REGULAR MEETING OF THE RIVERSIDE DIVISION

TUESDAY, FEBRUARY 25, 2014
GENOMICS AUDITORIUM, ROOM 1102A
2:10 p.m.

ORDER OF BUSINESS

<table>
<thead>
<tr>
<th></th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minutes</td>
</tr>
<tr>
<td></td>
<td>Regular Meeting of November 26, 2013 .......................................................... 3</td>
</tr>
<tr>
<td></td>
<td><em>Action Requested: Approval of the Minutes</em></td>
</tr>
<tr>
<td>2</td>
<td>Announcements by the President</td>
</tr>
<tr>
<td></td>
<td>President Janet Napolitano is unable to attend</td>
</tr>
<tr>
<td>3</td>
<td>Announcements by the Chancellor at Riverside</td>
</tr>
<tr>
<td></td>
<td>Chancellor Kim A. Wilcox will address the Division</td>
</tr>
<tr>
<td>4</td>
<td>Announcements by Vice Chancellors</td>
</tr>
<tr>
<td></td>
<td>There are no announcements from the Vice Chancellors</td>
</tr>
<tr>
<td>5</td>
<td>Announcements by the Deans or other Executive Officers</td>
</tr>
<tr>
<td></td>
<td>A. Secretary-Parliamentarian: Election Results ............................................. 8</td>
</tr>
<tr>
<td></td>
<td>B. University Library Steven Mandeville Gamble will update the Division on the University Open Access policy</td>
</tr>
<tr>
<td>6</td>
<td>Announcements by the Chair</td>
</tr>
<tr>
<td>7</td>
<td>Special Orders</td>
</tr>
<tr>
<td></td>
<td>A. Consent Calendar*</td>
</tr>
<tr>
<td></td>
<td>i) Approval of Curricula Changes</td>
</tr>
<tr>
<td></td>
<td>a) Computer Science Major .............................................................................. 9</td>
</tr>
<tr>
<td></td>
<td>b) Art Major .................................................................................................. 11</td>
</tr>
<tr>
<td></td>
<td>c) Economics Administrative Studies Major .................................................... 14</td>
</tr>
<tr>
<td></td>
<td>d) Lesbian, Gay, Bisexual, Intersexual and Transgender Studies Minor ............... 17</td>
</tr>
<tr>
<td></td>
<td>e) Liberal Studies Major ................................................................................. 19</td>
</tr>
<tr>
<td></td>
<td>f) Women’s Studies Major ................................................................................ 22</td>
</tr>
<tr>
<td></td>
<td><em>Action Requested: Approval of the Consent Calendar</em></td>
</tr>
<tr>
<td></td>
<td>B. Degree reports, received and placed on file‡ .............................................. 24</td>
</tr>
</tbody>
</table>

* 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].
C. Regular Reports of Standing Committees and Faculties, received and placed on file†
  i) Committee on Committees – Appointments........................................... 25
  ii) Committee on Courses - Course approvals........................................ 26
  iii) Committee on Courses – Course deletions........................................ 34
  iv) Committee on Courses - Instructor approvals.................................... 35
  v) Committee on University Extension - Course/Instructor approvals. 36

8 Report of the Representative to the Assembly
  A. The Assembly Meeting of December 11, 2013 was canceled
  B. Assembly Meeting, February 12, 2014

9 Report of Special Committees
  None

10 Reports of Standing Committees and Faculties
  A. Committee on Academic Personnel – Proposed change in Bylaw 8.4 .......... 39
  B. Committee on International Education – Proposed change in Bylaw 8.15.1 .. 41
  C. Committee on Planning and Budget – Proposed change in Bylaw 8.18.1 ..... 42
  D. Executive Committee of the School of Medicine – proposed changes in
     Bylaws............................................................................................................. 43
  E. Executive Committee of the College of Humanities, Arts and Social
     Sciences – Proposed Science Fiction and Technoculture Studies Minor ....... 54
     Action Requested: Individual approval of each motion

11 Petitions of Students
  None

12 Unfinished Business
  None

13 University and Faculty Welfare
  Division Chair Jose Wudka will provide an update on UC Care and composite
  benefits

14 New Business
  None

February 18, 2014

P.S. Gorecki, Secretary-Parliamentarian
Riverside Division of the Academic Senate

† 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.
MEETING
The Riverside Division of the Academic Senate met on Tuesday, November 26, 2013 at 2:06 p.m. in the Genomics Auditorium Room 1102A. Chair J. Wudka presided. The meeting was attended by 47 members of the Riverside Division of the Academic Senate. The Chair of the University Academic Senate, William Jacob, attended as a guest.

MINUTES
The Minutes of the Special Meeting of November 4, 2013 were approved as presented.

ANNOUNCEMENTS BY THE PRESIDENT
There were no announcements by the President.

ANNOUNCEMENTS BY THE CHANCELLOR AT RIVERSIDE
Chancellor Kim A. Wilcox addressed the Division. The Chancellor thanked the faculty for their part in making him feel welcome during his first three months at the campus and spoke of the glowing terms with which friends and colleagues recommended the university to him during his recruitment as Chancellor.

The Chancellor praised the faculty for their commitment to all aspects of university life, stressing that a university is only as good as its faculty and the quality of its teaching and research. The Chancellor stressed three key areas of university life in which UCR excels:

- Commitment to mentorship. Over half of undergraduate students are engaged in faculty-led research and discovery;
- Ownership of broader responsibility;
- Commitment to the values of the university.

The Chancellor discussed the need to take more calculated chances with the budget with the aim of receiving a greater return. The recruitment of a Vice Chancellor for Planning and Budget and a Vice Chancellor for Business and Administrative Services will assist with this. Further construction projects are planned, with the first priority being a multi-disciplinary research building. Overall, the Chancellor’s first impressions of the university are that it is a great university, but it needs to be, and can be, bigger.

The Chancellor then offered the Division the opportunity to ask questions.

The first question asked was about plans for buildings to be included in the expansion of the university. The Chancellor informed the Division that he is looking to create additional space for the School of Medicine and the School of Business Administration; that the University also needs a space to gather and hold commencement; and that the campus would benefit from reintroducing a Faculty Club.
The Chancellor was also asked to discuss what he believes he can do to make UCR a “great” university and what his thoughts are regarding AAU accreditation. The Chancellor responded that his goal is to see the faculty grow, but that growth must be done strategically with an initial emphasis placed on investing in areas with the greatest returns, such as research. He further opined that there also needs to be strategic growth of non-resident undergraduate students. The Chancellor stated the importance of looking to alternative revenue streams since UCR does not receive sufficient aid from alumni and local donors. Per the Chancellor, there are, however, several large foundations interested in supporting UCR’s strengths; particularly, our success in recruiting and retaining first-generation college students, our history of academic success with minority students, and our success as a university with a diverse student population. Finally, the Chancellor informed the Division that it was his goal not only for UCR to be invited to join the AAU, but to help shape the national conversation on the criteria AAU uses for its membership, in order to be more reflective of current academic developments.

ANNOUNCEMENTS BY THE VICE CHANCELLORS
There were no announcements by the Vice Chancellors

ANNOUNCEMENTS BY THE DEANS OR OTHER EXECUTIVE OFFICERS
There were no announcements by the Deans.

Chair Wudka called upon the Chair of the University Academic Senate, William Jacob, to address the Division.

Universitywide Academic Senate Chair Jacob provided the Division with an update on recent communications with President Janet Napolitano. The President has focused on her relationship with students, pledging $15million in one-time grants to support undocumented students, graduate student recruitment and post doctorate students. At her first meeting with University Regents, President Napolitano also pledged to: freeze tuition for another year while she explores a new tuition policy; amend Community College transfers and admissions; increase tech transfer; and make UC a net zero energy consumer by 2025. The proposed amendments to Community College transfers were issued without consultation with the Senate and in response the Senate is working with the President to assure the Senate is included in the consultative process as she continues to develop initiatives and in order to move them forward.

Chair Jacob provided the Division with an update on the most recent Regents meeting. This was the first meeting with the new President and the Governor. There were two key discussions raised at the meeting:

1. A presentation was made regarding graduate doctoral education. The Regents have requested the Senate provide them with solutions to the ongoing issues, and the Senate will be arranging a Systemwide meeting in the Spring to discuss possible solutions.
2. A presentation on the UC budget triggered a long conversation with the Governor and Speaker Perez regarding the state’s financial priorities. It was noted that the state has increased its contribution from $2.3bn to $2.6bn, while Senate faculty research brings in approximately $4bn in contracts and grants. Although there has been a 5% increase in funding, this only applies to approximately 40% of programs; therefore overall there has
only been a 2% increase in funding while expenses have increased 3%. This could reverse the trend of historically underrepresented groups being funded to attend UC campuses.

Chair Jacob informed the Division that throughout the day’s visit he attended several meetings on campus discussing UC Care, composite benefits and undergraduate enrollments, and he briefly updated the Division on the key points from those meetings:

- **UC Care**: the Academic Council tasked him with presenting a letter to President Napolitano raising concerns over the UC Care program.
- **Composite Benefits**: Chair Jacob has stressed to President Napolitano’s Chief of Staff the importance of shared governance to the UC system and the need to establish a mechanism for open conversation rather than relying on memos. The composite benefits issue was used as an example of the need for continual open conversations.
- **Enrollment management**: Chair Jacob has formed a discussion group featuring members of President Napolitano’s staff, along with senate members and state legislature representatives to discuss the issue. Although this discussion group will not be able to provide binding resolutions, it is his hope that their ideas will lead to more formal discussions.

Chair Jacob then spoke briefly on the topic of shared governance. The Senate’s concerns pre-date President Napolitano’s appointment and relate to the frustrations of the composite benefit rate issue and changes made to medical plans. In both of these situations the lack of true consultation caused significant concerns and issues for all Divisions. The role of the Senate therefore includes the need to ensure proper consultation occurs consistently, rather than UOCP’s interpretation, which often means the development of a policy and subsequent announcement to the Senate. Chair Jacob is urging all ten Divisional Senates to whenever possible produce joint Senate/Administrative documents to demonstrate to UCOP a shared position and to highlight the benefits of shared governance.

Chair Jacob then offered the Division the opportunity to ask questions. The first question asked was if he had any knowledge of the President looking for alternative Systemwide revenue sources away from the state, or if this would be a campus issue. Chair Jacob responded that the only initiative discussed so far was tech transfer; there have been no new philanthropic initiatives launched.

Chair Jacob was then asked if the UC Care program was likely to change for 2014, and what the Academic Senate was doing to promote the issue. Chair Jacob responded that the only formal memo so far sent by the Senate to President Napolitano was on the topic of UC Care. Chancellor Wilcox added to the response and informed the Division that UCOP believed it had offered campuses the opportunity for input in the planning phase and did not understand why so many objections have been raised at this late stage. Chancellor Wilcox assured the Division that he would continue to push UCOP for changes for UCR specifically. Professor Dan Hare, Chair of the University Committee on Faculty Welfare, informed the Division that all agreements in place only last one year, but they are set for 2014. Any changes for 2015 would have to be set by April 2014 in order for them to be available during the next Open Enrollment period.
Chair Jacob thanked the Division for inviting him to visit our campus and for the opportunity to speak to our faculty.

Chair Wudka again presided and called upon the Secretary Parliamentarian to provide the report on election results. The Secretary Parliamentarian informed the Division that the results of the elections could be found on page six of the meeting agenda.

**ANNOUNCEMENTS BY THE CHAIR**
Chair Wudka informed the Division that on October 14, 2013 the Executive Council approved the merger of the Committee on Library and Scholarly Communication with the Committee on Academic Computing and Information Technology. The approval was made in lieu of the Division and as allowable per Bylaw 8.5.3 of the Riverside Division.

The Chair provided the Division with an update of the Special Division Meeting on November 4, 2013; namely that the minutes from the regular and annual meeting of the Division of May 28, 2013 had been approved, along with the proposed Master’s in Public Policy and a Divisional Resolution to the President regarding UC Care.

**SPECIAL ORDERS**
The Consent Calendar was unanimously approved.

The annual reports of standing committees, annual reports of the faculties, degree reports and regular reports of standing committees and faculties were received and placed on file.

**REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY**
The Chair provided a brief report on the Assembly Meeting of June 12, 2013:

- The Provost announced that the second round of submissions for the Instruction on Learning Technology Initiative has started. The first round of submissions is currently being evaluated.

- The Provost also announced an initiative to improve academic performance indicators which will be distributed to campuses in the near future.

- The Assembly approved changes to Regulation 478, as proposed by BOARS.

- The Assembly approved Mary Gilly as the Senate Vice-Chair and the appointment of the Secretary Parliamentarian.

- The Assembly approved changes to APM 014.

**REPORTS OF SPECIAL COMMITTEES**
There were no reports of Special Committees
REPORTS OF STANDING COMMITTEES AND FACULTIES
Professor Ward Beyermann introduced and moved for adoption the proposed changes to Bylaw 8.12.1, found on page 99 of the full agenda. Following a brief discussion, the Division received a motion to alter the proposed amendment to read “The membership shall include a representative from each of the Colleges. The Committee on Committees will make every attempt also to include representation from each of the Professional Schools.” This motion was adopted. The Division then approved the adoption of the amended motion.

Professor Ward Beyermann introduced and moved adoption of the proposed changes to the Priority Enrollment Policy, found on page 100 of the full agenda. The motion was adopted.

Professor Tamara Ho introduced and moved adoption of the proposed changes to Regulation HSR2.8.3 of the College of Humanities, Arts and Social Sciences, found on page 101 of the full agenda. The motion was adopted.

PETITIONS OF STUDENTS
There were no petitions from the students.

UNFINISHED BUSINESS
There was no unfinished business.

UNIVERSITY AND FACULTY WELFARE
There were no announcements relating to University and faculty welfare.

NEW BUSINESS
There was no new business.

There being no further business, the meeting was adjourned at 3:44 p.m.

ATTEST:

P. Gorecki, Secretary-Parliamentarian
Riverside Division of the Academic Senate

Alastair Kay
Recording Secretary
SECRETARY-PARLIAMENTARIAN

REPORT TO THE RIVERSIDE DIVISION

FEBRUARY 25, 2014

2013-2014 ELECTION REPORT

To be received and placed on file:

1. SCHOOL OF BUSINESS ADMINISTRATION

At the Faculty meeting of the School of Business Administration on September 27, 2013, the Secretary Parliamentarian was instructed to cast a single ballot for the following nominees who were approved for Membership of the College Executive Committee for 2013-2015:

- Chair of the Faculty: Professor Barry Mishra
- Area of Finance: Professor Peter Chung
- Area of Marketing: Professor Jorge Silva-Risso
- Area of Management: Professor Elaine Wong
- Area of Accounting and Information Systems: Professor Theodore Mock
EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2014

To be adopted:

PROPOSED CHANGE TO COMPUTER SCIENCE UNDERGRADUATE REQUIREMENTS

PRESENT:

Major Requirements
Computer Science Major
1) Lower-division requirements (61 units)
   a) ENGR 001-I
   b) CS 010 or CS 010V, 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, MATH 031
   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.)

2) Upper-division requirements (85 units minimum)
   a) ENGR 101-I
   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
   d) CS 111/MATH 111
   e) ENGR 180W
   f) STAT 155
   g) Two courses from MATH 046, MATH 120,

PROPOSED:

Major Requirements
Computer Science Major
1. Lower-division requirements (61 units)
   a) ENGR 001-I
   b) CS 010 or CS 010V, 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, MATH 031
   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.)

2. Upper-division requirements (86 units minimum)
   a) ENGR 101-I
   b) CS 100, CS 141, CS 150, CS 152, CS 153, CS 161, CS 179 (E-Z)
   c) CS 120A/EE 120A, CS 120B/EE 120B
   d) CS 111/MATH 111
   e) ENGR 180W
   f) STAT 155
   g) Two courses from MATH 046, MATH 120, 125
h) At least 24 units of technical electives to be chosen from an approved list of courses which currently includes 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 169, CS 170, CS 171, CS 172, CS 177, CS 179 (E-Z) (4 units maximum), CS 180, CS 181, CS 182, 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)-h) above.

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

JUSTIFICATION:
CS 161L is being removed from the list of required upper-division courses, and four additional units are being added to the technical electives list. Unit change in upper-division requirements: removing cs161L reduces the requirement by 2 units, and adding an elective adds 4 units. CS 120B/EE 120B is also being reduced from 5 units to 4; all together, the number of units will increase by 1. These are programmatic changes, reflecting broadening of the computing field. The present program of study for the CS major placed a lot of emphasis on computer hardware and architecture, the areas that are already well covered by the Computer Engineering major. These changes will shift this emphasis towards other areas of Computer Science and give students more flexibility in choosing their program of study.

APPROVALS:
Approved by the Computer Science and Engineering Department: November 6, 2013
Approved by the BCOE Executive Committee: November 13, 2013
Approved by the Committee on Educational Policy: January 15, 2014
To be adopted:

PROPOSED CHANGES TO ART DEPARTMENT MAJOR:

PRESENT:

The Department of Art offers a B.A. degree in an interdisciplinary program that emphasizes a critical approach to artistic production. Courses are offered in the following curricular areas: photography, digital art, video, two- and three-dimensional media (painting, drawing, sculpture, installation), and critical theory. The program is designed primarily for students preparing for graduate study and those who plan to continue professionally as artists. However, the department welcomes the participation of nonmajors and nondegree students.

Admission: Incoming Freshmen applicants may simply declare a major in Art upon their application to the Undergraduate Admissions. However, current UCR non-majors and new incoming transfer students must submit a portfolio electronically, consisting of ten (10) images of your original work and/or three (3) clips of moving images or sound work. Guidelines for the portfolio and a link to the site for submission can be found on the Art Department website at http://www.art.ucr.edu/. Students whose portfolios are approved will be admitted to the major. Guidelines for submission are also available from Undergraduate Admissions and from the Department of Art.

Major Requirements

PROPOSED:

The Department of Art offers a B.A. degree in an interdisciplinary program that emphasizes a critical approach to artistic production. Courses are offered in the following curricular areas: photography, digital art, video, two- and three-dimensional media (painting, drawing, sculpture, installation), and critical theory. The program is designed primarily for students preparing for graduate study and those who plan to continue professionally as artists. The Department of Art does not offer any course work in commercial art or in graphic design. The department does however welcome the participation of nonmajors and nondegree students.

Admission: Incoming Freshmen applicants may simply declare a major in Art upon their application to the Undergraduate Admissions. However, current UCR non-majors and new incoming transfer students must submit a portfolio electronically, consisting of ten (10) images of your original work and/or three (3) clips of moving images or sound work. Guidelines for the portfolio and a link to the site for submission can be found on the Art Department website at http://www.art.ucr.edu/. Students whose portfolios are approved will be admitted to the major. Guidelines for submission are also available from Undergraduate Admissions and from the Department of Art.

Major Requirements
The major requirements for the B.A. in Art are as follows:

1. Lower-division requirements (28/30 units)
   a) ART 006/MCS 006
   b) Four additional lower-division Art courses: ART 001, ART 002, ART 003, ART 004/MCS 004, ART 005, ART 009, ART 065, ART 066/CS 066, or ART 067/CS 067
   c) Two of the following courses: AHS 008, AHS 017A, AHS 017B, AHS 017C, AHS 020/MCS 023, AHS 021/URST 021, AHS 023, PHIL 001, or PHIL 007 (courses may be used to satisfy breadth requirements)

2. Upper-division requirements (36/37 units)
   a) ART 160
   b) One of the following Art History courses: AHS 115, AHS, AHS 135, AHS 136/MCS 137, AHS 175, AHS 176/MCS 176, AHS 178/URST 178, AHS 179, AHS 180, AHS 181, AHS 182, AHS183, AHS 184/URST 184, AHS 185/URST 185, AHS 186/MCS 186, AHS 187, AHS 188, AHS 189E-Z or any other upper-division Art History course that covers the period 1945 to present
   c) ART 180
   d) A minimum of 20 additional units of upper-division Art course work
   e) ART 133 Art Workshop (must pass with C+ or better.)

   Note A maximum of 12 upper-division transfer units of established equivalency in Art
courses is accepted for credit. Equivalent transfer units in lower-division studio art course work and lower- and upper-division Art History course work is also accepted for credit toward the major in the respective lower- or upper-division category.

A minimum of 36 units of Art must be taken in residence (UCR Department of Art) to fulfill this major.

**JUSTIFICATION:**

Because there are students consistently applying to the UCR Art Program who often mistake us with a commercial art program, we have added the statement “The Department of Art does not offer any course work in commercial art or in graphic design.” We don’t want those students to mistakenly apply to our research institution and be disappointed when they are admitted.

On another note, many of our seniors are not prepared for graduate school as our curriculum stands. In a hope that our curriculum will better prepare our majors for graduate school we are adding ART 132: Junior Art Workshop for an additional 4 units. Adding Junior Art Workshop will help them prepare for their thesis exhibition and applying for graduate school by providing an opportunity to exhibit their work in a gallery context and write an artist statement giving them early exposure starting in their junior year. They will refine these abilities in their ART 133: Senior Art Workshop during their final year. We believe that this will improve our program overall and only increases the required upper division unit requirement from 36/37 to 40/41 (The difference of the units is because some of our courses are 5 unit courses, but most are 4 units.). This new curriculum structure better serves our majors and the faculty. The faculty will be able to track and work with students earlier on, starting in their junior year. Giving students time to better refine their strengths and weaknesses; perhaps even utilizing faculty to do so.

**APPROVALS:**

Approved by the Faculty of the Department of Art: October 24, 2013
Approved by the Executive Committee of the College of Humanities: November 20, 2013
Approved by the Committee on Educational Policy: January 15, 2014
To be adopted:

PROPOSED CHANGES TO ECONOMICS/ADMINISTRATIVE STUDIES MAJOR

PRESENT:

Economics/Administrative Studies Major
In order to receive a 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. ECON 101
5. One of MATH 008B, MATH 009A, MATH 009HA, or equivalent

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)

PROPOSED:

Economics/Administrative Studies Major
In order to receive a 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. Four 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. Two 2-unit courses can satisfy one 4-unit course.
4. ECON 101, ECON 107
5. One of MATH 008B, MATH 009A, MATH 009HA, or equivalent

Administrative Studies requirements (37 units)
[No change ]

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

Note [No Change]
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 104A or ECON162/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 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 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, 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
(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 134, 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

Note: [no change]
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.)

**Justification:**

Econometrics has become an increasingly important area of expertise within economics and business, the department believes that the students will benefit from the exposure to these concepts and empirical skills embedded in econometrics. We are removing an elective class to hold constant the number of courses required to complete the major.

Effective: Fall 2014

**Approvals:**

Approved by the Department of Economics: April 2013
Approved by the CHASS Executive Committee: May 22, 2013
Approved by the Committee on Educational Policy: January 15, 2014
To be adopted:

PROPOSED CHANGES TO LESBIAN, GAY, BISEXUAL, INTERSEXUAL, AND TRANSGENDER STUDIES MINOR

PRESENT: Lesbian, Gay, Bisexual, Intersex, and Transgender Studies Minor

PROPOSED: Lesbian, Gay, Bisexual, Intersex, and Transgender Studies Minor

The program reflects current critical, theoretical, and methodological developments across several disciplines that focus on lesbian, gay, and bisexual issues. Lesbian, Gay, Bisexual, Intersex, and Transgender Studies are by nature interdisciplinary, and this program is meant to encourage new cross-disciplinary research in the field for interested students in the College of Humanities, Arts, and Social Sciences. The curriculum addresses such issues as sexual identity and orientation; gay, lesbian, and bisexual representation; gay, lesbian, and bisexual perspectives on the arts; retheorizations of gender; sexuality and cultural diversity; intersections of sexualities and ethnic identities.

Requirements for the minor (24 units) [no change]

1. Lower-division requirements (4 units) chosen from LGBS 001 or WMST 001 [no change]

2. Upper-division requirements (5 courses [at least 20 units]) chosen from the approved list of courses:

a) Humanities: at least one of the five from ENGL 122 (E-Z)/LGBS 122 (E-Z), ENGL 143 [no change]
b) Fine Arts: at least one of the five from DNCE 135, ENGL 143 (E-Z)/LGBS 143 (E-Z)/MCS 143 (E-Z), LGBS 153/MUS 153

c) Social Sciences: at least one of the five from ANTH 145/WMST 103, ETST 175/WMST 175, LGBS 128/WMST 128, LGBS 134/WMST 134, LGBS 135/WMST 135, LGBS 137/WMST 137, LGBS 139/WMST 139, LGBS 152/WMST 152, WMST 100

Students may petition to have a course not on the approved list counted towards the five upper division requirements provided they can demonstrate that LGBIT issues play a significant role in the course and that they will focus their own work for the course (amounting to 30% of the final grade) on an LGBIT topic.

Students may use 4 units of LGBS 190 and up to 8 units of LGBS 193 to count towards the five upper division requirements.

Note Students may satisfy an upper-division requirement by completing 4 units of LGBS 198-I (Internship).

**JUSTIFICATION:**

Intersexual should read Intersex on the title and on the second sentence of the first paragraph.

**APPROVALS:**

Effective: Spring 2014
Approved by the faculty Committee of Liberal Studies: July 10, 2013
Approved by the CHASS Executive Committee: November 20, 2013
Approved by the Committee on Educational Policy: January 15, 2014
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, & SOCIAL SCIENCES

REPORT TO THE RIVERSIDE DIVISION

FEBRUARY 25, 2014

To be adopted:

PROPOSED CHANGES TO LIBERAL STUDIES MAJOR

PRESENT:

Liberal Studies is the major of choice for students interested in careers in elementary school education. Under the federal legislation No Child Left Behind all prospective teachers must be “highly qualified” by demonstrating proficiency in their subject matter. The Liberal Studies major includes a core of lower-division courses designed to provide students with broad subject matter coverage to give them the foundation needed to pass the CSET and enable them to be well-prepared to teach. The five upper-division tracks allow students to build upon their strengths and interests and at the same time provide them with a connection to the core Education courses.

Preparation for Teaching

The Prepare to Teach Program is a preprofessional program open to undergraduates in all majors who are interested in teaching in California elementary schools. Through the program, prospective teachers begin to think pedagogically about subjects they are studying, gain early field experience in the schools, and receive an introduction to the profession that will help them make informed decisions about their own careers. The goal is to give prospective elementary school teachers information about state requirements that are best met when students are undergraduates and to advise on how to prepare to teach the

PROPOSED:

Liberal Studies is the major of choice for students interested in a major with broad interdisciplinary scope. The Liberal Studies major includes a core of lower-division courses designed to provide students with broad subject matter coverage to give them the foundation for a wide variety of careers and advanced degrees in professional schools of education, law, business or medicine or academic programs toward doctoral study in the humanities and social sciences.
Blended Program in Undergraduate Teacher Preparation

Qualified students have the opportunity to enroll in an accelerated program resulting in an elementary credential. The end goal is to be able to begin “professional” student teaching in the final quarter of the senior year. Our goal is to give early deciders the opportunity to begin teaching their own classes earlier and as interns to continue to receive the intense support of the Graduate School of Education and the school district during the first two quarters of the first year of teaching.

Students must take EDUC 001 and EDUC 002. Successful completion also requires careful course selection and a minimum GPA of 3.0.

Advising is a collaborative effort between the Bridge to Teaching Program and the Graduate School of Education. For Information about undergraduate requirements, contact Brenda Aragon in the Office of Interdisciplinary Programs, 3111 INTS or 2417 Humanities and Social Sciences, (951) 827-2743, or brenda.aragon@ucr.edu. Information about UCR’s credential programs can be found at the Graduate School of Education Web site, education.ucr.edu/teach or at 1124 Sproul Hall.

JUSTIFICATION:

The major has changed, Liberal Studies no longer offering preparation for teaching. The program feels it’s better to be general than make them think they are entering a preparation for teaching that no longer exists.

APPROVALS:
To be adopted:

PROPOSED CHANGES TO WOMEN’S STUDIES MAJOR

PRESENT: [no change]

PROPOSED: [no change]

Major
The Women’s Studies Department offers a coherent interdisciplinary curriculum with a major field of study in the areas of gender and sexuality. Each student is required to take a total of 13 courses.

At the upper-division level, the department provides concentrations in gender and cultural production, gender and families, sexualities and gender, and gender and work.

Major Requirements [no change]
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]) [no change]
   a) WMST 001 [no change]
   b) One of the following: WMST 010; WMST 020; WMST 030 or WMST 030H [no change]
   c) One additional lower division WMST course [no change]

2. Upper-division requirements (ten courses [at least 40 units]) [no change]
   a) WMST 100 a) WMST 100
   b) WMST 191A and WMST 191B b) WMST 191A and WMST 191B
   e) WMST 195 or WMST 198G e) WMST 195 or WMST 198G
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

(2) One course focusing on issues of sexuality, sexual orientation, sexual identification, or masculinity and femininity

(3) The following courses may only be counted one time towards the major: WMST 190, WMST 195, WMST 198G

Elective Course Work

Upper-division Women’s Studies courses or courses in another department that are cross-listed with Women’s Studies.

Closely related upper division courses from other programs or departments may be substituted upon approval.

JUSTIFICATION:

Text in catalog still has WMST 195 and WMST 198G as a requirement and as an elective. The text should be removed under requirements as it is an elective courses.

The department voted unanimously to drop this requirement for the major because there are not enough faculty members to mentor interns properly and because the Dean will no longer give faculty teaching load credit for teaching 198G.

APPROVALS:

Effective: Spring 2014
Approved by the faculty Committee of Women’s Studies: June 26, 2013
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: October 16, 2013
Approved by the Committee on Educational Policy: December 9, 2013
To be received and placed on file:
Reports of degrees awarded*

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<th>COLLEGE/DIVISION</th>
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<th>MASTER OF SCIENCE</th>
<th>MASTER OF BUS. ADMIN.</th>
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P.S. Gorecki, 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 received and placed on file:

The Committee on Committees reports the following appointments made since the last report of November 26, 2013:

Appointed Professors Paul Green, Department of Ethnic Studies, Kelly Jeong, Department of Comparative Literature and Foreign Languages, Jianzhong Wu, Department of Chemical and Environmental Engineering, and Ming Liu, Department of Electrical Engineering to serve on the Academic Integrity Committee.

Appointed Professor Lucille Chia, Department of History, to Chair the Committee on Library, Information Technology & Scholarly Communication.

Appointed Professor Michael Vanderwood, Graduate School of Education, to the Committee on Planning and Budget.

Provided a slate of 16 nominees of faculty to serve the search committee for the position of Vice Provost for International Affairs.
To be received and placed on file:

The Committee on Courses has approved the following courses.

**Undergraduate Courses**

- **NEW** AHS 010  Topics in Art and Architectural History (4)
- AHS 138  Arts of China (4)
- AHS 139  The Arts of Buddhism (4)
- ART 132  Junior Art Workshop (4)
- AST 138  Arts of China (4)
- AST 139  The Arts of Buddhism (4)
- BIEN 001  Introductory Colloquium in Bioengineering (1)
- BIEN 101  Quantitative Biochemistry (4)
- BIEN 167  Medical Diagnostics (4)
- BIEN 175C  Senior Design (4)
- CHEM 095  Explorations in Molecular Science (1)
- CPLT 046  Representing the Holocaust in Words and Images (4)
- EDUC 109S  Education in a Diverse Society (4)
- EDUC 110S  Learning Theory and Psychology in Education (4)
- EDUC 116S  The Exceptional Child (4)
- EDUC 172S  Reading and Language Development (4)
- EDUC 174S  Reading and Writing in the Content Areas (4)
- EDUC 175S  Language Development in Content Areas (4)
- ENGL 114  Rhetorical Studies (4)
- ETST 109J  Special Topics in African American Studies (4) Race, Gender, Power, Knowledge
- GBST 101(E-Z)  Special Topics in Global Issues (4)
- GEO 158  Advanced Geographic Information System (GIS) (4)
- GER 046  Representing the Holocaust in Words and Images (4)
- GER 102  Contemporary German Cinema for Conversation (4)
- GER 104  Intro to German Cultural History for Conversation (4)
- GER 107  German Drama in Translation: Theater of Revolution/Theater as Revolution (4)
- ITAL 020A  Italian for Spanish Speakers (4)
- ITAL 020B  Italian for Spanish Speakers (4)
- PBPL 129  Understanding Sustainability (4)
- SOC 146  Gender in Global Perspective (4)
- SOC 152  Qualitative Research Seminar with a Focus on Occupations (2)
- THEA 128  Seminar on the Life and Work of Tómas Rivera (4)
- THEA 129  History of the Modern Theatre: Nineteenth Century - Present (4)
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<td>THEA 162</td>
<td>Writing the Half-Hour Television comedy (4)</td>
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<td>Introduction to Writing and Painting in China (4)</td>
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<td>From Expressionism to Epic Theatre: Benn, Brecht, Kafka, and the Bauhaus (4)</td>
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<td>Chinese Painting of the Song and Yuan Dynasties (4)</td>
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<td>Chinese Painting of the Ming and Qing Dynasties (4)</td>
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<td>Germanic Literature in Translation (4) Thomas Mann, the Conscience of Europe</td>
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<td>GER 121X</td>
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<td>At Odds with All Things: The Roles of Conflict in Philosophy, Art, and Literature (4)</td>
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<td>Asian/Americans Making Culture: Religion (4)</td>
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<td>U.S.-Mexican Borderlands: Theatre and Performance (4)</td>
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HNPG 041G Honors Seminar in Economics and Political Science Economics: Some Games That People Play (4)
HNPG 041J Honors Seminar in Economics and Political Science Economics: Racial Inequality and Discrimination in the United States (4)
HNPG 043 (E-Z) Honors Seminar in Social Sciences (4)
HNPG 043E Honors Seminar in Social Sciences (4) Survey of Social Issues
HNPG 043G Honors Seminar in Social Sciences (4) Women's Studies: Gender and Science
HNPG 043I Honors Seminar in Social Sciences (4) Business Administration: Decision Making
ITAL 140 Italian Renaissance Texts and Contexts (4)
JPN 009 Supplementary Work in Kanji (1)
JPN 032 Introduction to Japanese Folklore (4)
JPN 151 Early Japanese Literature (4)
KOR 025 Conversation and Composition (4)
LING 191 Seminar in Linguistics (4)
LNST 153 Contemporary Latin American and Chicano Novels (4)
MCS 121 E-Z) Auteurs and Auteur Theory (4)
MCS 170 Film Noir and Hollywood's German Immigrants (4)
MCS 182 From Expressionism to Epic Theatre: Benn, Brecht, Kafka, and the Bauhaus (4)
SWSC 190 Special Studies (1-5)
SWSC 197 Research for Undergraduates (1-4)
WMST 169 Gender, Identity, and Visual Display in Washington, D.C. (4)
CHANGE AHS 113 Sixteenth-Century Mexico: An Art of Two Worlds (4)
AHS 135 Postmedia Art (4)
AHS 147 The Art of Greece (4)
AHS 148 The Art of Rome (4)
AHS 155 Cultures in Conflict: Art at the Fall of the Roman Empire (4)
AHS 156 Memory of Empire: the Art of Early Medieval Europe (4)
AHS 157 The Medieval Pilgrimage and the Art of Romanesque France (4)
AHS 159 The Gothic Cathedral in its Urban Context (4)
AHS 161 Italian Renaissance: Fifteenth- and Sixteenth-Century Florence (4)
AHS 162 Italian Renaissance: Fifteenth- and Sixteenth-Century Rome (4)
AHS 163 Renaissance in Venice: West meets East(4)
AHS 164 The Northern Renaissance (4)
AHS 168 Politeness and Commerce: British Art and Design, 1660-1820 (4)
AHS 169 Sculpture and Its Roles in Eighteenth-Century France and Britain (4)
AHS 171 The Church, the Court, and the People: Art in Seventeenth-Century Europe (4)
AHS 172 Baroque Rome (4)
AHS 173 Rococo to Revolution: Art in Eighteenth-Century Europe (4)
AHS 174 Dutch Art and Culture in the Seventeenth Century (4)
AHS 176 Pictorialism to New Media: A History of Twentieth-Century
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<td>Plant Biochemistry and Pharmacology of Plant Metabolites</td>
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<td>Introductory Evolution and Ecology</td>
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<td>BIOL 020</td>
<td>Dynamic Genome</td>
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<td>BIOL 102</td>
<td>Introductory Genetics</td>
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<td>BPSC 183</td>
<td>Plant Biochemistry and Pharmacology of Plant Metabolites</td>
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<td>CPLT 147(E-Z)</td>
<td>The Novel</td>
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<td>CS 141</td>
<td>Intermediate Data Structures and Algorithms</td>
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<td>Project in Computer Science Database Systems</td>
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<td>CS 179 I</td>
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<td>EDUC 110</td>
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<td>EDUC 116</td>
<td>The Exceptional Child</td>
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<td>EDUC 120</td>
<td>Guidance in Special Education</td>
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<td>EDUC 129</td>
<td>Educational Assessment of Individuals with Disabilities</td>
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<td>EDUC 130</td>
<td>Mild and Moderate Disabilities</td>
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<td>EDUC 131</td>
<td>Moderate and Severe Disabilities</td>
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<td>EDUC 133</td>
<td>Issues and Trends in Special Education</td>
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<td>EDUC 172</td>
<td>Reading and Language Development</td>
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<td>Reading and Writing in the Content Areas</td>
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<td>Language Development in Content Areas</td>
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ETST 109(E-Z)  Special Topics in African American Studies (4)
HIST 188(E-Z)  Topics in Chinese History (4)
ITAL 001  Elementary Italian (4)
ITAL 002  Elementary Italian (4)
ITAL 003  Elementary Italian (4)
ITAL 004  Intermediate Italian (4)
ITAL 101A  Advanced Italian (4)
ITAL 101B  Advanced Italian (4)
ITAL 101C  Advanced Italian (4)
KOR 005  Second-Year Korean (4)
MATH 120  Optimization (4)
MATH 133  Geometry (4)
MATH 135A  Numerical Analysis (4)
MATH 136  Introduction to the Theory of Numbers (4)
MATH 137  Plane Curves (4)
MATH 138A  Introduction to Differential Geometry (4)
MATH 140  Polynomials and Number Systems (4)
MATH 146A  Ordinary and Partial Differential Equations (4)
MATH 146B  Ordinary and Partial Differential Equations (4)
MATH 147  Introduction to Fourier Analysis and Its Applications (4)
MATH 148  Introduction to Chaotic and Complex Dynamical Systems (4)
MATH 151C  Advanced Calculus (4)
MATH 168  Introduction to Mathematical Modeling (4)
RLST 179  Pilgrimage (4)
STAT 170A  Regression Analysis (4)
THEA 136  History of Theatre Design (4)
URST 184  Modern Architecture (4)
URST 185  Architectural Theory from Vitruvius to Venturi (4)

**Professional Courses**

NEW  GBST 302  Teaching Practicum (1-4)
      MCS 302  Teaching Practicum (1-4)
CHANGEEDUC 335A  Supervised Teaching in Special Education (4)
      EDUC 336B  Supervised Teaching in the Elementary School (5)
      EDUC 338A  Intern Teaching in the Elementary School (9)
      EDUC 344B  Multiple Subjects Credential Seminar (2)
      EDUC 348A  Single Subject Credential Seminar (2)
      EDUC 376A  Supervised Teaching in the Secondary School (2)
      EDUC 378A  Intern Teaching in the Secondary School (9)

**Graduate Courses**

NEW  BIEN 223V  Engineering Analysis of Physiological Systems (4)
      BIEN 224V  Cellular and Molecular Engineering (4)
      BIEN 237  Medical Diagnostics (4)
      BIEN 249V  Integration of Computational and Experimental Biology (4)
      BIEN 264V  Biotransport Phenomena (4)
      CWPA 268  Writing the Half-Hour Television Comedy (4)
EDUC 242C Applied Measurement in Education (4)
ENGR 200V Engineering in the Global Environment (4)
ENGR 201V Technology Innovation and Strategy for Engineers (4)
ENGR 202V Introduction to Systems Engineering (4)
ENGR 203V Principles of Engineering Management (4)
ENSC 245 Chemistry and Physics of Aerosols (3)
GEO 261 Atmosphere, Ocean and Climate Dynamics Seminar (1)
DELETE SWSC 245 Chemistry and Physics of Aerosols (3)
CHANGE AHS 267 Seminar in Asian Art (4)
BIEN 223 Engineering Analysis of Physiological Systems (4)
BIEN 224 Cellular and Molecular Engineering (4)
BIEN 249 Integration of Computational and Experimental Biology (4)
BIEN 264 Biotransport Phenomena (4)
BPSC 246 Landscape Ecology (4)
BPSC 247 Ecological Theory and Modeling (4)
CEE 249 Integration of Computational and Experimental Biology (4)
CHEM 211A Structure and Mechanism in Organic Chemistry (3)
CHEM 211B Advanced Organic Chemistry: Reactions and Mechanism (3)
CHEM 211C Advanced Synthetic Analysis (3)
CHEM 245 Chemistry and Physics of Aerosols (3)
CS 201 Compiler Construction (4)
CS 202 Advanced Operating Systems (4)
CS 203 Advanced Computer Architecture (4)
CS 204 Advanced Computer Networks (4)
CS 205 Artificial Intelligence (4)
CS 206 Testing and Verification Techniques in Software Engineering (4)
CS 207 Advanced Programming Languages (4)
CS 210 Scientific Computing (4)
CS 211 High Performance Computing (4)
CS 213 Multiprocessor Architecture and Programming (4)
CS 215 Theory of Computation (4)
CS 218 Design and Analysis of Algorithms (4)
CS 220 Synthesis of Digital Systems (4)
CS 223 Reconfigurable Computing (4)
CS 229 Machine Learning (4)
CS 230 Computer Graphics (4)
CS 231 Computer Animation (4)
CS 234 Computational Methods for Biomolecular Data (4)
CS 235 Data Mining Techniques (4)
CS 236 Database Management Systems (4)
CS 237 Advanced Topics in Modeling and Simulation (4)
CS 238 Algorithmic Techniques in Computational Biology (4)
CS 239 Performance Evaluation of Computer Networks (4)
CS 240 Network Routing (4)
CS 241 Advanced Topics in Network Measurements and Security (4)
CS 242 Information Retrieval and Web Search (4)
CS 245  Software Evolution (4)
CS 246  Advanced Verification Techniques in Software Engineering (4)
CS 253  Distributed Systems (4)
CS 255  Computer Security (4)
CS 257  Wireless Networks and Mobile Computing (4)
CS 260  Seminar in Computer Science (4)
CS 261  Seminar in Artificial Intelligence and the Design of Expert Systems (4)
CS 262  Algorithms and Data Structures (4)
CS 263  Seminar in Distributed Systems (4)
CS 267  Seminar in Databases (4)
CS 269  Software and Hardware Engineering of Embedded Systems (4)
CS 272  Probabilistic Models for Artificial Intelligence (4)
EDUC 240  Educational Psychology (4)
EDUC 246(E-Z)  Research on Education of Exceptional Children (4)
EDUC 262  Achievement Motivation (4)
EDUC 282A  Curriculum Theory and Instructional Processes: Mathematics and Science (4)
EDUC 282B  Curriculum Theory and Instructional Processes: Social Studies, Visual and Performing Arts, and Physical Education (4)
EDUC 285(E-Z)  Curriculum Theory and Instructional Processes (4)
ENGR 200  Engineering in the Global Environment (4)
ENGR 201  Technology Innovation and Strategy for Engineers (4)
ENGR 202  Introduction to Systems Engineering (4)
ENGR 203  Principles of Engineering Management (4)
ENTX 245  Seminar in Biological Control (2)
ENTX 245  Seminar in Biological Control (2)
GEN 241  Advances in Bioinformatics and Genomics (4)  GEN 240A
GEN 242  Data Analysis in Genome Biology (4)  GEN 240B
HIST 205A  Reading Seminar in English History: 1485-1820 (4)
HIST 205B  Reading Seminar in English History: 1760 to the Present (4)
HIST 243A  Research Seminar in Southeast Asian History (4)
HIST 243B  Research Seminar in Southeast Asian History (4)
HIST 273A  Research Seminar in the American West (4)
HIST 273B  Research Seminar in the American West (4)
MSE 246  Cellular and Molecular Engineering (4)
SEAS 243A  Research Seminar in Southeast Asian History (4)
SEAS 243B  Research Seminar in Southeast Asian History (4)

University Extension Courses:
Instructor Approval:
EDUC X81  The Role of Home, School and Community, Ada Diaz, M.A.
To be received and placed on file:

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

GER 121(E-Z)  HASS 020B  HNPG 034(E-Z)
GER 121E   HASS 020C  HNPG 037(E-Z)
GER 121G   HASS 021A  HNPG 037F
GER 121H   HASS 021B  HNPG 037J
GER 121J   HASS 021C  HNPG 041(E-Z)
GER 121K   HASS 022A  HNPG 041G
GER 121L   HASS 022B  HNPG 041J
GER 121M   HASS 022C  HNPG 043(E-Z)
GER 121N   HASS 023A  HNPG 043G
GER 121P   HASS 023B  HNPG 043I
GER 121Q   HASS 023C  ITAL 140
GER 121R   HASS 024A  JPN 009
GER 121S   HASS 024B  JPN 032
GER 121S   HASS 068A  JPN 151
GER 121U   HASS 068B  KOR 025
GER 135   HASS 068C  LING 191
GER 138   HNPG 020  LNST 153
GER 191   HNPG 023(E-Z)  MCS 121(E-Z)
HASS 004   HNPG 024(E-Z)  MCS 170
HASS 020A   HNPG 033(E-Z)  MCS 182

Courses scheduled to be approved for Deletion:

HASS 092   HIST 038
HISE 122   HIST 103
HISE 136   HIST 151
HISE 165   LNST 161
HISE 169   LNST 164
HIST 024   MCS 183(E-Z)
HIST 034
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:

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>DEPARTMENT</th>
<th>LIMITS OF AUTHORIZATION</th>
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<tbody>
<tr>
<td>A. Aiyar</td>
<td>Economics</td>
<td>ECON 178 W'14</td>
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<td>S. Davidson</td>
<td>GSoE</td>
<td>EDUC 340A W'14</td>
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<td>S. Moreno-Terrill</td>
<td>GSoE</td>
<td>EDUC 146 W'14</td>
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<td>C. Dinsmore</td>
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<td>ME 116B W'14</td>
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<td>H. Huynh</td>
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<td>PSYC 178 W'14</td>
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<td>R. Larson</td>
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<td>PSYC 175 W'14</td>
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<td>Z. Reisz</td>
<td>Psychology</td>
<td>PSYC 142 W'14</td>
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<tr>
<td>EDUC</td>
<td>X81</td>
<td>The Role of Home, School and Community</td>
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<td>EDUC</td>
<td>X309.01</td>
<td>Early Orientation to Career Technical Education</td>
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<td>EDUC</td>
<td>X312.99</td>
<td>Assessment and Evaluation in Adult and Vocational Education</td>
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<td>EDUC</td>
<td>X326.57A</td>
<td>TESOL Reading Methodologies: Theory and Practice</td>
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<td>EDUC</td>
<td>X330.25</td>
<td>Understanding Learning Differences</td>
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<td>Management of Clinical Practice</td>
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<td>Seminar in Preservice Teacher Training, Part I</td>
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<td>X408.19</td>
<td>Clear Credential Culmination Portfolio</td>
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<td>ENGL</td>
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<td>Overview of British literature from the eighth century to the present. Exploration of ideas, historical and social contexts, themes and literary characteristics of works in various genres by major British writers.</td>
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<td>ENGL</td>
<td>X410.66B</td>
<td>Survey of British Literature</td>
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<td>X421</td>
<td>Introduction to the Common Core State Standards</td>
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<td>X421</td>
<td>Beginning Fiction Techniques</td>
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<td>X421.13</td>
<td>Cultural Resources and Landmarks</td>
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<td>EDUC X426.53</td>
<td>Reading and Biliteracy in Spanish/English</td>
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<td>Developing a Business Plan</td>
<td>Brandon Shamim</td>
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<td>MGT X427.05</td>
<td>Financial Planning &amp; Management for Business</td>
<td>Diana Cescolini</td>
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<tr>
<td>MGT X427.64</td>
<td>Management of Estate Assets</td>
<td>Judith Chinello</td>
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<td>MGT X428.16</td>
<td>Cost Accounting</td>
<td>Douglas Bartlett</td>
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<tr>
<td>MGT X429.1</td>
<td>Fundamental Accounting Principles for the Non-Accountant</td>
<td>Diana Cescolini</td>
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<td>MGT X431.7</td>
<td>Natural History of the Channel Islands: Santa Rosa and Eastern Santa Cruz Islands</td>
<td>Kurt Leuschner</td>
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<td>MGT X432</td>
<td>Strategies for Effective Math Instruction</td>
<td>Gabrielle Ladner-Mejia</td>
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<td>MGT X450</td>
<td>Intellectual Property Law for the Paralegal Professional</td>
<td>Jacqueline James</td>
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<td>Curriculum Theory and Methods: Content Specific Pedagogy for Secondary World Languages-Spanish</td>
<td>Paola Suchsland</td>
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<td>MGT X450.15</td>
<td>Curriculum Theory and Methods: Content Specific Pedagogy for Secondary English Language Arts</td>
<td>Patricia Rice</td>
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<td>Employee Benefit Administration</td>
<td>Victorio Garcia</td>
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<td>MGT X455.10</td>
<td>Exceptionality in Early Childhood: Characterizes of Young Children with IFSPs and IEPs</td>
<td>Doris Dredd-Lee</td>
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<td>MGT X455.11</td>
<td>Early Childhood Special Education: Role of Family in Early Childhood Special Education</td>
<td>Doris Dredd-Lee</td>
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<td>MGT X455.12</td>
<td>Early Childhood Special Education: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten</td>
<td>Doris Dredd-Lee</td>
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<td>MGT X471.7</td>
<td>Construction Management</td>
<td>Nicolas Tavaglione</td>
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<td>MGT X475.5</td>
<td>Consumer Behavior</td>
<td>Stephen Fritzenkotter</td>
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<td>MGT X476.29</td>
<td>Communication and Social Media Marketing</td>
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<td>MGT X485</td>
<td>Maintaining and Supporting Computers (A+ Certification Training)</td>
<td>William Curley</td>
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<td>Culmination Portfolio-School Counseling</td>
<td>Sharon Landrum</td>
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<td>Culmination Portfolio-School Counseling</td>
<td>Henry</td>
</tr>
</tbody>
</table>

* Denotes first time approval for Instructor

**Denotes Instructor has previously been approved but has not yet taught; therefore, there are no evaluations
To Be Adopted

Proposed Changes to Charge of the Committee on Academic Personnel
(Bylaw 8.4.4, 8.4.5)

PRESENT

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.

PROPOSED

8.4.4 A standing committee (Shadow CAP) of six members will exist to review personnel actions that involve current CAP members or their spouses/partners/family members. This committee will consist of faculty...
who have previously served on CAP. The membership will be appointed by the Committee on Committees.

8.4.5 Shadow CAP shall file an annual report with the Division at the first regularly scheduled Division meeting of each academic year.

Statement of Purpose and Effect: In order for CAP to function successfully, a Standing Committee such as Shadow CAP is essential. In addition to making it unnecessary for CAP members to consider their own colleagues, it ensures a smoother running of CAP without the interruptions that would be caused by such review. Shadow CAP would consider no more than ten files each year--probably far fewer--and would not be called to consider files for any other reason than that the file comes from a member of CAP or their spouse/partner.

Since the mid 80’s Shadow CAP has been utilized to review CAP member files and that of their spouse/partners. The proposed language has always been a part of CAP's conflict of Interest statement, but the committee feels the inclusion of Shadow CAP and its membership would be more appropriately placed within the committees bylaws.

Approved by the Committee on Academic Personnel: December 6, 2013
Approved by Shadow CAP: January 14, 2014
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: January 24, 2014
Received by Executive Council: February 10, 2014
To Be Adopted

Proposed Changes to Charge of the Committee on International Education
Bylaw 8.15.1

PRESENT

8.15.1. This committee consists of at least five members, and (ex officio) the Associate Vice Provost – Undergraduate Education, who may not serve as Chair of the Divisional Committee. The Dean of University Extension, the director of the International Education Center, the director of University Extensions’ International Education Programs, an undergraduate student, and a graduate student will serve as non-voting representatives on the Divisional Committee. The representative on the Universitywide committee is normally the Chair of this committee.

PROPOSED

8.15.1 This committee consists of at least five regular voting members in addition to the following non-voting, ex-officio members: the Associate Vice Provost for Undergraduate Education, who may not serve as Chair of the Divisional Committee; the Dean of University Extension; the Director of the International Student Resource Center; the Director of University Extensions’ International Education Programs; an undergraduate student; and a graduate student. The representative on the Universitywide committee is normally the Chair of this committee.

Statement of Purpose and Effect:

1. The International Education Center has been renamed the International Student Resource Center and, as such, the bylaws need to be updated to reflect this change.
2. The Committee feels that there could be some confusion regarding whether the Dean of University Extension, the director of the International Student Resource Center, the director of University Extensions’ International Education Programs, the undergraduate student, and the graduate student (the non-voting representatives) could be included in the initial description of “at least five members.” As such, the committee proposes the insertion of the words “in addition” before the list of non-voting representatives, and the reclassification of said representatives as “non-voting ex officio members” to avoid any potential confusion.

Approvals

Approved by the Committee on International Education: November 19, 2013
February 4, 2014

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate and offers comments: January 24, 2014

Received by Executive Council: February 10, 2010
Proposed Changes to Bylaws of the Committee on Planning & Budget

Bylaw 8.18

PRESENT

8.18.1 The committee will have nine members of tenure rank. One committee member shall be appointed from the social sciences departments and programs of the College of Humanities, Arts, and Social Sciences; one member from the arts departments of that college; and one member from the humanities departments and programs of that college. One committee member shall be appointed from the natural sciences departments and programs of the College of Natural and Agricultural Sciences; one member from the biological sciences departments and programs of that college; and one member from the physical sciences departments and programs of that college. One committee member shall be appointed from the Bourns College of Engineering, one from the Anderson Graduate School of Management and one from the Graduate School of Education. The Chair normally also serves on the University Committee on Planning and Budget. Two P&B members, one of which may be the Chair, will also serve on Chancellorial Advisory Committee (COSSA). (Am 25 May 95) (Am 28 May 98)(Am 17 Feb 09) (Am 29 May 12)

PROPOSED

8.18.1 The committee will have at least nine members, preferably of tenure rank. One committee member shall be appointed from the social sciences departments and programs of the College of Humanities, Arts, and Social Sciences; one member from the arts departments of that college; and one member from the humanities departments and programs of that college. One committee member shall be appointed from the natural sciences departments and programs of the College of Natural and Agricultural Sciences; one member from the biological sciences departments and programs of that college; and one member from the physical sciences departments and programs of that college. One committee member shall be appointed from the Bourns College of Engineering, one from the Anderson Graduate School of Management and one from the Graduate School of Education. The Chair normally also serves on the University Committee on Planning and Budget. Two P&B members, one of which may be the Chair, will also serve on Chancellorial Advisory Committee (COSSA). (Am 25 May 95) (Am 28 May 98)(Am 17 Feb 09) (Am 29 May 12)

Statement of Purpose and Effect: Membership on the Committee on Planning & Budget has been difficult to fill for several academic cycles, a situation made more problematic by requiring members of tenured rank. The proposed change broadens the perspective of the members by allowing participation of junior faculty and increases the likelihood of participation by the smaller departments, schools and colleges who may not have enough tenured faculty to accommodate all Senate committees.

====================================================================

Approved by the Committee on Planning & Budget: November 2, 2013
Approved by the Committee on Committees: November 7, 2013
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: January 24, 2013
Received by Executive Council: February 10, 2014
REPORT TO THE RIVERSIDE DIVISION  
FEBRUARY 25, 2014

To Be Adopted

SCHOOL OF MEDICINE FACULTY EXECUTIVE COMMITTEE  
Proposed Changes to School of Medicine Bylaws

Previous
The Faculty of the School of Medicine shall form and conduct the governance of the School of Medicine subject to the bylaws and regulations of the Academic Senate of the University of California.

Proposed
The Faculty of the School of Medicine shall form and conduct the governance of the School of Medicine subject to the bylaws and regulations of the Riverside Division and Systemwide Academic Senate of the University of California.

ME1 Membership

ME1.1 The Faculty of the School of Medicine at the University of California, Riverside consists of (a) the President of the University; (b) the Chancellor; (c) the Executive Vice Chancellor; (d) the Dean of the School of Medicine; (e) all members of the Academic Senate who are members of the School of Medicine; (f) other Senate members as may be specified by the bylaws of the Riverside Division of the Academic Senate; (g) faculty members of the School in all other series.

ME1.2 For aspects of shared governance that are the responsibility of the Academic Senate, only voting members of the Academic Senate are eligible to vote and to be counted toward a quorum in general meetings of the Faculty of the School of Medicine. However, all persons with academic appointments in the School of Medicine with teaching responsibilities (e.g., faculty in the Clinical Professor series) may attend meetings of the Faculty and have the privilege of the floor. These clinical faculty members may vote on matters discussed in all faculty meetings, but their votes will be recorded as "advisory," and kept separate from the votes recorded from Academic Senate members. All members of Standing Committees (see below) and any ad
Committees (see below) and any ad hoc committees appointed by the Faculty Executive Committee, unless otherwise indicated by these bylaws, may vote on questions that will be referred to the Faculty Executive Committee for approval, and on questions that will be referred for final Academic Senate action to another Academic Senate agency. Voting rights are extended to Faculty who are non-members of the Academic Senate to the fullest degree permitted by legislative ruling 12.75 of the Academic Senate of the University, which states that "Only members of the Academic Senate may vote in Senate Agencies when those agencies are taking final action on any matter for the Academic Senate, or giving advice to University Officers or other non-Senate agencies in the name of the Senate. Persons other than Senate members may be given the right to vote on other questions, such as those that involve only recommendations to other Senate agencies, but only by explicit bylaw provisions."

**ME2 Duties of Faculty**

**ME2.1** The Faculty of the School of Medicine shall set policies for the admission of candidates for the degree of Doctor of Medicine and for completion of the degree.

**ME3 Officers**

**ME3.1** The Officers of the Faculty consist of a Chair and a Vice Chair.

**ME3.1.1** The Chair of the Faculty is elected for a three-year term and is not eligible to succeed himself/herself immediately. The election is conducted by the Secretary-Parliamentarian of the Riverside Division of the Academic Senate in accordance with the procedure prescribed in the bylaws. If the Chair is unable to complete the term of office, the Secretary-Parliamentarian of the Riverside Division of the Academic Senate shall within two months conduct an election in accordance with the procedure prescribed in these bylaws for the unexpired term provided that the unexpired term is longer than six months. In the interim or in the event the vacated term is

hoc committees appointed by the Faculty Executive Committee, unless otherwise indicated by these bylaws, may vote on questions that will be referred to the Faculty Executive Committee for approval, and on questions that will be referred for final Academic Senate action to another Academic Senate agency. Voting rights are extended to Faculty who are non-members of the Academic Senate to the fullest degree permitted by legislative ruling 12.75 of the Academic Senate of the University, which states that "Only members of the Academic Senate may vote in Senate Agencies when those agencies are taking final action on any matter for the Academic Senate, or giving advice to University Officers or other non-Senate agencies in the name of the Senate. Persons other than Senate members may be given the right to vote on other questions, such as those that involve only recommendations to other Senate agencies, but only by explicit bylaw provisions."
less than six months, the Vice Chair will serve as Chair.

ME3.1.2 The Vice Chair is chosen by the Faculty Executive Committee from among its membership. The term of office is two years.

ME3.1.3 The Chair assumes office on the first day of September following his/her election at a regular election or immediately upon completion of the ballot count at a special election. The Vice Chair takes office immediately upon appointment.

ME4 Meetings

ME4.1 Meetings are called by the Chair of the Faculty or by the Faculty Executive Committee. At the written request of fifteen percent of the voting members of the faculty, the Chair must call a meeting. He/she must call at least one meeting each year. The faculty meeting may be chaired by the Chair of the Faculty or by the Vice Chair.

ME4.1.1 A quorum consists of thirty percent of the members of the Faculty, or ten Faculty members, whichever number is greater.

ME4.1.2 A motion to submit a measure to mail or secret ballot has precedence over a motion for an open vote in a meeting.

ME4.1.3 The Chair of the Faculty will send, at least 5 days prior to the faculty meeting, copies of the call for the meeting and will make all pertinent documents available to each member of the Faculty. The Faculty shall not change curricular requirements of the School or change these bylaws at the meetings at which such proposals for change are first made unless notice is previously given to all members of the Faculty in a call to the meeting.

for the unexpired term provided that the unexpired term is longer than six months. In the interim or in the event the vacated term is less than six months, the Vice Chair will serve as Chair.

ME3.1.2 The Vice Chair is chosen by the Faculty Executive Committee from among the current members of the Faculty Executive Committee. The term as Vice Chair is two years.

ME3.1.3 The Chair assumes office on the first day of September following his/her election at a regular election or immediately upon completion of the ballot count at a special election. The Vice Chair takes office immediately upon appointment.

ME4 Meetings

ME4.1 Faculty meetings may be chaired by the Chair or Vice Chair of the Faculty. Meetings must be called by the Chair at least once in an academic year. The Chair is also required to call a meeting upon receipt of a written request for a meeting by fifteen percent of the voting members of the Faculty.

ME4.1.1 A quorum consists of thirty percent of the members of the general Faculty, or ten Faculty members, whichever number is greater.

ME4.1.2 A motion to submit a measure to mail or secret ballot has precedence over a motion for an open vote in a meeting.

ME4.1.3 The Chair of the Faculty will send, at least 5 days prior to the Faculty meeting, copies of the call for the meeting and will make all pertinent documents available to each member of the Faculty. The Faculty shall not change curricular requirements of the School or change these bylaws at the meetings at which such proposals for change are first made unless notice is previously given to all members of the Faculty in a call to the meeting.
ME4.1.4 These bylaws constitute primary rules of order for meetings of the Faculty and of the committees of the Faculty. The order of business is that prescribed in Chapter 4 of the Bylaws of the Riverside Division of the Academic Senate.

ME4.1.5 The minutes of every meeting of the Faculty (with the exception of those concerned with personnel matters) shall be sent before the next faculty meeting to every member of the Faculty.

ME5 Committees

ME5.1 Standing Committees: There shall be seven (7) standing committees of the School of Medicine: The Faculty Executive Committee, the Medical Education Committee, the Medical School Admissions Committee, the Medical School Progress and Promotions Committee, the Graduate Advisory Committee, the Clinical Faculty appointments committee, and the Volunteer Clinical Appointments Committee. Each Standing Committee may appoint such subcommittees as it deems necessary to conduct its business. Each committee and any subcommittee will develop a conflict of interest policy that will be discussed, amended if desired, voted upon each year, and submitted to the Faculty Executive Committee as a point of information.

ME5.2 There shall be a Faculty Executive Committee consisting of at least eight (8) Faculty members and the Chair of the Faculty, who serves as Committee Chair. The Dean and the Senior Executive Dean of the School of Medicine will serve as non-voting, ex officio members of this committee. In addition, two representatives shall be elected by the faculty in the clinical series (who are not members of the Academic Senate), and these representatives shall be entitled to participate in the deliberations of the Committee and to vote on issues that are outside the responsibilities of the Academic Senate. For issues within the responsibilities of the Academic Senate, non-Senate Faculty are without the right to vote (as in Bylaw 1.2). These non-Senate elected representatives

ME5 Committees

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ME5.2 There shall be a Faculty Executive Committee consisting of at least eight (8) Academic Senate Faculty members and the Chair of the Faculty of the School of Medicine, who serves as Committee Chair with voting privileges. The Dean and the Senior Executive Dean of the School of Medicine will serve as non-voting, ex officio members of this committee. In addition to the members of the committee listed above, two representatives shall be elected by the non-Senate Faculty, and these representatives shall be entitled to participate in the deliberations of the Committee and to vote on issues that are outside the responsibilities of the Academic Senate. For issues within the responsibilities of the Academic Senate, non-Senate Faculty members are without the right to vote (as in
must hold at least half-time appointments in the Clinical Professor series of the School of Medicine.

**ME5.2.1** The Faculty of the School of Medicine shall elect representatives - four Senate members from the Division of Biomedical Sciences and four Senate members from the Division of Clinical Sciences, to the Faculty Executive Committee. If there are not enough Senate faculty members available from either Division, unfilled positions will be filled by members of the other Division.

**ME5.2.2** The term of office of members of the Faculty Executive Committee is two years, and these members are eligible for reappointment.

**ME5.2.3** Election of the eight (8) Senate members of the Faculty Executive Committee is as provided in chapter 7 of the Bylaws of the Riverside Division of the Academic Senate. For purposes of these elections, members of the Faculty Executive Committee are considered officers of the Faculty of the School. Members of the Faculty Executive Committee take office on September first of the academic year following their election at a regular election or immediately upon completion of the ballot count at a special election.

**ME5.2.4** Whenever the Faculty Executive Committee determines that a vacancy exists in its membership, the Secretary-Parliamentarian of the Riverside Division of the Academic Senate conducts an election in accordance with the prescribed procedure provided the vacancy is to last more than six months. A vacancy shall be declared to exist and the committee member considered to have resigned if she/he anticipates an absence from the committee of more than six months. Vacancies of six months or less are filled temporarily by appointment by the Chair of the Faculty with the advice and consent of the Faculty Executive Committee.

**ME5.2.5** The Faculty Executive Committee has the following functions:

**Bylaw 1.2.** These non-Senate elected representatives must hold at least half-time appointments in the Clinical Professor series of the School of Medicine.

**ME5.2.1** The faculty of the School of Medicine shall elect representatives - four Senate members from the Division of Biomedical Sciences and four Senate members from the Division of Clinical Sciences, to the Faculty Executive Committee. If there are not enough Senate faculty members available from either Division, unfilled positions will be filled by members elected from the other Division.

**ME5.2.2** The term of office of members of the Faculty Executive Committee is two years, and these members are eligible for reappointment.

**ME5.2.3** Election of the eight (8) Senate members of the Faculty Executive Committee is as provided in chapter 7 of the Bylaws of the Riverside Division of the Academic Senate. For purposes of these elections, members of the Faculty Executive Committee are considered officers of the Faculty of the School. Members of the Faculty Executive Committee take office on September first of the academic year following their election at a regular election or immediately upon completion of the ballot count at a special election.

**ME5.2.4** Whenever the Faculty Executive Committee determines that a vacancy exists in its membership, the Secretary-Parliamentarian of the Riverside Division of the Academic Senate conducts an election in accordance with the prescribed procedure provided the vacancy is to last more than six months. A vacancy shall be declared to exist and the committee member considered to have resigned if she/he anticipates an absence from the committee of more than six months. Vacancies of six months or less are filled temporarily by appointment by the Chair of the Faculty with the advice and consent of the Faculty Executive Committee.

**ME5.2.5** The Faculty Executive Committee has the following functions:
ME5.2.5.1 The Faculty Executive Committee has oversight of the educational program, academic welfare, and discipline of students in the School. Additionally, it has the power to bring before the Faculty of the School of Medicine and Riverside Division of the Academic Senate any matters that the Committee deems advisable.

ME5.2.5.2 The Faculty Executive Committee appoints and designates the Chairs of all other standing committees, and all special committees of the Faculty, unless otherwise directed at a meeting of the Faculty.

ME5.2.5.3 The Faculty Executive Committee acts finally for the Faculty (a) in the awarding of all degrees to students of the School in all cases which do not involve the suspension of regulations or that involve only minor adjustments in the curricula and (b) in the awarding of honors at graduation. The Committee is likewise empowered to act on petitions of students for graduation under suspension of the regulations. The Committee will report all degrees approved to the Riverside Division of the Academic Senate.

ME5.2.5.4 The Faculty Executive Committee makes recommendations to the Faculty in the establishment, modification, and discontinuation of all School instructional programs and curricula.

ME5.2.5.5 The Faculty Executive Committee acts for the Faculty in making recommendations to the Riverside Division of the Academic Senate regarding course and program changes.

ME5.2.5.6 The Faculty Executive Committee participates in all aspects of shared governance of the campus, and the Chair sits on the Executive Council of the Riverside Division of the Academic Senate.

ME5.3 There shall be a Medical Education Committee consisting of all pre-clerkship course coordinators, clerkship directors, and curricular thread coordinators, the Senior Associate Dean for Education and the Senior Associate Dean for Education and the Senior
Associate Dean for Student Affairs of the School (both ex officio, both voting), and two elected medical student representatives from each class (non-voting). All teaching faculty are welcome to attend and have the privilege of the floor, but unless in one of the categories above, do not vote.

**ME5.3.1** The duty of this Committee is to advise the Faculty Executive Committee on matters pertaining to the educational policy and curriculum of the UCR School of Medicine.

**ME5.4** There shall be a Medical School Admissions Committee consisting of the Senior Associate Dean for Student Affairs (ex officio, voting), a Chair, and a minimum of ten (10) additional faculty members appointed by the Faculty Executive Committee in consultation with the Senior Associate Dean for Student Affairs. All appointed members have the right to vote whether members of the Academic Senate or not.

**ME5.4.1** The duty of this Committee is to recommend to the Faculty Executive Committee the admission of students into the UCR School of Medicine. Members will be appointed annually, with no term limit.

**ME5.5** There shall be a Medical School Progress and Promotions Committee appointed by the Faculty Executive Committee composed of at least six (6) members plus a Chair, typically chosen from those who serve as pre-clerkship course coordinators or clerkship directors, with representatives of both Biomedical Sciences and Clinical Sciences faculty. The Senior Associate Dean for Education serves as an ex officio, non-voting member of this committee. Members shall be appointed annually, with no term limit. All appointed members have the right to vote whether members of the Academic Senate or not.

**ME5.5** There shall be a Medical School Progress and Promotions Committee appointed by the Faculty Executive Committee composed of at least six (6) members drawn from Senate or non-Senate Faculty plus a Chair, typically chosen from those Faculty members who serve as pre-clerkship course coordinators or clerkship directors. This committee shall include representatives of both Biomedical Sciences and Clinical Sciences Faculty. The Senior Associate Dean for Education serves as an ex officio, non-voting member of this committee. Members shall be appointed annually, with no term limit. All appointed members have the right to vote whether members of the Academic Senate or not.
ME5.5.1 The duty of this Committee is to recommend to the Faculty Executive Committee the promotion of medical students from the first year to the second year, from the second year to the third year, and from the third to the fourth year, as well as recommend students for graduation.

ME5.6 There shall be a Graduate Advisory Committee consisting of two Graduate Advisor(s) and three faculty members. One Graduate Advisor will be responsible for recruitment and admission of graduate students and the other Graduate Advisor will be responsible for enrolled student affairs. All Biomedical Sciences Graduate Program faculty members in good standing are eligible for service on the Graduate Advisory Committee. Graduate Advisors and other members of the committee are appointed by the Faculty Executive Committee in consultation with the Senior Associate Dean for Academic Affairs and Research. Appointments are made annually, with no term limit. The Faculty Executive Committee will also nominate the Graduate Program Director. This nomination shall be communicated to the Dean of the Graduate Division who consults with Senior Administration in the School before forwarding a nomination to the EVC/Provost. One or other of the Graduate Program Advisors may also serve as Graduate Program Director. The duty of the Graduate Program Director is to represent the Program within the School, as well as on campus. All appointed members have the right to vote whether members of the Academic Senate or not.

ME5.6.1 The duty of the Graduate Advisory Committee is to advise the Faculty of the School of Medicine on matters pertaining to Ph.D., M.D.-Ph.D. and M.S. degree programs.

ME5.7 There shall be a Volunteer Clinical Appointments and Advancements Committee. The Committee shall consist of three (3) faculty members employed by UCR, plus a Chair, and up to three (3) faculty members in the Volunteer Clinical Professor series. All appointed members have the right to vote whether members of the Academic Senate or not.

ME5.7 The duty of the Volunteer Clinical Appointments and Advancements Committee is to advise the Faculty of the School of Medicine on matters pertaining to Ph.D., M.D.-Ph.D. and M.S. degree programs.
whether members of the Academic Senate or not.

**ME5.7.1** The duty of this Committee is to advise the Faculty of the School of Medicine, the Dean, and Provost on appointments and advancement of clinical faculty to Volunteer Assistant, Volunteer Associate, and Volunteer Full Clinical Professor levels.

**ME5.7.2** This Committee is subject to the procedures of Volunteer Clinical Appointments as outlined in the Memorandum of Understanding of 9/2003 and subsequent changes that are approved by the Faculty of the School of Medicine, the Dean, and the Provost.

**ME5.7.3** Members of this Committee will be appointed by the Faculty Executive Committee of the School of Medicine, with renewable two year terms of service.

**ME5.8.** There shall be a Committee on Clinical Appointments and Advancements. The Committee shall consist of four (4) faculty members; three (3) faculty members from the Division of Clinical Sciences and one (1) faculty member from the Division of Biomedical Sciences. The committee shall elect its own Chair. All appointed members have the right to vote whether members of the Academic Senate or not.

**ME5.8.1.** The charge of this committee is to advise the Faculty of the School of Medicine, the Dean, and the Provost on appointments and advancements of non-Senate Clinical faculty to the Clinical Instructor, Clinical Assistant, Clinical Associate, and Clinical Professor

**ME5.8.2.** This committee shall be subject to the procedures of Clinical Appointments as outlined in the UCR SOM Clinical guidelines, and subsequent changes shall be approved by the Clinical Appointments and Advancements and Faculty Executive Committees, Dean, and

series. One (1) member shall be designated as Chair. All appointed members have the right to vote whether members of the Academic Senate or not.

**ME5.7.1** The duty of this Committee is to advise the Faculty of the School of Medicine and the Dean on appointments and advancement of clinical faculty to Volunteer Assistant, Volunteer Associate, and Volunteer Full Clinical Professor levels.

**ME5.7.2** This Committee is subject to the procedures of Volunteer Clinical Appointments, as outlined in the UCR SOM clinical guidelines.

**ME5.7.3** Members of this Committee will be appointed by the Faculty Executive Committee of the School of Medicine, with renewable two year terms of service.

**ME5.8.** There shall be a Committee on Clinical Appointments and Advancements. The Committee shall consist of four (4) Faculty members, Senate or non-Senate, of whom three (3) shall be drawn from the Division of Clinical Sciences and one (1) shall be drawn from the Division of Biomedical Sciences. The committee shall elect its own Chair. All appointed members have the right to vote whether members of the Academic Senate or not.

**ME5.8.1.** The charge of this committee is to advise the Faculty of the School of Medicine, the Dean, and the Provost on appointments and advancements of non-Senate Clinical faculty to the ranks of Clinical Instructor, Clinical Assistant, Clinical Associate, and Clinical Professor.

**ME5.8.2.** This committee shall be subject to the procedures of Clinical Appointments as outlined in the UCR SOM Clinical guidelines, and subsequent procedural changes shall be approved by the Clinical Appointments and Advancements and Faculty Executive
ME5.8.3. Members of the Committee shall be appointed with staggered starts and a three year term, by the Faculty Executive Committee in consultation with the Executive Dean of the School of Medicine.

ME6.1 Elections are conducted as specified in ME3.1.1, ME3.1.2, and ME5.2.3.

ME6.1.1 Balloting on measures referred to the whole Faculty of the School by action of a meeting of the Faculty are conducted by the Secretary-Parliamentarian of the Riverside Division of the Academic Senate following the provisions of chapter 7 of the bylaws of the Riverside Division of the Academic Senate.

ME6 Election and Balloting

ME6.1 Elections are conducted as specified in ME3.1.1, ME3.1.2, and ME5.2.3.

ME6.1.1 Balloting on measures referred to the whole Faculty of the School by action of a meeting of the Faculty will be conducted through a secure secret balloting process online, and the results shall be communicated to the Chair of the Faculty upon close of balloting. If appropriate to the subject of the ballot, Senate and non-senate votes will be counted separately.

ME7 Amendments and Suspensions of Bylaws and Regulations

ME7.1 These bylaws can be amended or suspended only as provided in chapter 6 of the bylaws of the Riverside Division of the Academic Senate and in ME4.1.3.

ME7.2 For aspects of the bylaws that are not the responsibility of the Academic Senate, as defined by Regents Standing order 105, initiative for amendment of the SOM bylaws may be taken by the SOM Faculty Executive Committee or by petition signed by five (5) or more members of the Senate Faculty of the SOM. Such amendments are to be submitted to the Senate Faculty of the SOM in writing at least five (5) days prior to a meeting, and amendment requires a two thirds majority vote of those faculty responding to a ballot. The results of any such referendum are conclusive, and the matter may not be reconsidered for a period of ninety (90) days.
Approved by the Academic Senate members of the SOM Faculty: 8/15/2013

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate and submits suggested revisions: 1/13/2014

Received by the Executive Council: 2/10/2014
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES

REPORT TO THE RIVERSIDE DIVISION

FEBRUARY 25, 2014

To be adopted:

PROPOSED SCIENCE FICTION AND TECHNOCULTURE STUDIES MINOR

PRESENT:  PROPOSED:

1. Upper-division requirements (24 units)

   a) Four (4) units from SFTS #### (intro)

   b) Sixteen (16) additional units, selected from the following groups. Students must take at least four (4) units from two of the three groups.

   GROUP ONE: Fine Arts; selected from CRWT 162; CRWT 172; MCS 146; MCS 151G; MCS 153 (E-Z); THEA 166C.

   GROUP TWO: Humanities; selected from CPLT 118; CPAC 132; ENGL 179A; ENGL 179B; ENGL 179C; ENGL 179D; ENGL 179T; JPN 184; HIST 105; HIST 107; HISA 147; PHIL 137; PHIL 167.

   GROUP THREE: Social Sciences; selected from ANTH 143; ANTH 162; WMST 106; WMST 161; WMST 185; WMST 187; WMST 189.

   c) Four (4) units from SFTS #### (senior seminar)

   All students must take the introductory course and the senior seminar. There is no required order in which elective courses
must be taken but credit in SFTS #INTRO is required for entry into SFTS##SEM.

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.

JUSTIFICATIONS:
This is a proposal for a new minor. The introductory course is required for entry into the senior seminar, but it is not required before taking the elective courses for the minor. A student may choose to do the introductory course after having already taken several courses that he or she later decides to organize into the minor by taking the required intro and seminar courses.

This program will build on the unique resource of the Eaton Collection of Science Fiction, the world’s largest archive of these materials, held here at UCR. Thus, it will create an STS program unique among those offered at other University of California campuses. As our letters of external report attest, the cultural study of science and technology is an integral part of twenty-first century education and this minor will coordinate already existing strengths in these fields across a number of departments in CHASS and provide an integrated experience for students. The program also builds on a distinctive expertise in science fiction on our campus, consolidating UCR’s already world-class reputation in this field.

Beginning in Fall 2013 a graduate Designated Emphasis in these areas of study enrolled its first group of students: the minor will both provide potential TA opportunities for these students and, reciprocally, the DE will offer the undergraduate students an opportunity to pursue research in these fields at the graduate level here at UCR.

APPROVALS:

Effective: Fall 2014
Approved by the SFTS Committee in Charge: 5/8/13
Approved by Executive Committee of CHASS: 10/2/13
Approved by CHASS Faculty: 10/16/13
Approved by the Committee on Educational Policy: 12/9/13
Proposal for Science Fiction and Technoculture Studies Minor

Committee in Charge
Rob Latham, English (Co-chair)
Sherryl Vint, English (Co-chair)
Jayna Brown, Ethnic Studies
Dana Simmons, History
Tamara Ho, Women’s Studies
Nalo Hopkinson, Creative Writing
Eric Schwitzgebel, Philosophy

Supporting Faculty
Derek Burrill, Media and Cultural Studies
Stu Krieger, Theatre
Margherita Long, Comparative Literature
Juliet McMullin, Anthropology
Yolanda Moses, Anthropology
Lisa Raphals, Comparative Literature
Robin Russin, Theatre
Chikako Takeshita, Women’s Studies
Susan Zieger, English

Purpose
The minor in Science Fiction and Technoculture Studies explores the intersections linking science fiction studies, science and technology studies (STS), and technoculture studies. Consistent with other STS programs around the country and internationally, this program will examine the histories and cultures of science, technology, and medicine to understand the role that culture has always played in the production of science and the reciprocal way that changes in science and technology have shaped culture. The program also uniquely emphasizes the role of popular culture and the genre of science fiction in particular in mediating public understandings of science, serving as an imaginative testing ground for technological innovation, and articulating hopes and anxieties regarding technocultural change. Drawing on faculty from across CHASS, the Science Fiction and Technoculture Studies minor will enable students to develop a critical understanding of the cultures of science and their dialectical exchanges with contemporary popular culture.

The program encompasses courses in the social study of science and medicine, in the history of technology, in creative expression addressing relevant themes, in cultural analysis of print and media texts dealing with science and technology, and in the cultural differences in technology, including non-western scientific practices. This minor will be a rich interdisciplinary study of cultural ways of responding to changes in science and technology, and will compliment program majors in departments such as Anthropology, Creative Writing, English, Ethnic Studies, Media and Cultural Studies, Theatre, and Women’s Studies.

Justification
This program will build on the unique resource of the Eaton Collection of Science Fiction, the world’s largest archive of these materials, held here at UCR. Thus, it will create an STS program unique among those offered at other University of California campuses. As our letters of external report attest, the cultural study of science and technology is an integral part of twenty-first century education and this minor will coordinate already existing strengths in these fields across a number of departments in CHASS and provide an integrated experience for students. The program also builds on a distinctive expertise in science fiction on our campus, consolidating UCR’s already world-class reputation in this field.
Beginning in Fall 2014 a graduate Designated Emphasis in these areas of study will enroll its first group of students: the minor will both provide potential TA opportunities for these students and, reciprocally, the DE will offer the undergraduate students an opportunity to pursue research in these fields at the graduate level here at UCR.

Administration
The minor will be administratively housed in the Department of English (the Chair indicates her support of this arrangement in the attached letter) and will be overseen by Rob Latham and Sherry Vint, faculty members hired specifically to develop curricular offerings in the field of science fiction. We do not anticipate any additional space needs for the program. Drs. Latham and Vint will advise students from their faculty offices, and the Department of English staff will request classrooms for our two courses as part of the administrative support.

As the attached letters of support from Chairs of all involved departments indicate, a number of Departments have agreed to occasionally release faculty from their programs to teach the two new courses we are proposing as part of this minor proposal: an Introduction to Science Fiction and Technoculture Studies and a senior Seminar in Science Fiction and Technoculture Studies (course proposals attached). Initially, either Rob Latham or Sherry Vint (co-chairs of the Committee in Charge) will staff these courses while the new degree is set up (the English department supports this staffing plan).

We anticipate that we would offer the Introduction to Science Fiction and Technoculture Studies course once per year, with an anticipated enrollment of 50-60 students. The Seminar in Science Fiction and Technoculture Studies will be offered only every second year, anticipating that every second year we will reach a critical mass of senior students ready to take the capstone course as they graduate. We anticipate an enrollment of 15-20 students in the senior seminar course. At this stage, we are requesting no new resources for this program, but should it prove more popular than estimated here support for TAs or Readers would allow us to expand enrollment. If this program were to receive its own funding in the future, we would be able to employ the graduate students in the Science Fiction and Technoculture Studies DE, thus using this program’s resources to help support graduate students as well as to support the minor.

All other courses required for the program are ones regularly offered and staffed by the relevant participating departments, as indicated in the attached letters of support from Department Chairs. We do not anticipate this new program will have any impact on existing programs since Drs. Latham and Vint were hired specifically to develop new curricula related to science fiction and since all other courses are ones already regularly offered by their home departments.

In its steady state, we anticipate this program granting 12-15 degrees a year.

The membership of the Committee in Charge will rotate on a biannual basis to allow participation in decisions from faculty from all participating departments. This committee will make decisions about course substitutions and other curricular program matters. Either Dr. Latham or Dr. Vint will remain a Chair of this committee in the foreseeable future, but this role could be taken over by other participating faculty if they have support to do so from their home department.
Curriculum
The minor consists of 24 credits, as follows:

1. SFTS ####: Introduction to Science Fiction and Technoculture Studies (4 credits)

This course is required to receive the minor but need not be taken prior to taking other relevant courses. It will be taught on a rotating basis by faculty across the supporting departments. This course will provide a foundation for interdisciplinary study for the students, and will emphasize the connections between STS and the study of science fiction.

2. 16 Additional Credits, selected from among the following courses. Students must take at least one course from two of the three lists.

Fine Arts list:


CRWT 172: Advanced Fiction Workshop (4). A workshop in fiction writing for students who wish to attempt, with criticism from class members, to fashion a collection of stories or a novel.

MCS 146 (E-Z): Special Topics in Technoculture and Digital Media (4). Advanced study of theories and practices of reader and audience interaction with technologies of cultural production in general and digital media in particular. Includes praxis-oriented composition or research. E. Identities and Interactions; F. Cultures and Technologies of the Visual; G. Cultures and Technologies of the Aural; I. Advanced Composition and Rhetoric for Digital Media Authors. Cross-listed with ENGL 146 (E-Z)

MCS 151G: Gender, Mechanization, and Shape (4). Utilizes film, video, and texts to examine the relationship among gender, mechanization, and shape during the twentieth century. Focuses on the performing arts, industrial and technological design, and the relationship of visual culture to changing notions of gender. Course is repeatable. Cross-listed with DNCE 171G.


THEA 166C: Screenwriting: Rewrites and Writing for Television (4). Explores the fundamentals of screenwriting. Includes story development, plotting, and characterization as they are used in creating a complete script for television or feature film.

Humanities list:

CPLT 118: The Alien as Other (4). Lecture, 3 hours; outside research, 3 hours. Considers the alien in science fiction studies as an image of both alterity ("Otherness") and a reflection on what it means to be human. Topics include alien contact, societies and languages, and the deliberate modifications of both humans and aliens. Utilizes short stories, novels, and film.
CPAC 132 Medical Traditions in China and Greece (4). This course focuses on the comparative history of science (medicine) in China and Greece. Cross-listed with AST 132, CHN 132, and CLA 132.


ENGL 179C: Science and Science Fiction (4). This new course is currently in the process of approval review. Investigates the relationship between science and science fiction and the role of culture in producing scientific knowledge. Readings include novels and scholarship in the history and sociology of science. Covers work by Nancy Kress, Greg Bear, Greg Egan, Thomas Kuhn, Donna Haraway, and Bruno Latour.

ENGL 179D: Science Fiction on Film (4). This new course is currently in the process of approval review. A historical survey of science fiction film and television from the twentieth century to the present. Includes reading in film and television criticism. Covers work by directors and creators such as Robert Wise, Stanley Kubrick, Gene Roddenberry and David Cronenberg. Cross-listed with MCS ####.

ENGL 179T. Studies in Science Fiction (4). Focuses on a specific theme, subgenre, period, movement, or major author within the field of science fiction. Explores topics such as science fiction and social identities, cyberpunk, and H.G. Wells and the scientific romance.


HIST 105: Science in the Modern World (4). History of science in the nineteenth and early twentieth centuries, stressing the rise of the Darwinian worldview, the genetic revolution and its social consequences, and the romantic rejection of science.

HIST 107: Disease and Society (4). Covers a world history of disease and how it relates to massive population change, cultural shocks, and globalization. Evaluates the complex and reciprocal relationship between illness and society. Analyzes how cultures, states, and individuals shape the spread of contagious disease, as well as how disease affects societies.

HISA 147: Medicine Ways of Native Americans (4). Explores the medical history of Native Americans. Focuses on traditional Native American medicine and how Western diseases, medical practices, health care, and policies influenced American Indian health. Topics include medicine people, rituals, ceremonies, smallpox, measles, influenza, anemia, accidents, diabetes, suicides, mental illness, and murders.

PHIL 137: Philosophy of Science (4). Topics discussed include understanding scientific objectivity in the light of history and sociology of science; realism and anti-realism about scientific theories; scientific methodology and its logic; and the nature of scientific explanation.

PHIL 167: Biomedical Ethics (4). A philosophical discussion of newly emerging issues, both ethical and social, in biology and medicine, such as genetic engineering, euthanasia, experimentation with human subjects, abortion, behavior control, and patient’s right to know.
Social Sciences list:

**ANTH 143: Gender, Race, and Medicine (4).** Explores the relationship between Western medicine and women, racial minorities, and non-Western citizens. Investigates how gender ideology, racial inequity, and colonialism shape the medical representation of bodies, sexuality, and pathology. Examines how patients have renegotiated their relationships with medicine through health movements and alternative healing practices. Cross-listed with WMST 185.

**ANTH 162: Culture and Medicine (4).** Interrelations of health, disease and culture; cross-cultural comparisons of “health,” “disease” and “curing” concepts; effects of cultural behavior on health and illness. Special focus on traditional societies and their belief systems, and on the effects of cultural change (historical and modern) on illness and curing.

**WMST 106: Feminist Bioethics (4).** An exploration of the ways in which feminist theory provides insight on contemporary issues in bioethics. Topics include women in clinical research, cosmetic surgery, abortion, contract gestation, fetal protection policies, and the politics of mental illness. Cross-listed with PHIL 171.

**WMST 161: Gender and Science (4).** Focuses on the intersections of Western constructions of gender and scientific knowledge since the sixteenth century. Considers the cultural and political roles of the scientist in terms of gender, the structuring of objectivity and objects of study, the status of scientific knowledges, and the emergence of feminist science studies.

**WMST 185: Gender, Race, and Medicine (4).** Explores the relationship between Western medicine and women, racial minorities, and non-Western citizens. Investigates how gender ideology, racial inequity, and colonialism shape the medical representation of bodies, sexuality, and pathology. Examines how patients have renegotiated their relationships with medicine through health movements and alternative healing practices. Cross-listed with ANTH 143.

**WMST 187: Women, Gender, and Technology (4).** Introduces historical and sociological studies of gender and technology. Examines how women have been affected by technological developments and how gender ideologies informed the design and implementation of various technologies. Explores the relations among technology, material culture, sustainability, and power. Technologies covered include those in the household, the workplace, and cyberspace.

**WMST 189: Gender, Technology, and the Body (4).** Examines various technologies that alter the body. Investigates how technological interventions in the body reproduce and reshape gender ideologies in contemporary Western culture. Topics include cosmetic, sex-reassignment, and weight loss surgeries; reproductive,

3. **SFTS ####: Senior Seminar in Science Fiction and Technoculture Studies (4 credits)**

This is a required, capstone course to receive the minor. It is expected that students would normally take this course in their final year of undergraduate study. This course will be taught on a rotating basis by faculty across the supporting departments. The Senior Seminar in Science Fiction and Technoculture Studies will provide students with the skills for formulating independent research questions in interdisciplinary cultural studies of science and science fiction.
May 6, 2013

To: The Committee on Educational Policy

From: Stephen Cullenberg, Dean, CHASS

RE: Proposed minor in Science Fiction and Technoculture Studies

I strongly support the proposal for a minor in Science Fiction and Technoculture Studies. The SFTS minor represents an important step in establishing UCR as the world leader in the study of Science Fiction and Technoculture. Recognizing the tremendous resource of the Eaton Collection of Science Fiction, I established three new faculty lines to build both a curriculum and research center in the field. These lines are now held by Professors Sherryl Vint and Rob Latham in English, the co-Chairs of the proposed program, and the prominent novelist, Nalo Hopkinson of the Creative Writing department. The interdisciplinary nature of the proposed minor, with its critical emphasis on the profound connections between science, technology and medicine on the one hand and popular culture on the other, offers students a unique opportunity to think broadly and deeply about questions that shape contemporary culture and society. The committee in charge includes faculty members from half of CHASS’s twenty departments, all of whom have strong research interests in the field and regularly teach the relevant courses. The resources for this program are already established in the College and the proposal thoughtfully organizes these resources into a meaningful course of study. Science Fiction and Technoculture, which includes literature, film, video games, and new media, is an area of broad popular interest among undergraduates. The introductory course will encourage students to a more thoughtful and critically engaged understanding of popular culture and serve as an important entryway to the minor.
New Courses
SFTS ####

**Course Title:** Introduction to Science Fiction and Technoculture Studies

**Course Description:** Investigates the relationship between science, technology, and medicine and the genre of science fiction. Emphasizes exchanges between technology and popular culture. Covers fiction by the likes of H.G. Wells, Kim Stanley Robinson, and Nancy Kress and critical readings by Steven Shafer, Donna Haraway, and Bruno Latour.

**Justification:** This course will be the foundational course for a new interdisciplinary program in Science Fiction and Technoculture Studies. The purpose of this program is to examine the productive interchanges between science and technology as intellectual and material forces shaping human experience and the mode of science fiction as a cultural form that responds to such changes.

Course is NEW.

Course is STANDARD type.

**Affects Programs:** Will be part of minor in Science Fiction and Technoculture Studies.

**Activities:** Lecture 3 hours per week (group activity)
Reading (Extra) 3 hours per week (individual activity)

**Prerequisite:** None.

**Grading:** Letter Grade or petition for Satisfactory/No Credit (S/NC)

**Repeatability:** No

**Syllabus**
Students will be required to attend regularly and participate in discussion. The writing assignments will consist of weekly quizzes, an in-class midterm exam (including short-answer and essay sections), and a final (7-8 page) paper in lieu of a final exam.

**Reading List:**
Grading:
   Attendance and Participation: 15%
   Quizzes: 25%
   Midterm Examination: 30%
   Final Paper: 30%

Tentative Schedule of Reading and Discussion

**Week One: Science Technology and Medicine Studies**
Hess, “Introduction” and “The Philosophy of Science: An Interdisciplinary Perspective”
Shapin, Steven. “Lowering the Tone in the History of Science: A Noble Calling.” Never Pure: Historical Studies of Science as if It Was Produced by People with Bodies, Situated in Time, Space, Culture, and Society, and Struggling for Credibility and Authority. Johns Hopkins UP, 2010. 1-14. [PDF on iLearn]
Extra Reading: H.G. Wells, The War of the Worlds

**Week Two: Science Fiction as Supplement to Science**
Hess, “Critical and Cultural Studies of Science and Technology”
Robinson, Galileo’s Dream.
Extra Reading: C.P. Snow, The Two Cultures

**Week Three: Hard Science Fiction and Strong Science Studies**
Hess, “The Institutional Sociology of Science” and “Social Studies of Knowledge”
Slonczewski, The Highest Frontier
Extra Reading: Geoff Ryman (ed), When It Changed: “Real Science” Science Fiction

**Week Four: The Changing Cultures of Technology**
The Thing From Another World (Nyby 1951) [film screening]
Extra Reading: John W. Campbell, “Who Goes There?” and screening of other two adaptations of this story, The Thing (Carpenter 1982) and The Thing (van Heijningen 2011)
Week Five: Science and Gender
Midterm Examination (administered in class)

Week Six: Postcolonial Science
Vizenor, *Heirs of Columbus*
Extra Reading: Gerald Vizenor, *Manifest Manners: Narratives on Postindian Survivance*

Week Seven: Science Studies as Science Fiction
Latour, *Aramis*

Week Eight: Science Fiction as Science Studies
Kress, *Fountain of Age*
Extra Reading: Margret Grebowicz (ed), *Sci-Fi in the Mind’s Eye: Reading Science Through Science Fiction*

Week Nine: AI, Cognition, Cybertheory
Kurzweil, Ray. “Achieving the Software of Human Intelligence: How to Reverse Engineer the Human Brain.” *The Singularity is Near.* Pengeion, 2005. 143-204. [PDF on iLearn]
Egan, *Permutation City*
Extra Reading: Mark Dery, *Escape Velocity: Cyberculture at the End of the Century*
Week Ten: Genomics, Biotech Futures


Varley, *Slow Apocalypse*

Extra Reading: Sheila Jasanoff, *States of Knowledge: The Co-production of Science and Social Order*
Course Title: Seminar in Science Fiction and Technoculture Studies

Course Description: Develops skills in the formulation and investigation of research questions in science fiction and technoculture studies. Synthesizes and integrates knowledge and skills obtained in the minor. Includes a major research project and presentations by guest speakers.

Justification: This course will be the capstone experience for a new interdisciplinary program in Science Fiction and Technoculture Studies. The purpose of this program is to examine the productive interchanges between science and technology as intellectual and material forces shaping human experience and the mode of science fiction as a cultural form that responds to such changes.

Course is NEW.

Course is SEMINAR type.

Affects Programs: Will be part of minor in Science Fiction and Technoculture Studies.

Activities: Seminar 3 hours per week (group activity)
Reading (Extra) 3 hours per week (individual activity)

Prerequisite: Introduction to Science Fiction and Technoculture Studies

Grading: Letter Grade or petition for Satisfactory/No Credit (S/NC)

Repeatable: No

Syllabus
Students will be required to attend regularly and participate in discussion. The writing assignments will consist of a seminar presentation on individual research accompanied by a written script submitted to the instructor, and a major research paper (12-15 pages) in lieu of a final exam. The extra reading for each week of the course will be assigned at the beginning of term and will draw on materials relevant to the students’ research projects and in general will be fictional texts chosen for their relation to the week’s theme. In addition extra essays may be added related to the topics addressed by guest speakers in the weeks that the class hosts such a speaker.

Reading List:

Grading:
- Attendance and Participation: 25%
- Presentation: 25%
- Final Paper: 50%

Tentative Schedule of Reading and Discussion

**Week One: Science Technology and Medicine Studies**
Steven Shapin, *The Scientific Life*

**Week Two: Technoculture**
Simon Cooper, *Technoculture and Critical Theory*

**Week Three: Science Fiction and Technoculture**
Vivian Sobchack, *Carnal Thoughts*

**Week Four: Comparative Traditions of Technoscience**
Helaine Selin, *Medicine Across Cultures*

**Week Five: Creative Responses to Technoculture**
David Kirby, *Lab Coats in Hollywood*

**Week Six: Bioscience, Bioethics**
Marsha Rosengarten, *HIV Interventions*

**Week Seven: Science Fiction as Heuristic**
Rabinow and Bennett, *Designing Human Practices*

**Week Eight: Student Research Presentations**
Bruno Latour, *Politics of Nature*
Week Nine: Student Research Presentations  
Ziegler, Seed

Week Ten: The Dialectics of Culture and Science  
Reading TBD by student projects.
Letters of Support from Chairs
Sherryl Vint <sherrylv@ucr.edu>

Fwd: SFTS Minor and DE updates -- ACTION REQUIRED

Sherryl Vint
Professor of Science Fiction Media Studies
sherrylv@ucr.edu
Editor, Science Fiction Studies
Editor, Science Fiction Film & Television
Receive regular Table of Contents alerts here: https://liverpool.metapress.com/content/1x6q/to-c-alert

Begin forwarded message:

From: Sang-hee Lee <shlee@ucr.edu>
Subject: Fwd: SFTS Minor and DE updates -- ACTION REQUIRED
Date: 10 February, 2013 7:20:02 AM PST
To: Sherryl Vint <sherryl.vint@ucr.edu>
Cc: Juliet M McMullin <juliet.mcnullin@ucr.edu>, Yolanda Moses <yolanda.moses@ucr.edu>

Dear Professor Vint,

The Anthropology Department agrees to the listing of its courses (ANTH 143 and ANTH 162) for credit in the new minor in Science Fiction and Technoculture Studies, and that it will continue to offer these course regularly.

The affiliated faculty from the Department (Professors McMullin and Moses) could be released to teach one of the SFTS courses at times.

Please let me know if this email is enough, or if you prefer a formal memo.

Sincerely,

Sang-Hee Lee
Associate Professor and Chair
Department of Anthropology
University of California, Riverside
Riverside, CA 92521-0418, USA
From: Thomas Scanlon  
Chair, Department of Comparative Literature and Foreign Languages  

To: Sherryl Vint  
Re: Science Fiction Technoculture Studies Minor  

February 10, 2013  

This is a letter that states that the Comparative Literature and Foreign Languages Department is in support of the Science Fiction and Technoculture Studies Minor program.  

We support CHI/RLST 107 (Taoist Tradition), PHIL 110 (Asian Philosophy) and CPAC 132 (Traditional Chinese and Hippocratic Medicine) being listed as giving credit to the Science Fiction and Technoculture Studies minor. These courses provide background on the Asian philosophy and religion that is central to some currents of Science Fiction.  

We also plan to convert existing graduate courses to upper-division undergraduate courses in the near future, and support upper-division versions of CPLT 274 (Representations of Science in Literature), CPLT 272 (Origins and Promise of Science Fiction), and CPLT 273 (Genre and Method in Science Fiction Studies) being listed as giving credit in the Science Fiction and Technoculture Studies minor.  

We will offer these courses regularly.  

We are willing to release Lisa Raphael occasionally to teach a designated SFTS course.  

Sincerely,  

Thomas Scanlon, Professor  
Chair, Department of Comparative Literature and Foreign Languages
TO: Dr. Sherryl Vint & Rob Latham, Co-chairs
    Committee in Charge - SFTS Minor Proposal

FROM: Andrew Winer
      Chair, Department of Creative Writing

DATE: February 14, 2013

RE: Memo of Creative Writing's support of SFTS Minor proposal

In line with our full support of the proposed Science Fiction and Technoculture Studies Minor, the Department of Creative Writing agrees to following:

1) The listing of CRWT 162 and CRWT 172 for credit in the SFTS Minor.

2) Regularly offering CRWT 162 & CRWT 172.

3) Release SFTS-affiliate, Professor Nalo Hopkinson, to occasionally teach a SFTS course.
February 21, 2013

To: Chair, Committee on Educational Policy, Academic Senate

Via: Sherryl Vint and Rob Latham, SFTS Program Co-Chairs

From: Deborah Willis, Chair, Department of English

Re: Science Fiction and Technoculture Studies Minor

The English Department strongly supports the establishment of a minor in Science Fiction and Technoculture Studies and is happy to provide an administrative home for it. This minor will take advantage of the extraordinary resources UCR now has available for the study of science fiction and technoculture. The College of Humanities, Arts, and Social Sciences now has a distinguished cluster of faculty with expertise in this interdisciplinary area, and students will be able to take advantage of UCR’s internationally renowned Eaton Collection of Science Fiction and Fantasy, the biannual Eaton Science Fiction Conference, and numerous events sponsored by the Center for Ideas and Society and individual departments. This minor will have wide appeal to undergraduates across campus and it will help to make UCR a destination campus for study in this area, useful in recruitment. No other campus in the UC system can match the distinguished faculty or resources that UCR has in this area, and offering this minor is an excellent way to build on this strength.

The English Department is a good choice for the administrative home of this program. The co-chairs, Sherryl Vint and Rob Latham, are both English Department professors, and they will be advising students about coursework as well as monitoring course offerings in the participating departments. Our Undergraduate Staff Advisor, Linda Nellany, can provide the staff support needed to check requirements and ensure that students get proper credit for the minor on transcripts. Since the co-chairs will be providing a lot of hands-on management especially in the early phase of the program, it makes sense to have a staff support person available in their own building and department. Our Undergraduate Faculty Advisor, John Ganim, also supports this proposal and will provide additional assistance as needed.
Dear Profs. Sherryl Vint and Rob Latham:

I write in my capacity as Chair of Ethnic Studies to support the Proposal for a Science Fiction and Technoculture Studies Minor. After reviewing the proposal, and discussing it with my departmental colleague Jayna Brown, I have reached the conclusion that such a Minor will support the undergraduate mission of CHASS and contribute breadth, depth, and signature intellectual quality to the scholarly life of the university. Please consider the Dept. of Ethnic Studies as standing in support of this proposal.

Sincerely,

Dylan Rodriguez  
Professor and Chair  
Department of Ethnic Studies  
University of California, Riverside  
Riverside, CA, 92521  
Email: Dylan.rodriguez@ucr.edu  
Mobile: 951-756-4713
March 17, 2013

Dear Professors Vint and Latham:

I write to confirm the participation of our faculty member, Dana Simmons, in the new “Science Fiction and Technoculture Studies” minor. The History department cannot release faculty to teach in other departments but we are happy to collaborate by pledging to offer on a regular basis two courses (History 107 Disease and Society and History 105 Science in the Modern World) which we understand will fulfill certain requirements in the minor. We wish you best of luck in what looks like a most interesting minor and one sure to attract much interest among our undergraduates.

Yours,

James Brennan
Professor and Chair
From: Keith Harris

To: Sherryl Vint

Re: Science Fiction Technology Studies Proposal

February 10, 2013

This is a letter that states that the Media and Cultural Studies Department is in support of the Science Fiction and Technology Studies Minor program. We support MCS 146: Special Topics in Technoculture and Digital Music, MCS 151G Gender, Mechanization and Shape, and MCS 153: Digitized Bodies being listed as giving credit in the Science Fiction and Technoculture Studies minor. We will continue to offer these courses.

We are also willing to release Derek Burrill occasionally to teach a designated SFTS course.

Sincerely,

[Signature]

Keith Harris
Associate Professor
Chair, Media and Cultural Studies Department
UC Riverside
Riverside, CA 92506
February 1, 2013

Professor Sherryl Vint
Professor of Science Fiction Media Studies
University of California at Riverside
Riverside, CA 92521-0323

Dear Professor Vint,

The Department of Philosophy is happy to have Philosophy 134: Philosophy of Mind, Philosophy 137: Philosophy of Science, and Philosophy 167: Biomedical Ethics listed as giving credit in the Science Fiction and Technoculture Studies minor. These are all courses that we offer and will continue to offer on a regular basis. We are also happy to release Eric Schwitzgebel occasionally to teach a designated SFTS course.

Please let me know if you need anything more from our department.

Sincerely yours,

Andrews Reath
Chair, Department of Philosophy
TO: Sherryl Vint and Rob Latham  
FROM: Stu Krieger, Theatre Department Chair  
February 1, 2013

Dear Sherryl and Rob,

I am writing this letter on behalf of the Department of Theatre to express our support for the proposed minor in Science Fiction and Technoculture Studies to be added to the curriculum of the University of California, Riverside.

The Department of Theatre agrees to participate by offering our course, THEA 166C, *Rewrites for Screen and Television*, as part of the regular rotating curriculum for this minor. The course offers students the opportunity to develop the plots, structure and characterizations for stories of their choosing. It is ideally suited to be adapted in the appropriate quarters to focus specifically on science fiction writing for film and television. While this is an undergraduate class, our MFA students would also be able to be admitted with an additional component of work earning them the appropriate 292 credit.

We also would be willing to allow affiliated faculty a release to teach a class in the SFTS program as needed, with the understanding that all supporting faculty will share this burden on a fair and reasonable basis.

Given the vast resources already available on campus, and the enormous popularity of science fiction work in literature and the cinematic arts, we strongly believe the Science Fiction and Technoculture Studies minor has the potential to be a groundbreaking program. The fact that it is designed to draw on CHASS faculty from many different areas of expertise will provide an exciting opportunity for our students to be exposed to a wide and varied sampling of the talented UCR professors.

Please let me know if there is anything else I can do to help move this program forward.

Best,

Stu Krieger
TO: Prof. Sherryl Vint, English Dept.
FR: M. Waller, Chair, Women’s Studies Department
RE: Support for Science Fiction Minor

Dear Sherryl,

I am writing to confirm our strong departmental support of the proposed minor in Science Fiction and Technoculture Studies (SFTS) at UCR. The Women’s Studies Department is in the process of developing proposals for B.S. programs focused on Gender and Sustainability Studies and Gender and Health Studies. These proposed undergraduate tracks and our proposed graduate program would have areas of overlap and shared interests with the proposed minor and designated emphasis in Science Fiction and Technoculture Studies; hence, our great interest and support of this proposal.

Among our courses, WMST 106: Feminist Bioethics, WMST 161: Gender and Science, WMST 185: Gender, Race, and Medicine, WMST 187: Women, Gender, and Technology, and WMST 189: Gender, Technology, and the Body would fit well within the SFTS program. Chikako Takeshita teaches these courses regularly, on rotation with other core WMST courses. Tamara Ho also has direct interests in Science Fiction (evidenced by her Winter 2010 CHASS Connect course “The Feminine Fantastic: Gender, Science Fiction, and Futurity,” which she plans to propose as a regular WMST course). Other WMST faculty with interests in environmentalisms and sustainability are also developing undergraduate course proposals focused on the political economies of food and biopower that might also support the SFTS minor. In the future, WMST faculty who are affiliated with SFTS program might, in principle, be released to teach one of the SFTS undergraduate or graduate courses as long as the department is able to cover our own curricular and teaching responsibilities.

Sincerely,

Marguerite Waller
Chair, Department of Women’s Studies
Professor of Women’s Studies and Comparative Literature
UC Riverside
External Letters of Support
To the Committee in Charge,

I’m writing to fully support the proposed minor field of study in the field of Science Fiction and Technoculture. To quickly establish my bona fides, I’m the author of *Terminal Identity: The Virtual Subject in Postmodern Science Fiction*, which was not only one of the first book-length explorations of what came to be called “cyberculture,” but which is, astonishingly, still in print two decades after its initial publication. My subsequent research has explored the intersections of technology and the body in the realm of popular media. I’ve also taught numerous courses on SF literature and film.

I’m not sure whether the purpose of this letter is to justify the field of study itself, or whether it’s the specific proposal that needs support. I’m happy to address both.

The centrality of science fiction to contemporary thought cannot be overstated. We live in a world that has, for some decades, seen itself as science fiction. The rate of technological advance continues to accelerate, technologies become ever more intimate and enmeshed in all aspects of our daily lives, relationships are increasingly mediated through technological means, and issues of climate change and income disparities loom over all. Students are simultaneously hyper-aware of technology in their lives and rather blasé about it. Science fiction has, for a much longer period, enabled people to think about technological change as well as consider means of change and adaptation to altering circumstances. It defamiliarizes technological culture. One could see at least a part of the genre of science fiction as a set of thought experiments, positing the impact of change on societies, psychologies, and ecologies. Science fiction becomes a kind of philosophical toy that has frequently operated far in advance of more traditional disciplines — including philosophy and sociology. It is as much a way of thinking about the world as it is a literary/filmic genre.

With this in mind, the proposed new minor looks ideal in that it takes science fiction out of the English department and places it in dialogue with other areas, including histories of science and technology, film and media production, digital culture, and such interdisciplinary areas as “Gender, Mechanization and Shape.” This respects the power that science fiction has as a tool for making sense of technological change. It also sends students (read: “science fiction nerds”) out into the university where they will encounter the real-world implications — ethical, political, ecological — of this “escapist” fictional mode. I’ve taught a course at Stanford called “Cyborgs and Synthetic Humans” that attracted SF fans who gradually realized that they were studying issues of gender and power... but by then it was too late.
I’m also delighted to see that the products of the proposed curriculum will include both scholarly papers and works of fiction, and this is something that could be extended to include product designs, visual works, and performance pieces. This could encourage students to work outside their comfort zones and collaborate with others with different student profiles (a filmmaker working with an historian of science, for example). Without going overboard, I think that some more attention to, say, final projects in some courses, such as WMST 189: Gender, Technology, and the Body could be really productive.

The roster of existing classes that will be included in the minor looks very complete, assuming enough of them are taught frequently enough. I’m glad to see both introductory and capstone courses in the minor — with luck, this will help foster some cohesion among the students, despite this being only a minor.

The minor therefore looks both viable and exciting; I’d be delighted to see such an initiative at Stanford, and envy the faculty and students who will be involved in the first years of this venture. I hope my letter proves helpful.

Sincerely,

Scott Bukatman
Professor, Film and Media Studies
February 4, 2013

Professor Rob Latham, English (Co-chair)
Professor Sherryl Vint, English (Co-chair)
Co-chairs of the Committee in Charge, Science Fiction and Technoculture Studies
University of California, Riverside

Dear Colleagues,

It is a pleasure to provide a highly positive evaluation of the proposal for a minor at UC Riverside in Science Fiction and Technoculture Studies. This fine interdisciplinary, interdivisional minor has a deep and diverse cooperating faculty and a thick, rich set of relevant courses. I find the structure of the minor, with required introductory course and capstone seminar and courses selected from arts, humanities, and social science divisions to be well thought out and academically sound. There is more than enough here to support an excellent minor in a generative vein of culture and science. I am particularly drawn by the courses described as currently under review (Science & Science Fiction and Science Fiction on Film), but there are many courses I would love to take and would surely advise my students to take. The multicultural, historically situated mode of attention is strong; and national ecologies, genders, racial difference, media, and genres all get solid attention in a range of courses. Offerings emphasize both analytical and expressive skills.

It is widely recognized that UC Riverside has long been a leader in science fiction studies and that this UC campus has a rich record in science and technology studies and history of science. It is a pleasure to see these strengths, added to others at UCR, especially in the Fine Arts Division, come together for students with this new minor.

In summary, in my judgment this well designed minor is of high quality, adds an important interdisciplinary offering to the curriculum at UCR, and also adds to and complements offerings in other institutions in southern California and UC broadly.

Sincerely yours,

Donna J. Haraway
Distinguished Professor Emerita
February 4, 2013

Professors Rob Latham and Sherryl Vint
English Department
University of California, Riverside

Dear Rob and Sherryl,

I am delighted to support your initiative in creating a minor in Science Fiction and Technoculture Studies. As you know, Science and Technology Studies (STS) is now well established as a discipline. The University of California, San Diego is one of the preeminent leaders in this field, along with programs in STS at University of California, San Francisco focusing on medicine, the interdisciplinary program in Rhetoric at the University of California, Berkeley, which for a time boasted having Evelyn Fox Keller on its faculty, an international star in this area, and the University of California, Davis's program in Technoculture Studies, under the direction of Douglas Kahn. Your initiative, then, will join a distinguished group of UC programs in this area, as well as programs at such other leading universities as Harvard's History of Science program and Duke's Center for Science, Technology and Culture.

The mainstream nature of the "Technoculture" part of your minor notwithstanding, its unique feature is joining science fiction with technocultural studies. The role of science fiction, as a popular culture genre, in mediating scientific and technical work for a wider general audience has long been recognized, not only by science fiction scholars but by scientists themselves. Indeed, Richard Feynman in his seminar speech envisioning nanotechnology, "There's Plenty of Room at the Bottom," drew on science fiction texts in order to imagine how this new technology might work. As you know, there are myriad other instances where science fiction texts have been crucially important in forecasting, explaining, and interpreting scientific and technical breakthroughs, with the result that they are frequently able to exert significant influence on how legislators, regulators, and other stakeholders think about the issues. To my knowledge, the kind of fusion you propose between science fiction studies and STS, although prominent in science fiction scholarship, has not been formally proposed as a basis for an academic program. This is a cutting-edge move that will establish a precedent other universities may well wish to follow.
For all these reasons, I am very enthusiastic about your initiative and look forward to its development as you move forward. It's a brilliant idea, and perfectly suited to UC Riverside, with its extensive Eaton Collection of rare science fiction texts, its history of supporting science fiction scholarship, and its leadership in sponsoring national and international conferences in this area.

Sincerely yours,

N. Katherine Hayles
Professor and Director of Graduate Studies, Literature Program, Duke University
Distinguished Professor Emerita, University of California, Los Angeles
Professor Sherryl Vint
Professor Robert Latham
Co-Chairs of the Committee in Charge
Minor in Science Fiction and Technoculture Studies

Dear Professor Vint and Professor Latham,

I am delighted to write in strong support of the proposal for a new minor in Science Fiction and Technoculture Studies at UC Riverside. The proposal maps out an exciting and robust field of inquiry at the intersection of science and technology studies (STS), science fiction studies, and media studies. For students enrolling in this minor program, the range of topics and innovative methods emphasized by the coursework will provide crucial analytic skills and perspectives on the cultures of knowledge production in our increasingly high-tech world. To me, a program of this nature seems absolutely essential today. More and more, students need and want this kind of critical foundation for understanding the feedback loops between technoscience, speculative discourse, and everyday culture. Your proposal excellently builds on the curricular formats of similar programs, both in the University of California and elsewhere, while also pursuing fresh and original configurations of emerging knowledge and pedagogy that will surely attract students to UC Riverside.

In the University of California system, currently only UC Davis offers an undergraduate major in Science & Technology Studies (STS). UC San Diego offers a minor in STS, and a number of the other campuses offer undergraduate coursework and programs in cognate areas (history and philosophy of science, and so forth). UC Berkeley offers an undergraduate “course thread” to help students navigate the various offerings of STS-related courses across a variety of departments (an institutional challenge faced by many interdisciplinary fields). There are also a few graduate-level programs in the system that focus on cultural, social, historical, anthropological, or philosophical approaches to science and technology. These STS-related programs and initiatives in the UC system are loosely connected through the University of California STS Network, and various system-wide activities bring together faculty and students on an annual basis, such as the UC STS Network Summer Retreat in Marin County. The specific area of technoculture studies is currently less institutionalized, especially at the undergraduate level. UC Davis offers a major and minor in Cinema and Technocultural Studies (featuring two separate tracks—either “Film Studies” or “Technocultural Studies”—but we are in process of merging them into a single track). There are a number of media and film studies majors and minors throughout the system, as well, but none with such a specific focus on intersections of scientific culture and media technologies. Yet although there are some similar programs in the UC and elsewhere, the minor that you are proposing for UC Riverside is rather unique.

February 25, 2013
Indeed, the minor in Science Fiction and Technoculture Studies proposed at UC Riverside seems smartly designed to draw together best practices for training undergraduates in STS and media studies, while also bringing together the formal study of science fiction across different media (literature, cinema, games, etc.). To be sure, the methods and research topics of STS and science fiction studies often overlap to an extensive degree, and they benefit from each other’s perspectives tremendously. Understanding how the cultural work of science fiction both shapes and is shaped by the history of science and innovation seems absolutely essential to me, and it is an exciting area of research today. I am not aware of any other undergraduate program, in the UC or elsewhere, that so proactively and richly converges these areas.

The course offerings in the minor, distributed among an impressive assortment of departments and programs, will give students a range and depth of knowledge about the relations of science fiction, media culture, and technoscience that promises to be unrivaled. It is an inspiring and well-conceived program, and I wholeheartedly endorse the proposal. I think it could prove to be a model for the future of interdisciplinary media studies and science studies.

Warm regards,

[Signature]

Colin Milburn, Ph.D.
Gary Snyder Chair in Science and the Humanities
Associate Professor of English and Science & Technology Studies
Director, Humanities Innovation Lab
University of California, Davis
To:
Dr. S. Vint and Dr. R. Latham
Department of English
University of California, Riverside
Riverside, CA 92507

Dear Professors Latham and Vint,
I write in support of the Proposal for the UC Riverside Science Fiction and Technoculture Studies Minor.

The proposed Minor will play an important role in promoting research in Science Fiction Studies, and in putting UC Riverside on the map in an important emerging discipline. By examining the histories and cultures of science, technology, and medicine, students will come to better understand the role that culture and science influence each other.

I would be proud to be part of the new minor’s extended interdisciplinary constituency, in the southern California circuit of science fiction studies. The minor will provide an important home for interdisciplinary collaborative work. Its role in programming is not replicated by existing majors or minors. My own research addresses South Asian science, technology and history, with an emphasis on the global politics and cultures of scientific knowledge. Thus the exploration of changing forms and applications of scientific knowledge is central to my own research. I will value the proposed minor, as an individual researcher, as well as in my capacity as a UC faculty member and mentor of undergraduate and graduate students.

Please do not hesitate to contact me via email (kphilip@uci.edu) if I can provide any other information for your consideration.

Sincerely,

Kavita Philip

Associate Professor, History
University of California, Irvine, CA 92697
kphilip@uci.edu
www.humanities.uci.edu/critical/kp
January 28, 2013

Dr. Sherryl Vint
Dr. Rob Latham
Co-Chairs, Committee in Charge of the Minor
In Science Fiction and Technoculture Studies
Department of English
University of California-Riverside
Riverside, CA 92507

Dear Professors Vint and Latham:

I am very happy to have had a chance to review your proposed minor in Science Fiction and Technoculture Studies. It is indeed a model of the best kind of work linking STS and cultural studies/science fiction studies, and should be a significant asset to your English Department offerings, not only because it is certain to attract student interest, but because it opens up a whole realm of courses that consider the agency of literature as an important medium of scientific, social and technological inquiry.

There is so much to admire in the way you have constructed this program: its interdisciplinary breadth, its attention to providing adequate context in the Humanities and Social Sciences for science fiction literatures, and in particular (from my perspective) its look at the full range of STEM issues (science, technology, ethics and medicine) as they play out (and are predicted and addressed) in science fiction.

Your decision to include creative writing, media studies, film and television writing as part of this minor is another original touch. I was pleased to see that you offer one class that includes a discussion of manga and comics (JPN 184: Japanese Media and Cultural Studies). Given the wide range of contemporary comics dealing with science fiction issues, from Charles Burns's Black Hole (2008) to Brian Fies's Whatever Happened to the World of Tomorrow (2012) and Grant Morrison and Frank Quitely’s We 3 (2004), I suggest that in the future you may wish to add courses on Graphic Medicine and Comics as Science Fiction. But those require time to obtain approval, and so they are merely aspects to work for. I admire the entire roster of Fine Arts list of courses, and will wager that you draw students in by that route who then move over to the Humanities and Social Sciences modes of analysis, and vice versa. And more importantly,
anyone who wants to understand science fiction in the current moment simply has to explore the media of fiction, film, and gaming.

I admire this course list and this ambitious and wide-ranging proposal, and wish you success in what is clearly at the cutting edge (if not the bleeding edge, if you'll pardon that term) of university programs in science fiction studies.

With my congratulations and very best wishes,

Yours sincerely,

Susan Squier
Julia Brill Professor of Women’s Studies and English
The Pennsylvania State University
University Park, PA 16802