

# Agenda

CALS Curriculum Committee Meeting  
Tuesday, January 28th, 2013, 12:00 p.m.  
250 Agricultural Hall

\_\_\_ Randy Jackson, Chr (2014)

\_\_\_ Jeri Barak, (2014)

\_\_\_ Bill Bland, (2014)

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\_\_\_ Jack Kloppenburg, (2015)

\_\_\_ Ahna Skop, (2016)

\_\_\_ Susan Smith, (2016)

\_\_\_ James Steele (2016)

\_\_\_ Masarah Van Eyck, (2015)

## **CALS Ex Officio:**

\_\_\_ Sarah Pfatteicher

\_\_\_ Phil Gonsiska

## **CASI Ex Officio:**

\_\_\_ Chris Day

## **Student Reps:** \_\_\_ Matt Olson

\_\_\_ Taylor Fritsch

## **UP&S Office:**

\_\_\_ Susan Gisler

\_\_\_ Andrea Sottile

## MINUTES

### November 26, 2013 minutes

## COURSE PROPOSALS

### **A A E 780: Research Colloquium**

**Lead: Jeri**

**New Course**, effective Spring 2015. Seminar course to help AAE Ph.D. students write their dissertation proposal. Will be required course.

### **F&WE 672: Historical Ecology**

**Lead: Bill**

**New Course**, effective Spring 2014 (?). Multidisciplinary discussion course for seniors and graduate students covering the “importance of past events for current ecosystems”.

### **Hort 372: Colloquium in Organic Agriculture**

**Lead: Ahna**

**Course Change**, effective Spring 2015. Requesting L&S Breadth designation B-Biological Science.

### **Hort 374: Tropical Horticulture**

**Lead: Ahna**

**Course Change**, effective Spring 2015. Requesting L&S Breadth designation B-Biological Science.

### **Sociology proposals—See attached spreadsheet.**

**Lead: Jack**

**Course Changes + one course discontinuation.** Sociology department course and curriculum realignment. CALS is supplemental approval only.

**CALS Curriculum Committee Meeting  
November 26, 2013**

Present: Jackson, Barak, Bland, Brown, Steele, Van Eyck, Pfatteicher, Gonsiska, Day, Olson, Ferrick, Gisler, Sottile

Absent: Kloppenberg, Skop, Smith, Fritsch

**MINUTES**

- Motion to approve minutes from Oct. 22, 2013: Steele, Olson – passed

**NON-COURSE PROPOSALS**

- Pass/Fail Policy
  - Adjust CALS pass/fail policy to align with campus policy. Seems to be of benefit to students, especially when transferring into CALS from other schools/colleges on campus
  - Motion to approve: Brown, Bland – passed
- CALS International Certificate
  - Very few students have declared it and done it, but the certificate hasn't been advocated much in lieu of the campus-wide Global Health certificate.
  - Since we have had fewer than 5 students in the past 5 years, we are mandated to review the certificate.
  - Perhaps consider how to add international requirements to CALS requirements at large and not just within a certificate.
  - Suspension of admission is not reflective of the lack of importance of international opportunities on behalf of CALS
  - Motion to approve: Steele, Brown
  - Motion to withdraw the above motion: Steele, Brown – passed
  - Discussion will be forwarded to APC
  - Discussion:
    - Strategic plan includes examination of international posture of CALS
    - Global agriculture on the rise, so discontinuation is unfortunate
    - Will be suspended until International Programs report comes back, but perhaps we shouldn't act at all until the report comes back
    - Given student numbers the last 5 years it's hard to see the certificate as valuable, but perhaps the numbers are a reflection of lack of resources instead

**COURSE PROPOSALS**

- BIOCHEM 620
  - Only wish to change cross-listing; it's an administrative restructure
  - Motion to approve: Bland, Barak – passed
- ENTOM 354

- New course. One-week. One credit. Taught by staff from Horticulture and Plant Pathology. There is some overlap with a course in Plant Pathology, but said course doesn't include weed identification. Purpose of class is to prep students for the WI Certified Crop Advisors exam.
- Motion to approve: Barak, Bland – passed
- Discussion:
  - Used to be a special topics course and the course ran really well
  - May be added to the FISC timetable
- ENTOM 711
  - Grad level course; 2 credits; 14 weeks; two-hour class with first hour lecture/discussion and second hour lab. Pre-reqs are STATS 571 and 572
  - Motion to approve: Brown, Barak – passed
  - Discussion:
    - Pass the recommendation along that grading should follow the campus-wide usage of A, AB, B, BC, etc.
- F&W ECOL 660
  - Upper-level elective for students in F&W ECOL. There is climate change content in other courses on campus. Proposer is informed about such content and still believes the course isn't a duplicate of other courses.
  - Motion to send proposal back to proposer. Proposer should provide an explanation of how course content is significantly different from others on campus and share proposal with other relevant departments and seeks their supplemental approvals: Bland, Brown – passed
  - Discussion:
    - Should perhaps continue to require and include letters of support as part of the proposal
- HORT 370
  - Change in L&S attributes. Would like it to be designated as I/A. Change will go into effect next Fall.
  - Motion to support the request to ask for change in L&S attributes: Van Eyck, Barak – passed
  - Discussion:
    - Provide friendly feedback that there is not a grading scale provided in the syllabus
- GEOG 439
  - New course. Cross-listed with Nelson Institute. Some overlap with FW&E 515, but is offered in a different semester. Also, GEOG 439 will use primary sources, while FEW 515 uses secondary sources. Also has some overlap with URB PL 449, but is offered in a different semester.
  - Motion to rely upon the input of interested CALS departments (CES, F&W ECOL, URB PL) for this proposal: Van Eyck, Bland – passed

- Discussion:
  - CALS is only supplemental approval on this proposal
  - Does “using different sources” and offering a course during a different semester address whether or not the content overlaps with other courses on campus?
- Molecular & Environmental Tox 606
  - Has been taught by faculty in SOILS for years. Bolstered course description. Now requires one semester of Biology prior to taking course. Seeking L&S designation. Expect class to play role in ENV SCI major in the future. Class will meet 10 times.
  - Motion to support the proposed changes: Bland, Olson – passed

#### **AUTOMATIC CONSENT**

- NEURODPT 699
  - Independent study course

#### **ADDITIONS TO AGENDA**

- Agronomy department changes are coming, especially with respect with undergraduate courses taken by graduate students. Will CALS Curriculum Committee be involved in this?
  - Discussion:
    - It is part of the accreditation review for graduate programs.
    - Yes, committee will be involved, but no timeline for how it will work out yet
- Dean Kate has appointed someone to collect all feedback on capacity metrics discussions from various committees. Seems to be more urgent that the committee makes progress on this soon. Plan is to circulate Kristi’s “undergraduate experience project” with committee prior to next meeting.
- Accountability-based budgeting is coming. Assumption is that there will be a bleak picture for CALS. Can we assume what metrics will be used?
  - Discussion:
    - Perhaps that’s the point of the charge in capacity metrics this year – to get ahead of the discussion and to avoid metrics being imposed on us; instead help craft some of the metrics
    - Kristi to research how other institutions address(ed) their capacity

Meeting adjourned 1:25pm

## New Course Proposal

**Subject** Agricultural and Applied Econ (108)

**Status** Under Review by School/College

**Proposer** Barbara L Forrest

### Basic Information

**Course Title**

*Research Colloquium*

**Transcript Title (limit 30 characters)**

*Research Colloquium*

**Three-digit course number**

*780*

**Is this an honors course?**

*No*

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

*No*

**Will this course be crosslisted?**

*No*

**Note the crosslisted subjects**

**What is the primary divisional affiliation of this course?**

*Social Studies*

**Is this a topics course?**

*No*

**Can students enroll in this course more than once for credit?**

*No*

**If yes, please justify**

**Typically Offered**

*Spring*

## Catalog Information

**Minimum credits**

3

**Maximum credits**

3

**Grading System**

A-F

**Course Description (will be published in Course Guide)**

*For AAE Ph.D. students to develop a dissertation proposal. Working in groups and with some additional feedback from individual advisors. Developing research questions, literature search, word models, math models, testable hypotheses, identification strategies. Working with data, using LATEX, giving presentations. Peer review of weekly assignments. Developing cohort for subsequent feedback through dissertation writing and job search.*

**Does the course have prerequisites or other requirements?**

No

**List the prerequisites and other requirements for the course**

**Indicate the component(s) that comprise the course. Check all that apply**

*Seminar*

## Administrative Information

**Chief Academic Officer**

*Ian A Coxhead*

**Designee of chief academic officer for approval authority**

*Barbara L Forrest; Kathleen S Martin-Taylor; Linda V Davis*

**If there are additional contacts, please list**

**Will any courses be discontinued as a result of this proposal?**

No

**List course number(s) and complete a course discontinuation proposal for each course**

**Beginning Term**

*Spring 2014-2015*

## Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

*No*

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

*This course supports the AAE doctoral program.*

Are any of these programs outside your academic unit?

*No*

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

*The course is required for all 3rd year Ph.D. students who have not yet defended a dissertation proposal. It may be used to fulfill a minor field requirement.*

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

*No*

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

## Course Content

### Describe the course content

*This seminar was created to help support PhD students as they transition from course work and prelims to starting a dissertation. It is intended for AAE PhD students to develop proposals for empirical papers that will be part of the dissertation. Students will work in groups and with some additional feedback from their individual advisors. Course content includes developing research questions, literature search, word models, math models, testable hypotheses, identification strategies. Working with data, using LATEX, giving presentations. Some outside speakers will provide technical help. Peer review of weekly assignments will develop skill in critical analysis. A secondary goal of the seminar is for students to develop a cohort for subsequent feedback and support through dissertation writing and the job search. A dissertation proposal is the end deliverable.*

### Address the relationship of this course to other UW-Madison courses, including possible duplication of content

*No duplication*

#### Is there a relationship to courses outside your subject?

*No*

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

#### List the instructor name and title (list multiple if applicable)

*Laura Schechter, Jennifer Alix-Garcia, Bradford Barham*

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

### Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

*AAE875syllabus\_2014-final.pdf*

## Justifications

### Explain how this course contributes to strengthening your curriculum

*It is intended to decrease the dwell time for doctoral students by helping them transition from course work and prelims to dissertation research and writing. We also hope for positive cohort effects.*

### Provide an estimate of the expected enrollment

*5-10. It is for 3rd year students.*

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

*contact minutes per week: 150*

### If this is a variable credit course, provide rationale

*n.a.*

### Additional comments (optional)

Additional attachments (optional) (please read "help" before uploading an attachment)



## L&S Designations

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

*No*

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

*No*

Indicate which:

## General Education Designations

Should the course be reviewed for the general education requirement?

*No*

Which requirements?

# Research Colloquium

## AAE 875

Spring 2014

### 1 Preliminaries

Course schedule: Tues 1:00-3:30, 113 Taylor Hall (Kristjanson Room)

Professor Laura Schechter, 334 Taylor Hall.

Office Hours: By appointment.

Please read through this syllabus in full. It contains much detailed relevant information, and reading through it should answer many of your questions.

### 2 Course description

This colloquium was created to help reduce dwell time for PhD students, who could benefit from support as they transition from course work and prelims to starting a dissertation. It is intended for AAE PhD students to develop their dissertation proposal. Students will receive feedback from the instructor, their advisor, and their peers. Course content includes developing research questions, literature search, economic modeling, testable hypotheses, econometric identification strategies, using LATEX, and giving presentations. Peer review of weekly assignments will develop skill in critical analysis. A secondary goal of the seminar is for students to develop a cohort for subsequent feedback and support through dissertation writing and the job search. A dissertation proposal is the end deliverable.

### 3 Overarching Details

This course is intended to help you produce a dissertation proposal. The focus will be on producing a proposal for an empirical paper. This course is required for AAE Ph.D. students in their third year and can count as a course towards your minor. We will have one preliminary meeting and one preliminary assignment in the fall semester, described below in more detail.

We expect you to come into the first day of class in the spring with your research question and elevator spiel. (The ‘elevator spiel’ is explained in more detail in the deliverable section.) We expect you to end the class with a draft of your dissertation proposal. We also hope that you end the class as a cohesive group of colleagues who can continue to provide feedback for one another through writing your dissertations and through the job market experience. There will be a deliverable to

be handed in every week of the class. Your dissertation proposal will be due on Wednesday May 14th. Grading will be based on all deliverables.

## 4 Some Recommended References

These are all fun and extremely useful books with good advice on how to conduct research and write. We have required you to read some chapters from some of these books throughout the course, which are posted on the course website. However, you might find additional chapters of these books to be of use, and we encourage you to consult them.

- Ethridge, D. (2004). *Research Methodology in Applied Economics: Organizing, Planning, and Conducting Economic Research*. Ames, Iowa: Blackwell Publishing.
- McCloskey, D. N. (2000). *Economical Writing*. Long Grove, IL: Waveland Press Inc.
- Silva, P. J. (2007). *How to Write a Lot: A Practical Guide to Productive Academic Writing*. Washington DC: American Psychological Association.
- Szenber, M. (Ed.). (2001). *Passion and Craft: Economists at Work*. Ann Arbor, MI: University of Michigan Press.
- Thomson, W. (2011). *A Guide for the Young Economist: Writing and Speaking Effectively about Economics*. Cambridge, MA: MIT Press.

## 5 Interactions with your Advisor

There is one deliverable in the fall and five in the spring which you will need to send to your advisor in addition to sending to me. In the fall you will have to send your research question and elevator spiel to both your advisor and me. In the spring, you will have to send your word model, math model, identification strategy, literature review, and final proposal to both your advisor and me.

For each deliverable which you send to your advisor, your advisor should, at a minimum, send me an email confirming that s/he has received your deliverable. Your advisor is encouraged to send both of us comments on your deliverable. This serves both as a mechanism for students to get more feedback from their advisors, and to ensure that I am not giving you feedback which is in contradiction to the feedback of your advisor. To maximize communication and minimize misunderstandings, I will also send my comments to your advisor for each of these deliverables.

## 6 Fall Activities

This course is offered in the spring of each academic year. As mentioned above, the goal of this course is to help you complete a draft of your dissertation proposal. One semester (four months) may sound like it is more than enough time to write a dissertation proposal, and for those who do not enter the class with a clear vision of what their dissertation will be about, it ends up feeling extremely rushed.

Because this class is most useful at the stage when you have a clear vision of your dissertation, we will have one initial introductory meeting in November at which we talk about the logistics of

the course. By November 30th, you will have to submit to both your advisor and me your research question and your elevator spiel (described in more detail under deliverables below). Both your advisor and I will give you comments on this document soon thereafter. This will give you time to work on the document for the first day of class when you must submit a revised version, as well as telling your elevator spiel to the rest of the class.

## 7 Course Outline

Every day of class you will have to email deliverables to some set of individuals. A description of each deliverable appears at the end of this document. Below each deliverable it tells you to whom you need to send the document. [P] means the professor (me), [A] means your advisor, and [G] means the other two students in your group. There are three types of assignments which determine to whom you must send copies.

- Some assignments will only be sent to me. These assignments usually end up being inputs to a later stage of research and do not need to be read and commented on by many people.
- You will send some assignments to me, to your advisor, and to two of your classmates. There are four such assignments throughout the year, and these assignments are the major building blocks of the dissertation proposal. You will be paired in groups of three to comment on each other's work, and these groups will change across each of the four assignments. I will post the group composition on the course website.
- For the four assignments described in the previous bullet point, you will have to write comments on two of your classmates' work. You should send your comments to the classmate who wrote the assignment, in addition to sending a copy to me.

Because economists believe in incentives, each deliverable will be graded. That said, we don't want you to get stressed about grades. The important thing is that you start moving forward on doing great exciting research. Future employers do not care about your grades.

For each day we usually have an assigned reading which should be read before class. Some days these readings are required (denoted [Rq]) and some days the readings are recommended (denoted [Rc]). On many days we have outside speakers. It is always important that you come on time, but it is especially important on the days we have outside speakers to be respectful to them.

- Pre-class
  - Date: November 30
  - Deliverable: Version 1 of research question and elevator spiel
  - Send to: [P], [A]
- Week: 1
  - Date: Jan 21
  - Class Activity: Discussion of research questions. *Presentation by Librarian*: Google for Research Purposes. Introduction to literature search.
  - Reading: [Rq] Davis, D. (2001), [Ph.D. Thesis Research: Where do I start?](#)

- Deliverable: Your research question and elevator spiel.
- Send to: [P]
- Week: 2
  - Date: Jan 28
  - Lecture: Word models.
  - Reading 1: [Rq, Section 3 only, pages 149-151] Fafchamps, M. (1992), “[Solidarity Networks in Preindustrial Societies: Rational Peasants with a Moral Economy](#),” *Economic Development and Cultural Change* 41(1), 147-174.
  - Reading 2: [Rq, Section 3 only, pages 10-13] Parker, D. & Phaneuf, D. (2013), “[The Potential Impacts of Frac Sand Transport and Mining on Tourism and Property Values in Lake Pepin Communities](#).”
  - Deliverable 1: Annotated bibliography with references from 10 good journals.
  - Send to: [P]
  - Deliverable 2: Answers to word model questions.
  - Send to: [P]
- Week: 3
  - Date: Feb 4
  - Lecture: Math Models
  - Reading: [Rq, pages 51-64 and 74-90] Thomson, Chapter 2, *Writing Papers*.
  - Deliverable: Word model.
  - Send to: [P], [A], [G]
- Week: 4
  - Date: Feb 11
  - Class Activity: Feedback on word models.
  - Reading: [Rc] Varian, H. R. (2009), “[How to Build an Economic Model in Your Spare Time](#),”
  - Deliverable 1: Comment on two other students’ word models.
  - Send to: [P], [G]
  - Deliverable 2: Find 3 papers with related models and write blurbs.
  - Send to: [P]
- Week: 5
  - Date: Feb 18
  - Lecture: *Presentation by DoIT*: How to use L<sup>A</sup>T<sub>E</sub>X.
  - Reading:
  - Deliverable: Basic math model.

- Send to: [P], [A], [G]
- Week: 6
  - Date: Feb 25
  - Class Activity: Feedback on math models.
  - Reading:
  - Deliverable: Comment on two other students' math models.
  - Send to: [P], [G]
- Week: 7
  - Date: Mar 4
  - Lecture: Identification I.
  - Reading: [Rq] Kennedy, P. E. (2002), [“Sinning in the Basement: What are the Rules? The Ten Commandments of Applied Econometrics,”](#) *Journal of Economic Surveys* 16(4), 569-589 .
  - Deliverable: Testable Hypotheses.
  - Send to: [P]
- Week: 8
  - Date: Mar 11
  - Lecture: Identification II.
  - Reading: [Rq] McCloskey, D. N. & Ziliak, S. T. (1996), [“The Standard Error of Regressions,”](#) *Journal of Economic Literature* 34, 97-114.
  - Deliverable: Data description and challenges to identification.
  - Send to: [P]
- Week: 9
  - Date: Mar 25
  - Class Activity: *Presentation by Writing Center*: Writing Literature Reviews.
  - Reading 1: [Rq, pp 31-33] Irwin, E.G. & N.E. Bockstael. (2002), [“Interacting Agents, Spatial Externalities and the Evolution of Residential Land Use Patterns,”](#) *Journal of Economic Geography* 2, 31-54.
  - Reading 2: [Rq, pp 140-144] Robinson, J. (2012), [“Limited Insurance within the Household: Evidence from a Field Experiment in Kenya,”](#) *American Economic Journal: Applied Economics* 4(4), 140-164.
  - Reading 3: [Rq, pp 568-570] Sexton, R. J. C.L. Kling, & H.F. Carman. (1991), [“Market Integration, Efficiency of Arbitrage, and Imperfect Competition: Methodology and Application to US Celery,”](#) *American Journal of Agricultural Economics* 73(3), 568-580.
  - Deliverable 1: Answer Literature Review Questions

- Send to: [P]
- Deliverable 2: Identification Strategy.
- Send to: [P], [A], [G]
- Week: 10
  - Date: April 1
  - Class Activity: Feedback on identification strategies.
  - Reading: [Rc] McCloskey, Chapters 1-14.
  - Deliverable: Comment on two other students' identification strategies.
  - Send to: [P], [G]
- Week: 11
  - Date: Apr 8
  - Class Activity: *Presentation by IRB*: Human Subjects Q & A.
  - Reading: [Rc] McCloskey, Chapters 15-31.
  - Deliverable: Introduction and Literature Review.
  - Send to: [P], [A], [G]
- Week: 12
  - Date: Apr 15
  - Class Activity: Feedback on introduction and lit review.
  - Reading: [Rq] Cochrane, J. H. (2005), [“Writing Tips for Ph.D. Students,”](#)
  - Deliverable: Comment on two other students' intros and lit reviews.
  - Send to: [P], [G]
- Week: 13
  - Date: Apr 22
  - Lecture: How to give presentations.
  - Reading: [Rq] Thomson, Chapter 3, *Giving Talks*.
  - Deliverable: None
  - # of Copies: NA
- Week: 14
  - Date: April 29
  - No assignments due. One-on-one 20 minute meetings of each student with the professor.
- Week: 15
  - Date: May 6
  - Lecture/Class Activities: Presentations.
  - Reading:
  - Deliverable: Slides.
  - Send to: Bring paper copies for everyone in class.

## 8 Description of Deliverables

- **Research Question and Elevator Spiel (5 points first time and 10 points second time):** Your question should be written so as to have a yes/no answer and it should be quite specific. This should also be followed by a write-up of your elevator spiel. An elevator spiel is what you would say if you went to the ASSA meetings and were in an elevator with the president of the AEA and he asked you what your research is about. It is an informal concise description of your research that would take around five minutes to speak and should be less than a page written. It should answer the following questions: what is your topic, what is your research question, why is it important and/or where does it fit into the literature, and how do you plan on answering it. You will hand one version in during the fall semester before the class begins, and a second revised version on the first day of class, where you will also speak your elevator spiel out-loud to your classmates.
- **Annotated Bibliography (10 points):** The annotated bibliography should contain references to 10 articles from good journals in economics. You should write a blurb of approximately one paragraph about each article. This blurb should state what the main point and finding of the article is. But, more importantly, it should also discuss how the article relates to your research. Please write your research question again at the top of the bibliography as a reminder to us. We define a “good journal” as one that is in the top 75 in the left-most column of Table 2 of [New Approaches to Ranking Economics Journals](#). You can also consider the four new AEJ journals to be good, although they are too new to have made it onto that ranking list. All NBER working papers are fair game to be considered good as well.
- **Answers to Word Model Questions (5 points):** You will read two short word-models. Please answer the following 6 questions about each word model: 1. Where is the setting? 2. Who are the actors? 3. What are the constraints? 4. What are the frictions? (Frictions include things like asymmetric information, credit constraints, limited commitment, etc.) 5. What are the objective functions and choice variables? 6. How is the equilibrium determined?
- **Theoretical Model in Words (10 points):** The word model should describe in words, with no equations, the economic theory in your dissertation. By model we do not mean an econometric model, but rather a microeconomic theoretical model (or macroeconomic or trade, as the case may be). This word model should not include any discussion of the data you will be using nor should it include long descriptions of the background in reality. It should purely be a verbal description of the theoretical model you have in mind. Elements which it should include are discussions of i) who the main actors are, ii) what constraints they face (some typical constraints are budget constraints and credit constraints) iii) what frictions are in the market (some typical frictions are information asymmetries, limited commitment, and transportation costs) iv) what the actors’ utility functions or production functions look like and what they are maximizing, and v) how equilibrium is solved.
- **3 Papers with Related Models (5 points):** Here you should find three papers that have models which will help you in turning your word model into a math model. Write a blurb about each paper and how the model in that paper will influence your math model.
- **Comments on Word Models of Two Classmates (10 points)**



- **Theoretical Model in Math (10 points):** Now you will convert the word model you wrote previously into equations. All the same elements which were included in the word model should be included here, but now written out in equations. You may solve the model, but you do not have to. You do have to set up the maximization problem and discuss how you will solve it. Again, there should be no discussion of econometrics or of data. This is purely the theory underpinning your dissertation. Even if theoretical innovation is not part of your dissertation, you still must complete this assignment. Consider it an exercise in structuring your thinking about the behavior in which you are interested.
- **Comments on Math Models of Two Classmates (10 points)**
- **Testable Hypotheses (10 points):** Write out the predictions which you have derived from your model, or which you think you will be able to derive from your model. You should focus on those hypotheses which can be tested using the data to which you have (or will have) access. These hypotheses will form the basis for your empirical investigation, however, please do not describe your data or identification strategy for this assignment. Focus on what your theory tells you.
- **Data Description and Challenges to Identification (10 points):** You should describe the data set which you plan to use to answer your research question. You should also state whether you already have access to the data and, if not, how and when you plan on gaining access to it. The description of the data should include things like how many observations (households, firms, counties, etc), at how many points in time, collected by whom, collected when, and what kinds of variables are in the survey. If you are using multiple data sources talk a bit about how you will merge them. You should also identify in the data the main dependent variable(s) and the main explanatory variables you will be using.

Please discuss the main identification challenge (or challenges) which you will face in trying to identify the causal impact of the explanatory variables on the dependent variables. Examples include simultaneity, endogeneity, and measurement error. Please include an estimation equation. Be specific about how this challenge pertains to your specific question and your specific data. You do not need to come up with a solution for these challenges. You will do that in a later assignment.
- **Literature Review Questions (5 points):** Please answer the following three questions for all of the literature reviews listed in the syllabus. 1) What organizational strategy does the author(s) use to structure the literature review? 2) Discuss some stylistic elements of the literature review that you like or you think work well. 3) Discuss some stylistic elements of the literature review that you don't like or find annoying.
- **Identification Strategy (10 points):** This is a tricky and important assignment. In it you will discuss your strategy for overcoming the challenges you mentioned earlier. More common strategies include instrumental variables, matching, and regression discontinuity design. You must be very specific about your strategy. For example, if your strategy is instrumental variables, what instrument will you use and why is it a valid instrument. It would be good to take this assignment seriously and really spend time thinking through the issues.
- **Comments on Identification Strategy of Two Classmates (10 points)**

- **Introduction and Literature Review (10 points):** The introduction should focus on telling the reader what your question is and motivating why the question is important and interesting. It should also briefly discuss what the main innovation of your project is. The literature review should not read as a laundry list of all the literature written on topics similar to your proposed research. Rather, it should be an explanation of what has been done before, focussing on how the previous literature relates to your work, and how your work builds on the previous work.

In economics, many literature reviews are found in the introduction of papers and are quite short. Dissertation proposals tend to have longer literature reviews than published papers, partly to show professors that you have done your due diligence and you know the relevant literature well.

- **Comments on Identification and Literature Review of Two Classmates (10 points)**
- **Slides and Presentation (10 points):** As part of your proposal defense, you will have to give a presentation anywhere from 10 to 20 minutes long depending on your advisor and your field. Usually the only interruptions during these presentations are for clarifications. These presentations are followed by questions from the members of your committee. The last week of class will be spent with each of you presenting your proposal to the class and also handing in copies of your slides.
- **Dissertation Proposal (40 points):** This is the final product of this class which you will hand in during finals week on Wednesday May 14th. Proposals vary a lot from person to person, and from field to field. As a vague estimate, they are probably usually around 20-30 pages. They should definitely include all of the elements that you handed in previously, but should not simply be a cut and paste together of these assignments. They may or may not include summary statistics and preliminary empirical results.

## 9 Grading

There are 180 points total which one could receive in this class. Letter grades will be assigned as follows:

A:	160-180
AB:	150-159
B:	140-149
BC:	130-139
C:	120-129
D:	110-119
F:	0-109

## New Course Proposal

**Subject** Forest And Wildlife Ecology (396)

**Status** Under Review by School/College

**Proposer** David J Mladenoff

### Basic Information

**Course Title**

*Historical Ecology*

**Transcript Title (limit 30 characters)**

*Historical Ecology*

**Three-digit course number**

*672*

**Is this an honors course?**

*No*

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

*No*

**Will this course be crosslisted?**

*Yes*

**Note the crosslisted subjects**

*Botany (208)*

*Zoology (970)*

**What is the primary divisional affiliation of this course?**

*Biological Sciences*

**Is this a topics course?**

*No*

**Can students enroll in this course more than once for credit?**

*No*

**If yes, please justify**

**Typically Offered**

*Spring*

## Catalog Information

**Minimum credits**

2

**Maximum credits**

2

**Grading System**

A-F

**Course Description (will be published in Course Guide)**

*Historical Ecology is an area of ecology that considers the importance of past events for current ecosystems. Concepts and applications are emphasized. Multidisciplinary emphasis, for seniors and graduate students in biological sciences, social studies, and humanities. Discussion format.*

**Does the course have prerequisites or other requirements?**

Yes

**List the prerequisites and other requirements for the course**

*Graduate or senior standing and consent of instructor*

**Indicate the component(s) that comprise the course. Check all that apply**

*Seminar*

## Administrative Information

**Chief Academic Officer**

*William H Karasov*

**Designee of chief academic officer for approval authority**

*Laurie S Ballentine; Philip A Townsend; Sara M Rodock; Sheila M Timme*

**If there are additional contacts, please list**

*David Mladenoff, Sara Hotchkiss*

**Will any courses be discontinued as a result of this proposal?**

No

**List course number(s) and complete a course discontinuation proposal for each course**

**Beginning Term**

*Spring 2013-2014*

## Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

No

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

*Historical ecology is a rapidly growing area of ecology. The legacy of past events-natural and anthropogenic-can reverberate through ecosystems for hundreds to thousands of years. The role of these historical events in shaping the structure and functioning of ecosystems has become increasingly apparent to ecologists over the past decade or more. These legacies often become drivers of ecosystem functioning otherwise hidden from a static view of landscapes in the present. We recognize that pervasive changes mean that the past cannot be a blueprint for the future. But reconstructing these historical patterns, processes, and legacy effects can be key to understanding how present conditions came about, how ecosystems function, and how management and restoration decisions might influence future conditions. We have offered a pilot version of the course two times in 2010 and 2012. The course attracted graduate and undergraduate students in a wide breadth of fields as we had intended, due to the cross-disciplinary nature of the subject. Students in graduate and undergraduate programs in Forest & Wildlife Ecology, Botany, Zoology, Geography, History, Environmental Studies, Culture, History and Environment certificate and others took the course. The course has been shown to be valuable to students in these diverse programs.*

Are any of these programs outside your academic unit?

Yes

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

*Envir St - Gaylord Nelson Inst (360)*

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

*Wildlife Ecology BS - ecology breadth course; Forest Science BS - track course; Forest & Wildlife Ecology graduate programs - graduate-level seminar*

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

## Course Content

### Describe the course content

*Historical ecology is a rapidly growing area of ecology. The role of history in shaping the structure and functioning of ecosystems has become increasingly apparent to ecologists over the past decade or more. The legacy of past events-natural and anthropogenic-can reverberate through ecosystems for hundreds to thousands of years. These legacies often become drivers of ecosystem functioning otherwise hidden from a static view of landscapes in the present. We recognize that pervasive changes mean that the past cannot be a blueprint for the future. But reconstructing these historical patterns, processes, and legacy effects can be key to understanding how present conditions came about, how ecosystems function, and how management and restoration decisions might influence future conditions. To reconstruct past conditions and uncover these hidden ecosystem drivers, ecologists are increasingly making use of various kinds of historical data sources, from pollen and tree rings to old land survey records, written accounts, cadastral maps, historical aerial photographs and maps; even oral interviews. We will take a broad perspective on historical ecology and include a range of research that examines the changes in and interactions among ecosystem patterns and processes through time: the history of an ecosystem. Such changes may or may not include direct anthropogenic effects, but the human-scale historical period does not limit our view. Learning Goals Upon completion of the course, students will have demonstrated: 1. Comprehension of the nature if diverse types of historical information, from biological, physical, social sciences and humanities sources. 2. Understanding how factors in the past can have persistent, legacy affects on current ecosystems. 3. Proficiency in approaches used to evaluate the reliability and importance of historical data. 4. Ability to read, comprehend, evaluate and communicate source literature for historical data. 5. Proficiency in evaluating literature that reports on studies using historical data. 6. Ability to conceptualize how to apply historical data sources to questions and problems.*

### Address the relationship of this course to other UW-Madison courses, including possible duplication of content

*The course will complement Principles of Landscape Ecology (F&W Ecol/Zoology 565), Quaternary Vegetation Analysis (Geography 523), General Ecology (Botany/Zoology 460). Advanced Landscape Ecology (Zoology/F&W Ecol/Botany 879), Biogeography: An Ecosystems Approach (Geography 338), and Plant Geography (Botany 422).*

### Is there a relationship to courses outside your subject?

*Yes*

**Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.**

*Zoology (970)*

*Envir St - Gaylord Nelson Inst (360)*

*Geography (416)*

**List the instructor name and title (list multiple if applicable)**

*David J. Mladenoff, Professor, Forest & Wildlife Ecology Sara C. Hotchkiss, Associate Professor, Botany*

**If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.**

**Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.**

*HEsyllabus\_21Oct2013.pdf*

## Justifications

### Explain how this course contributes to strengthening your curriculum

*Historical ecology is a rapidly growing area of ecology. The role of history in shaping the structure and functioning of ecosystems has become increasingly apparent to ecologists over the past decade or more. The legacy of past events-natural and anthropogenic-can reverberate through ecosystems for hundreds to thousands of years. These legacies often become drivers of ecosystem functioning otherwise hidden from a static view of landscapes in the present. We recognize that pervasive changes mean that the past cannot be a blueprint for the future. But reconstructing these historical patterns, processes, and legacy effects can be key to understanding how present conditions came about, how ecosystems function, and how management and restoration decisions might influence future conditions.*

### Provide an estimate of the expected enrollment

*20*

### Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

*The course will meet once per week for two hours of reading discussion, for two credits.*

### If this is a variable credit course, provide rationale

### Additional comments (optional)

### Additional attachments (optional) (please read "help" before uploading an attachment)

## L&S Designations

### Should the course be reviewed for L&S liberal arts and science (LAS) credit?

*Yes*

### What is the rationale for seeking LAS credit?

*Course is cross-listed and co-taught with Botany, which is a L&S department*

### Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

*Advanced*

### Should the course be reviewed for L&S breadth requirements?

*Yes*

### Indicate which:

*B-Biological Science*

## General Education Designations

### Should the course be reviewed for the general education requirement?

*No*

### Which requirements?

# HISTORICAL ECOLOGY

## Forest & Wildlife Ecology/Botany 672

### Instructors

David J. Mladenoff, Professor, Dept of Forest & Wildlife Ecology, A113 Russell Labs

Sara Hotchkiss, Associate Professor, Dept of Botany, 353 Birge Hall

### Course Description

Historical ecology is a rapidly growing area of ecology. The role of history in shaping the structure and functioning of ecosystems has become increasingly apparent to ecologists over the past decade or more. The legacy of past events—natural and anthropogenic—can reverberate through ecosystems for hundreds to thousands of years. These legacies often become drivers of ecosystem functioning otherwise hidden from a static view of landscapes in the present. We recognize that pervasive changes mean that the past cannot be a blueprint for the future. But reconstructing these historical patterns, processes, and legacy effects can be key to understanding how present conditions came about, how ecosystems function, and how management and restoration decisions might influence future conditions.

To reconstruct past conditions and uncover these hidden ecosystem drivers, ecologists are increasingly making use of various kinds of historical data sources, from pollen and tree rings to old land survey records, written accounts, cadastral maps, historical aerial photographs and maps; even oral interviews.

We will take a broad perspective on historical ecology and include a range of research that examines the changes in and interactions among ecosystem patterns and processes through time: the history of an ecosystem. Such changes may or may not include direct anthropogenic effects, but the human-scale historical period does not limit our view.

We welcome seniors and graduate students from a broad range of disciplines, including biological, physical, social, and natural sciences, the humanities, resource management and conservation. The course will meet once per week on Tuesdays from 9:55- 10:50. in A121 Russell Labs. 2 credits. Enrollment limited to 20. Prerequisites - Grad or Senior standing and consent of instructor.

**Assignments** We will explore topics in an interactive format of reading and discussion with some guiding lectures. We will have weekly readings from primary and secondary literature under the weekly topics.



Evaluation will be based on 70% participation and discussion preparation and leadership, which each student will be responsible for during one class meeting, and 30% based on a paper due at the last day of class. Overall grading will be based on a curve, from Final grades will be determined relative to the frequency distribution for the class as a whole. Grading Scale will be: 92% and above = A, 88%-91.9% = AB, 82%-87.9% = B, 78%-81.9 = BC, 72%-77.9 = C, 60%-71.9 = D, Below 60% = F.

**Learning Goals** Upon completion of the course, students will have demonstrated:

1. Comprehension of the nature if diverse types of historical information, from biological, physical, social sciences and humanities sources.
2. Understanding how factors in the past can have persistent, legacy affects on current ecosystems.
3. Proficiency in approaches used to evaluate the reliability and importance of historical data.
4. Ability to read, comprehend, evaluate and communicate source literature for historical data.
5. Proficiency in evaluating literature that reports on studies using historical data.
6. Ability to conceptualize how to apply historical data sources to questions and problems.

Office hours by appointment, scheduled by email. David Mladenoff, A113 Russell Labs, [djmladen@wisc.edu](mailto:djmladen@wisc.edu). Sara Hotchkiss 353 Birge Hall, [shotchkiss@wisc.edu](mailto:shotchkiss@wisc.edu).

# Syllabus

## Spring 2014

Week	Date	Class no.	Topic	Readings  Those in <b>BOLD</b> required
<b>January</b>				
1	1/21	1	Introductions, Organization, Overview: Our View of Historical Ecology	
2	1/28	2	A Range of Perspectives-- What is Historical Ecology?	<b>Rhemtulla and Mladenoff 2007</b> <b>Swetnam et al. 1999</b>
<b>February</b>				
3	2/4	3	Environmental History I	<b>Steen-Adams et al. 2007</b> <b>Heasley 2003</b> Foster et al. 2008
4	2/11	4	Historical Geography	<b>Roy et al. 2002</b> <b>Ramankutty et al. 2010</b> Williams 2008
5	2/18	5	Restoration and Historic Range of Variability	<b>Swetman et al. 19999 (from Class #2)</b> <b>Landres et al. 1999</b> <b>Josefsen 2009</b> Duncan et al. 2010
6	2/25	6	Historical Human Ecology (Anthropology)	<b>Balee 2006</b> <b>Johnson et al. 2005</b> Crumley 1998 Balee 1998 McKey et al. 2010
<b>March</b>				

7	3/4	7	Paleoecology	<b>Anderson et al. 2006</b> <b>Caseldine et al. 2008</b> <b>Hotchkiss et al. 2007</b> Poska et al. 2008
8	3/11	8	Succession	<b>Henry and Swan 1974</b> <b>Harvard Forest dioramas (see URL)</b>
9	3/18		<i>SPRING BREAK</i>	
10	3/25	9	Disturbance	<b>Kassulke &amp; Mladenoff 2010 (See URL)</b> <b>Map (See URL)</b> <b>Schulte and Mladenoff 2005</b> <b>Loope and Anderton 1998</b>
<b>APRIL</b>				
11	4/1	10	Integrated Studies	<b>French 2010</b> <b>Ladefoged et al. 2008</b> <b>Grimm et al. 2005</b>
12	4/8	11	Herbarium and Museum Data	<b>Malmstrom et al. 2007</b> <b>Dolan et al. 2011</b>
13	4/15	12	Molecular/Genetic Techniques	<b>Chamberlain Et al. 2005</b> <b>Leonard 2008</b> <b>Wanderler Et al. 2007</b>
14	4/22	13	Land Use History and Change	<b>Zier and Baker 2006</b> <b>Gimmi and Burgi 2007</b>
15	29	14	Legacy Effects	<b>Dupouey et al. 2010</b> <b>Grossman and Mladenoff 2008</b>
<b>May</b>				

16		15	Stream Ecosystems	<b>Fitzpatrick et al. 1999</b> <b>Sanford et al. 2007</b>
			SYNTHESIS—What is Historical Ecology?	

**ASSIGNMENTS**  
**HISTORICAL ECOLOGY**

**Forest and Wildlife Ecology/Botany 672**

**Spring 2014**

**Week 1**

**21 January**

No Readings

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**Week 2**

**28 January**

**What is Historical Ecology?**

N. Y. Rhemtulla, J. M., and D. J. Mladenoff. 2007. Why history matters in landscape ecology. *Landscape Ecology* (Suppl.) 22: 1-3.

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**Week 3**

**04 February**

**Environmental History**

Steen-Adams, M.M., N.E. Langston, and D.J. Mladenoff. 2007. "White pine in the northern forests: An ecological and management history of white pine on the Bad River Reservation of Wisconsin," *Environmental History* 12: 624-648.

Heasley, L. 2003. Shifting boundaries on a Wisconsin landscape: can GIS help historians tell a complicated story? *Human Ecology* 31: 183-213.

## **Recommended:**

Foster, D. R., Donahue, B., Kittredge, D. B., Motzkin, G., Hall, B., Turner, B. L., Chilton, E. 2008. New England's forest landscape. Ecological legacies and conservation Patterns shaped by agrarian history. In: Redman, C. L., Foster, D. R., *Agrarian landscapes in transition*, Oxford University Press, Inc., New York, N. Y.

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## **Week 4**

### **11 February Historical Geography**

Roy, L., G. Domon and S. Paquette. 2002. Settlement pattern, environmental factors and ethnic background on a southwestern Quebec frontier (1795-1842). *The Canadian Geographer* 46: 144-159.

Ramankutty, N., E. Heller and J. Rhemtulla. 2010. Prevailing myths about agricultural abandonment and forest regrowth in the United States. *Annals of the Association of American Geographers* 100: 502-512.

## **Recommended:**

Williams, M. 2008. A new look at global forest histories of land clearing. *Annual Review of Environment and Resources* 33: 245-367.

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## **Week 5**

### **18 February Restoration and Historic ROV**

Landres, P.B., P. Morgan and F.J. Swanson. 1999. Overview of the use of natural variability concepts in managing ecological systems. *Ecological Applications* 9: 1179-1188.

Swetman, TW, CE Allen, JL Betancourt. 1999. Applied historical ecology: Using the past to manage for the future. *Ecological Applications* 9: 1189-1206.

Josefsson, T., G. Hörnberg and L. Östlund. 2009. Long-term human impact and the vegetation changes in a Boreal Forest Reserve: implications for the use of protected areas as ecological references. *Ecosystems* 12: 1017-1036.

**Recommended:**

Duncan, S.L., B.C. McComb and K.N. Johnson. 2010. Integrating ecological and social ranges of variability in conservation of biodiversity: past, present, and future. *Ecology and Society* 15. [online] URL: <http://www.ecologyandsociety.org/vol15/iss1/art5/>

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**Week 6**  
**25 February**  
**Historical Human Ecology**  
**(Anthropology)**

Johnson, C.D., T.A. Kohler and J. Cowan. 2005. Modeling historical ecology, thinking about contemporary systems. *American Anthropologist* 107: 96-107.

Balee, W. 2006. The research program of historical ecology. *Annual Review of Anthropology*. 35: 75-98.

**Recommended:**

Balee, W. 1998. Introduction. Pp. 1-10 In Balee, W. Ed. *Advances in Historical Ecology*. Columbia Univ. Press.

Crumley, C. L. 1998. Forward. Pp. ix-xvi In Balee, W. Ed. *Advances in*

Historical Ecology. Columbia Univ. Press.

McKey, D., S. Rostain, J. Iriarte, B. Glaser, J.J. Birk, I. Holst. 2010. Pre-Columbian agricultural landscapes, ecosystem engineers, and self-organized patchiness in Amazonia. *Proceedings of the National Academy of Sciences* 107: 7823-7828.

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## **Week 7** **4 March** **Paleoecology**

Anderson NJ, H Bugmann, JA Dearing, M-J Gaillard. 2006. Linking palaeoenvironmental data and models to understand the past and to predict the future. *Trends in Ecology and Evolution* 21: 696-704.

Caseldine, C., R. Fyfe and K. Hjelle. 2008. Pollen modelling, palaeoecology and archaeology: virtualisation and/or visualisation of the past? *Vegetation History and Archaeobotany* 17: 543-549.

Hotchkiss, S.C., R. Calcote and E.A. Lynch. 2007. Response of vegetation and fire to Little Ice Age climate change: regional continuity and landscape heterogeneity. *Landscape Ecology* 22: 25-41.

### **Recommended:**

Poska, A., E. Sepp, S. Veski and K. Koppel. 2008. Using quantitative pollen-based land-cover estimations and a spatial CA\_Markov model to reconstruct the development of cultural landscape at Rouge, South Estonia. *Vegetation History and Archaeobotany* 17: 527-541.

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## **Week 8**



## **11 March<sup>25</sup>**

Henry, J.D., and J.M.A. Swan. 1974. Reconstructing forest history from live and dead plant material - an approach to the study of forest succession in southwest New Hampshire. *Ecology* 55: 772-783.

Read about and look at the [Harvard Forest Dioramas](#)

## **Week 9 18 March *Spring Break***

## **Week 10 25 March Disturbance**

Schulte, L.A. and D.J. Mladenoff. 2005. Severe wind and fire regimes in northern forests: historical variability at the regional scale. *Ecology* 86: 431-445.

Loope, W.L. and J.B. Anderton. 1998. Human vs. lightning ignition of presettlement fires in coastal pine forests of the upper Great Lakes. *American Midland Naturalist* 140: 206-218

Kassulke & Mladenoff 2009. Paper and Map at bottom of Home page.  
<http://landscape.forest.wisc.edu/>

## **Week 11 1 April Integrated Studies**

Ladefoged, T.N., C.T. Lee and M.W. Graves. 2008. Modeling life expectancy and surplus production of dynamic pre-contact territories in leeward Kohala, Hawai'i. *Journal of Anthropological Archaeology* 27: 93-110. [PDF](#)

- Grimm, V., E. Revilla, U. Berger, F. Jeltsch, W.M. Mooij, S.F. Railsback, H. Thulke, J. Weiner, T. Wiegand, D.L. DeAngelis. 2005. Pattern-oriented modeling of agent-based complex systems: lessons from ecology. *Science* 310: 987-991. [PDF](#)
- French, C. 2010. People, societies, and landscapes. *Science* 328:443-444.
- Hotchkiss, S., P.M. Vitousek, O.A. Chadwick, and J. Price. 2000. Climate cycles, geomorphological change, and the interpretation of soil and ecosystem development. *Ecosystems* 3: 522-533.
- Johnson, E.A. and K. Miyanishi. 2008. Testing the assumptions of chronosequences in succession. *Ecology Letters* 11:419-431.
- Walker, L.R., D.A. Wardle, R.D. Bardgett, and B.D. Clarkson. 2010. The use of chronosequences in studies of ecological succession and soil development. *Journal of Ecology* 98: 725-736.

## **Week 12**

**8 April**

### **Herbarium and Museum Data**

- Malmstrom, C. M., R Shu, E. W. Linton, L. A. Newton, M. A. Cook. 2007. Barley yellow dwarf viruses (BYDVs) preserved in herbarium specimens illuminate historical disease ecology of invasive and native grasses. *J. of Ecology* 95: 1153-1166.
- Dolan, RW, ME Moore, JD Stephens. 2011. Documenting effects of urbanization on flora using herbarium records. *J. of Ecology* 99: 1055-1062.
- Henry, J.D., and J.M.A. Swan. 1974. Reconstructing forest history from live and dead plant material - an approach to the study of forest succession in southwest New Hampshire. *Ecology* 55: 772-783.

## **Week 13**

**15 April**

### **Molecular and Genetic Techniques**

- Chamberlain, CP, JR Waldbauer, K Fox-Dobbs, SD Newsome, PL Koch, DR Smith, ME Church, SD Chamberlain, KJ Sorenson, R Risebrough. 2005. Pleistocene to recent dietary shifts in California Condor. 102: 16707-16711.
- Leonard, JA. 2008. Ancient DNA applications for wildlife conservation. Molecular Ecology 17: 4186-4196.
- Wanderler P, EA Pacquita, EA Hoeck, LF Keller. 2007. Trends in Ecology and Evolution 635-642.

## **Week 14**

**22 April**

### **Land use history and change**

- Zier, J.L. and W.L. Baker. 2006. A century of vegetation change in the San Juan Mountains, Colorado: an analysis using repeat photography. Forest Ecology and Management 228: 251-262.
- Gimmi, U. and M. Burgi. 2007. Using oral history and forest management plans to reconstruct traditional no-timber forest uses in the Swiss Rhone Valley (Valais) since the late nineteenth century. Environment and History 13: 211-246.

## **Week 15**

**29 April**

### **Legacy effects**

- Dupouey, J.L., E. Dambrine, J.D. Laffite and C. Moares. 2010. Irreversible impact of past land use on forest soils and biodiversity. Ecology 83: 2978-2984.
- Grossman, E.B. and D.J. Mladenoff. 2008. Farms, fires and forestry: disturbance legacies in the soils of the Northwest Wisconsin (USA) Sand Plain. Forest Ecology and Management 256: 827-836.

landscapes, ecosystem engineers, and self-organized patchiness in Amazonia.  
Proceedings of the National Academy of Sciences 107: 7823-7828

**Week 16**  
**6 May**  
**Stream Ecosystems**

Fitzpatrick, FA, JC Knox, HE Whitman. 1999. Effects of historical land-cover changes on flooding and sedimentation, North Fish Creek, Wisconsin. USFS Water Resources Investigations Report 99-4083. 12pp.

Sanford, S.E., I.F. Creed, C.L. Tague, F.D. Beall, and J.M. Buttle. 2007. Scale-dependence of natural variability of flow regimes in a forested landscape. Water Resources Research 43: W08414, doi:10.1029/2006WR005299.

**Synthesis**  
**What is historical ecology?**

## Course Change Proposal

**Subject** Horticulture (476)

**Status** Under Review by School/College

**Proposer** James Nienhuis

### Basic Information

**Current course number**

*372*

**Current course title**

*Colloquium in Organic Agriculture*

**Current published course description**

*Colloquium in which faculty, regional professionals, local organic farmers and students will present and discuss topics relevant to the history, marketing, economics and production of organic and sustainable agriculture.*

**Chief academic officer of this unit**

*Irwin L. Goldman*

**Designee of chief academic officer for approval authority**

*Tricia L. Check*

**Currently crosslisted with**

**What is the primary divisional affiliation of the course?**

*Biological Sciences*

**When will this change go into effect?**

*Spring 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Horticulture (476)*

Proposed subject

Will the course number change?

*No*

Current course number

*372*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Colloquium in Organic Agriculture*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

**Current maximum credits**

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Colloquium in which faculty, regional professionals, local organic farmers and students will present and discuss topics relevant to the history, marketing, economics and production of organic and sustainable agriculture.*

**Proposed course description**

**Will the prerequisites change?**

*No*

**Current prerequisites and other requirements**

**Proposed prerequisites and other requirements**

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

Proposed level:

Will the L&S breadth requirement change?

*Yes*

Current breadth:

Proposed breadth:

*B-Biological Science*

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER



## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This course fulfills capstone requirement in the Dept. of Horticulture*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*none*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*none*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*Hort 372 is an upper level lecture / colloquia that fulfills the requirements for "habits of the mind". Specifically the learning objectives are: 1. Gain an understanding and patterns of reasoning of the challenges to food production in contrasting organic and conventional food production systems. Thus it draws upon a framework of knowledge to pose meaningful questions. 2. Gain an understanding of the biology of these food production and marketing systems, focusing on their physiology, genetics, and response to environment; thus, posing questions that advance knowledge and understanding. 3. Develop an appreciation for their social context, economic impact and cultural characteristics; thus, connecting theory and application and making connections among diverse subject areas and modes of thinking and eating. 4. Understand how food production systems impact the ecology, culture, community to satisfy particular economic and cultural niches; thus, applying major areas of knowledge to solution of community problems*

### Additional comments (optional)

*course is offered as a lecture (colloquia) each monday during the spring semester (1 credit hour). Note, the lecture portion of the course is offered concurrently with LACIS 440, the only difference being that LACIS 440 offers a 9-day hands-on study abroad component.*

### Attach a syllabus

*LACIS 440 Hort 372 Syllabus 2012.pdf*

**Additional attachments (optional)(please read "help" text before uploading an attachment)**

**Organic Colloquium and Field Trip to Costa Rica****Hort 372/ LACIS 440 – Spring 2013****Jim Nienhuis 262-6975 [nienhuis@wisc.edu](mailto:nienhuis@wisc.edu)****Alberto Vargas 262-5622 [avargasp@wisc.edu](mailto:avargasp@wisc.edu)****Room 351 Moore Hall – every Monday afternoon**

<b>Week</b>	<b>Discussion Topic Hort 372 3:30-4:20</b>	<b>Instructors / presenter</b>	<b>LACIS 440 3:30-4:45 (activities below 4:20—4:45)</b>
1 Jan 28	Overview and organization of colloquium	Jim Nienhuis and Alberto Vargas	Organization of LACIS 440 as a compliment to Hort 372 (Nienhuis and Vargas)
2 Feb 4	Lessons learned in organic agriculture	Doug Rouse	Trip overview - Nienhuis
3 Feb 11	Social aspects of organic agriculture	Jack Kloppenburg	Organic agriculture in Latin America - Vargas (Nienhuis at winter nursery)
4 Feb 18	Organic Certification	Joe Pedretti MOSES	Identification of topics and schedule (Nienhuis and Vargas)
5 Feb 25	Challenges to organic production and marketing	Smaranda Andrews Michael Fields Institute	UW travel nurse – Linda Johnson
6 March 4	Breeding for adaptation to organic agriculture	Jim Nienhuis	Organization of trip
7 March 11	HarmonyValley Farm Viroqua	Richard de Wilde	Continued organization of trip
8 March 18	Tipi produce Evansville	Steve Pincus and Beth Kazmar	Final preparation for trip (Nienhuis and Vargas)
9	<b>Spring Break trip to Costa Rica March 23- 31</b>		
10 April 1	Student presentation (2 groups)		Discussion of trip
11 April 8	Student presentation (2 groups)		Student group presentation
12 April 15	Student presentation (2 groups)		Student group presentation
13 April 22	Student presentations (2 groups)		Student group presentation
14 April 29	Student presentations (2 groups)		Student group presentation
15 May 6	Student presentations (2 groups)		Student group presentation (Hort CRSP meeting Nairobi)

**Grading** – Students will be graded in a traditional A-F scale based on the content and quality of the oral and written presentation and ability to lead a discussion of the class on their group topic. The grading scale is as follows: [90-100=A, 80-90=B, 70-80=C, 60-70=D, <60=F] The content of the written presentation will be evaluated based on the criteria of historical context, ecology, social context, production practices economic importance (local, national and export) and environmental impact

**Learning Objectives:** To engage students in a discussion of the biology, ecology, marketing, and social context of organic agriculture production contrasted to traditional agricultural production systems. The discussion will be facilitated by an invited speaker or a group presentation on a topic relevant to organic agriculture.

**Presentation:** You must work with your group and prepare the following: 1) a one-page abstract that summarizes your presentation and highlights the important points associated with your investigative research. The summary should be copied and distributed to the class (40 copies) 2) a 20-min power-point presentation of your investigative report including sources of information. I would urge you to use the library rather than just google, as your conclusions must be supported with DATA, not opinions.

Readings suggested by Dr. Nienhuis:

- 1) Back to the land: the paradox of organic food standards. 2004. Julie Guthman, Environment and Planning, Vol. 36, pages 511-528
- 2) What is organic agriculture. Jody Padgham, 2012. UW-Extension publication. A3811-8 UW-Extension and Midwest Organic and Sustainable Education Service
- 3) Guidebook for Organic Certification. 2006. Midwest Organic and Sustainable Education Service, Spring Valley, WI.
- 4) Labeling Organic Products. 2010. National Organic Program. U.S. Dept. of Agriculture, Wash. D.C.
- 5) Organic Foods. Food and Nutrition Information Center. U.S. Dept. of Agriculture, Wash. D.C.

Reading suggested by Dr. Vargas:

- 1) Hall, Charles A. S. 2000. Quantifying sustainable Development : the future of tropical economies / edited by Charles A. S. Hall ; associate editors, Carlos Leon Perez, Gregoire Leclerc. San Diego, Academy Press.
- 2) Galt, Ryan E. 2009. 'It just goes to kill Ticos': national market regulation and the political ecology of farmers' pesticide use in Costa Rica. Journal of Political Ecology 16: 1-33
- 3) Galt, Ryan E. 2008. Pesticides in export and domestic agriculture: reconsidering market orientation and pesticide use in Costa Rica. Geoforum 39 (3): 1378-92.

*Students are also encouraged to read a chapter from a Latin American studies textbook, for example:*

- 4) Seligson, Mitchell. 2011. Costa Rica. In Wiarda, H and H Kline (eds), Latin American Politics and Development. Westview Press.

## Course Change Proposal

**Subject** Horticulture (476)

**Status** Under Review by School/College

**Proposer** James Nienhuis

### Basic Information

**Current course number**

*374*

**Current course title**

*Tropical Horticulture*

**Current published course description**

*Fall semester colloquia on tropical ecology and crops followed by two-week long winter break (January) field trip to Costa Rica and Nicaragua.*

**Chief academic officer of this unit**

*Irwin L. Goldman*

**Designee of chief academic officer for approval authority**

*Tricia L. Check*

**Currently crosslisted with**

**What is the primary divisional affiliation of the course?**

*Biological Sciences*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Horticulture (476)*

Proposed subject

Will the course number change?

*No*

Current course number

*374*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Tropical Horticulture*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

**Current maximum credits**

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Fall semester colloquia on tropical ecology and crops followed by two-week long winter break (January) field trip to Costa Rica and Nicaragua.*

**Proposed course description**

**Will the prerequisites change?**

*No*

**Current prerequisites and other requirements**

**Proposed prerequisites and other requirements**

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

Proposed level:

Will the L&S breadth requirement change?

*Yes*

Current breadth:

Proposed breadth:

*B-Biological Science*

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER



## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This course will be offered in association with a proposed new in Certificate on Organic / Sustainable Agriculture*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*none*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*none*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*Hort 372 is an upper level lecture which includes a hands-on study abroad component that fulfills the requirements for "habits of the mind". Specifically the learning objectives are: 1. Gain an understanding and patterns of reasoning of the challenges to production of food in tropical ecosystems. Thus it draws upon a framework of knowledge to pose meaningful questions. 2. Gain an understanding of the biology of these unique plants, focusing on their physiology, genetics, and response to environment; thus, posing questions that advance knowledge and understanding. 3. Develop an appreciation for their social context, economic impact and cultural characteristics through hands-on visits to farms and farmers in tropical Central America; thus, connecting theory and application and making connections among diverse subject areas and modes of thinking and eating. 4. Understand how tropical crops impact the ecology, culture, community and even language to satisfy particular economic and cultural niches; thus, applying major areas of knowledge to solution of community problems.*

### Additional comments (optional)

*Course has a 50 min lecture each monday during the semester followed by a two-week study abroad field trip to visit the tropical crops we discussed during the semester*

### Attach a syllabus

*Trop Hort Schedule Fall 13.pdf*

### Additional attachments (optional)(please read "help" text before uploading an attachment)

*Itinerary 2014 Hort 374 trip.pdf*

**Instructor – Jim Nienhuis**  
**Room 390 Horticulture**  
**Tel. 262 – 6975**  
**Email - nienhuis@wisc.edu**

1	Mon	Sept 9	Introductions and overview Organization of seminar series
2	Mon	Sept 16	Organization and objectives of field trip
3	Mon	Sept 23	Inter. Ag. Program presentation – Laura Van Toll
4	Mon	Sept 30	Tropical Vegetables – Jim Nienhuis
5	Mon	Oct 7	Tropical Fruits – Jim Nienhuis
6	Mon	Oct 14	Presentation by Travel nurse Linda Johnson ( <b>Jim Gone</b> )
7	Mon	Oct 21	Review of trip itinerary – Jim Nienhuis
8	Mon	Oct 28	<b>Guest speaker (Jim at BIC meetings)</b>
9	Mon	Nov 4	Student group presentation
10	Mon	Nov 11	Student group presentation
11	Mon	Nov 18	Student group presentation
12	Mon	Nov 25	Student group presentation
13	Mon	Dec 2	Student group presentation
14	Mon	Dec 9	Final organization and preparation for field trip

Presentations must include an excellent one-page summary (with an additional page if necessary with citations and literature cited) distributed to the class as well as a well organized, crisp, focused, rehearsed 20-25 minute oral presentation. Both written and oral reports should be sent via email to Jim prior to presentation date. Topics may include, sugar cane, palmito, coffee, Banana, pineapple, cassava, chocolate, tomatoes or other vegetables, tropical fruit, organic production, seed production, ornamental plant production, fair trade, etc. etc. etc.

In your presentations, you must discuss, history, biology, economics, ecology, social context production, and issues regarding environmental impact and sustainability.

Grading

Course will be graded on a traditional A-F ranking based (20%) on participation in the seminar series as well as (80%) in the content and quality of the combined written and oral presentation. The content of the written presentation will be evaluated based on the criteria of historical context, ecology, social context, production practices, economic importance (local, national and export) and environmental impact of the production of a horticultural crop in the tropics. Course grade will be determined as follows: 95-100=A, 89-94=AB, 83-88=B, 77-82=BC, 71-76=C, 65-70=D, <65=F.

Learning objectives

The learning objectives of the course are to provide an opportunity to contrast knowledge of temperate ecology and crop production with the unique ecology and crop production challenges in four tropical environments: lowland-wet, lowland-dry, highland-wet and highland-dry. The learning objectives are achieved through literature research on a topic related to tropical crops and ecology followed by a written and oral presentation to the class. This is followed by the opportunity to observe the production challenges hands-on during the field trip to Central America.

**Proposed Itinerary for January 2014 field trip to  
Costa Rica and Nicaragua  
Hort 374 – Tropical Horticulture  
(date of this version – Sept 3, 2013)**

<b>Date</b>	<b>Time</b>	<b>Activity</b>
Saturday Jan. 4	All day	Take very early (12:30 am) bus from Memorial Union to Chicago O'hare (ORD) and catch 5:30 am flight from ORD to Miami and later arrive Juan Santamaría Airport in San José approx. 1:15 pm. 1) AA flight 780 ORD-MIA 5:30 am-9:25 am 2) AA flight 937 MIA-SJO 10:40am-12:30 pm After customs clearance, drive to Turrialba (2 1/2 hours). I'll have some drinks and snacks on the bus to hold you over until dinner. Should arrive at Lodge outside of Turrialba about 5:00 PM
	Evening 5:30	Arrive at Turrialtico Lodge just outside of Turrialba. It is a modest place, but relatively clean and has a nice view of the valley. We'll have dinner about 6:30 pm at the Turrialtico Lodge. <i>Note: we arrive on a Saturday, and banks are closed. I will have Costa Rican colones, so if you give me crisp \$20 I will return a crisp 10,000 colones note to you ! You can use this to buy incidentals, e.g. water, toothpaste, etc over the next few days.</i>
Sunday Jan. 5	Morning	Walking tour CATIE grounds and tropical foliage. CATIE is a regional graduate level university with a focus on agriculture. It was part of Organization of American States (OAS) and was founded with help of USDA during WWII. Tour of CATIE botanical gardens - visit Cacao, Coffee, Palmito and tropical fruit germplasm collections. Breakfast and dinner at Turrialtico.
	Lunch	Lunch at simple, but nice restaurant, Sito Angostura, overlooking the valley the dam on the Rio Reventazón.
	afternoon	Visit snake collection – an array of beautiful and dangerous snakes plus a lot of information on ecology by Professor Minor Camacho of Viborana. He is a retired professor of herpetology at the Univ. of Costa Rica.
	Later afternoon	Drive to city of Turrialba and stop by the local grocery store (Maxi Pali – which is incredibly owned by Wal-Mart) and you can buy snacks, bottled water, aspirin, band-aids etc. etc. You can pay here with a debit or credit card or even in US\$ dollars.
Monday Jan 6	Morning	Drive to near city of Cartago (about 1 ½ hours) and visit Linda Vista Horticulture in the town of Dulce Nombre which is one of the largest producers of flower seed in the world.
	Late morning	Visit Lancaster Botanic Gardens near Cartago
	noonish	Drive to town of Paraiso and then into Cachí valley and have a nice lunch at a fairly elegant restaurant 'La Casona del Cafetal'. After lunch relax or walk around gardens. Drive back to CATIE in Turrialba
	Evening	Dinner at Turrialtico Lodge in Turrialba. We must put the luggage on the bus so we can get an early start the following morning. We will not return to the hotel after we depart on Tuesday morning.

Tuesday Jan. 7	Morning	River trip (Tico's River Adventures) on Rio Reventazón or Rio Paquare (depending on weather). This will last 4 1/2 hours. We will have a simple lunch on the river. If you are not into rivers and raging water, the alternative to the river trip is to visit "Tarzan Tico" in Siquirres and watch alligators.
	Late afternoon	Bus will pick us up near town of Siquirres, from there we will dress and then begin a 2 ½ hour journey to the campus of Instituto Tecnológico de Costa Rica (ITCR) in San Carlos
	Evening	Dinner at restaurant, likely 'Happy Land' near campus of ITCR. We will sleep in modest, but clean guest houses on ITCR campus. No drinking or smoking allowed on ITCR campus. <i>Note: doors always lock when closed at ITCR guest houses, so don't close door to your room if you don't have your key. Be careful not to lose key.</i>
Wednesday Jan 8	Morning	Breakfast at ITCR cafeteria. Visit organic café farm at 'Finca Paulina' in Palmares This is about 1 ½ hour drive up and over the mountains from San Carlos. Note- Paulina was a summer intern in Jim's lab program from May-Oct 2011. We can buy coffee at Paulina's house.
	Lunch	(to be determined) likely snacks at Paulina's house
	Afternoon	Visit cities of Sarchí and Zarcero
	Dinner	At restaurant near ITCR campus
Thursday Jan. 9	Morning	Tour farms and vegetables, Cassava (yuca), pineapple and sugar cane (Host Carlos Ramirez). Visit Lisbeth's house in Pital, San Carlos [Lisbeth was also a summer intern in Jim's vegetable breeding program in the summer of 2012]. Note: we will NOT return to ITCR campus until later in the evening, so be sure to bring your swimming suit, book and personal items with you in the morning. We will have a large breakfast, so we may only stop for a snack (on your own) in the city of Fortuna before going to the spa.
	Afternoon and evening	Drive (about 35 min) to volcanic hot water spa near city of La Fortuna for relaxation and dinner at Spa Ecotermas) – have dinner at Spa
Friday Jan 10	Morning	Load luggage on Bus early (7:30ish) and then depart after breakfast on route to Sardinal (about 4 ½ hour drive around Lago Arenal,
	noon	Lunch near Liberia in Guanacaste (note very hot and dry in Guanacaste)
	Late afternoon	Arrive in village of Sardinal in Guanacaste . Note: Sardinal is only about 8km from Coco and Hermosa beaches, so if we arrive early enough, a group of you could take a taxi and you could go for a swim before dinner.
Saturday Jan. 11	Morning	Take canopy tour of lowland dry rain forest (Nuevo Colon)
	Noon	Drive to Mata Palo beach have a catered lunch at camp ground near beach
	Afternoon	Swim and relax on the beach, then return to our village of Sardinal in the late afternoon.
Sunday Jan. 12	Morning early 5:30 am	Depart Sardinal very early (5:30 am) and travel to the Costa Rica/Nicaraguan border near the town of Peñas Blancas. We will have breakfast in Rivas at Hotel La Mar. about 8:30 am. Travel only with day-pack, some money (in dollars) for Masaya market, passport and water bottle.
	9:30	Brief tour of the city of Rivas, Nicaragua. soon you will observe what appears to be an ocean on your right as well as one on your left? The one on your right is the fresh water lake Nicaragua (Lago Colcibolca) with the twin peaks of volcán Concepción and volcán Maderas rising from the water on Isla Omotepe.
	10:30	Arrive at Volcán and National Park Mombacho near city of Granada. We will ascend the volcano (almost vertically) to the rim in an old 4WD army truck. The climate will quickly change from very hot and dry to very cool and wet (likely raining) – this is after all the cloud forest (bring a raincoat).
	11:00	We will take a walking tour around the rim of the volcano – this is the

		tropical cloud forest – off in the distance we will see the city of Granada as well as hundred of islands in Lago Colcibolca that were once the cone of the volcano we are standing on. We will have lunch at the Park Station on the rim of volcán Mombacho
	2:30	Enter city of the beautiful colonial city of Granada. We can stop at the Doña Elbas Fabrica de Puros
	3:00	Check into Hotel Alhambra in city of Granda right on the central plaza (Parque Central de Granada). After we check in we will board horse drawn carriages for a tour of the city, the cathedrals, the wonderful colonial architecture and a tour of William Walker's house.
	7:00ish	Dinner at very nice Restaurant El Zaguán in Granada
Monday Jan 13	7:30 am	Breakfast at Hotel Alhambra in Granada
	8:00 am	Depart Granada and travel to city of Masaya (about 45 min) In Masaya we will go to the local market and shop. In addition, we will stop at a family owned Fabrica de Hamacas Vincente Suazo –
	After lunch	Drive from Masaya to Las Catarinas, and volcanic caldera.
	7:30 pm	Once again cross the border back into Costa Rica, and arrive in Sardinal for dinner
Tuesday Jan 14	Morning	About 8:30 am, drive to Playas del Coco (20 min) and ride out on Pacific ocean to beaches and coves for snorking adventure. Careful with sun!!! Return to Sardinal for lunch
	Late afternoon	On you own for shopping in Liberia or beaches near Sardinal
	Evening	Dinner in Sardinal
Wednesday Jan 15	Morning	Leave about 9:00ish for Tempisque River Tour. From village of Sardinal is about a 1¼ hrs drive to Palo Verde National Park, then river cruise on Rio Tempisque top see wildlife and birds. After cruse, typical lunch in village of Bolson and then drive back to Sardinal in the early afternoon.
	Later afternoon	May choose to go to one of the beaches near Sardinal in the afternoon. The closest beach is Coco, a nicer beach just a little farther away is Hermosa. Can take a group taxi from Sardinal park and have taxi later pick you up.
	Evening	Dinner in Sardinal with Marimba band
Thursday Jan 16	Morning	Relax or take a bus to beach or to Liberia for shopping
	Afternoon	About 2:00 ish take bus from Sardinal to Spa Yoko located on Volcán Miravalles (About 1 ½ hour bus ride).
Friday Jan 17	Morning	We will depart about 1:35 pm and drive to the small International airport near Liberia, which is about 20 minutes from Sardinal. 1) AA flight 2132 LIR-MIA 1:30-5:20 pm 2) AA flight 1283 MIA-ORD 7:15-9:25 pm Remember, you will individually have to pay a \$29 airport tax upon departure. So pay this before checking in for the flight. It is best (and cheapest) to pay this with US\$dollars, but you can pay with a credit or debit card. Bring drink and snacks to LIR airport as the food is very expensive.
	Evening	Lazar bus will pick us up at Chicago O'hare airport and we will drive to Memorial Union – likely won't arrive until about 1:00 am on Saturday morning.
Sat. Jan 18	All day	Relax on Hammock, enjoy a cup of coffee. Close your eyes and imagine that you are back at the EcoTermales spa.....

## **Sociology Course Proposals**



Course no.	Type of Proposal	XL	Type of change	Notes
140	change	C&E Soc	Course description	eliminate "in the green economy" and add "Gateway to advanced courses in sociology."
			Prerequisites	change from "Open to all undergrads" to "Open to Fr."
210	change	C&E Soc	Course description	Old: Interrelations of personality, society and culture; social processes, structures, institutions and functions as they affect the building up and tearing down of society. New: Introduction to the field of American sociology, its subfields and specialized areas of research, theoretical traditions and research methods. Gateway to advanced courses in sociology
			Prerequisites	Old: So st. Open to Fr eligible to take Com B crses. Stdts may receive cr for only one of theses crses: Soc 181, Soc/C&E soc 210, 211. New: Open to Freshmen eligible to take Com B courses. Not open to students who have taken Soc 181 or Soc/C&E Soc 211.
211	change	C&E Soc	Course description	adding "Gateway to advanced courses in sociology" to end of descr.
			Prerequisites	Old: So st. Jrs & Srs must be declared Sociol majors. Stdts may receive cr for only one of these crses: Soc 181, Soc/C&E Soc 210, 211. New: Not open to students who have taken Soc 181 or Soc/C&E Soc 210
311	change	C&E Soc	major requ.	No longer satisfies breadth requirement for Sociology major. [Not sure why this is a course proposal.]
357	change	C&E Soc	Course description	Replace "and their application in the analysis of society" with "in the study of society" and add "Practical experience conducting small research projects. Should be taken as early as possible by students considering a major in Sociology. Prior statistics not required. Gateway to advanced courses in sociology."
			Prerequisites	Old: So st; not open to stdts who have taken Soc 358. New: Enrollment priority given to declared Soc/C&E Soc majors and sophomores. Not open to students who have taken Soc 358.
358	change	C&E Soc	Prerequisites	Old: Con reg with Soc 359. So st; not open to stdts who have taken Soc 357, Soc 360, or an equiv crse in statistical anal. New: Concurrent enrollment in Soc 359. So st. Not open to students who have taken Soc 357, or Soc 360 or equivalent.
359	change	C&E Soc	Prerequisites	Old: Con reg with Soc 358. So st; not open to stdts who have taken Soc 357, Soc 360, or an equiv crse in statistical anal. New: Concurrent enrollment in Soc 358. So st. Not open to students who have taken Soc 357, or Soc 360 or equivalent.
360	change	C&E Soc	Course description	adding "Gateway to advanced courses in sociology" to end of descr.

			Prerequisites	Old: So st. Stdts may receive cr for only one of the following crses: Soc/C&E Soc 359, 360. New: Soc 357 recommended. Enrollment priority given to declared Soc/C&E Soc majors and sophomores. Not open to students who have taken Soc 359.
361	change	C&E Soc	Course description	Old: Review of statistical inference; analysis of variance and covariance; multiple regression and correlation; discrete attributes; lectures and lab. New: Applied linear regression modeling for social scientists. Bivariate and multiple regression, dummy variables, interactions, nonlinear relationships, indirect effects and omitted variable bias, outliers, heteroskedasticity, and multicollinearity; associated diagnostics and corrections. Use of Stata and/or SAS for dataset creation and analysis. Lectures and lab.
			Prerequisites	Old: Soc/C&E Soc 360 or equiv and Jr st. New: Sophomore standing. Soc 360 or equivalent.
365	change	C&E Soc	Title	Old: Computing in Sociological Research New: Data Management for Sociological Research Proposed transcript title: Data Mgt for Sociological Res
			Course description	Old: The SAS System for statistical analysis and data processing. Also, the UNIX operating system, the EMACS editor, filtering data in UNIX, the SQL database language, and the graphical presentation of data. New: Understanding the structure of different types of social scientific data, techniques for data evaluation, cleaning, documentation and visual display, merging data from multiple sources, restructuring data for analysis.
			Prerequisites	Old: A first crse in stats New: Soc 360 or equivalent.
380	change	C&E Soc	Prerequisites	Old: Crse in coll level math; crse in coll level biology; or cons inst. Open to Fr New: Honors status. Soc 360 or equivalent or consent of instructor.
532	change	C&E Soc, Consum er Science	Course description	Eliminate "This course covers" from first sentence.
			Prerequisites	Old: Jr st. New: Intro Soc course (140, 181, 210, 211).
533	change	C&E Soc	Prerequisites	Old: Jr st. New: None.

540	change	C&E Soc, Gaylord Nelson Inst.	Prerequisites	Old: Jr st or cons inst. New: Intro Soc course (140, 181, 210, 211).
541	change	C&E Soc	Prerequisites	Old: Jr st or cons inst. New: Any of the following: Soc Intro course (140, 181, 210, 211), Soc 248, Environmental Studies 112, Environmental Studies 113, Environmental Studies 139, Environmental Studies 140, Environmental Studies 248, Geography 101, Geography 102, or Geography 139.
573	change	C&E Soc	Prerequisites	Old: Intro soc or cons inst. New: Intro Soc course (140, 181, 210, 211).
578	change	C&E Soc, America n Indian Studies	Prerequisites	Old: Junior standing & intro course in sociology or consent of instructor. New: Intro Soc course (140, 181, 210, 211).
601	change	C&E Soc, Gender & Women' s Studies	Prerequisites	Old: Jr st & successful completion of intro Soc/C&E Soc course. New: Intro Soc course (140, 181, 210, 211).
610	change	C&E Soc	Course description	Old: This course examines topics related to what has been called the New: Examines topics related to what has been called the "knowledge society." Explores various aspects of science and technology as they shape and are shaped by post-industrial societies.
			Prerequisites	Old: Upper class standing and two semester course in Sociology or C&E Sociology. New: Intro Soc course (140, 181, 210, 211).
612	change	C&E Soc	Prerequisites	Old: Cons inst. New: Intro Soc course (140, 181, 210, 211).
613	discontinu ation	C&E Soc		Course not taught in eight years, course designer no longer on faculty, no other expressed interest in teaching course

617	change	C&E Soc, Urb R PI	Prerequisites	Old: Jr st, intro course in sociology or cons inst New: Intro Soc course (140, 181, 210, 211).
622	change	C&E Soc	Prerequisites	Old: Soc 621 or cons inst. New: Intro Soc course (140, 181, 210, 211) and Soc 475.
623	change	C&E Soc	Prerequisites	Old: Jr st. New: Junior standing. Soc 357 or Gender & Women's Studies Z, S, Y courses.
630	change	C&E Soc	???	No apparent changes in proposal
639	change	C&E Soc, America n Indian Studies	Prerequisites	Old: Jr st, intro crse in sociology or cons inst. New: Intro Soc course (140, 181, 210, 211) or Soc 134.
645	change	C&E Soc, Urb R PI	Course description	Old: Intensive study of selected aspects of American society viewed from the sociological perspective in a community context. New: Relevance of the concept of community to American society. Review of several basic theories of community and analysis of the nature of community in the broader political and economic context.
			Prerequisites	Old: Jr st or cons inst. New: Intro Soc course (140, 181, 210, 211).
649	change	C&E Soc	Prerequisites	Old: Jr st and completion of intro course in Soc/C&E Soc, or consent of instructor. New: Intro Soc course (140, 181, 210, 211) and Soc 357.
650	change	C&E Soc	Prerequisites	Old: Jr st, intro course in sociology, or cons inst. New: Intro Soc course (140, 181, 210, 211).
652	change	C&E Soc	Prerequisites	Old: Sr st & cons inst. New: Intro Soc course (140, 181, 210, 211).
655	change	C&E Soc	Prerequisites	Old: Sr st & cons inst. New: Intro Soc (140, 181, 210, 211), Soc 357, Soc 360, Senior standing, and consent of instructor.
666	change	C&E Soc	Prerequisites	Old: Jr st or cons inst. New: Intro Soc course (140, 181, 210, 211) and Soc 357.
676	change	C&E Soc	Prerequisites	Old: Intro crse in stats or cons inst. New: Intro Soc course (140, 181, 210, 211) and Soc 357.
693	change	C&E Soc	Prerequisites	Old: Jr st & cons inst. Open only to stdts currently enrolled as interns in CAR. New: Soc 357, Soc 360, Soc 361, and CAR internship. Open only to students currently enrolled in CAR.

# Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

## Basic Information

**Current course number**

*140*

**Current course title**

*Introduction to Community and Environmental Sociology*

**Current published course description**

*Sociological examination of the linkages between the social and biophysical dimensions of the environment. Key topics include community organizing, local food systems, energy transitions, environmental justice, resource dependence, and sustainable development in the green economy.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*140*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Introduction to Community and Environmental Sociology*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

No

**Current minimum credits**

3

**Current maximum credits**

3

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

No

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

Yes

**Current course description**

*Sociological examination of the linkages between the social and biophysical dimensions of the environment. Key topics include community organizing, local food systems, energy transitions, environmental justice, resource dependence, and sustainable development in the green economy.*

**Proposed course description**

*Sociological examination of the linkages between the social and biophysical dimensions of the environment. Key topics include community organizing, local food systems, energy transitions, environmental justice, resource dependence, and sustainable develop. Gateway to advanced courses in sociology.*

**Will the prerequisites change?**

Yes

**Current prerequisites and other requirements**

*Open to All Undergrads*

**Proposed prerequisites and other requirements**

*Open to Fr.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Elementary*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER



## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*Will not affect existing or future programs.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

## Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Current course number**

*210*

**Current course title**

*Survey of Sociology*

**Current published course description**

*Interrelations of personality, society and culture; social processes, structures, institutions and functions as they affect the building up and tearing down of society.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*210*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Survey of Sociology*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

No

**Current minimum credits**

3

**Current maximum credits**

4

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

No

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

Yes

**Current course description**

*Interrelations of personality, society and culture; social processes, structures, institutions and functions as they affect the building up and tearing down of society.*

**Proposed course description**

*Introduction to the field of American sociology, its subfields and specialized areas of research, theoretical traditions and research methods. Gateway to advanced courses in sociology.*

**Will the prerequisites change?**

Yes

**Current prerequisites and other requirements**

*So st. Open to Fr eligible to take Com B crses. Stdts may receive cr for only one of these crses: Soc 181, Soc/C&E Soc 210, 211*

**Proposed prerequisites and other requirements**

*Open to Freshmen eligible to take Com B courses. Not open to students who have taken Soc 181 or Soc/C&E Soc 211.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Intermediate*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

*Communication B*

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*Will not affect existing or future programs.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)



# Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

## Basic Information

**Current course number**

*211*

**Current course title**

*The Sociological Enterprise*

**Current published course description**

*Basic principles and definitions of sociology. Readings and discussion of the perspectives of sociology, the individual and society, groups and social process, stratification, organizations and power, demography, and social change.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*211*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*The Sociological Enterprise*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

No

**Current minimum credits**

3

**Current maximum credits**

3

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

No

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

Yes

**Current course description**

*Basic principles and definitions of sociology. Readings and discussion of the perspectives of sociology, the individual and society, groups and social process, stratification, organizations and power, demography, and social change.*

**Proposed course description**

*Basic principles and definitions of sociology. Readings and discussion of the perspectives of sociology, the individual and society, groups and social process, stratification, organizations and power, demography, and social change. Gateway to advanced courses in sociology.*

**Will the prerequisites change?**

Yes

**Current prerequisites and other requirements**

*So st. Jrs & Srs must be declared Sociol majors. Stdts may receive cr for only one of these crses: Soc 181, Soc/C&E Soc 210, 211*

**Proposed prerequisites and other requirements**

*Not open to students who have taken Soc 181 or Soc/C&E Soc 210.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Intermediate*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*Will not affect existing or future programs.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

# Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

## Basic Information

**Current course number**

*311*

**Current course title**

*Biotechnology and Society: The Socio-Cultural Study of Biotechnology*

**Current published course description**

*Examines socio-cultural issue surrounding contemporary biotechnology. Will study the production of biotechnologies using socio-cultural lenses and the ways in which the new biologies and biotechnologies become integral to the re-production of society and culture.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*311*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Biotechnology and Society: The Socio-Cultural Study of Biotechnology*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability



**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Examines socio-cultural issue surrounding contemporary biotechnology. Will study the production of biotechnologies using socio-cultural lenses and the ways in which the new biologies and biotechnologies become integral to the re-production of society and culture.*

**Proposed course description**

**Will the prerequisites change?**

*No*

**Current prerequisites and other requirements**

*So st*

**Proposed prerequisites and other requirements**

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Intermediate*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. We have established that this course does not need detailed prerequisites because it does not build on prior disciplinary knowledge. Therefore, it no longer satisfies the breadth requirement for the sociology major (but will continue to count toward electives).*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This course will no longer satisfy the breadth requirement for the sociology major.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

## Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Current course number**

*357*

**Current course title**

*Methods of Sociological Inquiry*

**Current published course description**

*Scientific methods and their application in the analysis of society; procedures in testing sociological theory: problem definition, hypothesis construction, collection and evaluation of data.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*357*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Methods of Sociological Inquiry*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

## Proposed repeatability

### Catalog Changes

#### Will the credits change?

No

##### Current minimum credits

3

##### Current maximum credits

4

##### Proposed minimum credits

##### Proposed maximum credits

#### Will the grading system change?

No

##### Current grading system

##### Proposed grading system

#### Will the published course description change?

Yes

##### Current course description

*Scientific methods and their application in the analysis of society; procedures in testing sociological theory: problem definition, hypothesis construction, collection and evaluation of data.*

##### Proposed course description

*Scientific methods in the study of society; procedures for testing sociological theory: problem definition, hypothesis construction, collection and evaluation of data. Practical experience conducting small research projects. Should be taken as early as possible by students considering a major in Sociology. Prior statistics not required. Gateway to advanced courses in sociology.*

#### Will the prerequisites change?

Yes

##### Current prerequisites and other requirements

*So st; not open to stdts who have taken Soc 358*

##### Proposed prerequisites and other requirements

*Enrollment priority given to declared Soc/C&E Soc majors and sophomores. Not open to students who have taken Soc 358.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Intermediate*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER



## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*Will not affect existing or future programs.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

## Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Current course number**

*358*

**Current course title**

*Design and Analysis of Social Research*

**Current published course description**

*Logic of social inquiry, operationalization of social theory, procedures for gathering and organizing data, hypothesis testing, analysis of data, techniques for generalizing from samples to populations.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*358*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Design and Analysis of Social Research*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Logic of social inquiry, operationalization of social theory, procedures for gathering and organizing data, hypothesis testing, analysis of data, techniques for generalizing from samples to populations.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Con reg with Soc 359. So st; not open to stdts who have taken Soc 357, Soc 360, or an equiv crse in statistical anal*

**Proposed prerequisites and other requirements**

*Concurrent enrollment in Soc 359. So st. Not open to students who have taken Soc 357, or Soc 360 or equivalent.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Intermediate*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*Will not affect existing or future programs.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)



## Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Current course number**

*359*

**Current course title**

*Statistical Analysis of Social Research*

**Current published course description**

*Statistics integrated with the methods of sociological inquiry. Probability theory and statistical inference, and other statistical analytical techniques.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*359*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Statistical Analysis of Social Research*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*4*

**Current maximum credits**

*4*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Statistics integrated with the methods of sociological inquiry. Probability theory and statistical inference, and other statistical analytical techniques.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Con reg with Soc 358. So st; not open to stdts who have taken Soc 357, Soc 360, or an equiv crse in statistical anal*

**Proposed prerequisites and other requirements**

*Concurrent enrollment in Soc 358. So st. Not open to students who have taken Soc 357, or Soc 360 or equivalent.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Intermediate*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

*Quantitative Reasoning B*

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*Will not affect existing or future programs.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

## Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Current course number**

*360*

**Current course title**

*Statistics for Sociologists I*

**Current published course description**

*Presentation of sociological data; descriptive statistics; probability theory and statistical inference; estimation and tests of hypotheses; regression and correlation and the analysis of contingency tables; lectures and lab.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*360*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Statistics for Sociologists I*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability



**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

No

**Current minimum credits**

4

**Current maximum credits**

4

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

No

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

Yes

**Current course description**

*Presentation of sociological data; descriptive statistics; probability theory and statistical inference; estimation and tests of hypotheses; regression and correlation and the analysis of contingency tables; lectures and lab.*

**Proposed course description**

*Presentation of sociological data; descriptive statistics; probability theory and statistical inference; estimation and tests of hypotheses; regression and correlation and the analysis of contingency tables; lectures and lab. Gateway to advanced courses in sociology.*

**Will the prerequisites change?**

Yes

**Current prerequisites and other requirements**

*So st. Stdts may receive cr for only one of the following crses: Soc/C&E Soc 359, 360*

**Proposed prerequisites and other requirements**

*Soc 357 recommended. Enrollment priority given to declared Soc/C&E Soc majors and sophomores. Not open to students who have taken Soc 359.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Intermediate*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

*Quantitative Reasoning B*

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*Will not affect existing or future programs.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

## Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Current course number**

*361*

**Current course title**

*Statistics for Sociologists II*

**Current published course description**

*Review of statistical inference; analysis of variance and covariance; multiple regression and correlation; discrete attributes; lectures and lab.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*361*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Statistics for Sociologists II*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

## Proposed repeatability

### Catalog Changes

#### Will the credits change?

No

##### Current minimum credits

3

##### Current maximum credits

3

##### Proposed minimum credits

##### Proposed maximum credits

#### Will the grading system change?

No

##### Current grading system

##### Proposed grading system

#### Will the published course description change?

Yes

##### Current course description

*Review of statistical inference; analysis of variance and covariance; multiple regression and correlation; discrete attributes; lectures and lab.*

##### Proposed course description

*Applied linear regression modeling for social scientists. Bivariate and multiple regression, dummy variables, interactions, nonlinear relationships, indirect effects and omitted variable bias, outliers, heteroskedasticity, and multicollinearity; associated diagnostics and corrections. Use of Stata and/or SAS for dataset creation and analysis. Lectures and lab.*

#### Will the prerequisites change?

Yes

##### Current prerequisites and other requirements

*Soc/C&E Soc 360 or equiv and Jr st*

##### Proposed prerequisites and other requirements

*Sophomore standing. Soc 360 or equivalent.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Advanced*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER



## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*Will not affect existing or future programs.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

# Course Change Proposal

**Subject** Sociology (900)  
**Proposer** Theodore A Babcock

**Status** Under Review by School/College

## Basic Information

**Current course number**

*365*

**Current course title**

*Computing in Sociological Research*

**Current published course description**

*The SAS System for statistical analysis and data processing. Also, the UNIX operating system, the EMACS editor, filtering data in UNIX, the SQL database language, and the graphical presentation of data.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*365*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*Yes*

Current title

*Computing in Sociological Research*

Proposed title (max. 100 chars.)

*Data Management for Sociological Research*

Proposed transcript title (max. 30 chars.)

*Data Mgt for Sociological Res*

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*4*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*Yes*

**Current course description**

*The SAS System for statistical analysis and data processing. Also, the UNIX operating system, the EMACS editor, filtering data in UNIX, the SQL database language, and the graphical presentation of data.*

**Proposed course description**

*Understanding the structure of different types of social scientific data, techniques for data evaluation, cleaning, documentation and visual display, merging data from multiple sources, restructuring data for analysis.*

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*A first crse in stats*

**Proposed prerequisites and other requirements**

*Soc 360 or equivalent.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Intermediate*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*Will not affect existing or future programs.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

[Soc 365 Syllabus.pdf](#)

### Additional attachments (optional)(please read "help" text before uploading an attachment)



**Syllabus****Soc. 365****Old Title: Computing in Sociological Research****Proposed New Title: Data Management in  
Sociological Research****Fall 2012****General Information:**Time: Friday 1:20-3:15Room: 3218 Sewell Social Science BuildingInstructor: Jim RaymoOffice: 4452 Social Science BuildingTel: 262-2783Email: jraymo@ssc.wisc.eduOffice Hours: 3-5 MondayClass Page: class materials will be posted on Learn@UW**Required Textbooks:**Michael N. Mitchell, *Data Management Using Stata: A Practical Handbook*. (Available at UBS)

The data sets used in this book can be downloaded from:

<http://www.stata-press.com/data/dmus.html>.

These files will allow you to replicate all of the examples in the book. We will download these files on the first day of class.

**Introduction**

This is a course in how to manage social scientific data. Statistics courses in Sociology (and other social sciences) provide students with a solid theoretical understanding of data analysis but typically do not provide sufficient training in how to actually prepare and work with real data to apply those analytical tools. Because the large majority of research time (in any research job) is spent on data management, this is an important shortcoming in your training. By the end of this course you will understand the structure of different types of social scientific data, how to clean messy data, how to effectively document data, how to merge data from multiple sources, and how to restructure data for analysis. You will also learn techniques for visual display of data (i.e., graphing) to identify patterns and problems and to effectively convey information to consumers of your research. To this end, we will work with a widely-used software package for the management and analysis of social scientific data (Stata). Hands-on, nuts and bolts, work will be supplemented throughout the semester with discussion of the bigger picture – why is careful and effective data management and preparation so essential? You will also have a chance to work with a publicly available data set of your choosing to examine a question that interests you. This is not a statistics course but you will find that a prior statistics course—e.g., Soc. 360, or the equivalent—will be very helpful. I am also assuming that you have all had an introductory

research methods course such as Soc 357. No previous experience with Stata is necessary, but again, any familiarity you have with the program or similar programs (SPSS, SAS, etc.) will certainly be a plus. There are many on-line resources for learning Stata and for troubleshooting – you may want to explore some of the sites at

<http://www.stata.com/links/resources-for-learning-stata/>.

**Course Requirements:**

Class participation: You are expected to complete the assigned reading before each class. Lectures and in-class work will assume that you have read the required readings. Valuable class time is reserved for hands-on work, examples, discussion, and clarification. Class participation will not factor into your grade directly but you should assume that it will have an indirect impact (via your ability to complete the homework assignments and the quality of your final project and exam). If unable to attend for some reason, you should arrange to get class notes from another student.

Weekly Exercises: Exercises are due before class the week after they are assigned. We do not have a TA or grader and I will not be able to read and grade the assignments. Instead, I will post model answers and allocate some class time the following week to discuss questions about the assignments. Late exercises will not be accepted. If for some reason you do not complete your assignment on time, I encourage you to complete it on your own, but I will not accept it for credit. Most of these assignments will be based on simulated data provided by the instructor. Some assignments will also make use of data from large publicly-available surveys such as the General Social Survey. These assignments will count for 33% of your final grade so it is in your best interest to complete and submit these on time (I will keep track of whether assignments are done completely and on time). Please submit all assignments via Learn@UW by 1:00 (right before class) on the date that they are due.

Test: On the last day of class (12/14), we will have an open-book exam on which you will be asked to work with a prepared data set to conduct a series of data manipulations similar to those covered in the text and the weekly assignments. The test will count for 33% of your final grade.

Project: The course will culminate in a research project in which you will use the technical and analytic skills developed in class to address a research question of your choosing. This project will involve choosing a publicly available data set (in consultation with the professor), carefully describing those data, addressing missing data, conducting consistency checks, recoding variables, and preparing basic descriptive results to answer your question. This project will count for 34% of your final grade in the course. I will provide detailed instructions for the project early in the semester.

Computing. All assignments will require manipulation of sample survey data, using the statistical package Stata, Version 12. There are many other similar statistical packages but I think that Stata offers the best combination of power, flexibility, and ease of use. For those of you thinking about graduate school in Sociology or another social science, this course will be an excellent opportunity to master the leading software package. Stata is available via Winstat, meaning that you can do your work from any computer as long as you have an internet connection. An introduction to Winstat will be provided on the first day of class. You are certainly welcome to

buy a copy of Stata for your own computer if you like but it is not cheap (around \$200). If you are interested in this, please let me know.

You will probably not be able to complete the course without frequent reference the Stata manuals. Fortunately, the manuals are now available electronically via Winstat. The actual manuals are quite expensive (and heavy) so it is very nice to have full access via Winstat for no cost. To access Stata manuals, you can just click on Start and Stata in Winstat – the manuals are in pdf format.

In addition to Stata (and other statistical resources available via Winstat), SSCC provides statistical consulting to students in this course. I encourage you to take advantage of these resources when you get stuck.

The course web page. I have set up a page for the course on Learn@UW, which contains this syllabus, slides from class, weekly assignments, additional readings, and data sets we will use in class and for assignments. Each Friday evening (or Saturday morning) I will put up an “Illustrative Answer” to the exercise you turn in that day, which you may also download or print. I urge you to check the web site frequently since it will contain the most up-to-date information regarding the course.

## **Grading summary:**

Weekly assignments: 33%

Final project: 33%

Final exam: 34%

## **Course content**

Week 1 (Sept. 7): Introduction. What do data look like? Why is data management so important? Real world applications.

Week 2 (Sept. 14): Inputting data into Stata

Reading: Mitchell, Chapters 1 and 2, NYT articles (Big data, E-scores, Target)

Assignment: Exercise 1

Week 3 (Sept. 21): Data cleaning

Reading: Mitchell, Chapter 3

Assignment: Exercise 2

Due: Exercise 1

Week 4 (Sept. 28): Labeling, codebook, documentation

Reading: Mitchell, Chapter 4

Assignment: Exercise 3

Due: Exercise 2

Week 5 (Oct. 5): Recoding, creating new variables

Reading: Mitchell, Chapter 5

Assignment: Exercise 4

Due: Exercise 3

Week 6 (Oct. 12): NO CLASS

Reading: Long Chapter 2, Notes

Due: Exercise 4

Week 7 (Oct. 19): Basic descriptive statistics (tabulation and summarization)

Reading: Kohler and Kreuter Chapter 7

Assignment: Exercise 5

Week 8 (Oct. 26): Missing data

Reading: Allison Chapter 1; TBA

Assignment: Exercise 6

Due: Exercise 5

Week 9 (Nov. 2): Processing observations across subgroups

Reading: Mitchell, Chapter 7

Assignment: Exercise 7

Due: Exercise 6

Week 10 (Nov. 9): Reshaping data (longitudinal data)

Reading: Mitchell, Chapter 8

Assignment: Exercise 8

Due: Exercise 7

Week 11 (Nov. 16): Visualizing data - Graphics in Stata (Guest lecture: Russell Dimond)

Reading: <http://www.ssc.wisc.edu/sscc/pubs/4-24.htm>, Mitchell Visual Guide Chapter 1

Assignment: Exercise 9

Due: Exercise 8

Week 12 (Nov. 23): No Class. Thanksgiving break

Week 13 (Nov. 30): Programming for data management 1

Reading: TBA (focus on use of *egen* command)

Assignment: Exercise 10

Due: Exercise 9

Week 14 (Dec. 7): Programming for data management 2 (Guest lecture: Russell Dimond)

Reading: Mitchell, Chapter 9

Due: Exercise 10

Week 15 (Dec. 14): Test, Final draft of term papers due

# Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

## Basic Information

**Current course number**

*380*

**Current course title**

*Contemporary Population Problems for Honors*

**Current published course description**

*This course is designed to identify, examine the nature and evaluate the evidence regarding key population problems affecting modern societies in the developed and developing world. The course emphasizes the development of demographic models as a tool to frame, define and investigate these problems. Examples of problems studied include: relations between population growth and environment, population growth and socioeconomic development, population and emergence of new diseases.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

*Population Health Sciences (810)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

**Current subject**

*Sociology (900)*

**Proposed subject**

Will the course number change?

*No*

**Current course number**

*380*

**Proposed course number**

**Is this an honors course?**

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

Will the title change?

*No*

**Current title**

*Contemporary Population Problems for Honors*

**Proposed title (max. 100 chars.)**

**Proposed transcript title (max. 30 chars.)**

Will the crosslistings change?

*No*

**Current crosslistings**

*Community & Environmental Soc (864)*

*Population Health Sciences (810)*

**Proposed crosslistings**

Will the "repeatability" of the course change?

*No*

**Current repeatability**

**Proposed repeatability**

## Catalog Changes

Will the credits change?

No

Current minimum credits

3

Current maximum credits

3

Proposed minimum credits

Proposed maximum credits

Will the grading system change?

No

Current grading system

Proposed grading system

Will the published course description change?

No

Current course description

*This course is designed to identify, examine the nature and evaluate the evidence regarding key population problems affecting modern societies in the developed and developing world. The course emphasizes the development of demographic models as a tool to frame, define and investigate these problems. Examples of problems studied include: relations between population growth and environment, population growth and socioeconomic development, population and emergence of new diseases.*

Proposed course description

Will the prerequisites change?

Yes

Current prerequisites and other requirements

*Crse in coll level math; crse in coll level biology; or cons inst. Open to Fr*

Proposed prerequisites and other requirements

*Honors status. Soc 360 or equivalent or consent of instructor.*



## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Intermediate*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*Z-Either Humanities or Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

# Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

## Basic Information

**Current course number**

*532*

**Current course title**

*Health Care Issues for Individuals, Families and Society*

**Current published course description**

*This course covers issues related to health and health care delivery in our society. Topics include social, cultural and ethical influences on consumer definitions of health and use of medical care, and on the health care system's responses.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

*Consumer Science (271)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

**Current subject**

*Sociology (900)*

**Proposed subject**

Will the course number change?

*No*

**Current course number**

*532*

**Proposed course number**

**Is this an honors course?**

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

Will the title change?

*No*

**Current title**

*Health Care Issues for Individuals, Families and Society*

**Proposed title (max. 100 chars.)**

**Proposed transcript title (max. 30 chars.)**

Will the crosslistings change?

*No*

**Current crosslistings**

*Community & Environmental Soc (864)*

*Consumer Science (271)*

**Proposed crosslistings**

Will the "repeatability" of the course change?

*No*

**Current repeatability**

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*Yes*

**Current course description**

*This course covers issues related to health and health care delivery in our society. Topics include social, cultural and ethical influences on consumer definitions of health and use of medical care, and on the health care system's responses.*

**Proposed course description**

*Issues related to health and health care delivery in our society. Topics include social, cultural and ethical influences on consumer definitions of health and use of medical care, and on the health care system's responses.*

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Jr st*

**Proposed prerequisites and other requirements**

*Intro Soc course (140, 181, 210, 211).*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Intermediate*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**



## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

## Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Current course number**

*533*

**Current course title**

*Public Health in Rural & Urban Communities*

**Current published course description**

*Sociological approaches to community, rural, and public health. Examines epidemiological evidence for and policy solutions to health issues that impact vulnerable populations in diverse geographic and social settings. Topics include mental health, environmental and occupational health, preventive care, substance abuse.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*533*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Public Health in Rural & Urban Communities*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Sociological approaches to community, rural, and public health. Examines epidemiological evidence for and policy solutions to health issues that impact vulnerable populations in diverse geographic and social settings. Topics include mental health, environmental and occupational health, preventive care, substance abuse.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Jr st*

**Proposed prerequisites and other requirements**

*None.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Advanced*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. We have established that this course does not need detailed prerequisites because it does not build on prior disciplinary knowledge. Therefore, it no longer satisfies the breadth requirement for the sociology major (but will continue to count toward electives).*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This course will no longer satisfy the breadth requirement for the sociology major.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

# Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

## Basic Information

**Current course number**

*540*

**Current course title**

*Sociology of International Development, Environment, and Sustainability*

**Current published course description**

*Sociological analysis of relationships among economic growth, environmental sustainability and social justice in the developing world. Considers frameworks for understanding poverty, hunger, educational and technological inequality, and the impact of globalization on prospects for socially and ecologically sustainable development.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

*Envir St - Gaylord Nelson Inst (360)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*



## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*540*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Sociology of International Development, Environment, and Sustainability*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

*Envir St - Gaylord Nelson Inst (360)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

**Current repeatability**

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Sociological analysis of relationships among economic growth, environmental sustainability and social justice in the developing world. Considers frameworks for understanding poverty, hunger, educational and technological inequality, and the impact of globalization on prospects for socially and ecologically sustainable development.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Jr st or cons inst*

**Proposed prerequisites and other requirements**

*Intro Soc course (140, 181, 210, 211).*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Intermediate*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

# Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

## Basic Information

**Current course number**

*541*

**Current course title**

*Environmental Stewardship and Social Justice*

**Current published course description**

*Application of sociological theory and analysis to environmental issues. Course examines the ways in which environmental stewardship and conflict are embedded within broader cultural, social, and political contexts.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*541*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Environmental Stewardship and Social Justice*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Application of sociological theory and analysis to environmental issues. Course examines the ways in which environmental stewardship and conflict are embedded within broader cultural, social, and political contexts.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Jr st or cons inst*

**Proposed prerequisites and other requirements**

*Any of the following: Soc Intro course (140, 181, 210, 211), Soc 248, Environmental Studies 112, Environmental Studies 113, Environmental Studies 139, Environmental Studies 140, Environmental Studies 248, Geography 101, Geography 102, or Geography 139.*



## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Advanced*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

## Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Current course number**

*573*

**Current course title**

*Community Organization and Change*

**Current published course description**

*Examines theories of community change and different models of community organizing.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*573*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Community Organization and Change*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Examines theories of community change and different models of community organizing.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Intro soc or cons inst*

**Proposed prerequisites and other requirements**

*Intro Soc course (140, 181, 210, 211).*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Advanced*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**



## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

# Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

## Basic Information

**Current course number**

*578*

**Current course title**

*Poverty and Place*

**Current published course description**

*The allocation of economic and social rewards in the United States; emphasis on persistently poor regions and communities; analysis of selected minority groups and their poverty statuses; poverty programs and their consequences for structural and cultural changes.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

*American Indian Studies (140)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

**Current subject**

*Sociology (900)*

**Proposed subject**

Will the course number change?

*No*

**Current course number**

*578*

**Proposed course number**

**Is this an honors course?**

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

Will the title change?

*No*

**Current title**

*Poverty and Place*

**Proposed title (max. 100 chars.)**

**Proposed transcript title (max. 30 chars.)**

Will the crosslistings change?

*No*

**Current crosslistings**

*Community & Environmental Soc (864)*

*American Indian Studies (140)*

**Proposed crosslistings**

Will the "repeatability" of the course change?

*No*

**Current repeatability**

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*The allocation of economic and social rewards in the United States; emphasis on persistently poor regions and communities; analysis of selected minority groups and their poverty statuses; poverty programs and their consequences for structural and cultural changes.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Junior standing & intro course in sociology or consent of instructor*

**Proposed prerequisites and other requirements**

*Intro Soc course (140, 181, 210, 211).*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Advanced*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

*Ethnic Studies*

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

# Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

## Basic Information

**Current course number**

*601*

**Current course title**

*Sociology of Work, Family, and Gender*

**Current published course description**

*Examines the social issues and forces involved in the intersection of work, family, and gender. Considers how and why men's and women's experiences at work and at home differ, and how experiences in one realm affect experiences in the other.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

*Gender And Womens Studies (963)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*



## Basic Changes

Will the subject change?

*No*

**Current subject**

*Sociology (900)*

**Proposed subject**

Will the course number change?

*No*

**Current course number**

*601*

**Proposed course number**

**Is this an honors course?**

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

Will the title change?

*No*

**Current title**

*Sociology of Work, Family, and Gender*

**Proposed title (max. 100 chars.)**

**Proposed transcript title (max. 30 chars.)**

Will the crosslistings change?

*No*

**Current crosslistings**

*Community & Environmental Soc (864)*

*Gender And Womens Studies (963)*

**Proposed crosslistings**

Will the "repeatability" of the course change?

*No*

**Current repeatability**

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Examines the social issues and forces involved in the intersection of work, family, and gender. Considers how and why men's and women's experiences at work and at home differ, and how experiences in one realm affect experiences in the other.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Jr st & successful completion of intro Soc/C&E Soc course*

**Proposed prerequisites and other requirements**

*Intro Soc course (140, 181, 210, 211).*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Advanced*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

## Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Current course number**

*610*

**Current course title**

*Knowledge and Society*

**Current published course description**

*This course examines topics related to what has been called the*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*610*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Knowledge and Society*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*Yes*

**Current course description**

*This course examines topics related to what has been called the*

**Proposed course description**

*Examines topics related to what has been called the "knowledge society." Explores various aspects of science and technology as they shape and are shaped by post-industrial societies.*

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Upper class standing and two semester course in Sociology or C&E Sociology*

**Proposed prerequisites and other requirements**

*Intro Soc course (140, 181, 210, 211).*



## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Advanced*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

## Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Current course number**

*612*

**Current course title**

*Agriculture, Technology, and Society*

**Current published course description**

*Interaction between agricultural technologies and the social, political, economic, and environmental contexts in which production takes place. Issues such as agricultural sustainability, the social impacts of biotechnology, and technology development in both advanced industrial nations and developing countries.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*612*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Agriculture, Technology, and Society*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*4*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Interaction between agricultural technologies and the social, political, economic, and environmental contexts in which production takes place. Issues such as agricultural sustainability, the social impacts of biotechnology, and technology development in both advanced industrial nations and developing countries.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Cons inst*

**Proposed prerequisites and other requirements**

*Intro Soc course (140, 181, 210, 211).*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Intermediate or Advances*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**



## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

## Course Discontinuation Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Course number**

*613*

**Current course title**

*Social Ecology of the Amazon Basin*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**What is the primary divisional affiliation of this course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

## Rationale and Effects

### Explain the need for the proposed discontinuation

*This course has not been taught in eight years and the instructor who designed the course is no longer on the faculty. The faculty in sociology and community & environmental sociology has been consulted on this deactivation proposal--none have expressed an interest in teaching the course and none objected to its deactivation; the sociology faculty has voted to accept this deactivation proposal.*

### Is this course discontinuation related to a new course proposal?

*No*

List new course number(s) and complete new course proposal for each new course

### Explain the effect this discontinuation will have on any requirements or programs (degrees, majors, certificates)

*This change does not affect requirements.*

### Are any of these affected programs or requirements outside your academic unit?

*No*

Indicate the subjects that are most closely aligned with the affected academic units. The proposal will be sent to the academic units that support those subjects for review.

Additional comments (optional)

Attachments (optional) (please read "help" text before uploading an attachment)

# Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

## Basic Information

**Current course number**

*617*

**Current course title**

*Community Development*

**Current published course description**

*Social, cultural and personality factors influencing community development, with reference to developing countries as well as contemporary rural communities; consideration of theoretical and operational issues.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

*Urban And Regional Planning (944)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

**Current subject**

*Sociology (900)*

**Proposed subject**

Will the course number change?

*No*

**Current course number**

*617*

**Proposed course number**

**Is this an honors course?**

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

Will the title change?

*No*

**Current title**

*Community Development*

**Proposed title (max. 100 chars.)**

**Proposed transcript title (max. 30 chars.)**

Will the crosslistings change?

*No*

**Current crosslistings**

*Community & Environmental Soc (864)*

*Urban And Regional Planning (944)*

**Proposed crosslistings**

Will the "repeatability" of the course change?

*No*

**Current repeatability**

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Social, cultural and personality factors influencing community development, with reference to developing countries as well as contemporary rural communities; consideration of theoretical and operational issues.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Jr st, intro course in sociology or cons inst*

**Proposed prerequisites and other requirements**

*Intro Soc course (140, 181, 210, 211).*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Advanced*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**



## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

## Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Current course number**

*622*

**Current course title**

*Advanced Topics in Critical Sociology*

**Current published course description**

*Topics include: Marxism and feminism; race and class; alternative theories of history; methodological issues in contemporary Marxism.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*622*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Advanced Topics in Critical Sociology*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Topics include: Marxism and feminism; race and class; alternative theories of history; methodological issues in contemporary Marxism.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Soc 621 or cons inst*

**Proposed prerequisites and other requirements**

*Intro Soc course (140, 181, 210, 211) and Soc 475.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Advanced*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

# Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

## Basic Information

**Current course number**

*623*

**Current course title**

*Gender, Society, and Politics*

**Current published course description**

*Examines the relationship between the social structures of gender (e.g., the domestic division of labor, sex-segregated occupational structures, gender ideologies, the social organization of sexuality) and political institutions, political activities, and state policies.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*



## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*623*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Gender, Society, and Politics*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Examines the relationship between the social structures of gender (e.g., the domestic division of labor, sex-segregated occupational structures, gender ideologies, the social organization of sexuality) and political institutions, political activities, and state policies.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Jr st*

**Proposed prerequisites and other requirements**

*Junior standing. Soc 357 or Gender & Women's Studies Z, S, Y courses.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Advanced*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

# Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

## Basic Information

**Current course number**

*630*

**Current course title**

*Sociology of Developing Societies/Third World*

**Current published course description**

*Review of problems and prospects of so-called "developing societies." Includes theory of economic/social development, political economic organizations of "developing" societies, history of colonialism/imperialism, attempts to industrialize and results of those attempts. Prereq> Jr st*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*630*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Sociology of Developing Societies/Third World*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Review of problems and prospects of so-called "developing societies." Includes theory of economic/social development, political economic organizations of "developing" societies, history of colonialism/imperialism, attempts to industrialize and results of those attempts. Prereq> Jr st*

**Proposed course description**

**Will the prerequisites change?**

*No*

**Current prerequisites and other requirements**

*Jr st*

**Proposed prerequisites and other requirements**



## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Intermediate or Advances*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

# Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

## Basic Information

**Current course number**

*639*

**Current course title**

*American Indians in Contemporary Society*

**Current published course description**

*Analysis of the social, economic, political, and legal status of American Indians in modern U.S. society, with emphasis on the emergence of tribal sovereignty, American Indian ethnic identity, pan-Indianism, and the special social/and economic problems faced by American Indians.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

*American Indian Studies (140)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

**Current subject**

*Sociology (900)*

**Proposed subject**

Will the course number change?

*No*

**Current course number**

*639*

**Proposed course number**

**Is this an honors course?**

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

Will the title change?

*No*

**Current title**

*American Indians in Contemporary Society*

**Proposed title (max. 100 chars.)**

**Proposed transcript title (max. 30 chars.)**

Will the crosslistings change?

*No*

**Current crosslistings**

*Community & Environmental Soc (864)*

*American Indian Studies (140)*

**Proposed crosslistings**

Will the "repeatability" of the course change?

*No*

**Current repeatability**

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Analysis of the social, economic, political, and legal status of American Indians in modern U.S. society, with emphasis on the emergence of tribal sovereignty, American Indian ethnic identity, pan-Indianism, and the special social/and economic problems faced by American Indians.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Jr st, intro crse in sociology or cons inst*

**Proposed prerequisites and other requirements**

*Intro Soc course (140, 181, 210, 211) or Soc 134.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Intermediate or Advances*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

*Ethnic Studies*

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**



## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

## Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Current course number**

*645*

**Current course title**

*Modern American Communities*

**Current published course description**

*Intensive study of selected aspects of American society viewed from the sociological perspective in a community context.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

*Urban And Regional Planning (944)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

**Current subject**

*Sociology (900)*

**Proposed subject**

Will the course number change?

*No*

**Current course number**

*645*

**Proposed course number**

**Is this an honors course?**

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

Will the title change?

*No*

**Current title**

*Modern American Communities*

**Proposed title (max. 100 chars.)**

**Proposed transcript title (max. 30 chars.)**

Will the crosslistings change?

*No*

**Current crosslistings**

*Community & Environmental Soc (864)*

*Urban And Regional Planning (944)*

**Proposed crosslistings**

Will the "repeatability" of the course change?

*No*

**Current repeatability**

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*Yes*

**Current course description**

*Intensive study of selected aspects of American society viewed from the sociological perspective in a community context.*

**Proposed course description**

*Relevance of the concept of community to American society. Review of several basic theories of community and analysis of the nature of community in the broader political and economic context.*

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Jr st or cons inst*

**Proposed prerequisites and other requirements**

*Intro Soc course (140, 181, 210, 211).*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Advanced*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

## Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Current course number**

*649*

**Current course title**

*Sociology of Work and Employment*

**Current published course description**

*Introduction to key themes in the sociology of work and employment. Uses comparative, historical, and theoretical perspectives to analyze contemporary transformations of work and employment in the 'new economy', with particular emphasis on the United States, Western Europe, and Japan.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*



## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*649*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Sociology of Work and Employment*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Introduction to key themes in the sociology of work and employment. Uses comparative, historical, and theoretical perspectives to analyze contemporary transformations of work and employment in the 'new economy', with particular emphasis on the United States, Western Europe, and Japan.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Jr st and completion of intro course in Soc/C&E Soc, or consent of instructor*

**Proposed prerequisites and other requirements**

*Intro Soc course (140, 181, 210, 211) and Soc 357.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Advanced*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

## Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Current course number**

*650*

**Current course title**

*Sociology of Agriculture*

**Current published course description**

*Introduction to sociology of agriculture in advanced industrial-capitalist societies, including theoretical, historical, and empirical issues of agriculture in the United States.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*650*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Sociology of Agriculture*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Introduction to sociology of agriculture in advanced industrial-capitalist societies, including theoretical, historical, and empirical issues of agriculture in the United States.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Jr st, intro course in sociology, or cons inst*

**Proposed prerequisites and other requirements**

*Intro Soc course (140, 181, 210, 211).*



## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Intermediate or Advances*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

# Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

## Basic Information

**Current course number**

*652*

**Current course title**

*Sociology of Economic Institutions*

**Current published course description**

*Sociological perspectives on the organization of the firm, financial markets, and work, intermediate associations (unions, ethnic economies), the state, and the international economy. Contrast between neoclassical, traditional institutionalist, post-fordist, and neo-fordist perspectives on the nature and evolution of these institutions.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*652*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Sociology of Economic Institutions*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

Proposed repeatability

## Catalog Changes

Will the credits change?

No

Current minimum credits

3

Current maximum credits

3

Proposed minimum credits

Proposed maximum credits

Will the grading system change?

No

Current grading system

Proposed grading system

Will the published course description change?

No

Current course description

*Sociological perspectives on the organization of the firm, financial markets, and work, intermediate associations (unions, ethnic economies), the state, and the international economy. Contrast between neoclassical, traditional institutionalist, post-fordist, and neo-fordist perspectives on the nature and evolution of these institutions.*

Proposed course description

Will the prerequisites change?

Yes

Current prerequisites and other requirements

*Sr st & cons inst*

Proposed prerequisites and other requirements

*Intro Soc course (140, 181, 210, 211).*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Advanced*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**



## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

# Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

## Basic Information

**Current course number**

*655*

**Current course title**

*Microfoundations of Economic Sociology*

**Current published course description**

*A review and critique of economic theory from a sociological perspective. Reviews central concepts of contemporary microeconomics (e.g., rationality, exchange, strategic interaction, evolution, information), addressing critiques and alternatives offered by economic sociologists, economists, and other behavioral and social scientists.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*655*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Microfoundations of Economic Sociology*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*A review and critique of economic theory from a sociological perspective. Reviews central concepts of contemporary microeconomics (e.g., rationality, exchange, strategic interaction, evolution, information), addressing critiques and alternatives offered by economic sociologists, economists, and other behavioral and social scientists.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Sr st & cons inst*

**Proposed prerequisites and other requirements**

*Intro Soc (140, 181, 210, 211), Soc 357, Soc 360, Senior standing, and consent of instructor.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Advanced*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

## Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Current course number**

*666*

**Current course title**

*Rural Population Trends and Problems*

**Current published course description**

*Trends with their consequences for rural and urban areas.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*



## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*666*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Rural Population Trends and Problems*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Trends with their consequences for rural and urban areas.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Jr st or cons inst*

**Proposed prerequisites and other requirements**

*Intro Soc course (140, 181, 210, 211) and Soc 357.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Intermediate*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

## Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

### Basic Information

**Current course number**

*676*

**Current course title**

*Applied Demography: Planning and Policy*

**Current published course description**

*Introduction to demographic concepts, methods, data, and trends for application in business, government, planning and other applied areas. Emphasis on U.S. census data and their uses.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*676*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Applied Demography: Planning and Policy*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*3*

**Current maximum credits**

*3*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Introduction to demographic concepts, methods, data, and trends for application in business, government, planning and other applied areas. Emphasis on U.S. census data and their uses.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Intro crse in stats or cons inst*

**Proposed prerequisites and other requirements**

*Intro Soc course (140, 181, 210, 211) and Soc 357.*



## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Advanced*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

*S-Social Science*

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)

# Course Change Proposal

**Subject** Sociology (900)

**Status** Under Review by School/College

**Proposer** Theodore A Babcock

## Basic Information

**Current course number**

*693*

**Current course title**

*Practicum in Analysis and Research*

**Current published course description**

*Practical experience in techniques of social research through assignment to a research project for the semester. Lectures, readings, and discussions of the art and practice of research and the writing of research reports. For undergraduate and graduate students participating in the department's Concentration in Analysis and Research.*

**Chief academic officer of this unit**

*Pamela E Oliver*

**Designee of chief academic officer for approval authority**

*Ellen M Jacobson; Theodore A Babcock*

**Currently crosslisted with**

*Community & Environmental Soc (864)*

**What is the primary divisional affiliation of the course?**

*Social Studies*

**When will this change go into effect?**

*Fall 2014-2015*

## Basic Changes

Will the subject change?

*No*

Current subject

*Sociology (900)*

Proposed subject

Will the course number change?

*No*

Current course number

*693*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Practicum in Analysis and Research*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

*Community & Environmental Soc (864)*

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability

Proposed repeatability

## Catalog Changes

Will the credits change?

No

Current minimum credits

3

Current maximum credits

3

Proposed minimum credits

Proposed maximum credits

Will the grading system change?

No

Current grading system

Proposed grading system

Will the published course description change?

No

Current course description

*Practical experience in techniques of social research through assignment to a research project for the semester. Lectures, readings, and discussions of the art and practice of research and the writing of research reports. For undergraduate and graduate students participating in the department's Concentration in Analysis and Research.*

Proposed course description

Will the prerequisites change?

Yes

Current prerequisites and other requirements

*Jr st & cons inst. Open only to stdts currently enrolled as interns in CAR*

Proposed prerequisites and other requirements

*Soc 357, Soc 360, Soc 361, and CAR internship. Open only to students currently enrolled in CAR.*

## Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

*Advanced*

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This change is part of a thorough reform of the sociology undergraduate program. A system of carefully coordinated prerequisites guides students through a progression of courses, ranging from introductory courses, via required disciplinary core courses, to more advanced courses that build on prior social-science knowledge. Informative prerequisites are central to the reformed sociology major program because they encourage majors to complete their required core courses early on, and because they direct majors to the more advanced courses that satisfy the breadth requirement in the major.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*This change does not affect requirements.*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*None.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**



## Justification Changes

### Explain the need for the change

*This change is part of a larger sociology undergraduate program reform. We are changing the prerequisites and/or course description on this course for four reasons: first, to align course prerequisites and description with the reality of the course; second, to increase transparency in sociology's course offerings; third, to offer better guidance for students' course choice decisions; and, fourth, to increase students' success by guiding them toward courses for which they are properly prepared.*

### Additional comments (optional)

### Attach a syllabus

### Additional attachments (optional)(please read "help" text before uploading an attachment)