service Major

PRESENT: Political Science/Public Policy Major

The major requirements for the B.A. degree in Political Science/Public Service are as follows. Note that the prerequisite for POSC 198-I is a GPA of 2.70 or better.

1. Lower-division requirements (five courses [at least 20 units])
   a) POSC 010
   b) One course from POSC 005, POSC 015 or POSC 017, POSC 020
   c) ECON 003
   d) SOC 004
   e) SOC 005 or STAT 040

2. Upper-division requirements (11 courses [at least 44 units])
   a) Political Science distribution: Choose one course from each group
      (1) Comparative Government and Politics Group: POSC 151, POSC 152, POSC 153, POSC 154, POSC 155, POSC 157, POSC 159, POSC 160, POSC 162/LNST 142, POSC 164
      (2) International Relations and Foreign Policy Group: POSC 124, POSC 125, POSC 126, POSC 128, POSC 129, POSC 130
      (3) Political Theory Group: POSC 110, POSC 111, POSC 112, POSC 113, POSC 116, POSC 122
   b) One course from POSC 005 or POSC 005H; POSC 007, POSC 015 or POSC 017; POSC 020 or POSC 020H
   c) ECON 003
   d) SOC 004
   e) SOC 005 or STAT 040

PROPOSED:

[no change]
b) Public Service requirement
   (1) POSC 181, POSC 183
   (2) Eight (8) units from POSC 198G and
       POSC 198-I (prerequisite: GPA of
       2.70 or better)
   (3) An additional four courses from POSC 118,
       POSC 170, POSC 171, POSC 172/URST 172
       POSC 182, POSC 186

JUSTIFICATION:

The proposed changes to the lower-division area are to eliminate the duplication of credit problems for
POSC 005 and POSC 007 which are the two course choices to fulfill the lower-division theory
requirement and POSC 015 and POSC 017 which are the two course choices to fulfill the lower-division
comparative requirement. Credit is given for only one of these courses, however, when a student enrolls
in both, for example POSC 005 and in a later quarter POSC 007, a duplication of credit would occur and
the student would have 5 units taken away for the duplication. The enrollment system would not catch
the duplication.

Included in this change are the addition of the restored honors course, POSC 010H and two new lower-
division honors courses, POSC 005H and POSC 020H.

In area 2.a), (1), (2) and (3), the underlined courses are new approved courses that need to be added to
their respective areas. POSC 131 is not a new course, however, it was never added into the International
Relations area.

APPROVALS:

Effective: Fall 2009
Approved by the faculty of the Department of Political Science: 12/19/08
Approved by Executive Committee of the College of Humanities, Arts, and Social Sciences: 03/11/09
Approved by the Committee on Educational Policy: 4/8/09
To be adopted:  

Proposed Changes in the B.A. Degree in Sociology

PRESENT:
Sociology Department requirements (14 courses [at least 56 units])
Students will not be admitted into the major until lower-division requirements are satisfied.
All courses in the major must be taken for a letter grade.

1. Lower-division requirements (5 courses [at least 20 units])
   a) SOC 001, with a grade of “C” or better
   b) SOC 004, SOC 005 with a grade of “C” or better in each
   c) Two additional lower-division Sociology courses, with a grade of “C” or better in each

2. Upper-division requirements (9 courses [at least 36 units])
   a) SOC 168 or SOC 169
   b) A minimum of one course each selected from four of the following seven areas of emphasis:
      (1) Social Organizations: SOC 150, SOC 151, SOC 171, SOC 176/BUS 176
      (2) Social Psychology: SOC 173, SOC 174, SOC 175, SOC 177G, SOC 178
      (3) Social Inequality: SOC 129, SOC 130, SOC 133, SOC 135
      (4) Urban Sociology: SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184
      (5) Criminology and Deviance: SOC 144, SOC 147, SOC 149, SOC 159, SOC 180
      (6) Social Institutions and Change: SOC 120, SOC 122, SOC 123, SOC 139/MCS 139, SOC 158, SOC 160, SOC 181, SOC 183G
      (7) Family and Gender: SOC 140, SOC 141, SOC 142, SOC 152/WMST 152, SOC 153

PROPOSED:
[no change]

1. [no change]
   a) SOC 001 or SOC 001H, with a grade of “C” or better
   b) [no change]
   c) [no change]

2. [no change]
   a) [no change]
   b) [no change]
c) An additional four elective courses (at least 16 units) in Sociology (No more than 5 units from any combination of SOC 190, SOC 197, SOC 198-I.)

c) [no change]

Effective: Fall 2009

Justification: SOC 001H has been added to the Sociology curriculum. Change under 1. a) reflects that addition. SOC 152 is no longer offered. Change proposed under 2. b) (7) above removes SOC 152 from the choices available.

Approved by the Sociology Faculty: 2/10/09

Approved by the Executive Committee, College of Humanities, Arts & Social Sciences: 3/11/09

Approved by the Committee on Educational Policy: 4/8/09
To be adopted:

Proposed Changes in the B.S. Degree in Sociology

PRESENT:
Sociology Department requirements (16 courses [at least 64 units])
Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements (5 courses [at least 20 units])
   a) SOC 001, with a grade of “C” or better
   b) SOC 004, SOC 005 with a grade of “C” or better in each
   c) Two additional lower-division Sociology courses, with a grade of “C” or better in each

2. Upper-division requirements (11 courses [at least 44 units])
   a) SOC 110, SOC 168 or SOC 169
   b) A minimum of one course each selected from four of the following seven areas of emphasis:
      (1) Social Organizations: SOC 150, SOC 151, SOC 171, SOC 176/BUS 176
      (2) Social Psychology: SOC 173, SOC 174, SOC 175, SOC 177G, SOC 178
      (3) Social Inequality: SOC 129, SOC 130, SOC 133, SOC 135
      (4) Urban Sociology: SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184
      (5) Criminology and Deviance: SOC 144, SOC 147, SOC 149, SOC 159, SOC 180
      (6) Social Institutions and Change: SOC 120, SOC 122, SOC 123, SOC 139/MCS 139, SOC 158, SOC 160, SOC 181, SOC 183G
      (7) Family and Gender: SOC 140, SOC 141, SOC 142, SOC 152/WMST 152, SOC 153

PROPOSED:
[no change]

1. [no change]
   a) SOC 001 or SOC 001H, with a grade of “C” or better
   b) [no change]
   c) [no change]

2. [no change]
   a) [no change]
   b) [no change]
   (1) [no change]
   (2) [no change]
   (3) [no change]
   (4) [no change]
   (5) [no change]
   (6) [no change]
   (7) Family and Gender: SOC 140, SOC 141, SOC 142, SOC 152/WMST 152, SOC 153
c) An additional four elective courses (at least 16 units) in Sociology (No more than 5 units from any combination of SOC 190, SOC 197, SOC 198-I.)

c) [no change]

Effective: Fall 2009

Justification: SOC 001H has been added to the Sociology curriculum. Change under 1. a) reflects that addition. SOC 152 is no longer offered. Change proposed under 2. b) (7) above removes SOC 152 from the choices available.

Approved by the Sociology Faculty: 2/10/09

Approved by the Executive Committee, College of Humanities, Arts & Social Sciences: 3/11/09

Approved by the Committee on Educational Policy: 4/8/09
To be adopted:

Proposed Changes in the B.A. Degree in Sociology/Administrative Studies

PRESENT:
Sociology Department requirements (52 units)

Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements (20 units)
   a) SOC 001, with a grade of “C” or better
   b) SOC 004, SOC 005 with a grade of “C” or better in each
   c) Two additional lower-division Sociology courses, with a grade of “C” or better in each

2. Upper-division requirements (32 units)
   a) SOC 168 or SOC 169
   b) A minimum of one course each selected from four of the following seven areas of emphasis:
      (1) Social Organizations: SOC 150, SOC 151, SOC 171, SOC 176/BUS 176
      (2) Social Psychology: SOC 173, SOC 174, SOC 175, SOC 177G, SOC 178
      (3) Social Inequality: SOC 129, SOC 130, SOC 133, SOC 135
      (4) Urban Sociology: SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184
      (5) Criminology and Deviance: SOC 144, SOC 147, SOC 149, SOC 159, SOC 180
      (6) Social Institutions and Change: SOC 120, SOC 122, SOC 123, SOC 139/MCS 139, SOC 158, SOC 160, SOC 181, SOC 183G
      (7) Family and Gender: SOC 140, SOC 141, SOC 142, SOC 152/WMST 152, SOC 153

PROPOSED:
Sociology Department requirements (14 courses [at least 56 units])

[no change]

1. Lower-division requirements (5 courses [at least 20 units])
   a) SOC 001 or SOC 001H, with a grade of “C” or better
   b) [no change]
   c) [no change]

2. Upper-division requirements (9 courses [at least 36 units])
   a) [no change]
   b) [no change]
      (1) [no change]
      (2) [no change]
      (3) [no change]
      (4) [no change]
      (5) [no change]
      (6) [no change]
      (7) Family and Gender: SOC 140, SOC 141, SOC 142, SOC 153
c) An additional 12 elective units in Sociology (No more than 4 units may be from any combination of SOC 190, SOC 197, SOC 198-1.)

Administrative Studies Requirements (37 units)
1. Lower-division courses (17 units)
   a) BUS 010, BSAD 020A
   b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)
2. Upper-division requirements (20 units)
   a) Two courses (8 units) from the list below:
      (1) ECON 102A or ECON 130 or ECON 162/BSAD 162
      (2) PSYC 140 or PSYC 142
      (3) SOC 150 or SOC 151 or SOC 171
      (4) POSC 181 or POSC 182 or POSC 183
      (5) ANTH 127 or ANTH 131
   These two courses must be outside the discipline of Sociology and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.
   b) A three-course track (12 units) in Business Administration courses from one of the following:
      (1) Organizations (General): BUS 176/SOC 176, BUS 158/ANTH 105, SOC 150, SOC 151
      (2) Human Resources Management/Labor Relations: BUS 152/ECON 152, BUS 153/ECON 153, BUS 155, BUS 157, PSYC, 142
      (3) Business and Society: BUS 102, PHIL 116, POSC 182, POSC 186
      (4) Marketing: BUS 103, and two from BUS 112, BUS 113, BUS 114, BUS 117
      (5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, BUS 168B
   c) An additional four elective courses (at least 16 units) in Sociology (No more than 5 units from any combination of SOC 190, SOC 197, SOC 198-1.)
(7) Finance: BUS 106/ECON 134 and two from BUS 135A, BUS 136, BUS 137, BUS 138, BUS 139
(8) Management Information Systems: BUS 101, BUS 171, BUS 173
(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

Note In filling the dual requirements of the selected major, students may not count more than two courses toward both parts of their total requirements (Sociology requirements and Administrative Studies requirements).

Effective: Fall 2009

Justification: Sociology Department requirements reflect a change to add 14 courses [at least 56 units] to make it consistent with the other Sociology degree requirements. 1. Lower-division requirements reflect a change to add 14 courses [at least 56 units] to make it consistent with the other Sociology requirements. SOC 001H has been added to the Sociology curriculum. Change under 1. a) reflects that addition. 2. Upper-division requirements reflect a change to add 9 courses [at least 36 units] to make it consistent with the other Sociology requirements. SOC 152 is no longer offered. Change proposed under 2. b) (7) above removes SOC 152 from the choices available. 2. c) proposed changes include A four elective courses (at least 16 units) in Sociology (No more than 5 units...) to conform to the other Sociology requirements. Administrative Studies requirements changes the capital R of requirements to lower case to conform to other guidelines. BSAD 20A is no longer offered. It is proposed that BUS 20 be listed as one of the requirements. ECON 102A is being renumbered to ECON 102. ECON 104A is a new ECON course targeted mainly to the majors offered by the Economics Department and is listed because credit is awarded for only one of ECON 102 and ECON 104A. BUS 100 and BUS 107 are proposed to be added, as they are new courses that work well with the Organizations (General), Human Resources Management/Labor Relations, and Business and Society requirements.

Approved by the Sociology Faculty: 2/10/09

Approved by the Executive Committee, College of Humanities, Arts & Social Sciences: 3/11/09

Approved by the Committee on Educational Policy: 4/8/09
To be adopted:

Proposed Change in the B.S. Degree in Sociology/Administrative Studies

PRESENT:
Sociology Department requirements (64 units)
Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements (20 units)
   a) SOC 001, with a grade of “C” or better
   b) SOC 004, SOC 005 with a grade of “C” or better in each
   c) Two additional lower-division Sociology courses, with a grade of “C” or better in each

2. Upper-division requirements (44 units)
   a) SOC 110, SOC 168, SOC 169
   b) A minimum of one course each selected from four of the following seven areas of emphasis:
      (1) Social Organizations: SOC 150, SOC 151, SOC 171, SOC 176/BUS 176
      (2) Social Psychology: SOC 173, SOC 174, SOC 175, SOC 177G, SOC 178
      (3) Social Inequality: SOC 129, SOC 130, SOC 133, SOC 135
      (4) Urban Sociology: SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184
      (5) Criminology and Deviance: SOC 144, SOC 147, SOC 149, SOC 159, SOC 180
      (6) Social Institutions and Change: SOC 120, SOC 122, SOC 123, SOC 139/MCS 139, SOC 158, SOC 160, SOC 181, SOC 183G
      (7) Family and Gender: SOC 140, SOC 141, SOC 142, SOC 152/WMST 152, SOC 153

PROPOSED:
Sociology Department requirements (16 courses [at least 64 units])

1. Lower-division requirements (5 courses [at least 20 units])
   a) SOC 001 or SOC 001H, with a grade of "C" or better
   b) [no change]
   c) [no change]

2. Upper-division requirements (11 courses [at least 44 units])
   a) [no change]
   b) [no change]
      (1) [no change]
      (2) [no change]
      (3) [no change]
      (4) [no change]
      (5) [no change]
      (6) [no change]
      (7) Family and Gender: SOC 140, SOC 141, SOC 142, SOC 153
c) An additional 16 elective units in Sociology (No more than 4 units may be from any combination of SOC 190, SOC 197, SOC 198-I.)

Administrative Studies Requirements (37 units)
1. Lower-division courses (17 units)
   a) BUS 010, BSAD 020
   b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)

2. Upper-division requirements (20 units)
   a) Two courses (8 units) from the list below:
      (1) ECON 102A or ECON 130 or ECON 162/BSAD 162
      (2) PSYC 140 or PSYC 142
      (3) SOC 150 or SOC 151 or SOC 171
      (4) POSC 181 or POSC 182 or POSC 183
      (5) ANTH 127 or ANTH 131
      These two courses must be outside the discipline of Sociology and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.
   b) A three-course track (12 units) in Business Administration courses from one of the following:
      (1) Organizations (General): BUS 176/SOC 176, BUS 158/ANTH 105, SOC 150, SOC 151
      (2) Human Resources Management/Labor Relations: BUS 152/ECON 152, BUS 153/ECON 153, BUS 155, BUS 157, PSYC, 142
      (3) Business and Society: BUS 102, PHIL 116, POSC 182, POSC 186
      (4) Marketing: BUS 103, and two from BUS 112, BUS 113, BUS 114, BUS 117
      (5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, BUS 168B
      (6) Financial Accounting: BUS 108, BUS
165A, BUS 165B

(7) Finance: BUS 106/ECON 134 and two from BUS 135A, BUS 136, BUS 137, BUS 138, BUS 139

(8) Management Information Systems: BUS 101, BUS 171, BUS 173

(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

**Note** In filling the dual requirements of the selected major, students may not count more than two courses toward both parts of their total requirements (Sociology requirements and Administrative Studies requirements).

**Effective:** Fall 2009

**Justification:** Sociology Department requirements reflect a change to add 14 courses [at least 56 units] to make it consistent with the other Sociology degree requirements. 2. Upper-division requirements reflect a change to add 11 courses [at least 44 units] to make it consistent with the other Sociology requirements. SOC 152 is no longer offered. Change proposed under 2. b) (7) above removes SOC 152 from the choices available. 2. c) proposed changes include four elective courses (at least 16 units) in Sociology (No more than 5 units...) to conform to the other Sociology requirements. Administrative Studies requirements changes the capital R of requirements to lower case to conform to other guidelines. BSAD 20A is no longer offered. It is proposed that BUS 20 be listed as one of the requirements. ECON 102A is being renumbered to ECON 102. ECON 104A is a new ECON course targeted mainly to the majors offered by the Economics Department and is listed because credit is awarded for only one of ECON 102 and ECON 104A. BUS 100 and BUS 107 are proposed to be added, as they are new courses that work well with the Organizations (General), Human Resources Management/Labor Relations, and Business and Society requirements.

Approved by the Sociology Faculty: 2/10/09

Approved by the Executive Committee, College of Humanities, Arts & Social Sciences: 3/11/09

Approved by the Committee on Educational Policy: 4/8/09
To be adopted: Proposed Change in the B.A. Degree in Sociology/Law and Society

**PRESENT:** Sociology Department requirements (14 courses [at least 56 units])

Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements (5 courses [at least 20 units])
   a) SOC 001, with a grade of “C” or better
   b) SOC 004, SOC 005 with a grade of “C” or better in each
   c) Two additional lower-division Sociology courses, with a grade of “C” or better in each

2. Upper-division requirements (9 courses [at least 36 units])
   a) SOC 168 or SOC 169
   b) A minimum of one course each selected from four of the following seven areas of emphasis:
      (1) Social Organizations: SOC 150, SOC 151, SOC 171, SOC 176/BUS 176
      (2) Social Psychology: SOC 173, SOC 174, SOC 175, SOC 177G, SOC 178
      (3) Social Inequality: SOC 129, SOC 130, SOC 133, SOC 135
      (4) Urban Sociology: SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184
      (5) Criminology and Deviance: SOC 144, SOC 147, SOC 149, SOC 159, SOC 180
      (6) Social Institutions and Change: SOC 120, SOC 122, SOC 123, SOC 139/MCS 139, SOC 158, SOC 160, SOC 181, SOC 183G
      (7) Family and Gender: SOC 140, SOC 141, SOC 142, **SOC 152/WMST 152**, SOC 153

**PROPOSED:**

[no change]

1. [no change]

   a) SOC 001 or SOC 001H, with a grade of "C" or better
   b) [no change]
   c) [no change]

2. [no change]

   a) [no change]
   b) [no change]

(1) [no change]

(2) [no change]

(3) [no change]

(4) [no change]

(5) [no change]

(6) [no change]

(7) Family and Gender: SOC 140, SOC 141, SOC 142, SOC 153
c) An additional four elective courses (at least 16 units) in Sociology (No more than 5 units from any combination of SOC 190, SOC 197, SOC 198-I.)

Law and Society requirements (36 units)

1. PHIL 007 or PHIL 007H
2. LWSO 100
3. One course chosen from ECON 111, POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods)
4. Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159.
5. Two courses chosen from ENSC 174, HISA 120A, HISA 120B, HISE 123, LWSO 175 (E-Z), PHIL 164, POSC 111, POSC 166, POSC 168, POSC 186, SOC 147, SOC 149, SOC 180.
6. LWSO 193, Senior Seminar

Note For sections 4. and 5. combined, not more than two courses may be taken from the same department. In filling the dual requirements of the major, students may not count more than two courses toward both parts of their total requirements (Sociology requirements and Law and Society requirements).

Effective: Fall 2009

Justification: SOC 001H has been added to the Sociology curriculum. Change under 1. a) reflects that addition. SOC 152 is no longer offered. Change proposed under 2. b) (7) above removes SOC 152 from the choices available. Law and Society requirements reflect a numbering change to conform to other degree requirements listings.

Approved by the Sociology Faculty: 2/10/09

Approved by the Executive Committee, College of Humanities, Arts & Social Sciences: 3/11/09

Approved by the Committee on Educational Policy: 4/8/09
To be adopted:

Proposed Change in the B.S. Degree in Sociology/Law and Society

PRESENT:
Sociology Department requirements (16 courses [at least 64 units])

Students will not be admitted into the major until lower-division requirements are satisfied.

All courses in the major must be taken for a letter grade.

1. Lower-division requirements (5 courses [at least 20 units])
   a) SOC 001, with a grade of “C” or better
   b) SOC 004, SOC 005 with a grade of “C” or better in each
   c) Two additional lower-division Sociology courses, with a grade of “C” or better in each

2. Upper-division requirements (11 courses [at least 44 units])
   a) SOC 110, SOC 168, SOC 169
   b) A minimum of one course each selected from four of the following seven areas of emphasis:
      (1) Social Organizations: SOC 150, SOC 151, SOC 171, SOC 176/BUS 176
      (2) Social Psychology: SOC 173, SOC 174, SOC 175, SOC 177G, SOC 178
      (3) Social Inequality: SOC 129, SOC 130, SOC 133, SOC 135
      (4) Urban Sociology: SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184
      (5) Criminology and Deviance: SOC 144, SOC 147, SOC 149, SOC 159, SOC 180
      (6) Social Institutions and Change: SOC 120, SOC 122, SOC 123, SOC 139/MCS 139, SOC 158, SOC 160, SOC 181, SOC 183G
      (7) Family and Gender: SOC 140, SOC 141, SOC 142, SOC 152/WMST 152, SOC 153

PROPOSED:
[no change]

1. SOC 001 or SOC 001H, with a grade of "C" or better
   b) [no change]
   c) [no change]

2. [no change]
   a) [no change]
   b) [no change]

(1) [no change]
(2) [no change]
(3) [no change]
(4) [no change]
(5) [no change]
(6) [no change]
(7) Family and Gender: SOC 140, SOC 141, SOC 142, SOC 152/WMST 152, SOC 153
c) An additional four elective courses (at least 16 units) in Sociology (No more than 5 units from any combination of SOC 190, SOC 197, SOC 198-I.)

Law and Society requirements (36 units)

1. PHIL 007 or PHIL 007H
2. LWSO 100
3. One course chosen from ECON 111, POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods)
4. Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159.
5. Two courses chosen from ENSC 174, HISA 120A, HISA 120B, HISE 123, LWSO 175 (E-Z), PHIL 164, POSC 111, POSC 166, POSC 168, POSC 186, SOC 147, SOC 149, SOC 180.
6. LWSO 193, Senior Seminar

Note For sections 4. and 5. combined, not more than two courses may be taken from the same department. In filling the dual requirements of the major, students may not count more than two courses toward both parts of their total requirements (Sociology requirements and Law and Society requirements).

Effective: Fall 2009

Justification: SOC 001H has been added to the Sociology curriculum. Change under 1. a) reflects that addition. SOC 152 is no longer offered. Change proposed under 2. b) (7) above removes SOC 152 from the choices available. Law and Society requirements reflect a numbering change to conform to other degree requirements listings.

Approved by the Sociology Faculty: 2/10/09

Approved by the Executive Committee, College of Humanities, Arts & Social Sciences: 3/11/09

Approved by the Committee on Educational Policy: 4/8/09
To be adopted:

Proposed Changes to Women’s Studies Major

Major Requirements

The major requirements for the B.A. degree in Women’s Studies are as follows:

1. Lower-division requirements (three courses [at least 12 units])
   a) WMST 001
   b) Two of the following: WMST 010; WMST 020; WMST 030 or WMST 030H

2. Upper-division requirements (nine courses [at least 36 units])
   a) WMST 100
   b) At least two of the following: WMST 193, WMST 195, WMST 198 I
   c) Six courses of electives chosen from the list below with the following distribution requirements:
      (1) One course focusing on African American women, Asian American women, Chicanas/Latinas, or Native American women in the United States or on women from societies in Latin America, Asia, the Middle East, or Africa

Major Requirements

The major requirements for the B.A. degree in Women's Studies are as follows:

1. [no change]
   a) [no change]
   b) One of the following: WMST 010; WMST 020; WMST 030 or WMST 030H
   c) One additional lower division WMST course

2. [no change]
   a) [no change]
   b) WMST 191A and 191B
   c) [no change]

   (1) [no change]
(2) One course focusing on
issues of sexuality, sexual orientation,
sexual identification,
or masculinity and femininity

(3) No more than one course
from the following: WMST 190,
WMST 193, WMST 195, or WMST
198-G

Elective Course Work

Upper-division Women’s Studies courses or
courses in another department that are cross
listed with Women’s Studies.

Courses in other departments that are not cross-
listed with Women’s Studies and are on the
following “approved elective” list:

ENGL 122 (E-Z)/LGBS 122 (E-Z) (Literature
and Sexualities)
ENGL 123A (Women and Literature: Poetry)
ENGL 123B (Women and Literature:
Autobiography)
ENGL 124A (Female Novelistic Traditions:
Eighteenth and Nineteenth Centuries)
ENGL 124B (Female Novelistic Traditions:
Twentieth Century)
ENGL 128J (Austen)
ENGL 128N (George Eliot)
ENGL 128Q (Dickinson)
ENGL 128R (Woolf)
ENGL 143 (E-Z)/MCS 143 (E-Z) (Gender,
Sexuality, and Visual Cultures)
ENGL 143F/MCS 143F (Film and Gender)
ETST 113/HISA 134 (African American
Women)
ETST 114 (Contemporary Latina Writing in the
U.S.)
ETST 122 (Family, Sex Roles, and the
Chicano)
ETST 124 (The Chicana)
ETST 131 (Race, Class, and Gender)
HISE 148A (Women and Gender in Early
Modern Europe, 1348-1800)
HISE 148B (Women and Gender in Europe,
1800-present)

(3) The following courses may only be
counted one time towards the major:
WMST 190, WMST 195, or WMST 198-G

Elective Course Work

[no change]

Closely related upper division courses from
other programs or departments may be
substituted upon approval.
ITAL 162 (Contemporary Italian Women Writers in Translation)
SOC 140 (The Sociology of Women)
SOC 141 (Men and Masculinity)
SOC 177E (Sex Roles)
SPN 111W (Women in Latin American Literature)

JUSTIFICATION:

1) Lower Division Changes: Lower division offerings are increasing, in keeping with university calls to expand such offerings. For majors, WMST 010, 020, and 030 (and 030H for honors students) serve as introductions to major foci within women’s studies as a field of inquiry that are elaborated in upper division electives. Other lower division courses are more topical than 010, 020, and 030, Reducing the number of requirements past 001 permits lower division students to take at least one topical elective at the lower division level. They may, of course, opt to take one of the 010, 020, 030 courses as that elective.

2) Upper Division Changes: The 193, 195, 198-I cluster is not as effective as the suggested replacements as women’s studies as a field has become more complex and as more of our students opt for graduate school.
   a. WMST 195 could not provide the depth of methodological training needed for graduate Women’s Studies or for students opting to enter NGO and other advocacy work after graduation. WMST 195 therefore would be replaced by the 191A and 191B sequence.
   b. WMST 195 remains an option that students aiming to pursue graduate school will be urged to take. With the preparation of 191A and 191B, there would be no need to have two terms or 8 credits for the Senior Thesis: one term would suffice.
   c. WMST 198-G. WMST 191-I was becoming unwieldy as the number of students has grown so much. Transforming the internship into 198-G permits greater supervision of internship and provides a collective classroom discussion and readings component for all interns; the common thread in the course is “gender in the workplace” and will be combined with the practicum/internship with advocacy organizations and other suitable professional sites.

APPROVALS:

Effective: Fall 2009
Approved by the faculty of the Department of Women’s Studies: September 24, 2008
Approved by the Faculty of the College of Humanities, Arts, and Social Sciences:
Approved by Executive Committee of the College of Humanities, Arts, and Social Sciences: January 28, 2009
Approved by the Committee on Educational Policy: April 8, 2009
To be adopted:

Proposed Changes to Women’s Studies Minor

PRESENT:

The minor in Women’s Studies consists of six courses (at least 24 units) distributed as follows:

1. Two courses from the following: WMST 001, WMST 010, WMST 020, WMST 030 or WMST 030H
2. WMST 100 or WMST 193
3. Three elective courses from the elective list above. In fulfilling this requirement, only one WMST 190 course is permitted, and that WMST 190 course must be for 4 units. See Minors under the College of Humanities, Arts, and Social Sciences in the Colleges and Programs section of this catalog for additional information on minors.

PROPOSED:

[no change]

1. Lower-division requirements (two courses [at least 8 units])
   a). WMST 001
   b). One WMST lower division course

2. Upper-division requirements (four courses [at least 16 units])
   a). WMST 100
   b). Three upper division WMST courses.

JUSTIFICATION:

1) Lower Division changes: In keeping with calls to expand offerings for lower division students, the number of lower division courses has increased. This allows a core theory (WMST 001) and topical elective approach at the lower division that parallels the Department’s upper division curriculum structure.

2) Upper division change: WMST 193 is being deleted, so it will no longer be an option.
APPROVALS:

Effective: Fall 2009
Approved by the faculty of the Department of Women’s Studies: September 24, 2008
Approved by Executive Committee of the College of Humanities, Arts, and Social Sciences: January 28, 2009
Approved by the Committee on Educational Policy:
The Academic Senate Committee on Distinguished Teaching responded negatively to the Senate Reorganization Proposal that was sent out for committee’s comment in October of 2008.

The committee reviewed the Distinguished Teaching nomination files and recommends that Professors Larry Wright (Department of Philosophy) and Jodie Holt (Department of Botany and Plant Science) be awarded the Distinguished Teaching Award for 2008-2009.

**Professor Larry Wright**

Professor Wright has been influencing the way people think for more than 3 decades at UC Riverside. As one colleague put it - “He is one of the founders of the “critical thinking” movement, a set of pedagogical concerns and values which has been adopted universally.” He has literally written the textbook on this topic (published by Oxford University Press and used in his introductory class). The Committee was impressed that his pedagogy extends from 1st year undergraduates, to graduate students, and even to faculty colleagues. Each of these constituencies reported on Professor Wright’s excellence and we were extremely taken by the extensive letters of support provided with his dossier.

For young undergraduate students, Dr. Wright’s influence can be felt in PHIL 007: Introduction to Critical Thinking, a large introductory lecture class. This class is a daunting undertaking for any professor – scheduled at 8:00 am, mostly taken as a breadth requirement for students with little or no interest in philosophy – capturing and holding the student’s interest is quite a feat. Yet year after year Professor Wright does just that. He is a model of erudition and clarity, making presentations which are subtly nuanced, forceful and elegant. He uses many real world examples to make his points and holds the students to high standards. It is impressive to read students’ comments – often admitting that their interest in initially taking this class was moderate to low but then ranking Professor Wright highly in categories reflecting him as effective, respectful, clear and understandable.

This large lecture class uses a number of TAs and Professor Wright spends quite a bit of time training them to be effective instructors. He involves them in the teaching process in a very deep manner – what one colleague described as an “intense apprenticeship program for teaching”. This has made a strong positive impression on his TAs, which not only makes them more effective in his class and others that they may subsequently TA in, but positively influences their future marketability (since being able to teach a high-quality critical thinking class may improve their chances of landing a permanent teaching position). One of his former TA’s wrote: “Larry Wright is one of the most dedicated, original, hardworking, caring, and effective teachers anywhere, ever.”

His excellence in instruction extends into graduate training in seminars and dissertation supervision. The Committee read several outstanding letters from former
graduate students, now faculty members themselves, singing praises for Professor Wright’s unflagging support and mentorship. One former graduate student put it this way – after reviewing written comments about his work, and after meeting with Professor Wright for several hours, “I always left these meetings inspired.” Another wrote: “Most of what I know about doing philosophy came from Larry.”

Finally, Professor Wright is known for fostering reading groups for colleagues. A good example is a 20-year long reading group on the writings of Ludwig Wittgenstein, once a week in the evening in Professor Wright’s home. Participants range from current graduate students through faculty members to various visitors. Again the Committee was impressed by the faculty colleagues’ high praise for this and other reading groups which Professor Wright has fostered. This regular intellectual consortium provides an amazing format for dialogue and inquiry which serves as an attractant for excellent students into the PhD program, as well as engaging and promoting colleague excitement and collaboration.

**Professor Jodie Holt**

Teaching large introductory classes on any topic can be a challenging assignment – for students who have little or no real interest in plants, BPSC 104 (formerly BPSC 130) is often the only class in this area they may experience. This upper division class is quite often selected simply to fill an upper division science unit requirement. However, many students later remark that “the course proved to be far more interesting that I ever thought it would be”, or “I learned a lot and it was fun!”, or “I loved this class! I was hesitant to take it, but I am happy that I did. Thanks!” These responses and others document how an outstanding professor like Professor Holt can make their subject come to life and impress students. This is, in fact, the essence of teaching.

Professor Holt has accumulated a distinguished teaching career at UC Riverside over the past 25 years, instructing students at the undergraduate and graduate levels. She has taught courses ranging from Freshman Discovery seminars, to Biochemistry 100, to small specialty undergraduate courses in plant ecology, to a variety of graduate courses in her areas of expertise. As the Chair of the Department of Botany and Plant Science Department, we are sure that Professor Holt could have her pick of any of the courses she might desire. That she has repeatedly elected to teach this large introductory BPSC class since 1999 is a reflection of her own passion for teaching students and prompting their enthusiasm for plants.

We can get a sense of Professor Holt’s teaching style from reading many of the student comments. Students repeatedly mention that her lecture style is clear and organized, that she is very approachable. Descriptors such as “amazing”, “caring”, “encouraging”, “passionate”, “excellent” and “dedicated” are found often among the many comments we reviewed. It was also quite common for students to say that she was “the best professor I have ever had”. She brings an intense enthusiasm for the subject which is clearly infectious. Students appreciate her hands-on demonstrations that she brings to lecture in her “show and tell bucket” and the real-world examples she provides. Several students mentioned that this class had cured their “plant blindness” - that they are now much more aware of their surroundings and enjoy the plant life more. One student put it this way – “I think I don’t have plant blindness because I actually stop and smell the roses and look to see if it’s monocot or dicot”. As a committee we were very
impressed that even at the end of the student written responses on teaching evaluations, where one often finds the most critical comments, we found very positive supportive comments concerning Professor Holt.

Her dedication to instruction includes her attending each and every lab section each week to maintain contact with the students and ensure that the labs are running smoothly. This dedication often surprises the students (“…Professor Holt knew my name!”) and they clearly appreciate her efforts. As one of her graduate students and a teaching assistant for her courses stated it – “The most admirable quality … is her personal commitment to the success of every student in her classroom, including 80 students per quarter in General Botany!”

Professor Holt has also been noted for her very supportive mentorship of her doctoral degree students and for attracting top postdoctoral students from around the country to her lab. One of her postdoctoral scholars put it this way – “I chose Professor Holt’s lab not only because she was nationally recognized as among the finest researchers in Weed science but also because she was among the most inspirational educators that I had the experience of hearing in seminars, workshops and conferences”.

UC Riverside is privileged to include Professors Wright and Holt among its top teachers and this Committee is proud to nominate them for this year’s Distinguished Teaching Award.

John Bawden (GSA)
Robin DiMatteo
Scott Fedick
Michael Marsella
Yenna Wu
Neal Schiller (Chair)
COMMITTEE ON FACULTY RESEARCH LECTURER
REPORT TO THE RIVERSIDE DIVISION
MAY 19, 2009

NOMINATION OF DISTINGUISHED PROFESSOR CHRISTOPHER REED
FOR 2009-10 FACULTY RESEARCH LECTURER

From its inception well over half a century ago, the Faculty Research Lecturer Award has been the highest honor that the Academic Senate bestows. The Committee on the Faculty Research Lecturer is honored to place in nomination Christopher Reed, Distinguished Professor of Chemistry. We believe that the international acclaim for Professor Reed’s fundamental research contributions to organic, inorganic, and physical chemistry will add great luster to the award.

The nomination letter from Professor Reed’s department stresses the breadth, novelty, and quality of his research, noting that he “publishes only in the best journals, including all the absolutely top tier journals.” The significance and impact of his scientific research is reflected in his H index, ranking him 265th amongst all living chemists in the world, and in the extent to which his research has consistently attracted funding at the rate of a half-million dollars per year.

Professor Reed’s professional stature has also been recognized by the receipt of several prestigious awards. Perhaps the most prestigious is the Tolman Award—seven of its 45 recipients have gone on to win Nobel Prizes in chemistry—but also impressive is the Creativity Extension (CREX) award on his NSF grant. He has, in addition, been recognized as a Guggenheim Fellow and as an Alexander von Humboldt Senior Fellow.

Letters from scholars at some of the finest universities in the world also attest to Professor Reed’s prominence. He is lauded as “one of a handful of inorganic chemists in this country who have achieved truly major national and international reputations” and as one who “has made truly profound contributions to a degree exceeded by very few scientists.” His research is repeatedly described as extraordinarily creative, imaginative, and innovative. A recent Nobel Prize Laureate, “amazed by [Professor Reed’s] creativity,” describes him as a “quintessential scientist and no nonsense Kiwi” who “has made fundamental contributions with lasting effects.” This distinguished letter writer adds (colorfully) that Professor Reed “moves effortlessly throughout the periodic table with impressive grace and intellect.”

Also pertinent to the spirit of the award is the recurring recognition in the outside letters of Professor Reed’s “creation of the Centre for s- and p-block chemistry, which has given the Riverside chemistry department a very high international profile.”

For these reasons and many more, we, the undersigned members of the Senate Committee on Faculty Research Lecturer, unanimously and enthusiastically nominate, as Faculty Research Lecturer for 2009-10, Distinguished Professor Christopher Reed.

R. Robert Russell, Chair (Department of Economics)
Roger Atkinson (Department of Environmental Sciences)
Natasha Raikhel (Department of Botany and Plant Sciences)
David Reznick (Department of Biology)
Jonathon H. Turner (Department of Sociology)

* Dallas Rabenstein (Department of Chemistry), a member of the 2008-09 FRL Committee, was appointed as EVC and Provost before the committee’s deliberations and hence did not participate in them.
The Committee is pleased to nominate Professor Eric Barr of the Department of Theatre as a recipient of the DISTINGUISHED CAMPUS SERVICE AWARD for the academic year 2008-2009.

Professor Barr has a long history of extraordinary service and dedication to his department and the UCR campus at large. His service to UCR spans approximately three decades and is distinguished by a series of exceptional achievements. He has served as chair of the Department of Theatre for 29 years, increasing the size of the faculty by 300%. Dr. Barr was also instrumental in establishing two interdisciplinary graduate programs in cooperation with Professor Susan Straight. The first was a Writing for the Performing Arts degree program, which was the first of its kind in the UC System. The second was the Master of Fine Arts Program in Creative Writing at the Palm Desert campus. Collectively, these programs now have over 35 graduate students enrolled.

In addition he has accumulated an impressive history of important committee assignments and contributions to the UCR community. These include the directorship of the UCR Arts-Bridge Program as well as directing numerous theater productions.

The letters of nomination for Professor Barr all stressed his unwavering commitment to the faculty and students in the Theatre Department, his boundless energy and unflagging determination to build this program even in sometimes difficult circumstances, and the high level of trust he has engendered in his colleagues. All of his nominators make clear that Professor Barr’s dedication and service to UCR have been truly extraordinary.

Respectfully submitted: J. Briggs, R. Redak, G. Scott, T. Shapiro, and J. Trumble, Chair
The Committee is pleased to nominate **Professor Carol Lovatt** of the Department of Botany and Plant Sciences as a recipient of the **DISTINGUISHED CAMPUS SERVICE AWARD** for the academic year 2008-2009.

Professor Lovatt has a history of extensive service and dedication to her department, the college, and the Academic Senate that extends from very early in her appointment at UCR. She has served on nearly all of the Academic Senate Committees, and Chaired many of them.

The many nominators were all in agreement that Professor Lovatt's service as Chair of the Curriculum Committee for the BioSciences and Chair of the committee in charge of the Biological Sciences major were exceptionally demanding. Establishing the curriculum for and overseeing the largest major in CNAS required a truly remarkable effort and great perseverance.

She also played a prime role as Chair of the Integration Committee that developed criteria for admission of freshmen to UCR and has served tirelessly on several Academic Senate Committees. Most notable among these are Undergraduate Council and Systemwide Academic Council.

These and many other service activities over the years attest to Professor Lovatt’s extraordinary dedication to UCR and to the University.

Respectfully submitted: Respectfully submitted: J. Briggs, R. Redak, G. Scott, T. Shapiro, and J. Trumble, Chair
COMMITTEE ON RULES AND JURISDICTION
REPORT TO THE RIVERSIDE DIVISION
MAY 19, 2009

Proposed Change to Bylaw 8.4.1
Committee on Academic Personnel

To Be Adopted

PRESENT
8.4.1 The number of committee members shall be ten, and represent as many academic disciplines as possible. All members shall hold the rank of full professor and shall serve for offset periods of three years so that there is continuity and memory on the committee. For primary reviewing purposes, when retiring members are replaced, appointment of one incoming member shall be in the area of review previously occupied by the newly appointed Chair of the committee (who reads all files but is not the primary reviewer on none). No two individuals from the same department may serve simultaneously on the Committee on Academic Personnel. (Am 16 Nov 04)(Am 30 May 06)

PROPOSED
8.4.1 The number of committee members shall be ten, and represent the variety of disciplines and fields across campus. All appointees should have at least three years of UC service at the time their term begins. All members shall hold the rank of full professor and shall serve for offset periods of three years, subject to annual reappointment, so that there is continuity and memory on the committee. No two individuals from the same department may serve simultaneously on the Committee on Academic Personnel. The committee will have a Chair appointed by the Committee on Committees, and a Vice Chair, also appointed by the Committee on Committees after consultation with the incoming Chair. The Vice Chair will assume the duties of the Chair when the Chair is unavailable.

8.4.2 The committee shall provide advice to the Chancellor on academic personnel matters and represent the Division in all matters relating to appointments and promotions.

8.4.3 The committee shall file an annual report with the Division at the first regularly scheduled Division meeting of each academic year. (En 9 Feb 89) (Am 6 Feb 92) academic year

8.4.2 No change.

8.4.3 No change.

Justification: The proposed changes codify and clarify existing practices followed by the Committee on Committees in appointing and reappointing members to CAP. The addition of the statement pertaining to qualification for CAP service encodes the practice followed by the
Committee on Committees to ensure that prospective members represent a broad spectrum of disciplines on campus and that they have several years of first-hand experience with the UC personnel process before being considered for appointment to CAP. The addition of the statement pertaining to annual reappointment makes explicit the long-standing practice of appointments to Senate committees where membership is customarily for a longer term than one year. For these committees, an annual reappointment letter is issued from the Committee on Committees, except in cases where a member may not be available or appropriate to continue on the committee.

The deletion of the statement about replacing retiring members removes a cumbersome constraint on the pool of prospective members. This constraint also is unnecessary now that files are available for review electronically, enabling all members to review every file.

The addition of the Vice Chair appointment formalizes the practice used by other Senate committees with very heavy workloads throughout the year. This practice allows the committee's work to proceed without unexpected delays and also may enable a Vice Chair to prepare to step into the role of Chair, if appropriate, the following year.

Approved by the Committee on Academic Personnel: March 4, 2009

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: March 10, 2009

Endorsed by the Executive Council: March 23, 2009
COMMITTEE ON RULES AND JURISDICTION  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2009  

Proposed change in Bylaw 8.23  
Undergraduate Council

**To be adopted:**

**PRESENT:**

8.23 Undergraduate Council (En 5 Jun 75)

8.23.1 The Council consists of seven members of the Division, one of whom shall be the Chair and the Divisional representative to the Board of Admissions and Relations with Schools; one undergraduate student representative; and the Vice Chancellor for Student Affairs, ex officio (Am 5 Nov 87)(Am 18 Nov 03)

8.23.2 It is the duty of the Undergraduate Council to:

8.23.2.1 Advise the Division and the administration on matters having to do with admissions and enrollment on the Riverside campus. These matters, which are the primary concern of the Undergraduate Council, include but are not limited to: recruitment and outreach; special action admissions; articulation with community colleges; and relations with high schools and community colleges (Am 5 Nov 87)

8.23.2.2 Serve as the normal mechanism of liaison between the Division, the athletic director, and the administration on matters relating to athletic policy. (Am 5 Nov 87)

**PROPOSED:**

8.23 Undergraduate **Admissions Committee**

8.12.1 The Committee consists of seven members of the Division, one of whom shall be the Chair and the Divisional representative to the Board of Admissions and Relations with Schools; one undergraduate student representative, who shall not have the right to vote; and the Vice Chancellor for Student Affairs, ex officio or his/her designee.

8.23.2 It is the duty of the Undergraduate Admissions Committee to:

8.23.2.1 Advise the Division and the administration on matters having to do with admissions and enrollment on the Riverside campus. These matters, which are the primary concern of the Undergraduate Admissions Committee, include but are not limited to: recruitment and outreach; special action admissions; articulation with community colleges; and relations with high schools and community colleges. (Am 5 Nov 87)

8.23.2.3 At its discretion, make recommendations relating to
undergraduate education and student life. (Am 5 Nov 87)

Justification:
1) Through the cooperative efforts of the Admissions Director and Undergraduate Council, the Riverside campus has recently been advanced from “non-selective” to “minimally-selective” status, with regard to its undergraduate admissions. It is in Senate members’ best interests that we become a fully-selective campus and there are reasons to believe that this could be realized soon: competition for admission is increasing across the UC system in response to reduced enrolment targets; the new Entitled-to-Review (ETR) admission pathway will replace the sharp eligibility cut-off with a broader band of applications, within which we will select on the basis of achievement in the context of opportunity; and our move to comprehensive review of applicants’ files that will be necessary for ETR is about to be accelerated by a systemwide introduction of shared review. In the UC system, the Academic Senates determine and evaluate the local criteria for admission and the process of comprehensive review. As long as Riverside was a non-selective campus, this component of shared governance was almost moot and our Senate did not need to develop the habits of assertive and proactive engagement in the admissions process that characterize our sibling campuses.

2) UCR is the only UC campus that has representation on the systemwide Board of Admissions and Relations with Schools (BOARS) but does not have a dedicated Admissions Committee, Board, or Subcommittee. This is a disadvantage with regard to the depth of experience and local analysis that our Division can bring to the Board’s deliberations.

3) It is not enough that Undergraduate Council continue to review systemwide proposals and respond to requests to clarify and modify our admissions criteria. We need more time for systematic monitoring of admissions trends here and at the institutions with which we compete for students. This level of activity is not sustainable in those periods when Undergraduate Council is requested to consider matters unrelated to admissions; recent examples include general education requirements and undergraduate advising. These matters of educational policy and student life are typically also handled by the Committees on Educational Policy and Preparatory Education. A duplication of effort results, sometimes leading to the need for joint meetings of the Council and the Preparatory Education committees or their Chairs. The BOARS representative is Chair of Undergraduate Council and an ex-officio member of the Preparatory Education Committee; thus, information flows more efficiently between those committees, but it also means that the BOARS representative can vote twice on the same issues. Matters of educational
policy and student life come to Undergraduate Council as a result of addition 8.23.2.3 to Council’s mandate. We propose to remove that item and signal the return to the committee’s primary purpose by changing its name. We believe it is better that committees develop expertise in well-defined and separate areas.

4) In the past 4 years or longer, no business connected with the Athletic Department has come before the Undergraduate Council. There is a Faculty Athletic Representative (FAR) outside of the Undergraduate Council who serves as liaison between the Division and the Athletic Director. Such activities would be a duplication of the charge to the FAR and/or the special review committee which review the student petitions from the Athletic Department for admission. Therefore, we are proposing deleting 8.23.2.2.2

5) Experience on sibling campuses suggests that a dedicated Admissions Committee will successfully attract the active participation of Senate members with research expertise in K-12 education, academic testing, and college admissions practices. The committee work is not a distraction from their research.

6) The change from Undergraduate Council to Admissions Committee was part of the broader restructuring proposed last year for the Academic Senate committees. Although that proposal was not adopted as a whole, some of its parts had considerable merit and can be implemented individually. Transforming Undergraduate Council into a dedicated Admissions Committee is one such change.

7) For several years, and with the approval of the Council, it has been the practice of the Vice Chancellor for Student Affairs to delegate Undergraduate Council attendance to the Assistant Vice Chancellor for Enrollment Management. We propose to formalize this recognition of the committee’s primary focus. The committee is pleased to record that we benefit considerably from the active participation of the Assistant Vice Chancellor and the Admissions Director, who we invite as a guest consultant to all meetings. The Vice Chancellor is a welcome occasional guest. This pattern of members, ex-officio members, guest consultants, and non-voting student delegates reflects the BOARS structure.

Approved by Undergraduate Council: April 15, 2009

The Committee on Rules and Jurisdiction finds the wording consistent with the code of the Academic Senate: April 23, 2009

Endorsed by the Executive Council: April 27, 2009
April 14, 2009

TO: GRETCHEN BOLAR
VICE CHANCELLOR, ACADEMIC PLANNING AND BUDGET

FM: ANTHONY W. NORMAN, CHAIR
RIVERSIDE DIVISION

RE: CAMPUS NAMING – STREET SIGNS TO BOTANIC GARDENS

The Executive Council met and unanimously approved the proposed name for the unnamed road from East Campus Drive that runs east between the Chemical Sciences Building and Visitor Lot 10 and then turns east to the Botanic Gardens as indicated in your letter dated April 1, 2009.

CC VC Al Diaz
Interim Vice Chancellor Aldrich
Director Judy Lehr
April 1, 2009

Chair Norman
Academic Senate

RE: Campus Naming Committee – Street Signs to Botanic Gardens

Dear Tony:

As Chair Designee of the UCR Committee on Naming Campus Properties, Programs and Facilities, I am requesting the review and approval by the Academic Senate Executive Council for this naming opportunity.

- *Botanic Gardens Drive* is the proposed name for the unnamed road from East Campus Drive that runs east between the Chemical Sciences Building and Visitor Lot 10 and then turns southeast to the Botanic Gardens. This naming opportunity has been recommended and approved by the Dean of CNAS, Tom Baldwin.

Please review the attached request and site map. This proposed name needs approval by the Academic Senate before it is endorsed by the Campus Naming Committee. Please respond with your recommendations by Friday April 17th, 2009.

Sincerely,

[Signature]

Gretchen Bolar
Vice Chancellor

Attachments

xc: Vice Chancellor Diaz
    Interim Vice Chancellor Aldrich
    Director Lehr
March 17, 2009

To: Gretchen Bolar  
Chair, Campus Naming Committee

From: Tom Baldwin  
Dean, CNAS

Re: Request for street signs to Botanic Gardens

At present, many visitors to campus, from individual community members to school bus drivers, cannot find their way to the UCR Botanic Gardens. The Gardens are the only museum on campus that is open on the weekends, when assistance with directions is not available as the campus is closed. Often there are 200 visitors on the weekends, especially when spring flowers are in bloom.

In an effort to resolve this problem, I request that the unnamed road from East Campus Drive that runs east between the Chemical Sciences Building and Visitor Lot 10 and then turns southeast to the Botanic Gardens parking area and entrance be named "Botanic Gardens Drive."

I also request that new street signs be placed at the junction of East Campus Drive and Botanic Gardens Drive as well as where Botanic Gardens drive turns south east, past the east end of Lot 10, and runs up to the Botanic Gardens entrance.

Please let me know if you need additional information and thank you for your assistance.
May 7, 2009

To: Anthony Norman, Chair
   Riverside Division

FROM: George Haggerty, Chair
      General Education Advisory Committee

RE: Concentration Approval

As Chair of the General Education Advisory Committee, I submit the following two concentrations for Division approval at the May 19 Senate meeting for fall 2009 implementation. These concentration options are entitled “California” and “Climate Change/Sustainability”. They were unanimously approved by the Committee on Educational policy. We have received approval from CHASS and the BCOE colleges and are at a stalemate with CNAS (see CNAS response following this memo) and I must register my and my colleagues on the former Ad hoc Committee on General Education profound disappointment from the realization that there seems to be a misunderstanding of the very purpose of this alternative set of General Education requirements, which was already approved by the Academic Senate at UCR at the February 17, 2009 Division meeting.

The new plan is meant to replace the status-quo general education requirements entirely. There are two exceptions: the university writing requirement and the Ethnic Studies requirement. (Later concentrations might include both of these.) World History will no longer be a standalone requirement, but students will take History in a concentration, as in the California Pilot, when it is appropriate to the concentration. The unit count is somewhat smaller than that of current Breadth Requirements. Most concentrations require about 36-42 units, as outlined in the attached structural outline. But even 36 units in a concentration—exploring a topic or area of thematic concern from an interdisciplinary perspective—have more value, as it were, per unit, than units produced in the grab bag system we have now.

Please note that after receiving a response from the CNAS Executive Committee earlier, several adjustments were made both to the structure of the concentrations and to the specifics in the two cases. Science classes, Math/Statistics classes, and Humanities/Arts/Social Science options are included in every concentration. In some, where Math is already a requisite for many courses included in a concentration, Math has not been explicitly specified. But in all other
cases, it is. We have added Math 5 to the Climate Change/Sustainability concentration since not all students may be required to take it for other reasons.

Please also note that the General Education Ad hoc Committee did not propose, nor did the Academic Senate approve, a proposal that reproduced the present range of field requirements. Instead, each concentration uses interdisciplinary principles, clearly outlined, to approach a field or area. Of course the concentrations differ from each other: that is their purpose. The General Education Advisory Committee will insure that every course a student takes will be able to count toward breadth if s/he drops out of the program. The concentrations, because they move beyond lower division courses, actually demand more rather than less out of the students; but we also feel that the concentrations will be seen as more exciting ways of completing General Education at UCR. If a student were to drop out of either concentration right before the capstone course, she or he would have usually 4 but at most 8 units to make up before graduation. Every course in each concentration can count toward the old breadth requirements if needed. There is no need for any concern in this regard. The concentrations are far closer to the older Breadth Requirements than they are being given credit for. (See the following table for a specific comparison between the current CNAS breadth requirements versus the proposed concentrations.)

Advising will be done through the College Advising systems as currently configured. But any questions, conflicts, or concerns will go to the General Education Advisory Committee, which I will chair and which will have members from all colleges. Students will be advised about course availability, and any student who opts out of the program will receive credit for breadth for every class taken in the program. All courses listed in the concentrations are being offered in a timely manner within the next several years. The General Education Advisory Committee has checked with all departments who teach the courses in the proposals, and we have been met with only positive responses about course availability. In most cases, departments are thrilled that we are highlighting their course and in some cases, departments have either resurrected a course for us or suggested we make minor tweaks in course offerings. As with all other campus programs, if a course down the line is not taught any more, the GEAC will explore a viable substitution.

I look forward to discussing the rich benefits of such a program either with you or at the Academic Senate. Let me stress in closing that this is a pilot program and that it will be reviewed and assessed in five years.

Thank you.
To be adopted:
Proposed General Education Concentration on Climate Change/Sustainability

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th># Units</th>
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<tbody>
<tr>
<td>Introductory Course</td>
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<tr>
<td>Geology 11</td>
<td>Global Climate Change</td>
<td>4</td>
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<tr>
<td>Lower Division</td>
<td></td>
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<tr>
<td>Environmental Sciences 2</td>
<td>Introduction to Env. Sci: Env. Quality</td>
<td>4</td>
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<tr>
<td>Biology 3</td>
<td>Organisms in their Environment</td>
<td>4</td>
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<tr>
<td>Geology 2</td>
<td>Earth’s Climate Through Time</td>
<td>4</td>
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<td>Physics 18</td>
<td>Energy and the Environment</td>
<td>4</td>
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<td>and</td>
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<td>English 12B</td>
<td>Intro to Poetry: the Poetry of Man and Nature</td>
<td>4</td>
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<tr>
<td>Art History 021</td>
<td>Intro to Architecture and Urbanism</td>
<td>4</td>
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<td>Comp Lit 025</td>
<td>The Sciences and Humanities Through Science Fiction</td>
<td>4</td>
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<td>And</td>
<td>Math 005</td>
<td>Precalculus</td>
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<td>Upper Division</td>
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<tr>
<td>Philosophy 117</td>
<td>Environmental Ethics (with consent of instructor)</td>
<td>4</td>
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<tr>
<td>Anthro 132 or Anthro 137</td>
<td>Cultural Ecology Change and Development</td>
<td>4</td>
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<tr>
<td>Geology 160</td>
<td>Global Climate Change (with consent of instructor)</td>
<td>4</td>
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<tr>
<td>Internship (Required)</td>
<td>Geology 198i</td>
<td>Examples: Calpirg, Sierra Club</td>
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<tr>
<td>Capstone Course (Required)</td>
<td>Geology 190</td>
<td>A synthesis of the scientific, societal, economic, political, and personal causes and implications of global climate change in the past, present, and future. Designed to be a capstone course for the Global Climate Change and Sustainability General Education Concentration. Course will be seminar-style with student presentations on topics of current interest in the field of global climate change and sustainability. Could include a discussion of the role scientists, politicians, journalists, the business establishment, first world and third world governments in confronting climate change</td>
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<tr>
<td>Total Units on Climate Change/Sustainability Concentration</td>
<td></td>
<td>41</td>
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</tbody>
</table>
Justification: This concentration is proposed as part of the pilot program in General Education approved by Academic Senate on 2/17/2009.
To be adopted:
Proposed General Education Concentration on California

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th># Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Course</td>
<td>English 12 California Literature; Sample literature: <em>Ruiz de Burton</em> by Maria Amparo; <em>The Squatter and the Don</em> by Clarence King; <em>Mountaineering in the Sierra Nevadas</em> by Mary Austin; <em>Land of Little Rain</em> by Raymond Chandler; <em>The Big Sheep</em> by Walter Mosley; <em>Devil in a Blue Dress</em> and/or <em>Highwire Moon</em> by Susan Straight</td>
<td>4</td>
</tr>
<tr>
<td>Lower Division</td>
<td>Art History 21 Introduction to Architecture and Urbanism</td>
<td>4</td>
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<tr>
<td>and</td>
<td>Statistics 040 or Elements of Statistics</td>
<td>4</td>
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<td>and</td>
<td>Math 005 Precalculus</td>
<td>5</td>
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<td>Two of the following:</td>
<td>Botany and Plant Sciences 021 California Agriculture</td>
<td>4</td>
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<td>and</td>
<td>Botany and Plant Sciences 031 Spring Wildflowers (California Native Plants)</td>
<td>4</td>
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<td>and</td>
<td>Geology 4 Natural Hazards and Disasters</td>
<td>4</td>
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<td>Upper Division</td>
<td>Ethnic Studies 135 Mass Incarceration of Japanese Americans</td>
<td>4</td>
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<tr>
<td>or</td>
<td>Ethnic Studies 154 Chicanos and Popular Music in the 20th Century</td>
<td>4</td>
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<td>and</td>
<td>History of the Americas 138 California</td>
<td>4</td>
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<tr>
<td>or</td>
<td>History of the Americas 140 California Indian History</td>
<td>4</td>
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<tr>
<td>Internship (Required)</td>
<td>Political Science 1981</td>
<td>4</td>
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<tr>
<td>or</td>
<td>UC Center at Sacramento</td>
<td>4</td>
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<tr>
<td>Capstone Course (Required)</td>
<td>English 190 or English 193 Explores some of the classic nonfiction texts on California and requires each student to undertake a major research project on some aspect of California history, ecology or literature.</td>
<td>4</td>
</tr>
<tr>
<td>Total Units in California Concentration</td>
<td>36-37</td>
<td></td>
</tr>
</tbody>
</table>
Current CNAS Breadth Requirements compared to proposed concentrations

1. Breadth Requirements for the B.S. degree in CNAS include 3 quarters of English (1A, B, C), one course in Ethnic Studies, 12 units in Humanities (including one course in History 10, 15, or 20), and 12 units in Social Sciences. The total number of units currently to satisfy the breadth requirements is 40 credit hours.

2. Math and Statistics courses in CNAS are **not** part of the breadth requirement and are included in the core curriculum for each major.

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>Climate Change and Sustainability Concentration</th>
<th>California Concentration</th>
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</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>1A, 1B, 1C</td>
<td>1A, 1B, 1C</td>
<td>1A, 1B, 1C</td>
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<tr>
<td>Ethnicity</td>
<td>ETST</td>
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<tr>
<td>Humanities (12 units)</td>
<td>World History 10, 15, or 30 AND 2 other courses in Humanities (Literature, Philosophy, Religious Studies)</td>
<td>English 12B Art History 21 Comp Lit 25 Philosophy 117</td>
<td>English 12 Art History 21 History 138 or 140 English 190 or 193</td>
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<tr>
<td>Social Sciences (12 units)</td>
<td>One Course in Econ or POSC, <strong>AND</strong> at least one course in ANTH, PSCH, or SOC</td>
<td>Anthro 132 or Anth 137</td>
<td>ETST 135 or 154 POSC 198I</td>
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<tr>
<td>Total Breadth Units</td>
<td><strong>40</strong></td>
<td><strong>36</strong></td>
<td><strong>40</strong></td>
</tr>
<tr>
<td>Additional courses</td>
<td>None required</td>
<td>Math 005&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Stat 40 or Math 005&lt;sup&gt;1&lt;/sup&gt;</td>
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<td></td>
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<td>2 of the following: BIOL 3, ENV 2, GEOL 2, PHYS 18&lt;sup&gt;2&lt;/sup&gt;</td>
<td>2 of the following: BPS 021, 031, or GEOL 004&lt;sup&gt;2&lt;/sup&gt;</td>
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<td>GEOL 160&lt;sup&gt;3&lt;/sup&gt;</td>
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<td>GEOL 198&lt;sup&gt;3&lt;/sup&gt;</td>
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<td>GEOL 190&lt;sup&gt;3&lt;/sup&gt;</td>
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<tr>
<td>Total units</td>
<td><strong>40 (+ electives and related courses required by majors)</strong></td>
<td><strong>61 (+ electives and related courses required by majors)</strong></td>
<td><strong>52 or 53 (+ electives and related courses required by majors)</strong></td>
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</tbody>
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<sup>1</sup> Core requirement  
<sup>2</sup> Could count for elective credit towards degree  
<sup>3</sup> Could count for major's Related Field category (with permission of major)
May 1, 2009

To: George Haggerty, Chair Designate
    General Education Advisory Committee

From: Marylynn V. Yates
    Chair

RE: General Education Concentration Approvals

The Executive Committee members have received and considered your memo of April 23, 2009 regarding our response to the General Education concentrations that have been submitted for approval. As we have indicated previously, most members of the Committee are generally supportive of the concept of being able to fulfill the general education requirements by taking courses that are related to a specific topic. We feel, however, that the proposed concentrations weaken, rather than strengthen, the breadth requirements.

We do understand that the concentrations are intended to replace the current GE requirements, with the exception of ethnic studies and writing. In addition, we are generally supportive of the idea of having concentrations that allow the students to meet GE requirements. However, as we have indicated on two occasions, we are concerned about the narrowness of the concentrations, and about the lack of correspondence with the existing college breadth requirements. This concern is related to the problems that would be encountered by students who start out in a concentration, then decide not to complete it for whatever reason. They would then have to start all over (depending on what courses they took to meet the concentration requirement) on GE courses, which could result in their taking more than 216 units to graduate.

To address this concern, the Committee has suggested that the concentrations be structured in a manner that is consistent with the Colleges’ requirements for general education courses. For example, CNAS requires all students who are pursuing a B.S. degree to complete 12 units in each of the humanities and social sciences. For each concentration, list those courses that the student could take to fulfill each of those requirements. We believe that this would greatly simplify matters – it would be clear to the students, faculty, and advisors exactly what courses fulfill which requirements. It would also likely increase the attractiveness of the concentrations to the students, as it would be clear that they would still be fulfilling their general education requirements by taking these classes, even if they later decide not to complete the concentration. The concentrations could then be added to the catalog as “concentrations”, and wouldn’t require a change in the general education requirements of each College.
We are also concerned that the proposed concentration program is too *ad hoc*, and will potentially set up students with a narrow, biased college education. How the sequence of topic-tailored course offerings can be consistently guaranteed for each student is not at all clear; certainly the new General Education Advisory Committee can’t coordinate and enforce so many course offerings from a number of different departments. The total unit variability among topics is not wise: it would be possible for students will just pick the concentration topic that requires the least units, making their education even narrower. Also, how their new committee can realistically expect to take precedence over faculty advising duties in individual CNAS departments and programs is not very clear.
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<thead>
<tr>
<th>Academic Computing and Informational Technology</th>
<th>Date</th>
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<td>Mueller, L. J., Chair</td>
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<td>AS: Huang, J.</td>
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<tbody>
<tr>
<td>R. L. Russell, Chair (Sociology)</td>
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46 total CAP meetings for 2007-2008. Of these, 15 were between 5/1/08 and 8/31/08.
304 files were reviewed in 2007-2008. Of these, 77 were reviewed between 5/1/08 and 8/31/08.
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35 meetings to date (approximately 15-20 additional meetings anticipated)

201 files reviewed out of 271 expected (not including appointments)

### Charges

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*This does not include the subcommittee obligations of ea. member (approx. 8 additional meetings per undergrad program review subcommittee)*

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**DR. ASHMORE RESIGNED FROM THE COUNCIL IN LATE OCTOBER**
### GRADUATE COUNCIL

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*DRS. Abani, Hinds, and Ramakrishnan were appointed at the end of October*

### INTERNATIONAL EDUCATION

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| E. S-K MA (PHYSICS) | P | P |
| G. MICHELs (HISTORY) (S) | P | A |
| J.T. ROTENBERRY (BIOLOGY) | P | P |
| A. ZAKI (ART) | P | A |
| F. SAUER (BIOCHEMISTRY) | A | A |

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| MICHAEL ADAMS (MIKE) ENTOMOLOGY | P | P | P | P | A | P | P | P | P | P |
| PAUL HOFFMAN (PHILOSOPHY) | A | P | P | P | P | P | P | P | P | P |
| CAROL LOVATT (BOTANY & PLANT SCIENCES) | P | P | P | P | P | P | P | P | P | P |
| R. LYSLOFF (RENE) (ART HISTORY) | P | P | A | P | P | P | A | P | A | P |

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| U. MOHIDEEN (Umar) (PHYSICS AND ASTRONOMY) | P | A | A | P | P | P | P | A | A | A |
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### RULES AND JURISDICTION

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- P. GORECKI, CHAIR (HISTORY)
- T. J. CLOSE (BOTANY & PLANT SCIENCES)
- A. S. JACOBS, SEC/PARL. (resigned 3/30/09)
- L. WRIGHT, SEC/PARL (PHILOSOPHY) (For S09 and SU09 only)

The Committee conducted business by email and telephone.

### SCHOLARSHIPS AND HONORS

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- A.H. HUANG, CHAIR (BOTANY & PLANT SCI) P
- M. ASAE DA (MATHEMATICS) A
- M. BLOOM (COMP LIT & FOR. LGNS) A
- V. BOMBERRY (ETHNIC STUDIES) A
- G. PALARDY (GSOE) P
- N. SATO (BIOCHEMISTRY) A
- V. UMANSKAYA (ECONOMICS) P
- J. ZHANG (CHEMISTRY) A
- J. SANDOVAL, EX OFFICIO, VC FOR STUDENT AFF A
- S.L. HAYES, EX OFFICIO, DIR OF FINANCIAL AID A

AS: N/A
GSA: N/A

### UNDERGRADUATE COUNCIL

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- P.M. SADLER, CHAIR (EARTH SCIENCES) BOARS P P P P
- C. AMRHEIN (ENV. SCIENCES) A P A P
- M. FALOUTSOS (COMPUTER SCIENCE) P P A A
- J.W. GARY (PHYSICS) P P A A
- J.M. HERATY (ENTOMOLOGY) P A P P
- P.M. JOHNSON (POLITICAL SCIENCE) (F) P A P P
- V.L. NYITRAY (RELIGIOUS STUDIES) P A A A
- J.W. SANDOVAL, EX OFF. (VC-STUDENT AFFAIRS) P A

AS: ROXANNA SANCHEZ A A

### UNIVERSITY EXTENSION

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- COFFEY, M. D. P P A
- JAFFE-BERG, E. P P P
- SWANSON, H. L. P P P

AS: PRICE, J. N/A P A
GSA: MANN, R. N/A P A