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

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

**Hort 374: Tropical Horticulture**
Lead: Ahna

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
  o 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
  o Motion to approve: Brown, Bland – passed

• CALS International Certificate
  o 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.
  o Since we have had fewer than 5 students in the past 5 years, we are mandated to review the certificate.
  o Perhaps consider how to add international requirements to CALS requirements at large and not just within a certificate.
  o Suspension of admission is not reflective of the lack of importance of international opportunities on behalf of CALS
  o Motion to approve: Steele, Brown
  o Motion to withdraw the above motion: Steele, Brown – passed
  o Discussion will be forwarded to APC
  o 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
  o Only wish to change cross-listing; it’s an administrative restructure
  o 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
<table>
<thead>
<tr>
<th>Subject</th>
<th>Agricultural and Applied Econ (108)</th>
<th>Proposer</th>
<th>Barbara L Forrest</th>
<th>Status</th>
<th>Under Review by School/College</th>
</tr>
</thead>
</table>

## 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.
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.


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.
- Deliverable: Your research question and elevator spiel.
  - Send to: [P]

- Week: 2
  - Date: Jan 28
  - Lecture: Word models.
  - 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
  - Deliverable: Word model.
  - Send to: [P], [A], [G]

- Week: 4
  - Date: Feb 11
  - Class Activity: Feedback on word models.
  - 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 \LaTeX.*
  - Reading:
  - Deliverable: Basic math model.
• 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.
  – Deliverable: Testable Hypotheses.
  – Send to: [P]

• Week: 8
  – Date: Mar 11
  – Lecture: Identification II.
  – Deliverable: Data description and challenges to identification.
  – Send to: [P]

• Week: 9
  – Date: Mar 25
  – Class Activity: Presentation by Writing Center: Writing Literature Reviews.
  – Deliverable 1: Answer Literature Review Questions
– Send to: [P]
– 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.
  – Deliverable: Introduction and Literature Review.
  – Send to: [P], [A], [G]

• Week: 12
  – Date: Apr 15
  – Class Activity: Feedback on introduction and lit review.
  – 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:
  – 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, focusing 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)

**Proposer**  
David J Mladenoff

**Status**  
Under Review by School/College

### 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*
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

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### 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 an academic program, minor 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.
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
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*. Sara Hotchkiss 353 Birge Hall, *shotchkiss@wisc.edu*. 
## Syllabus
### Spring 2014

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class no.</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Those in <strong>BOLD</strong> required</td>
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<tr>
<td><strong>January</strong></td>
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<tr>
<td>1</td>
<td>1/21</td>
<td>1</td>
<td>Introductions, Organization, Overview: Our View of Historical Ecology</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/28</td>
<td>2</td>
<td>A Range of Perspectives-- What is Historical Ecology?</td>
<td><strong>Rhemtulla and Mladenoff 2007</strong>  <strong>Swetnam et al. 1999</strong></td>
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<tr>
<td><strong>February</strong></td>
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<td>3</td>
<td>2/4</td>
<td>3</td>
<td>Environmental History I</td>
<td><strong>Steen-Adams et al. 2007</strong>  <strong>Heasley 2003</strong>  <strong>Foster et al. 2008</strong></td>
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<tr>
<td>4</td>
<td>2/11</td>
<td>4</td>
<td>Historical Geography</td>
<td><strong>Roy et al. 2002</strong>  <strong>Ramankutty et al. 2010</strong>  <strong>Williams 2008</strong></td>
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<td>5</td>
<td>2/18</td>
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<td>Restoration and Historic Range of Variability</td>
<td><strong>Swetman et al. 19999 (from Class #2)</strong>  <strong>Landres et al. 1999</strong>  <strong>Josefsson 2009</strong>  <strong>Duncan et al. 2010</strong></td>
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<td>6</td>
<td>2/25</td>
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<td>Historical Human Ecology (Anthropology)</td>
<td><strong>Balee 2006</strong>  <strong>Johnson et al. 2005</strong>  <strong>Crumley 1998</strong>  <strong>Balee 1998</strong>  <strong>McKey et al. 2010</strong></td>
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<td><strong>March</strong></td>
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<td>Week</td>
<td>Date</td>
<td>Study Area</td>
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<td>Paleoecology</td>
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<td>Anderson et al. 2006</td>
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<td>Caseldine et al. 2008</td>
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<td>Hotchkiss et al. 2007</td>
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<td>Poska et al. 2008</td>
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<td>8</td>
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<td>Succession</td>
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<td>Henry and Swan 1974</td>
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<td>Harvard Forest dioramas (see URL)</td>
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<td>9</td>
<td>3/18</td>
<td></td>
<td>SPRING BREAK</td>
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<td>10</td>
<td>3/25</td>
<td>9</td>
<td>Disturbance</td>
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<td>Kassulke &amp; Mladenoff 2010 (See URL)</td>
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<td>Map (See URL)</td>
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<td>Schulte and Mladenoff 2005</td>
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<td>Loope and Anderton 1998</td>
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<td>APRIL</td>
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<td>4/1</td>
<td>10</td>
<td>Integrated Studies</td>
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<td>French 2010</td>
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<td>Ladefoged et al. 2008</td>
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<td>Grimm et al. 2005</td>
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<td>Herbarium and Museum Data</td>
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<td>Malmstrom et al. 2007</td>
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<td>Dolan et al. 2011</td>
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<td>13</td>
<td>4/15</td>
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<td>Molecular/Genetic Techniques</td>
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<td>Chamberlain Et al. 2005</td>
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<td>Leonard 2008</td>
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<td>Wanderler Et al. 2007</td>
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<td>14</td>
<td>4/22</td>
<td>13</td>
<td>Land Use History and Change</td>
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<td>Zier and Baker 2006</td>
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<td>Gimmi and Burgi 2007</td>
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<td>15</td>
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<td>Legacy Effects</td>
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<td>Dupouey et al. 2010</td>
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<td>Grossman and Mladenoff 2008</td>
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<td>May</td>
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<td>16</td>
<td>15</td>
<td>Stream Ecosystems</td>
<td>Fitzpatrick et al. 1999  Sanford et al. 2007</td>
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<td>SYNTHESIS—What is Historical Ecology?</td>
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</tbody>
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ASSIGNMENTS
HISTORICAL ECOLOGY

Forest and Wildlife Ecology/Botany 672
Spring 2014

Week 1
21 January
No Readings

Week 2
28 January
What is Historical Ecology?

Week 3
04 February
Environmental History


**Recommended:**

---

**Week 4**

11 February

**Historical Geography**


**Recommended:**

---

**Week 5**

18 February

**Restoration and Historic ROV**


Recommended:

Week 6
25 February
Historical Human Ecology
(Anthropology)


Recommended:


Week 7
4 March
Paleoecology


Recommended:

Week 8
11 March


Read about and look at the Harvard Forest Dioramas

Week 9

18 March

Spring Break

Week 10

25 March

Disturbance


Week 11

1 April

Integrated Studies


**Week 12**  
8 April  
**Herbarium and Museum Data**


Week 13
15 April
Molecular and Genetic Techniques


Week 14
22 April
Land use history and change


Week 15
29 April
Legacy effects


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


Synthesis
What is historical ecology?
<table>
<thead>
<tr>
<th>Course Change Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>Proposer</td>
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<tr>
<td>Status</td>
</tr>
</tbody>
</table>

### 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.
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)

The 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  
Alberto Vargas 262-5622  avargasp@wisc.edu  

Room 351 Moore Hall – every Monday afternoon

<table>
<thead>
<tr>
<th>Week</th>
<th>Discussion Topic</th>
<th>Instructors / presenter</th>
<th>LACIS 440 3:30-4:45 (activities below 4:20 – 4:45)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 28 Overview and organization of colloquium</td>
<td>Jim Nienhuis and Alberto Vargas</td>
<td>Organization of LACIS 440 as a compliment to Hort 372 (Nienhuis and Vargas)</td>
</tr>
<tr>
<td>2</td>
<td>Feb 4 Lessons learned in organic agriculture</td>
<td>Doug Rouse</td>
<td>Trip overview - Nienhuis</td>
</tr>
<tr>
<td>3</td>
<td>Feb 11 Social aspects of organic agriculture</td>
<td>Jack Kloppenburg</td>
<td>Organic agriculture in Latin America - Vargas (Nienhuis at winter nursery)</td>
</tr>
<tr>
<td>4</td>
<td>Feb 18 Organic Certification</td>
<td>Joe Pedretti MOSES</td>
<td>Identification of topics and schedule (Nienhuis and Vargas)</td>
</tr>
<tr>
<td>5</td>
<td>Feb 25 Challenges to organic production and marketing</td>
<td>Smaranda Andrews Michael Fields Institute</td>
<td>UW travel nurse – Linda Johnson</td>
</tr>
<tr>
<td>6</td>
<td>March 4 Breeding for adaptation to organic agriculture</td>
<td>Jim Nienhuis</td>
<td>Organization of trip</td>
</tr>
<tr>
<td>7</td>
<td>March 11 Harmony Valley Farm Viroqua</td>
<td>Richard de Wilde</td>
<td>Continued organization of trip</td>
</tr>
<tr>
<td>8</td>
<td>March 18 Tipi produce Evansville</td>
<td>Steve Pincus and Beth Kazmar</td>
<td>Final preparation for trip (Nienhuis and Vargas)</td>
</tr>
<tr>
<td>9</td>
<td>Spring Break trip to Costa Rica March 23-31</td>
<td></td>
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<tr>
<td>10</td>
<td>April 1 Student presentation (2 groups)</td>
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<td>Discussion of trip</td>
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<td>11</td>
<td>April 8 Student presentation (2 groups)</td>
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<td>Student group presentation</td>
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<td>12</td>
<td>April 15 Student presentation (2 groups)</td>
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<td>Student group presentation</td>
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<td>13</td>
<td>April 22 Student presentations (2 groups)</td>
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<td>14</td>
<td>April 29 Student presentations (2 groups)</td>
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<td>Student group presentation</td>
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<tr>
<td>15</td>
<td>May 6 Student presentations (2 groups)</td>
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<td>Student group presentation (Hort CRSP meeting Nairobi)</td>
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</tbody>
</table>
**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. Niemhuis:
3) Guidebook for Organic Certification. 2006. Midwest Organic and Sustainable Education Service, Spring Valley, WI.

Reading suggested by Dr. Vargas:

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

## Course Change Proposal

<table>
<thead>
<tr>
<th>Subject</th>
<th>Horticulture (476)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposer</td>
<td>James Nienhuis</td>
</tr>
<tr>
<td>Status</td>
<td>Under Review by School/College</td>
</tr>
</tbody>
</table>

### 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 trop 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

- Biological Sciences

### 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
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 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
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**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
</table>
| Mon   | Sept 9 | Introductions and overview  
Organization of seminar series |
| Mon   | Sept 16 | Organization and objectives of field trip |
| Mon   | Sept 23 | Inter. Ag. Program presentation – Laura Van Toll |
| Mon   | Sept 30 | Tropical Vegetables – Jim Nienhuis |
| Mon   | Oct 7  | Tropical Fruits – Jim Nienhuis |
| Mon   | Oct 14 | Presentation by Travel nurse Linda Johnson (Jim Gone) |
| Mon   | Oct 21 | Review of trip itinerary – Jim Nienhuis |
| Mon   | Oct 28 | Guest speaker (Jim at BIC meetings) |
| Mon   | Nov 4  | Student group presentation |
| Mon   | Nov 11 | Student group presentation |
| Mon   | Nov 18 | Student group presentation |
| Mon   | Nov 25 | Student group presentation |
| Mon   | Dec 2  | Student group presentation |
| 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)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| **Saturday**<br>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 Turrialteco 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 Turrialteco Lodge.  
*Note: we arrive on a Saturday, and banks are closed. I will have Costa Rican colones, so if you give me crisp $20 I will return a crisp 10,000 colones note to you! You can use this to buy incidentals, e.g. water, toothpaste, etc over the next few days.* |
| **Sunday**<br>Jan. 5  | Morning    | Walking tour CATIE grounds and tropical foliage. CATIE is a regional graduate level university with a focus on agriculture. It was part of Organization of American States (OAS) and was founded with help of USDA during WWII.  
Tour of CATIE botanical gardens - visit Cacao, Coffee, Palmito and tropical fruit germplasm collections. Breakfast and dinner at Turrialteco. |
<p>|            | Lunch      | Lunch at simple, but nice restaurant, Sito Angostura, overlooking the valley the dam on the Rio Reventazón. |
|            | afternoon  | Visit snake collection – an array of beautiful and dangerous snakes plus a lot of information on ecology by Professor Minor Camacho of Viborana. He is a retired professor of herpetology at the Univ. of Costa Rica. |
|            | Later afternoon | Drive to city of Turrialba and stop by the local grocery store (Maxi Pali – which is incredibly owned by Wal-Mart) and you can buy snacks, bottled water, aspirin, band-aids etc. etc. You can pay here with a debit or credit card or even in US$ dollars. |
| <strong>Monday</strong>&lt;br&gt;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 Lankaster Botanic Gardens near Cartago |
|            | noonish    | Drive to town of Paraíso and then into Cachi 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 Turrialteco 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. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday Jan. 7</td>
<td>Morning</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Late afternoon</td>
<td>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</td>
</tr>
</tbody>
</table>
|            | 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.  
*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.* |
| 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 Ecotermales) – 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     | 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 5:30am | 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  

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30</td>
<td>Enter city of the beautiful colonial city of Granada. We can stop at the Doña Elbas Fabrica de Puros</td>
</tr>
<tr>
<td>3:00</td>
<td>Check into Hotel Alhambra in city of Granada 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.</td>
</tr>
<tr>
<td>7:00ish</td>
<td>Dinner at very nice Restaurant El Zaguán in Granada</td>
</tr>
<tr>
<td>Monday Jan 13</td>
<td><strong>7:30 am</strong> Breakfast at Hotel Alhambra in Granada</td>
</tr>
<tr>
<td></td>
<td><strong>8:00 am</strong> 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 –</td>
</tr>
<tr>
<td></td>
<td><strong>After lunch</strong> Drive from Masaya to Las Catarinas, and volcanic caldera.</td>
</tr>
<tr>
<td></td>
<td><strong>7:30 pm</strong> Once again cross the border back into Costa Rica, and arrive in Sardinal for dinner</td>
</tr>
<tr>
<td>Tuesday Jan 14</td>
<td><strong>Morning</strong> 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</td>
</tr>
<tr>
<td></td>
<td><strong>Late afternoon</strong> On your own for shopping in Liberia or beaches near Sardinal</td>
</tr>
<tr>
<td></td>
<td><strong>Evening</strong> Dinner in Sardinal</td>
</tr>
<tr>
<td>Wednesday Jan 15</td>
<td><strong>Morning</strong> Leave about 9:00ish for Tempisque River Tour. From village of Sardinal is about a 1½ hrs drive to Palo Verde National Park, then river cruise on Rio Tempisque top see wildlife and birds. After cruise, typical lunch in village of Bolsón and then drive back to Sardinal in the early afternoon.</td>
</tr>
<tr>
<td></td>
<td><strong>Later afternoon</strong> 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.</td>
</tr>
<tr>
<td></td>
<td><strong>Evening</strong> Dinner in Sardinal with Marimba band</td>
</tr>
<tr>
<td>Thursday Jan 16</td>
<td><strong>Morning</strong> Relax or take a bus to beach or to Liberia for shopping</td>
</tr>
<tr>
<td></td>
<td><strong>Afternoon</strong> About 2:00 ish take bus from Sardinal to Spa Yoko located on Volcán Miravalles (About 1½ hour bus ride).</td>
</tr>
</tbody>
</table>
| 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** Lazarus 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………………… |

| Monday Jan 13 | **7:30 am** Breakfast at Hotel Alhambra in Granada                                                                                   |
| Saturday Jan 18 | **7:00 am** Breakfast at Hotel Alhambra in Granada                                                                                  |
| Saturday Jan 18 | **12 noon** Lunch at Hotel Alhambra – optional.                                                                                      |
| Saturday Jan 18 | **4:00 pm** Depart san Isidro, the small town adjacent to Sardinal for the evening dinner at La Loma Restaurant                         |
| Saturday Jan 18 | **9:30 pm** Dinner in Sardinal with Marimba band                                                                                      |
| Sunday Jan 19 | **7:00 am** Breakfast at Hotel Alhambra in Granada                                                                                   |
| Sunday Jan 19 | **8:00 am** Depart Sardinal and travel to city of Liberia (about 20 minutes) – go to Spa Yoko located on Volcán Miravalles            |
| Sunday Jan 19 | **12 noon** Lunch at Spa Yoko                                                                                                        |
| Sunday Jan 19 | **4:00 pm** Depart Sardinal for the evening dinner at the EcoTermales spa in Sardinal.                                              |
| Sunday Jan 19 | **9:00 pm** Dinner at the EcoTermales spa in Sardinal.                                                                               |

**Wednesday Jan 15**
Leaves about 9:00ish for Tempisque River Tour. From village of Sardinal is about 1½ hrs drive to Palo Verde National Park, then river cruise on Rio Tempisque top see wildlife and birds. After cruise, typical lunch in village of Bolsón 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**
Relax or take a bus to beach or to Liberia for shopping

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**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 your 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 1½ hrs drive to Palo Verde National Park, then river cruise on Rio Tempisque top see wildlife and birds. After cruise, typical lunch in village of Bolsón and then drive back to Sardinal in the early afternoon.

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Sociology Course Proposals
<table>
<thead>
<tr>
<th>Course no.</th>
<th>Type of Proposal</th>
<th>XL</th>
<th>Type of change</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>140 change</td>
<td>C&amp;E Soc</td>
<td></td>
<td>Course description</td>
<td>eliminate &quot;in the green economy&quot; and add &quot;Gateway to advanced courses in sociology.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisites</td>
<td>change from &quot;Open to all undergrads&quot; to &quot;Open to Fr.&quot;</td>
</tr>
<tr>
<td>210 change</td>
<td>C&amp;E Soc</td>
<td></td>
<td>Course description</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisites</td>
<td>Old: So st. Open to Fr eligible to take Com B crses. Stdts may receive cr for only one of thes crses: Soc 181, Soc/C&amp;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&amp;E Soc 210.</td>
</tr>
<tr>
<td>211 change</td>
<td>C&amp;E Soc</td>
<td></td>
<td>Course description</td>
<td>adding &quot;Gateway to advanced courses in sociology&quot; to end of descr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisites</td>
<td>Old: So st. Jrs &amp; Srs must be declared Sociol majors. Stdts may receive cr for only one of these crses: Soc 181, Soc/C&amp;E Soc 210, 211. New: Not open to students who have taken Soc 181 or Soc/C&amp;E Soc 210.</td>
</tr>
<tr>
<td>311 change</td>
<td>C&amp;E Soc</td>
<td></td>
<td>major req.</td>
<td>No longer satisfies breadth requirement for Sociology major. [Not sure why this is a course proposal.]</td>
</tr>
<tr>
<td>357 change</td>
<td>C&amp;E Soc</td>
<td></td>
<td>Course description</td>
<td>Replace &quot;and their application in the analysis of society&quot; with &quot;in the study of society&quot; and add &quot;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.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisites</td>
<td>Old: So st; not open to stdts who have taken Soc 358. New: Enrollment priority given to declared Soc/C&amp;E Soc majors and sophomores. Not open to students who have taken Soc 358.</td>
</tr>
<tr>
<td>360 change</td>
<td>C&amp;E Soc</td>
<td></td>
<td>Course description</td>
<td>adding &quot;Gateway to advanced courses in sociology&quot; to end of descr.</td>
</tr>
<tr>
<td>Change</td>
<td>C&amp;E Soc</td>
<td>Prerequisites</td>
<td>Old:</td>
<td>New:</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>---------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>361 change</td>
<td>C&amp;E Soc</td>
<td>Course description</td>
<td>Review of statistical inference; analysis of variance and covariance; multiple regression and correlation; discrete attributes; lectures and lab.</td>
<td>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.</td>
</tr>
<tr>
<td>365 change</td>
<td>C&amp;E Soc</td>
<td>Title</td>
<td>Computing in Sociological Research</td>
<td>Data Management for Sociological Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prerequisites</td>
<td>Old: Soc/C&amp;E Soc 360 or equiv and Jr st.</td>
<td>New: Sophomore standing, Soc 360 or equivalent.</td>
</tr>
<tr>
<td>380 change</td>
<td>C&amp;E Soc</td>
<td>Prerequisites</td>
<td>A first crse in stats</td>
<td>Honors status. Soc 360 or equivalent or consent of instructor.</td>
</tr>
<tr>
<td>532 change</td>
<td>C&amp;E Soc, Consumer Science</td>
<td>Course description</td>
<td>Eliminate &quot;This course covers&quot; from first sentence.</td>
<td></td>
</tr>
<tr>
<td>533 change</td>
<td>C&amp;E Soc</td>
<td>Prerequisites</td>
<td>Jr st.</td>
<td>Intro Soc course (140, 181, 210, 211).</td>
</tr>
<tr>
<td>Course</td>
<td>Change</td>
<td>Prerequisites</td>
<td>Old:</td>
<td>New:</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>---------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>541</td>
<td>change</td>
<td>C&amp;E Soc</td>
<td>Jr st or cons inst.</td>
<td>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.</td>
</tr>
<tr>
<td>573</td>
<td>change</td>
<td>C&amp;E Soc</td>
<td>Intro soc or cons inst.</td>
<td>Intro Soc course (140, 181, 210, 211).</td>
</tr>
<tr>
<td>578</td>
<td>change</td>
<td>C&amp;E Soc, American Indian Studies</td>
<td>Junior standing &amp; intro course in sociology or consent of instructor.</td>
<td>Intro Soc course (140, 181, 210, 211).</td>
</tr>
<tr>
<td>610</td>
<td>change</td>
<td>C&amp;E Soc</td>
<td>This course examines topics related to what has been called the &quot;knowledge society.&quot; Explores various aspects of science and technology as they shape and are shaped by post-industrial societies.</td>
<td>Intro Soc course (140, 181, 210, 211).</td>
</tr>
<tr>
<td>612</td>
<td>change</td>
<td>C&amp;E Soc</td>
<td>Cons inst.</td>
<td>Intro Soc course (140, 181, 210, 211).</td>
</tr>
<tr>
<td>613</td>
<td>discontinuation</td>
<td>C&amp;E Soc</td>
<td>Course not taught in eight years, course designer no longer on faculty, no other expressed interest in teaching course</td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Change</td>
<td>Course</td>
<td>Prerequisites</td>
<td>Old:</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>--------</td>
<td>---------------</td>
<td>------</td>
</tr>
<tr>
<td>617</td>
<td>change</td>
<td>C&amp;E Soc, Urb R Pl</td>
<td>Prerequisites</td>
<td>Jr st, intro course in sociology or cons inst</td>
</tr>
<tr>
<td>622</td>
<td>change</td>
<td>C&amp;E Soc</td>
<td>Prerequisites</td>
<td>Soc 621 or cons inst.</td>
</tr>
<tr>
<td>630</td>
<td>change</td>
<td>C&amp;E Soc</td>
<td>Prerequisites</td>
<td></td>
</tr>
<tr>
<td>639</td>
<td>change</td>
<td>C&amp;E Soc, American Indian Studies</td>
<td>Prerequisites</td>
<td>Jr st, intro crse in sociology or cons inst.</td>
</tr>
<tr>
<td>645</td>
<td>change</td>
<td>C&amp;E Soc, Urb R Pl</td>
<td>Course description</td>
<td>Intensive study of selected aspects of American society viewed from the sociological perspective in a community context.</td>
</tr>
<tr>
<td>649</td>
<td>change</td>
<td>C&amp;E Soc</td>
<td>Prerequisites</td>
<td>Jr st and completion of intro course in Soc/C&amp;E Soc, or consent of instructor.</td>
</tr>
<tr>
<td>650</td>
<td>change</td>
<td>C&amp;E Soc</td>
<td>Prerequisites</td>
<td>Jr st, intro course in sociology, or cons inst.</td>
</tr>
<tr>
<td>652</td>
<td>change</td>
<td>C&amp;E Soc</td>
<td>Prerequisites</td>
<td>Sr st &amp; cons inst.</td>
</tr>
<tr>
<td>655</td>
<td>change</td>
<td>C&amp;E Soc</td>
<td>Prerequisites</td>
<td>Sr st &amp; cons inst.</td>
</tr>
<tr>
<td>666</td>
<td>change</td>
<td>C&amp;E Soc</td>
<td>Prerequisites</td>
<td>Jr st or cons inst.</td>
</tr>
<tr>
<td>676</td>
<td>change</td>
<td>C&amp;E Soc</td>
<td>Prerequisites</td>
<td>Intro crse in stats or cons inst.</td>
</tr>
<tr>
<td>693</td>
<td>change</td>
<td>C&amp;E Soc</td>
<td>Prerequisites</td>
<td>Jr st &amp; cons inst. Open only to stdts currently enrolled as interns in CAR.</td>
</tr>
<tr>
<td>Subject</td>
<td>Sociology (900)</td>
<td>Status</td>
<td>Under Review by School/College</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
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<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>Proposer</td>
<td>Theodore A Babcock</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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 development. 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
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
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
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
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.

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.

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.

No

List course number(s) and complete a course discontinuation proposal for each course
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
## Catalog Changes

### Will the credits change?

**No**

<table>
<thead>
<tr>
<th>Current minimum credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current maximum credits</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed minimum credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed maximum credits</td>
</tr>
</tbody>
</table>

### Will the grading system change?

**No**

<table>
<thead>
<tr>
<th>Current grading system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed grading system</td>
</tr>
</tbody>
</table>

### 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
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.

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.

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.

No

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sociology (900)</th>
<th>Status</th>
<th>Under Review by School/College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposer</td>
<td>Theodore A Babcock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 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
# Catalog Changes

<table>
<thead>
<tr>
<th>Question</th>
<th>Change</th>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will the credits change?</td>
<td>No</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Will the grading system change?</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will the published course description change?</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will the prerequisites change?</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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**

**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:
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
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
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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sociology (900)</th>
<th>Status</th>
<th>Under Review by School/College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposer</td>
<td>Theodore A Babcock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
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
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 a 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
### Catalog Changes

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will the credits change?</td>
<td>No</td>
</tr>
<tr>
<td>Current minimum credits</td>
<td>3</td>
</tr>
<tr>
<td>Current maximum credits</td>
<td>3</td>
</tr>
<tr>
<td>Proposed minimum credits</td>
<td></td>
</tr>
<tr>
<td>Proposed maximum credits</td>
<td></td>
</tr>
<tr>
<td>Will the grading system change?</td>
<td>No</td>
</tr>
<tr>
<td>Current grading system</td>
<td></td>
</tr>
<tr>
<td>Proposed grading system</td>
<td></td>
</tr>
<tr>
<td>Will the published course description change?</td>
<td>No</td>
</tr>
<tr>
<td>Current course description</td>
<td>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.</td>
</tr>
<tr>
<td>Proposed course description</td>
<td></td>
</tr>
<tr>
<td>Will the prerequisites change?</td>
<td>Yes</td>
</tr>
<tr>
<td>Current prerequisites and other requirements</td>
<td>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</td>
</tr>
<tr>
<td>Proposed prerequisites and other requirements</td>
<td>Concurrent enrollment in Soc 359. So st. Not open to students who have taken Soc 357, or Soc 360 or equivalent.</td>
</tr>
</tbody>
</table>
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
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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sociology (900)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposer</td>
<td>Theodore A Babcock</td>
</tr>
<tr>
<td>Status</td>
<td>Under Review by School/College</td>
</tr>
</tbody>
</table>

## 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
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

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<tr>
<td>Proposer</td>
<td>Theodore A Babcock</td>
</tr>
<tr>
<td>Status</td>
<td>Under Review by School/College</td>
</tr>
</tbody>
</table>

### 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
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
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

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<thead>
<tr>
<th>Subject</th>
<th>Sociology (900)</th>
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</thead>
<tbody>
<tr>
<td>Proposer</td>
<td>Theodore A Babcock</td>
</tr>
<tr>
<td>Status</td>
<td>Under Review by School/College</td>
</tr>
</tbody>
</table>

## 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
**Catalog Changes**

<table>
<thead>
<tr>
<th>Will the credits change?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current minimum credits</td>
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</tr>
<tr>
<td>Current maximum credits</td>
<td>3</td>
</tr>
<tr>
<td>Proposed minimum credits</td>
<td></td>
</tr>
<tr>
<td>Proposed maximum credits</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Will the grading system change?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current grading system</td>
<td></td>
</tr>
<tr>
<td>Proposed grading system</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Will the published course description change?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course description</td>
<td>Review of statistical inference; analysis of variance and covariance; multiple regression and correlation; discrete attributes; lectures and lab.</td>
</tr>
<tr>
<td>Proposed course description</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Will the prerequisites change?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current prerequisites and other requirements</td>
<td>Soc/C&amp;E Soc 360 or equiv and Jr st</td>
</tr>
<tr>
<td>Proposed prerequisites and other requirements</td>
<td>Sophomore standing. Soc 360 or equivalent.</td>
</tr>
</tbody>
</table>
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
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
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
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
### 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 1:20-3:15
Room: 3218 Sewell Social Science Building
Instructor: Jim Raymo
Office: 4452 Social Science Building
Tel: 262-2783
Email: jraymo@ssc.wisc.edu
Office Hours: 3-5 Monday
Class 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:
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)
   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
Subject Sociology (900)  
Proposer Theodore A Babcock  
Status Under Review by School/College

### 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
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

<table>
<thead>
<tr>
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<tr>
<td>Proposer</td>
<td>Theodore A Babcock</td>
</tr>
<tr>
<td>Status</td>
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</tr>
</tbody>
</table>

## 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
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
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)
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<td>Proposer</td>
<td>Theodore A Babcock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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
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
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
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
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)  
Proposer: Theodore A Babcock  
Status: Under Review by School/College

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
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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sociology (900)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposer</td>
<td>Theodore A Babcock</td>
</tr>
<tr>
<td>Status</td>
<td>Under Review by School/College</td>
</tr>
</tbody>
</table>

#### 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
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.
Course Change Proposal

Subject: Sociology (900)  
Proposer: Theodore A Babcock  
Status: Under Review by School/College

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)

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?
Yes

What change is needed?

What is the rationale for seeking LAS credit?

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

Current level:
Advanced

Proposed level:

Will the L&S breadth requirement change?
Yes

Current breadth:
S-Social Science

Proposed breadth:

Will the General Education Requirement change?
Yes

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
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

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</tr>
<tr>
<td>Status</td>
<td>Under Review by School/College</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Catalog Changes</th>
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</thead>
<tbody>
<tr>
<td>Will the credits change?</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Current minimum credits</td>
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<tr>
<td>Current maximum credits</td>
</tr>
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<td>3</td>
</tr>
<tr>
<td>Proposed minimum credits</td>
</tr>
<tr>
<td>Proposed maximum credits</td>
</tr>
</tbody>
</table>

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
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
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
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?**

*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 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
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)
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</tr>
<tr>
<td>Status</td>
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</tr>
</tbody>
</table>

### 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*
<table>
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<tr>
<td><em>Sociology (900)</em></td>
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<td><strong>Proposed subject</strong></td>
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<tr>
<td><strong>Will the course number change?</strong></td>
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<tr>
<td>No</td>
</tr>
<tr>
<td><strong>Current course number</strong></td>
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<tr>
<td>612</td>
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<td><strong>Proposed course number</strong></td>
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<tr>
<td><strong>Is this an honors course?</strong></td>
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<tr>
<td><strong>Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?</strong></td>
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<tr>
<td><strong>Will the title change?</strong></td>
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<tr>
<td><strong>Will the crosslistings change?</strong></td>
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<tr>
<td>No</td>
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<tr>
<td><strong>Current crosslistings</strong></td>
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<tr>
<td><em>Community &amp; Environmental Soc (864)</em></td>
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<tr>
<td><strong>Proposed crosslistings</strong></td>
</tr>
<tr>
<td><strong>Will the &quot;repeatability&quot; of the course change?</strong></td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td><strong>Current repeatability</strong></td>
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</tbody>
</table>
Proposed repeatability

<table>
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<tr>
<td><em>No</em></td>
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<tr>
<td><strong>Current minimum credits</strong></td>
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<tr>
<td><em>3</em></td>
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<tr>
<td><strong>Current maximum credits</strong></td>
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<tr>
<td><em>4</em></td>
</tr>
<tr>
<td><strong>Proposed minimum credits</strong></td>
</tr>
<tr>
<td><strong>Proposed maximum credits</strong></td>
</tr>
<tr>
<td><strong>Will the grading system change?</strong></td>
</tr>
<tr>
<td><em>No</em></td>
</tr>
<tr>
<td><strong>Current grading system</strong></td>
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<tr>
<td><strong>Proposed grading system</strong></td>
</tr>
<tr>
<td><strong>Will the published course description change?</strong></td>
</tr>
<tr>
<td><em>No</em></td>
</tr>
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<td><strong>Current course description</strong></td>
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*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
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
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 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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sociology (900)</th>
<th>Status</th>
<th>Under Review by School/College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposer</td>
<td>Theodore A Babcock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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

<table>
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<th>Catalog Changes</th>
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</thead>
<tbody>
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<tr>
<td>Proposed minimum credits</td>
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<tr>
<td>Proposed maximum credits</td>
</tr>
<tr>
<td>Will the grading system change?</td>
</tr>
<tr>
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</tr>
<tr>
<td>Current grading system</td>
</tr>
<tr>
<td>Proposed grading system</td>
</tr>
<tr>
<td>Will the published course description change?</td>
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<tr>
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<td>Current course description</td>
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<td>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.</td>
</tr>
<tr>
<td>Proposed course description</td>
</tr>
<tr>
<td>Will the prerequisites change?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Current prerequisites and other requirements</td>
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<tr>
<td>Jr st, intro course in sociology or cons inst</td>
</tr>
<tr>
<td>Proposed prerequisites and other requirements</td>
</tr>
<tr>
<td>Intro Soc course (140, 181, 210, 211).</td>
</tr>
</tbody>
</table>
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)
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<tr>
<td>Proposer</td>
<td>Theodore A Babcock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 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.
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
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
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

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<tbody>
<tr>
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<td>Theodore A Babcock</td>
</tr>
<tr>
<td>Status</td>
<td>Under Review by School/College</td>
</tr>
</tbody>
</table>

## Basic Information

**Current course number**

623

**Current course title**

*Gender, Society, and Politics*

**Current published course description**

Examine 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
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)
Subject Sociology (900)
Proposer Theodore A Babcock

Status Under Review by School/College

### 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
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?
Yes

What change is needed?

What is the rationale for seeking LAS credit?

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

Current level:
Intermediate or Advances

Proposed level:

Will the L&S breadth requirement change?
Yes

Current breadth:
S-Social Science

Proposed breadth:

Will the General Education Requirement change?
Yes

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
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
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

<table>
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<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
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<td>Proposed transcript title (max. 30 chars.)</td>
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<tr>
<td>Will the crosslistings change?</td>
<td>No</td>
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</table>
| 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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sociology (900)</th>
<th>Status</th>
<th>Under Review by School/College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposer</td>
<td>Theodore A Babcock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 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

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</thead>
<tbody>
<tr>
<td>Proposer</td>
<td>Theodore A Babcock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Current Details</th>
<th>Proposed Details</th>
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<tbody>
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<td>Current subject: Sociology (900)</td>
<td>Proposed subject</td>
</tr>
<tr>
<td>Will the course number change?</td>
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<td>Current course number: 649</td>
<td>Proposed course number</td>
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<tr>
<td>Is this an honors course?</td>
<td></td>
<td></td>
<td>Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?</td>
</tr>
<tr>
<td>Will the title change?</td>
<td>No</td>
<td>Current title: Sociology of Work and Employment</td>
<td>Proposed title (max. 100 chars.)</td>
</tr>
<tr>
<td>Will the crosslistings change?</td>
<td>No</td>
<td>Current crosslistings: Community &amp; Environmental Soc (864)</td>
<td>Proposed crosslistings</td>
</tr>
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<td>Will the &quot;repeatability&quot; of the course change?</td>
<td>No</td>
<td>Current repeatability</td>
<td></td>
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</tbody>
</table>
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
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

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</thead>
<tbody>
<tr>
<td>Proposer</td>
<td>Theodore A Babcock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 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*

<table>
<thead>
<tr>
<th>Current minimum credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current maximum credits</td>
<td>3</td>
</tr>
</tbody>
</table>

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

<table>
<thead>
<tr>
<th>Current grading system</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Proposed grading system</th>
</tr>
</thead>
</table>

**Will the published course description change?**

*No*

<table>
<thead>
<tr>
<th>Current course description</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Introduction to sociology of agriculture in advanced industrial-capitalist societies, including theoretical, historical, and empirical issues of agriculture in the United States.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed course description</th>
</tr>
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</table>

**Will the prerequisites change?**

*Yes*

<table>
<thead>
<tr>
<th>Current prerequisites and other requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Jr st, intro course in sociology, or cons inst</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed prerequisites and other requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Intro Soc course (140, 181, 210, 211).</em></td>
</tr>
</tbody>
</table>
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)  
**Proposer**  Theodore A Babcock  
**Status**  Under Review by School/College

### 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
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
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.

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.

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.
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
<table>
<thead>
<tr>
<th>Catalog Changes</th>
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</thead>
<tbody>
<tr>
<td>Will the credits change?</td>
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<td>Current maximum credits</td>
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<tr>
<td>3</td>
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<tr>
<td>Proposed minimum credits</td>
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<td></td>
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<td>Proposed maximum credits</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Will the grading system change?</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Current grading system</td>
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<td></td>
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<td>Proposed grading system</td>
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<tr>
<td>Will the published course description change?</td>
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<td>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.</td>
</tr>
<tr>
<td>Proposed course description</td>
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<tr>
<td>Will the prerequisites change?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Current prerequisites and other requirements</td>
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<tr>
<td>Sr st &amp; cons inst</td>
</tr>
<tr>
<td>Proposed prerequisites and other requirements</td>
</tr>
<tr>
<td>Intro Soc (140, 181, 210, 211), Soc 357, Soc 360, Senior standing, and consent of instructor.</td>
</tr>
</tbody>
</table>
## 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
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
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)

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<td><strong>Current course number</strong></td>
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<tr>
<td><strong>Current course title</strong></td>
</tr>
<tr>
<td><strong>Current published course description</strong></td>
</tr>
<tr>
<td><strong>Chief academic officer of this unit</strong></td>
</tr>
<tr>
<td><strong>Designee of chief academic officer for approval authority</strong></td>
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</tbody>
</table>

**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*
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will the subject change?</td>
<td>No</td>
<td>Sociology (900)</td>
<td></td>
</tr>
<tr>
<td>Current course number</td>
<td></td>
<td>666</td>
<td></td>
</tr>
<tr>
<td>Proposed course number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will the course number change?</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current crosslistings</td>
<td></td>
<td>Community &amp; Environmental Soc (864)</td>
<td></td>
</tr>
<tr>
<td>Proposed crosslistings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will the title change?</td>
<td>No</td>
<td>Rural Population Trends and Problems</td>
<td></td>
</tr>
<tr>
<td>Current transcript title (max. 30 chars.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed transcript title (max. 30 chars.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will the crosslistings change?</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current repeatability</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Catalog Changes

### Will the credits change?

No

<table>
<thead>
<tr>
<th>Current minimum credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current maximum credits</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed minimum credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed maximum credits</td>
<td></td>
</tr>
</tbody>
</table>

### Will the grading system change?

No

<table>
<thead>
<tr>
<th>Current grading system</th>
<th></th>
</tr>
</thead>
</table>

| Proposed grading system | |

### Will the published course description change?

No

<table>
<thead>
<tr>
<th>Current course description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trends with their consequences for rural and urban areas.</td>
</tr>
</tbody>
</table>

| Proposed course description |

### Will the prerequisites change?

Yes

<table>
<thead>
<tr>
<th>Current prerequisites and other requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jr st or cons inst</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed prerequisites and other requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro Soc course (140, 181, 210, 211) and Soc 357.</td>
</tr>
</tbody>
</table>
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
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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sociology (900)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposer</td>
<td>Theodore A Babcock</td>
</tr>
<tr>
<td>Status</td>
<td>Under Review by School/College</td>
</tr>
</tbody>
</table>

## 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
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
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**

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<tbody>
<tr>
<td>Proposer</td>
<td>Theodore A Babcock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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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
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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
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Explain the need for the change

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