Proposal for a New/Revised Academic Program

Revised May 14, 2010

Institution: University of Oregon
College/School: College of Arts and Sciences
Department/Program: General Social Science major

1. Program Description
   a. Proposed Classification of Instructional Programs (CIP 450101) number.
   b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The College of Liberal Arts at the University of Oregon offered B.A. and B.S. degrees in General Social Science (GSS) until the late 1970s (the last new majors were accepted in 1974). In 2001, the UO College of Arts and Sciences (CAS) again began offering a B.A. in General Social Science, primarily through the Bend Cascades/OSU campus and the major has a pre-existing CIP Designation. Our proposal revises the General Social Science major, based on an initial committee recommendation and substantial input from CAS departments and other associated units. The proposed major standardizes the structure and credit requirements of four specialization tracks within the General Social Science major: (1) Crime, Law and Society; (2) Geo-Politics, Policy and the Environment; (3) Applied Economics, Business and Society; and (4) Social Studies Teaching. In a lengthy review process, these four reconstituted interdisciplinary specialization tracks were deemed to have met primary criteria for selection: (a) intellectual coherence; (b) lack of direct competition with other existing UO majors; (c) sufficient identified student demand; (d) composed of current available course offerings; (e) cost of program delivery, and (f) potential for enhancing current students’ career development.

Under the proposed GSS major, students must fulfill a breadth requirement by taking courses in several social science disciplines, fulfill core preliminary requirements, pass appropriate methodology courses, and complete specialization requirements using existing pre-identified upper division courses. The Breadth Requirement in three of the specializations (Crime, Law, and Society; Geo-Politics, Policy and the Environment; and Applied Economics, Business, and Society) each require a minimum of 24 credits across at least four prefixes, selected from among the following social sciences: Anthropology, Economics, Ethnic Studies, Geography, History, International Studies, Political Science, Sociology, and Women's and Gender Studies. The Social Studies Teacher track follows a state-specified breadth requirement for teacher education that includes 44 lower-division credits in Anthropology, Economics, Geography, History, International Studies, Political Science, Psychology, and Sociology. The student must also complete one approved specialization in the General Social Science major. The specializations in Crime, Law, and Society; Geo-Politics, Policy, and the Environment; and Applied Economics, Business, and Society require 12 credits in preliminary core courses, one or two methodology courses appropriate to the area (4-8 credits), and five or six pre-approved specialization courses (20-24 credits depending on the chosen specialization). The Social Science Teacher track requires 24 upper-
division credits; 12 upper-division credits must be completed by taking a course in U.S. history, economics, and political science following the state-specified breadth requirement and 12 upper-division credits must be completed in choose from one specific area of specialization that includes Anthropology, Economics, Geography, History, International Studies, Political Science, Psychology, and Sociology. These specializations typically require a total of between 56 and 68 credits depending on how the breadth and upper-division requirements are satisfied. Specializations also include courses from other divisions within CAS (i.e., Linguistics, Philosophy, and Psychology) and from other schools and colleges (i.e., Business, Education, Journalism, and AAA) offering classes with appropriate social science subject matter. Because of the cross disciplinary nature of the General Social Science Program, students are not eligible to double major or minor in any social science field. However, students are permitted to major or minor in departments in the humanities or sciences.

The General Social Science (GSS) major will be administered by a director and overseen by a Dean-appointed faculty advisory committee comprised of three faculty from participating social science departments and undergraduate advisors from participating departments (who will serve in an ex officio capacity). The director, assisted by a staff coordinator, will be charged with running the day to day operations of the major including coordinating and publicizing class offerings and advising students via sponsoring departments. The Director will meet with the advisory committee in Fall, Winter, and Spring quarters. The Fall advisory board meeting will consider curricular issues including the possibility for the approval of drops, additions, and changes to the list of approved courses to satisfy the GSS major requirements. Assessment of course offerings will include consultation with social science department heads and undergraduate advisors so that the four GSS tracks can evolve as new courses become available or as changes in faculty (or faculty preferences) lead to existing courses being changed or no longer taught. The GSS major is comprised solely of classes offered regularly by departments at UO, mostly in the College of Arts and Sciences. The GSS director and GSS advisory committee will rely on departments for their approved courses to satisfy “group-satisfying” and “multicultural” requirements. The GSS director and advisory board are also charged with coordinating with other colleges to ensure that appropriate courses outside the college are included in the GSS major and insuring that the courses listed for the Social Science Teacher track continue to satisfy Oregon state certification requirements.

Because the GSS major is not housed in a specific department, the role of student advising will be of central importance. The Director and Faculty Advisory Board will be charged with developing a coordinated advising effort between and among the participating Social Science departments and the Director will be responsible for overseeing the advising for the GSS major. In addition, the Director and Faculty Advisory board will be responsible for informing the CAS Dean’s office of the changing advising needs for the GSS major that are likely to come with its anticipated growth. The CAS Dean’s office is committed to ensuring that the GSS major has sufficient advising resources commensurate with its student credit hours. Thus, new staff will be hired as demand warrants.
The proposed curriculum below is separated into each of the four tracks. The course titles and descriptions are below. All of the courses listed are four credit courses.

I. Crime, Law and Society

The Crime, Law and Society track is designed to provide the student a broad exposure to problems that confront society relating to the causes, consequences, and policy proscriptions regarding crime and socio-legal studies. The Crime track offers a flexible curriculum designed to provide an excellent preparation for persons who have an interest in criminology, law school or working in law enforcement or social services.

Preliminary core: Must take SOC 204 or SOC 207 and PS 275 and ES 101.

**SOC 204 Introduction to Sociology** The sociological perspective with emphasis on fundamental concepts, theories, and methods of research.

**SOC 207 Social Inequality** Overview of social inequality, cross-culturally and within the United States. Examines relationship of social inequality based on social class, race, and gender to social change, social institutions, and self-identity.

**PS 275 Legal Process** Overview of the United States legal system. Covers a range of socio-legal writing and provides a context for the legal system under which the U.S. operates.

**ES 101 Introduction to Ethnic Studies** Multidisciplinary study focuses on Americans of African, Asian, Latino, and Native American descent. Topics include group identity, language in society and culture, forms of resistance, migration, and social oppression.

Methodology requirement: Must take SOC 311.

**SOC 311 Introduction to Social Research** The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative sociological studies from the standpoint of methodology. Prereq: SOC 204 or 207.

Specialization requirements: Must take 6 of the following courses:

**ANTH 322 Anthropology of the United States** Explores the culture and the political economy of the contemporary United States, with a particular focus on race, class, and gender relations. Pre- or coreq: ANTH 161.

**ANTH 366 Human Osteology Laboratory** Human and nonhuman primate osteology and osteometry; fundamentals of dissection and primate anatomy. Coreq: ANTH 170 or 270.
ANTH 413/513 Culture and Psychology  Bridges anthropology and psychology to explore the relationship between the individual and culture; includes such topics as emotion, personality, mental illness, and sexuality.

ES 452/552 Race and Ethnicity and the Law  Addresses issues of social justice and the participation of Asian Americans, African Americans, Chicanos and Latinos, and Native Americans in the legal system. Prereq: ES 101 or 102.

FHS 482/582 Prevention of Youth Violence  Research and practice in community interventions designed to prevent youth violence. Includes home, school, and community-based interventions.


GEOG 343 Society, Culture, and Place  Examines ways in which geographical context reflects and shapes cultural and social processes. Importance of place and territory in human affairs. Prereq: sophomore standing.

J 385 Communication Law  Legal aspects of the mass media: constitutional freedom of expression, news gathering, access to public records and proceedings, libel, privacy, copyright, advertising, electronic media regulation, and antitrust. Prereq: J 201, sophomore standing.

J 397 Media Ethics  Ethical problems in mass media: privacy, violence, pornography, truth telling, objectivity, media codes, public interest, media accountability. Prereq: J 201, sophomore standing.

J 496/596 Communication Ethics and Law: Analyses of ethical and legal issues confronting the communications industry using various ethical and legal theories, readings, and cases relevant to the specific topic.

LING 415/515 Semantics  Survey of the fundamentals of semantic theory from traditional formal logic to modern cognitive approaches. Additional coverage of fundamental notions in pragmatics. Prereq: LING 290 passed with a grade of C– or better.

PHIL 325 Logic, Inquiry, and Argumentation  Explores the means and ends of argumentation and inquiry by considering deductive reason, argumentation and emotion, and ethical and social dilemmas in inquiry.

PHIL 344 Introduction to Philosophy of Law  Introduces central problems in the law; examines the nature of legal reasoning.

PHIL 425 Philosophy of Language  Philosophical theories of language and meaning, with special attention to the nature of concepts and reasoning. Prereq: junior standing.
PS 468/568 Congress  Study of Congress as an institution: congressional elections, the committee system, and the internal distribution of influence; relations with the President and the Supreme Court.

PS 470/570 Constitutional Law  Surveys how the U.S. Constitution works as a structure for government. Addresses how the federal courts interact within the U.S. system of government.

PS 484/584 United States Supreme Court  The Supreme Court as a political body; the judicial role in the context of the economic, political, social, and psychological factors that influence the court’s decisions.

PS 485/585 Civil Rights and Civil Liberties  Overview of the role of rights in the United States legal system. Particular emphasis on the role of freedom and equality in a federal system. Prereq: PS 275 or 470/570.

PSY 330 Thinking  Psychological methods involved in problem solving, complex learning, and various forms of rational and irrational reasoning and belief systems.

SOC 328 Introduction to Social Psychology  How the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others. Prereq: SOC 204 or 207.

SOC 330 Sociology of the Family  Introduction to and historical perspective of the family as a social institution and small-group association. Prereq: SOC 204 or 207.

SOC 335 Interaction and Social Order  Introduction to ethnomethodology, which is the study of methods by which humans order their activities, and conversation analysis, which focuses on methods organizing talk-in-interaction. Prereq: SOC 204 or 207.

SOC 345 Race, Class, and Ethnic Groups  Major class, racial, and ethnic groups in the United States with special attention to the culture and experience of minority groups. Prereq: SOC 204 or 207.

SOC 380 Introduction: Deviance, Control, and Crime  Origins of rules and laws, patterns of reactions to their violation, emphasis on causal theories of deviance and of crime, data sources for study of crime. Prereq: SOC 204 or 207.


SOC 446/546 Issues in Sociology of Work  Selected topics in sociology of work: occupational structures and careers, industrial democracy; technological change and work reform, politics of work. Prereq: SOC 310, 311, 312, 346.

SOC 480/580 Crime and Social Control  Emphasizes definitions of crime, major substantive areas of crime, and control policies in the United States. Prereq: SOC 310, 311, 312, 380.
SOC 484/584 Issues in Deviance, Control, and Crime  Topics vary. Examples are modern policing, juvenile delinquency, correction, emerging forms of social control. Prereq: SOC 310, 311, 312, 380.

SPED 411/511 Foundations of Disability I  Categorical and cross-categorical survey of information about exceptional children and youths. Topics include history, etiology, identification, classification, legislation, alternate program delivery systems.

SPED 412/512 Foundations of Disability II  Overview of special education and disability studies; social construction of disability; personal perspectives; societal imagery concerning disability.

WGS 321 Feminist Perspectives: Identity, Race, Culture  Examines intersections of race and ethnicity, class, sexuality, and gender in the history and lives of United States women of color. Explores definitions of community, culture, and identity. Prereq: one WGS course or ES 101 or 102.

WGS 341 Women, Work, and Class  Explores contexts and cultural attitudes shaping the women’s market and domestic labor including race, sexuality, age, and class as well as occupational segregation and control.
II. Geo-Politics, Policy and the Environment

The Geo-politics, Environment, and Policy track focuses on applied policy as it relates to broad social-political and environmental issues at the regional, country-specific and global levels. The Geo-politics track will provide training for students hoping to work in green industry, NGOs, and other international environmental organizations and for going on to earn graduate degrees in planning, public management, policy studies or other applied social sciences with a geo-political emphasis.

Preliminary Core: Must take GEOG 141, GEOG 142, and PS 297.

GEOG 141 The Natural Environment  The earth’s physical landscapes, vegetation patterns, weather, and climate; emphasis on the dynamic interactions among climate, landforms, vegetation, and soils.

GEOG 142 Human Geography  Ways in which various cultures live and use their environments. Discussion of the changing distributions of major cultural elements.

PS 297 Introduction to Environmental Politics  United States environmental policy and alternative environmental political futures.

Additional Lower Division Requirements: Must take two of the following courses:

ANTH 161 World Cultures  A first look into the work of cultural anthropology and an introduction to the cultural diversity of the world.

EC 101 Contemporary Economic Issues  Examines contemporary public policy using economic principles. Topics may include balanced budgets and tax reform, unemployment, health care, poverty and income redistribution, environmental policy, and international trade policy.

EC 201 Introduction to Economic Analysis: Microeconomics  Examines how consumers, firms, and governments make decisions when facing scarce resources and how those decisions affect market outcomes, such as prices and output. MATH 111 recommended.

ENVS 201 Introduction to Environmental Studies: Social Sciences  Contributions of the social sciences to the analysis of environmental problems. Topics include human population, the relationship between social institutions and environmental problems, and appropriate political, policy, and economic processes.

INTL 199 International Cooperation and Conflict  Explores how both conflict and cooperation shape our highly globalized world. Focuses on conflicts between nation states and para-states while recognizing that violence has a variety of causes and manifestations. Our inquiry ranges from personal stories to official international policy while addressing the root causes of violence, both personal and institutional.

INTL 240 Perspectives on International Development  Introduction to major ideologies, theories, historical processes, and contemporary challenges in international development.
INTL 250 Value Systems in Cross-Cultural Perspective  Introduction to value systems of various cultures, focusing on how values relate to religion, forms of social organization, group affiliation, and patterns of conflict resolution.

INTL 260 Culture, Capitalism, and Globalization  Cultural and historical perspectives on the development of capitalism as a way of life and its relationship to contemporary global issues and imbalances.

INTL 280 Global Environmental Issues  Examines root causes of “environmental problems” at local, regional, national, and global scales. Critically compares approaches to addressing international environmental challenges.

J 201 Media and Society  Introduction to the critical examination of the roles of media in society.

LAS 212 Latin American Social Sciences: [Topic] (4R)  Addresses various issues related to the historical, political, cultural, and economic development of Latin America from a social science perspective. Prereq: LAS 200. R once for a maximum of 8 credits when topic changes.

LING 211 Languages of the World  Survey of the variability and distribution of the languages of the world in terms of linguistic typology, genetic relationships, and geographic location. DeLancey.

LING 295 Language, Culture, and Society  Ways in which language reflects culture and in turn determines cultural worldview, interaction between language and social structure, social relations and interpersonal communication.

PPPM 201 Introduction to Planning, Public Policy and Management  Overview of professional public service and the planning and management of public issues. Focuses on the goals of public services within their economic, social and political contexts.

PPPM 202 Healthy Communities  Historical relationships of public policy, planning and public health; how public policies can promote health; relationship of planning and policies to inequalities in health outcomes.

PS 101 Modern World Governments  Introduction to the political systems, practices, and institutions of leading contemporary nations including Britain, France, Russia, China, and selected nations in Africa and Latin America.

PS 104 Problems in United States Politics  Current policy issues in American politics (e.g., unemployment, education, crime).

PS 203 State and Local Government  Linkage between elites and masses with attention to values, beliefs, participation, and process. Topics include mass participation, state and community elites, violence, public policy.
PS 204 Introduction to Comparative Politics  Major concepts and approaches in the study of comparative government and politics.

PS 205 Introduction to International Relations  Introduction to theoretical and methodological tools for the analysis of world politics.

HIST 273 Introduction to American Environmental History  Introduction to concepts, concerns, and methods of environmental history, especially in the context of American history to the present.

Methodology requirement: Must take GEOG 311.

GEOG 311 Maps and Geospatial Concepts  Nature of map data and design and their use in cartography; introduction to cartography, geographic data analysis, remote sensing, GIS, and GPS.

Specialization requirements: Must take 4 of the following courses -

ANTH 322 Anthropology of the United States  Explores the culture and the political economy of the contemporary United States, with a particular focus on race, class, and gender relations. Pre- or coreq: ANTH 161.

ANTH 329 Immigration and Farmworkers’ Political Culture  Mexican farmworkers in the United States, their history and living and working conditions explored within the political culture of immigration. Introductory social science course recommended.

ANTH 310 (this may have a regular number soon) Culture, Power, and Environment

ANTH 399 (this will have a regular number soon) Environmental Anthropology

ANTH 410 (this will have a regular number soon) Ecology and Archaeology

ANTH 411 Politics, Ethnicity, Nationalism  Explores relationship between ethnicity, politics, and nationalism from historical and anthropological perspectives; addresses the way nationalism and ethnic identity construct and reproduce each other. Prereq: junior standing.

EC 333 Resource and Environmental Economic Issues  Economic analysis of replenishable and nonreplenishable natural resources; environmental issues and policies. Prereq: EC 201.

ENVS 411/511 Environmental Issues  In-depth examination of a particular environmental topic such as global warming, ecosystem restoration, energy alternatives, geothermal development, public lands management, or environmental literature. Prereq: junior or senior standing.

ENVS 420/520 Perspectives in Nature and Society  Comparative exploration of social science approaches to environmental issues. Focus on interaction of social institutions, culture, politics, and economy with the physical landscape. Prereq: ENVS 201.

ENVS 450/550 Political Ecology  Examines how social relations and economic, social, and cultural control of natural resources shape human interactions with the environment. Theory and case studies. Prereq: ENVS 201.

GEOG 321 Climatology  Energy and moisture in the atmosphere, atmospheric circulation, controls of regional and microclimates, applied climatology, climatic variations, past and future climates. Special fee. Prereq: GEOG 141.

GEOG 322 Geomorphology  Landforming processes with emphasis on mass movements, rivers, eolian, glacial, and coastal processes. Prereq: GEOG 141 or GEOL 102 or 202.

GEOG 323 Biogeography  Relation of plants and animals to the environment, distribution of individual species, historical changes in plant distribution. Prereq: GEOG 141.

GEOG 341 Population and Environment  Patterns of population growth over history and place, current policies and programs, and impacts and trends in U.S. and international contexts. Includes method and theory. Prereq: sophomore standing.

GEOG 416/516 Introductory Geographic Information Systems  Covers such fundamental topics as data sources, input, manipulation, analysis, output, and product generation. Special fee. Prereq: GEOG 311.

GEOG 417/517 Geographic Data Analysis  Analysis and display of geographical data by traditional data-analytical methods and by scientific-visualization approaches. Prereq: GEOG 311 or 416.

GEOG 421/521 Advanced Climatology  Topics in climatology, including physical climatology, dynamic and synoptic climatology, and paleoclimatology. Prereq: GEOG 321.

GEOG 423/523 Advanced Biogeography  Selected topics in biogeography including relation of plants and animals to their environment, historical changes in plant distribution, and palynological analysis. Prereq: GEOG 323.


GEOG 430/530 Long-Term Environmental Change  Evolution of the physical landscape during the Quaternary period. Elements of paleoclimate, paleoecology, and geomorphology. Prereq: GEOG 321, 322, or 323.

GEOG 432/532 Climatological Aspects of Global Change  Role of the climate system in global change, the Earth’s climatic history, and potential future climatic changes. Prereq: GEOG 321, 322, or 323.
GEOG 441/541 Political Geography (4)  Spatial perspectives on global political patterns and processes. Relationship of political territories to resources, ethnic patterns, and ideological communities. Impact of political arrangements on landscapes. Prereq: junior standing.

GEOG 463/563 Geography, Law, and the Environment  Values underlying American legal approaches to environmental issues; the role of laws in reflecting and shaping human understanding and use of the environment. Prereq: junior standing.

GEOL 310 Earth Resources and the Environment  Geology of energy, mineral, and water resources and environmental issues related to their use. Topics include fossil fuels, metals, nuclear waste disposal, and water pollution.

HIST 473/573 American Environmental History  Variable topics examine the social, cultural, economic, and political history of the American landscape; how Americans have understood, transformed, degraded, conserved, and preserved their environments. I: To 1800. II: 19th Century. III: 20th-Century Environment and Environmentalism. IV: Environment and the West.

INTL 345 Africa Today: Issues and Concerns  Introduces students to current challenges facing African peoples today. Extends survey of Africa courses, and prepares students for more advanced study regarding the African continent.

INTL 399 (this will have regular number soon) Islam and Global Forces  This is an introduction to the general salience of the Islamic religion in contemporary global politics, the pivotal role the religion plays in Muslim societies, and the effects of global forces (e.g., globalization processes, the global economy, mass media, and global political institutions) on the political economy of countries with major Muslim populations.

INTL 399 (this will have regular number soon) International Human Rights

INTL 421/521 Gender and International Development  Analysis of the changing roles, opportunities, and expectations of third-world women as their societies undergo social upheavals associated with the problematic effects of development.

INTL 423/523 Development and the Muslim World  Introduction to discourse on current development in various Muslim societies. Focuses on North Africa, the Middle East, South Asia, and Southeast Asia.

INTL 433/533 Childhood in Cross-Cultural Perspective  Explores the experience of childhood around the world and examines how this experience is shaped by beliefs about who and what children are and by local conditions and contingencies.

INTL 442/542 South Asia: Development and Social Change  Introduction to the vast social changes and development issues confronting the South Asian subcontinent.

INTL 444/544 Development and Social Change in Southeast Asia  Introduction to the region and to the complex social issues facing the peoples of Southeast Asia.
INTL 445/545 Development and Social Change in Sub-Saharan Africa  Introduces theoretical and practical aspects of development and social change in sub-Saharan Africa, with focus on key issues in African development during the postcolonial era.

INTL 446/546 Development and Social Change in Latin America  Explores development challenges, debt cycles, urban growth, neoliberalism, populism, socialism, gender, the environment, U.S.–Latin American relations, ecotourism, and drug geographies in the region.

INTL 447/547 Comparative Tribalisms  Situates contemporary polemics in Africa and the U.S. regarding ethnic, racial, and religious violence, culture wars, and nationalism in a comparative analytic framework.

J 320 Women, Minorities, and Media  Inequities in mass media with regard to gender, race, and ethnicity. Ramifications and possible mechanisms of change.

J 350 Principles of Public Relations  Overview of public relations practice in a diverse global society, including theory, career opportunities, history, communication forms and channels, and legal and ethical concerns.

J 396 International Communication  National and cultural differences in media and information systems, global news and information flows, implications of rapid technological change, and communication and information policies. Prereq: J 201, sophomore standing.

J 467/567 Issues in International Communication: Topics focus on global media issues.

LING 390 Introduction to Sociolinguistics  Language structure and change relative to social-interpersonal interaction. Dialects, pidgin and creole development, language death, attitudes toward language variation, multilingualism. Major theoretical frameworks for sociolinguistics.

PPPM 331 Environmental Management  Introduction to environmental management. Focuses on solutions to problems in managing population, pollution, and resources.

PHIL 340 Environmental Philosophy  Considers the nature and morality of human relationships with the environment (e.g., the nature of value, the moral standing of nonhuman life).

PS 337 The Politics of Development  Presents alternative perspectives on key north-south issues: trade, aid, foreign investment, debt, and the environment. Includes such institutions as the International Monetary Fund, World Bank, and World Trade Organization.


III. Applied Economics, Business and Society

The Applied Economics, Business, and Society track in the General Social Science major is designed to provide the student an applied economics background combined with accounting and finance courses. The Applied Economics track provides a combination of skills that yields an excellent preparation for persons interested in going on to earn an MBA or working in business or government.

Preliminary core: Must take BA 101, and EC 201 and 202

BA 101 Introduction to Business  Historical, social, political, economic, and legal environments within which business operates. Interrelationships of the functional areas of management, finance, marketing, accounting, and international studies.

EC 201 Introduction to Economic Analysis: Microeconomics  Examines how consumers, firms, and governments make decisions when facing scarce resources and how those decisions affect market outcomes, such as prices and output. MATH 111 recommended.

EC 202 Introduction to Economic Analysis: Macroeconomics  Examines the aggregate activity of a market economy, the problems that arise, such as inflation and unemployment, and how the government can use macroeconomic policy to address these problems. EC 201 strongly recommended.

Methodology requirement: Must take BA 215 and MATH 243.


MATH 243 Introduction to Methods of Probability and Statistics  Discrete and continuous probability, data description and analysis, sampling distributions, emphasizes confidence intervals and hypothesis testing. Prereq: MATH 95 or satisfactory placement test score; a programmable calculator capable of displaying function graphs. MATH 111 is recommended. Students cannot receive credit for both MATH 243 and 425.

Specialization requirements: Must take 5 of the following courses:

BA 316 Management: Creating Value through People  Management systems for planning, controlling, organizing, and leading; how they influence human behavior in organizations. Selecting, training, retaining, and motivating the human resource in organization. Prereq: BA 101.

BA 317 Marketing: Creating Value for Customers  Market analysis, target customer identification, and development of marketing-mix strategies to deliver superior customer value and contribute to the performance of the organization. Prereq: BA 101.
BA 318 Finance: Creating Value through Capital  Financial statement analysis, pro forma statements and capital budgeting, time value of money, net present-value analysis, risk and cost of capital. Prereq: BA 101; BA 215 or ACTG 211.

EC 327 Introduction to Game Theory  Introductory course in game theory. Develops game-theoretic methods of rational decision making and equilibriums, using many in-class active games. Prereq: EC 101 or 201.


EC 350 Labor Market Issues  Topics may include the changing structure of employment, the minimum wage, the dual labor market hypothesis, collective bargaining, discrimination, and health and safety regulation. Prereq: EC 201.

EC 360 Issues in Industrial Organization  Topics may include analysis of market power, trends in industrial structure, the role of advertising, pricing policies and inflation, impact of social regulation (e.g., OSHA, EPA), and international comparisons. Prereq: EC 201.


EC 390 Problems and Issues in the Developing Economies  Topics may include the role of central planning, capital formation, population growth, agriculture, health and education, interaction between economic and cultural change, and the “North-South debate.” Prereq: EC 201.

HIST 363 American Business History  American businesses from their colonial origins to the present. Interaction between the political, social, economic, and ideological environment and the internal structure and activities of business enterprises.


J 340 Principles of Advertising  Role of advertising in the distribution of goods and services; the advertising agency; the campaign; research and testing; the selection of media: print, electronic, outdoor advertising, direct mailing. Frazer, Morrison, Sheehan.

J 412/512 Issues in Communication Studies: Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences.
PS 321 Introduction to Political Economy  Systematic comparison of markets and political processes and their outcomes.

PS 337 The Politics of Development  Presents alternative perspectives on key north-south issues: trade, aid, foreign investment, debt, and the environment. Includes such institutions as the International Monetary Fund, World Bank, and World Trade Organization.

PS 340 International Political Economy  Links between economics and politics in the international system. Basic concepts include power, dependence, inequality, imperialism, and development. EC 201, 202 recommended.

SOC 346 Work and Occupations  Characteristics of work and occupational careers in modern societies; relationships of those to family, the economy, bureaucracy, technology, and alienation. Prereq: SOC 204 or 207.

SOC 347 Complex Organizations  Nature of organizations in modern societies (e.g., specialization, impersonality, formalization, authority, and power); relationship of organizations to work and careers, stratification, democracy, discrimination, and deviance. Prereq: SOC 204 or 207.

WGS 341 Women, Work, and Class  Explores contexts and cultural attitudes shaping the women’s market and domestic labor including race, sexuality, age, and class as well as occupational segregation and control.
IV. Social Studies Teaching

Preliminary Core: Comprised of 4 sections, which include courses that meet state requirements for teacher education in social studies for the state of Oregon. The Social Studies Teaching track is designed to ensure that students meet the coursework requirements for admission to the graduate teacher licensure program at the University of Oregon – UOTeach. The program does not in and of itself lead to a teaching license, but provides a well-defined content for students interested in teaching Social Studies at the middle or high school level and provides them the appropriate background for post-baccalaureate study and licensure.

Preliminary Core: The preliminary core is comprised of 4 section following content requirements in UOTeach. It is important to note that many of the courses below serve as prerequisites for upper-division courses in the specializations. Thus, the choices among the preliminary core courses should be made in the context of the necessary prerequisites for the subsequent specialization decision.

1. World History, Geography, Sociology, Psychology and Anthropology. Must take four courses. At least two courses must be from the sequence HIST 101-103 or HIST 104-106. Two courses can be from the remaining courses listed below.

ANTH 150 World Archaeology  Introduction to archaeology and cultural change from the earliest times to the advent of state-level societies.

ANTH 161 World Cultures  A first look into the work of cultural anthropology and an introduction to the cultural diversity of the world.

ANTH 280 Introduction to Language and Culture  Relationship and methodology of language and culture.

GEOG 201 World Regional Geography  Introduction to the world’s cultural regions. Study of the cultural and environmental factors that make different parts of the world distinct.

GEOG 202 Geography of Europe  Physical and cultural processes that have shaped the rural and urban landscapes of Europe.

GEOG 205 Geography of Pacific Asia  Physical, cultural, and economic processes that have shaped the rural and urban landscapes of Pacific Asia.

GEOG 209 Geography of the Middle East and North Africa  Physical and cultural processes that have shaped the rural and urban landscapes of the Middle East and North Africa.

GEOG 214 Geography of Latin America  Physical, cultural, and economic processes that have shaped the rural and urban character of Latin America.

HIST 101, 102, 103 Western Civilization  Historical development of the Western world; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. 101: ancient and medieval societies. 102: from the Renaissance to Napoleon. 103: from Napoleon to the present.

PSY 201 Mind and Brain  Introduction to perception, memory, learning, and cognition. With laboratory.

PSY 201 (H) Honors Mind and Brain  Topics include perception, memory, learning, and cognition.

PSY 202 Mind and Society  Introduction to topics in clinical, personality, social, and developmental psychology. With discussion.

PSY 202 (H) Honors Mind and Society  Topics include clinical, personality, social, and developmental psychology.

SOC 204 Introduction to Sociology  The sociological perspective with emphasis on fundamental concepts, theories, and methods of research.

SOC 207 Social Inequality  Overview of social inequality, cross-culturally and within the United States. Examines relationship of social inequality based on social class, race, and gender to social change, social institutions, and self-identity.

2. Economics – Must take Econ 201 and 202.

EC 201 Introduction to Economic Analysis: Microeconomics  Examines how consumers, firms, and governments make decisions when facing scarce resources and how those decisions affect market outcomes, such as prices and output. MATH 111 recommended.

EC 202 Introduction to Economic Analysis: Macroeconomics  Examines the aggregate activity of a market economy, the problems that arise, such as inflation and unemployment, and how the government can use macroeconomic policy to address these problems. EC 201 strongly recommended.


HIST 201, 202, 203 United States  Creation and development of the United States socially, economically, politically, culturally. 201: Native America, European colonization, colonial development, origins of slavery, Revolution, early Republic. 202: Jacksonian era, expansion, commercial and industrial revolution, slavery, Civil War, Reconstruction. 203: imperialism, progressivism, modernity, the 1920s, Depression and New Deal, world wars and cold war, 1960s, and recent developments.

4. Government and Political Science – Must take two of the following courses.
PS 201 United States Politics  Theoretical introduction to American institutions, political doctrines, and ideology as these affect the course of politics and public policy in the United States.

PS 203 State and Local Government  Linkage between elites and masses with attention to values, beliefs, participation, and process. Topics include mass participation, state and community elites, violence, public policy.

PS 204 Introduction to Comparative Politics  Major concepts and approaches in the study of comparative government and politics.

PS 208 Introduction to the Tradition of Political Theory  Selected issues in political theory such as political obligation, rationality, diversity, and relativism. Covers contemporary and classical theories.

PS 225 Political Ideologies  Origins, functions, and political implications of several ideologies such as liberalism, fascism, communism, feminism, environmentalism, and nationalism.

Specialization and Upper-Division requirements: Must complete 6 courses at the upper-division level. Of these 6 courses, one course from each of the areas of US History, Economics, and Political Science must be taken. The remaining three courses must be taken exclusively in one area of concentration that includes can be chosen from Anthropology, Economics, Geography, History, International Studies, Political Science, Psychology, or Sociology. 400-level courses are not listed in several areas of specialization due to the significant number of prerequisites. However, these 400-level courses may, nevertheless, substitute for 300-level courses if approved by the General Social Science advisor.

Anthropology

ANTH 310 Exploring Other Cultures: [Topic]  How anthropologists study and describe human cultures. Content varies; draws on fieldwork, famous ethnographies, specific ethnographic areas and their problems, and comparative study of selected cultures.

ANTH 314 Gender in Cross-Cultural Perspective  Cross-cultural exploration of women’s power in relation to political, economic, social, and cultural roles. Case studies from Africa, America, Asia, Europe, and the Middle East.

ANTH 315 Gender, Folklore, Inequality  Cross-cultural exploration of the expressive and artistic realm of women’s lives. Topics include life-cycle rituals, religion, healing, verbal arts, crafts, and music.

**ANTH 322 Anthropology of the United States** Explores the culture and the political economy of the contemporary United States, with a particular focus on race, class, and gender relations. Pre- or coreq: ANTH 161.

**ANTH 326 Caribbean Societies** Explores the legacy of processes that formed Caribbean culture—migration, slavery, and trade—in religious, popular, and scholarly contexts.

**ANTH 327 Anthropological Perspectives on Africa** Thematic, comparative exploration of the contours of life in contemporary Africa. Promotes a critical historical perspective on the anthropology of the continent.

**ANTH 328 New Guinea** A look at the life ways of New Guinea people; focuses on personhood, gender, exchange, Christianity, and development.

**ANTH 329 Immigration and Farmworkers Political Culture** Mexican farmworkers in the United States, their history and living and working conditions explored within the political culture of immigration. Introductory social science course recommended. Stephen.

**ANTH 330 Hunters and Gatherers** Survey of contemporary hunter-gatherer societies. Foraging, decision-making, exchange, prestige, marriage, gender roles, parenting, history, and demography in an ecological and evolutionary perspective.

**ANTH 331 Cultures of South Asia** Survey of contemporary South Asia’s religious and cultural diversity, issues of ethnic identity, gender construction, social conflict, and politics of poverty.

**ANTH 340 Fundamentals of Archaeology** Methods modern archaeology uses to reconstruct the past, including background research, field methods, laboratory analyses, and interpreting data. Prereq: ANTH 150.

**ANTH 343 Pacific Islands Archaeology** Archaeology and prehistoric cultural development of Pacific island peoples from earliest settlement through early Western contact. Emphasizes Southeast Asian cultural foundations and ecological adaptations. Prereq: ANTH 150.

**ANTH 344 Oregon Archaeology** Native American cultural history of Oregon based on archaeological evidence. Environmental and ecological factors that condition human adaptations and contemporary cultural resource protection.

**ANTH 350 Olmec, Maya, and Aztec Societies** Rise and fall of various ancient Mesoamerican societies such as Olmecs, Maya, Toltecs, and Aztecs, and their cultural antecedents.

**ANTH 352 The Ancient Maya** Introduction to the Ancient Maya, one of the most intriguing and enduring societies in Mesoamerica. Focus is origins of social complexity and inequality.
ANTH 365 Food and Culture  Anthropological approach to the role of nutrients in human development (individual and group); cultural determinants and differences among populations; world food policy; applied nutritional anthropology.

ANTH 411 Politics, Ethnicity, Nationalism  Explores relationship between ethnicity, politics, and nationalism from historical and anthropological perspectives; addresses the way nationalism and ethnic identity construct and reproduce each other. Prereq: junior standing.

ANTH 413/513 Culture and Psychology  Bridges anthropology and psychology to explore the relationship between the individual and culture; includes such topics as emotion, personality, mental illness, and sexuality.

ANTH 417 Field Methods in Cultural Anthropology  Techniques of participant observation, community definition and extension, nondirective interviewing, and establishing rapport. Provides theoretical perspectives and emphasizes investigator’s ethical responsibilities. Prereq: ANTH 161.

ANTH 419/519 Performance, Politics, and Folklore  Aesthetic, political, economic, and social dimensions of cultural performances examined in museums, heritage displays, folklore festivals, community celebrations, and tourist destinations. Pre- or coreq: ANTH 161.

ANTH 420/520 Culture, Illness, and Healing  Cultural foundations of illness and healing. Attempts to analyze illness experiences, looks at therapies cross-culturally, and examines the nature of healing. Prereq: ANTH 161

ANTH 421 Anthropology of Gender  Explores gender cross-culturally. Topics include sex and sexualities; queer communities; the politics of marriage; local and global feminisms; and relations among gender, race, colonialism, and global capital. Prereq: sophomore standing.

ANTH 424/524 Feminist Methods in Anthropology  Feminist research design and methods in three subfields of anthropology: biological, sociocultural, archaeological. Examination of case studies illustrating research ethics, collaboration, and activism. Prereq: junior standing.

ANTH 429/529 Jewish Folklore and Ethnology  Traditional expressive culture of East European Jews; includes narrative, proverbs, jokes, folk beliefs, rituals, holidays, food, customs, music, gender, and immigrant folklore in the United States. Prereq: junior standing.

ANTH 434/534 Native South Americans  Contact period and contemporary ethnography of native peoples; ecological adaptation, socioeconomic organization, and culture change. Prereq: 4 credits in cultural anthropology.

ANTH 442/542 Northwest Coast Archaeology  Archaeological and prehistoric cultural development of peoples indigenous to the Northwest Coast of North America, from Alaska to northern California, from earliest settlement through Western contact. Prereq: ANTH 150.
ANTH 443/543 North American Archaeology  Survey of interdisciplinary research applied to prehistoric cultures and environments in North America. Prereq: ANTH 150.

ANTH 445/545 Archaeology of Cultural Landscapes  Archaeological and landscape concepts represented in the past and the present. Site distributional, ecological, and sociosymbolic dimensions of landscapes are examined. Prereq: ANTH 150.

ANTH 447/547 Traditional Technologies  Explores 2.5 million years of human technologies through analysis and replication of stone, bone, shell, and wood tools as well as basketry and ceramics.

ANTH 448/548 Gender and Archaeology  Examines case studies from around the world to investigate how archaeological remains can illuminate gender in pre-contact societies.

ANTH 455/555 Historical Anthropology  Surveys various approaches (Marxist, symbolic, practice theoretical, archaeological) and topics (colonialism, representation, subaltern studies, the invention of tradition) in historical anthropology. Prereq: junior standing. Offered alternate years.

ANTH 488/588 Foundations of Social Theory  Important early social theorists (Marx, Engels, Freud, Durkheim, Weber) and the historical conditions in which the study of society emerged in Western thought.

ANTH 493/593 Anthropology and Popular Culture  Offers insights into the conditions of the reproduction of social relations through the analysis of film, sport, television, advertising, folklore, fashion, and festivals. Prereq: junior standing.

Economics

EC 327 Introduction to Game Theory  Introductory course in game theory. Develops game-theoretic methods of rational decision making and equilibriums, using many in-class active games. Prereq: EC 101 or 201.

EC 330 Urban and Regional Economic Problems  Topics may include urban and metropolitan growth, land use, race and poverty, education systems, slums and urban renewal, transportation, crime, and pollution and environmental quality. Prereq: EC 201.

EC 333 Resource and Environmental Economic Issues  Economic analysis of replenishable and nonreplenishable natural resources; environmental issues and policies. Prereq: EC 201.

EC 350 Labor Market Issues  Topics may include the changing structure of employment, the minimum wage, the dual labor market hypothesis, collective bargaining, discrimination, and health and safety regulation. Prereq: EC 201.

EC 360 Issues in Industrial Organization  Topics may include analysis of market power, trends in industrial structure, the role of advertising, pricing policies and inflation, impact of social regulation (e.g., OSHA, EPA), and international comparisons. Prereq: EC 201.


EC 390 Problems and Issues in the Developing Economies  Topics may include the role of central planning, capital formation, population growth, agriculture, health and education, interaction between economic and cultural change, and the “North-South debate.” Prereq: EC 201.

Geography

GEOG 341 Population and Environment  Patterns of population growth over history and place, current policies and programs, and impacts and trends in U.S. and international contexts. Includes method and theory.

GEOG 342 Geography of Globalization  Historical and geographical dimensions of globalization; emphasizes economic and social factors. Topics include multinationals, trade agreements, sustainability, global inequalities, and racial and gender divisions of labor. Prereq: sophomore standing.

GEOG 343 Society, Culture, and Place  Examines ways in which geographical context reflects and shapes cultural and social processes. Importance of place and territory in human affairs. Prereq: sophomore standing.

GEOG 441/541 Political Geography  Spatial perspectives on global political patterns and processes. Relationship of political territories to resources, ethnic patterns, and ideological communities. Impact of political arrangements on landscapes. Prereq: junior standing.

GEOG 442/542 Urban Geography  Urbanization throughout the world, the structure of urban settlements; cities as regional centers, physical places, and homes for people; geographic problems in major urban environments. Special fee. Prereq: junior standing.
**GEOG 445/545 Culture, Ethnicity, and Nationalism**  Relationship of ethnic groups and nationality to landscapes, perception, and cultural geographic phenomena. Distribution of ethnic and national groups. Prereq: junior standing.

**GEOG 446/546 Geography of Religion**  Origin and diffusion of religions; religion, worldview, environmental perception and alteration; religion, territory, the organization of space. Prereq: junior standing.

**GEOG 461/561 Environmental Alteration**  Human alterations of the earth’s major ecosystems. Consequences of human activity at different times and places with respect to soils, atmosphere, vegetation, landforms, and water. Prereq: junior standing. Not offered 2009–10.

**GEOG 462/562 Historical and Contemporary Views of the Environment**  Ways in which humans have thought about their place in nature. Environmental ideas that emphasize concepts of ecology. Prereq: junior standing. Not offered 2009–10.


**GEOG 464/564 Forests and the Human Experience**  Examines relationships between culture and environment in the development of Western civilization. Draws upon contemporary and historical sources, and uses the campus as a laboratory. Prereq: junior standing. Not offered 2009–10.


**GEOG 471/571 North American Historical Landscapes**  Examines the origin and evolution of cultural landscapes in North America through historical and contemporary sources, and draws upon the local region for student projects. Prereq: junior standing.

**History**

**US History**

**HIST 308, 309 History of Women in the United States I,II**  Survey of the diverse experiences of American women from colonial times to the present. 308: 1600 to 1870. 309: 1870 to present.

HIST 352 The United States in the 1960s Exploration of a watershed era: civil rights, student activism, educational crisis, Vietnam War, gender revolution, environmentalism.

HIST 357 The South Regional history of the South and of successive Southern ways of life. Evolution of the South as a slaveholding society, its bid for independence, and its subsequent redefinitions and adaptations to national norms.

HIST 358 American Jewish History Ways people who identify themselves as Jews have reinvented their identity and created communities in the United States through the 1990s.

HIST 359 Religious Life in the United States Planting, adaptation, development, and social role of religious groups and traditions in the United States from the colonial period to the present.

HIST 388 Vietnam and the United States Vietnamese society and history: the First Indochina War, origins and escalation of United States involvement in Vietnam; de-escalation and defeat.

HIST 449/549 Race and Ethnicity in the American West Explores the growth of communities of color in western cities of the United States, with particular reference to competition and cooperation between groups.


HIST 455/555 Colonial American History Native Americans; motives, methods, implications of European colonization; origins of American slavery; interaction of diverse peoples in shaping colonial North American societies, economies, landscapes, politics.

HIST 456/556 Revolutionary America Origins, consequences, meanings of American Revolution; changing social, economic, and political contexts; intellectual, religious, and ideological trends; Constitution; institutional, social, and cultural legacy.


HIST 461/561 American Medical History Explores the social history of medicine and health in the United States.


HIST 466/566, 467/567 The American West Social, political, and cultural history. 466/566: peoples of the American West and the expansion of the United States in the 19th century. 467/567: 20th-century immigration, urban growth, economic development; social and political institutions; politics of race, ethnicity, and gender in a multicultural region

HIST 468/568 The Pacific Northwest Regional history to the mid-20th century. How the Pacific Northwest mirrors the national experience and how the region has a distinctive history and culture

HIST 469/569 American Indian History: [Topic] Variable chronological, thematic, and regional topics, including Indian history to 1860; 1860 to the present; Indians and colonialism; Indians and environments; Indians and gender; regional histories. R twice when topic changes for maximum of 12 credits.

HIST 473/573 American Environmental History: [Topic] Variable topics examine the social, cultural, economic, and political history of the American landscape; how Americans have understood, transformed, degraded, conserved, and preserved their environments. I: To 1800. II: 19th Century. III: 20th-Century Environment and Environmentalism. IV: Environment and the West. R thrice when topic changes for maximum of 16 credits.


Non-US-History

HIST 310 Early Modern Women The ways in which perceptions about women’s and gender roles in society partially reflected and partially contrasted with their actual role.

HIST 319 Early Middle Ages in Europe Emergence, from the remains of the late Roman Empire, of a uniquely medieval Christian culture in the Germanic kingdoms of northern Europe between the 4th and 9th centuries.

HIST 320 High Middle Ages in Europe Changes that swept Europe from 1000–1225, including the rise of towns and universities, new spiritual and artistic visions, and varieties of religious and social reform.
HIST 321 Late Middle Ages in Europe  A survey of Europe, 1250–1430—the age of Dante and the Black Death—when breakthroughs alternated with disasters in the realms of politics, economics, and religion.

HIST 322 The Crusades  Surveys the idea and practice of Christian holy war—not only in Palestine, but within Europe. From the first crusade in 1096 through early 13th century.

HIST 325 Precolonial Africa  Survey of African history to the mid-19th century, analyzing processes of state formation, regional and long-distance trade, religion, oral tradition, and systems of slavery.

HIST 326 Colonial and Postcolonial Africa  Survey of African history from the 1880s to the 1960s. Emphasis on the internal dynamics of change as well as the impact of colonialism.

HIST 327 The Age of Discoveries  European exploration and seaborne empires, 1270–1600. Motives, technology, and institutions of the Italian and Iberian empires. Medieval travels to Asia; Venetian and Genoese empires; Spanish conquest of Mexico. HIST 101, 102 or equivalents recommended.

HIST 329 Mediterranean World, Antiquity to 1453  Late antiquity, Byzantium, rise of Islam, Abbasid caliphate, conquests of Spain and Sicily, religious tolerance, the roles of women, trade, and intellectual exchange.

HIST 330 Mediterranean World, 1453–1700  The rise of the Ottomans, Venetian trade, Jewish diaspora from Spain, the roles of women, piracy, slavery, and the decline of the Mediterranean.

HIST 332 British History: [Topic]  British history from the Celts to the 21st century—economic, political, religious, and social change. R twice when topic changes for a maximum of 12 credits.

HIST 336, 337 France (4,4) 336: ancien régime, 1789–1870—French Revolutions of 1789, 1830, and 1848; Napoleonic Empire; monarchy, republicanism, and dictatorship; society and culture in post-Revolutionary France. 337: 1870 to present—the Paris Commune and Third Republic; the Dreyfus affair; popular front, fall of France and Resistance; Algeria, de Gaulle, the 1968 student movement.


HIST 345 Early Russia  Kievan Rus and Byzantium; Christianization; Mongol dominance; rise of Moscow and two Ivans, one Great, one Terrible; crisis of modernization and subsequent religious dissent.
HIST 346 Imperial Russia  Siberian and North American expansion; Peter the Great; Catherine the Great; abolition of serfdom; industrialization; Silver Age culture and revolution; World War I and collapse.

HIST 347 Soviet Union and Contemporary Russia  Examines the rise, development, and collapse of the Soviet Union, the world’s first communist regime. Topics include the Russian Revolution, Stalinism, war, culture, and society.

HIST 380, 381, 382 Latin America (4,4,4) Major economic, political, and cultural trends and continuities. 380: pre-Columbian and Iberian history, the colonial period up to 1750. 381: transition from late colonial mercantilism to political independence and national definition, 1750–1910. 382: reform and revolution in modern Latin American history, 1910 to the present. Sophomore standing recommended.

HIST 386 India  India under British rule, the rise of nationalist politics, and the subcontinent in the years since independence.

HIST 387 Early China  Survey from the beginnings to the 10th century focuses on the development of Chinese thought and religion and the growth of the imperial state and bureaucracy.

HIST 396 Samurai in Film  Examination of the image of Japan’s warrior class, the most prominent social group in Japan for over seven centuries. Combines films, readings, and lectures.

HIST 397 Modern Chinese History  Provides an overview of modern China, guiding students through the richness and complexity of modern Chinese history. Conducted in Mandarin Chinese. Prereq: proficiency in Mandarin as determined by instructor.


HIST 414/514 Ancient Rome: [Topic] Political, social, cultural, and intellectual history of ancient Rome from its foundation to late antiquity; emphasis on urban culture. I: Roman Republic. II: Roman Empire. III: Roman Society. R twice when topic changes for maximum of 12 credits.

HIST 415/515 Advanced World History: [Topic] Advanced intensive study of selected issues in world history. Possible topics include biology and ecology, ancient empires, or intercultural encounters. R when topic changes.

HIST 417/517 Society and Culture in Modern Africa: [Topic] Explorations in various topics with attention to class, gender, and generational and political struggles. I: Postcolonial African Film and Politics. II: Colonial Urban Africa. Prereq: HIST 325 or 326, depending on topic. R twice when topic changes for maximum of 12 credits.

HIST 419/519 African Regional Histories: [Topic] Examines the historiography of specific nations or regions; Swahili coast; Tanzania (formerly Tanganyika); urban South Africa, 1870s to 1970s; West African slavery. R twice for a maximum of 12 credits.

HIST 420/520 The Idea of Europe The concept and experience of “Europe” explored creatively throughout history from multiple disciplinary perspectives.

HIST 421/521 Organization of Knowledge Production and preservation of knowledge since ancient times, first libraries, monasteries, and universities; science exploration; books and letters; the academic disciplines; the Internet.


HIST 426/526 Cultural History of the Enlightenment Developments in science, education, economics, sex, government, art, music, communication, and travel in the 18th-century European Age of Reason.


HIST 428/528 Europe in the 20th Century: [Topic] War, revolution, social change, political transformation, and related intellectual and cultural developments in Europe from the Great War of 1914–18 through the present. I: European Fascism. II: Jews in Modern Europe. III: Eastern Europe since World War I. IV: Europe since 1945. R when chronological or thematic topic changes.

HIST 434/534 Modern British History: [Topic] Selected topics in modern British history from 1700 to the present. Emphasis varies. R twice when topic changes for maximum of 12 credits.

HIST 435/535 Revolutionary and Napoleonic Europe The French Revolution; Napoleon; German idealism; British industry; the coalescence of European identity; revolutions in knowledge and education; changing gender roles; imperialism.
HIST 437/537 Medieval Spain  A study of two related aspects of medieval Iberian history: Spain as a frontier society and Spain as a multicultural, multireligious society.

HIST 438/538 Golden Age Spain  Spanish history during one of the most important eras of its past, when it was a cultural leader in Europe and a major world power.

HIST 439/539 Renaissance Europe: [Topic]  Cultural and intellectual history, 1200 to 1600. New religious movements, social and political change in cultural context, theology and philosophy, humanism, the rise of vernacular literatures. R once when topic changes for maximum of 8 credits.


HIST 441/541 16th-Century European Reformations  History of religious, personal, and institutional reforms. Includes late medieval reform movements and the ideas of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila.

HIST 442/542 Early Modern German History: [Topic]  Topics include peasant society, the foundations of absolutism, the German Enlightenment, protoindustrialization. R twice when topic changes for maximum of 12 credits.

HIST 443/543 Modern Germany: [Topic]  Topics include class formation, revolutionary movements, the socialist tradition, the Third Reich. R when topic changes.

HIST 444/544 The Holocaust  Surveys history of Nazi genocide, focusing on terror and complicity in formation of racial policy, and perceptions of Nazi anti-Semitism as the Holocaust was occurring.

HIST 445/545 Tsarist and Imperial Russia: [Topic]  Creation of a great Eurasian civilization. Geopolitical expansion, Siberia, imperialism, origins of autocracy, serfdom, church and state, political opposition, rise of civil society, industrialization. R twice when topic changes for a maximum of 12 credits.

HIST 446/546 Modern Russia: [Topic]  Explores topics such as the intellectual and cultural history of Russia from the revolution to recent times. R twice for a maximum of 12 credits.

HIST 480/580 Mexico  Mexican history from pre-Hispanic times to the present. Special attention to nationhood, economic development, church-state relations, the Mexican identity, and the Revolution of 1910.

HIST 482/582 Latin America’s Indian Peoples  Impact of Iberian conquest and settlement on the lives of the indigenous peoples of the Caribbean, Mexico, Central America, and South America.
HIST 483/583 Latin America: [Topic] Variable topics include the experience of blacks and Indians; the struggle for land, reform, and revolution. R thrice when topic changes for maximum of 16 credits.

HIST 484/584 Philippines Philippine history from pre-Hispanic times to the present with particular emphasis on the past hundred years.

HIST 487/587 China: [Topic] Survey from the 10th century. Foundations and transformations of state and society; popular rebellions; impact of imperialism; issues of modernity; state building; political, cultural, and social revolutions. I: Song and Yuan. II: Ming and Qing. III: Late Qing. IV: Republican China. V: China since 1949. R thrice when topic changes for maximum of 16 credits.


HIST 491/591 Medicine and Society in Premodern Japan Japanese medical tradition: folk, Buddhist, Chinese, Dutch. Diseases, treatment and medical services, medical knowledge, acupuncture, sexual hygiene, anatomy, sexually transmitted diseases, reproduction, and family.

HIST 493/593 Japanese History through Film: [Topic] Examination of issues of personal identity and choice in selected periods of Japanese history, with emphasis on individual and group responses to transition and social change. R when topic changes. Offered alternate years.


International Studies

INTL 345 Africa Today: Issues and Concerns Introduces students to current challenges facing African peoples today. Extends survey of Africa courses, and prepares students for more advanced study regarding the African continent.

INTL 399 Islam and Global Forces

INTL 399 International Human Rights
INTL 421/521 Gender and International Development Analysis of the changing roles, opportunities, and expectations of third-world women as their societies undergo social upheavals associated with the problematic effects of development.

INTL 422/522 Aid to Developing Countries Examines the history and current dynamics of international bilateral and multilateral development assistance, the possibilities and constraints of aid, and other related issues.

INTL 423/523 Development and the Muslim World Introduction to discourse on current development in various Muslim societies. Focuses on North Africa, the Middle East, South Asia, and Southeast Asia.

INTL 433/533 Childhood in Cross-Cultural Perspective Explores the experience of childhood around the world and examines how this experience is shaped by beliefs about who and what children are and by local conditions and contingencies.

INTL 442/454 South Asia: Development and Social Change Introduction to the vast social changes and development issues confronting the South Asian subcontinent.

INTL 444/454 Development and Social Change in Southeast Asia Introduction to the region and to the complex social issues facing the peoples of Southeast Asia.

INTL 445/455 Development and Social Change in Sub-Saharan Africa Introduces theoretical and practical aspects of development and social change in sub-Saharan Africa, with focus on key issues in African development during the postcolonial era.

INTL 446/456 Development and Social Change in Latin America Explores development challenges, debt cycles, urban growth, neoliberalism, populism, socialism, gender, the environment, U.S.–Latin American relations, ecotourism, and drug geographies in the region.

INTL 447/457 Comparative Tribalisms Situates contemporary polemics in Africa and the U.S. regarding ethnic, racial, and religious violence, culture wars, and nationalism in a comparative analytic framework.

Political Science

PS 301 Art and the State Comparative analysis of issues raised by state intervention in production and distribution of art: censorship, artistic freedom, ideological domination, regulation of artistic marketplace, cultural imperialism.

PS 321 Introduction to Political Economy  Systematic comparison of markets and political processes and their outcomes.

PS 324 European Politics  Overview of the formation and current dynamics of national politics in Western Europe.

PS 326 United States Foreign Policy I  Basic concepts underlying the formulation and implementation of United States foreign policy; relationships between American society and foreign policy; the relationship of the U.S. to its international environment.

PS 337 The Politics of Development  Presents alternative perspectives on key north-south issues: trade, aid, foreign investment, debt, and the environment. Includes such institutions as the International Monetary Fund, World Bank, and World Trade Organization.

PS 340 International Political Economy  Links between economics and politics in the international system. Basic concepts include power, dependence, inequality, imperialism, and development. EC 201, 202 recommended.


PS 346 Terrorism and Weapons Proliferation  Examines causes and control of terrorism, especially preventing terrorist use of weapons of mass destruction; theories and policies of nonproliferation and arms control.

PS 347 Political Power, Influence, and Control  Survey of the use of the concept of power in the social sciences, stressing diverse theoretical perspectives and empirical studies of political institutions.

PS 348 Women and Politics  Examines the treatment of women in the classic works of political philosophy. Links this body of thought to contemporary views on women.

PS 349 Mass Media and American Politics  The role of the mass media in contemporary American politics; the effect of the media on such institutions as political parties, elections, and the presidency.

PS 352 Political Parties and Interest Groups  Overview of current developments in political parties and interest groups in the United States.

PS 353 Campaigns and Elections  Strategic issues for politicians and others interested in winning votes. Theoretical materials from political science and related disciplines cast light on these practical questions.
PS 355 Oregon Government and Politics  Current political issues in Oregon with particular attention to political races and ballot measures before the Oregon electorate as well as the state’s major political institutions.

PS 386 United States Social Movements and Political Change  Causes and consequences of American social movements. Considers theoretical perspectives. Topics may include agrarian populism, labor movement, civil rights movement, the women’s movement, and identity politics.

PS 388 Mafia and Corruption in Russia  Focuses on the Mafia, corruption, and organized crime as integral parts of Russia’s transition to democracy, and their relationships with the state.

PS 420/520 International Organization  The organization of interaction among nations in institutional arrangements.

PS 421/521 Science, Technology, and International Relations  Examines weapons development, economic competitiveness, and environmental issues to learn how advances in science and technology have influenced international relations.

PS 430/530 Political Theory: Ancient and Medieval  Greek, Roman, and medieval political thought covering Socrates, Plato, Aristotle, Cicero, Augustine, and Aquinas. Baumgold,

PS 431/531 Political Theory: Renaissance, Reformation, and Early Modern  Development of political theory. Primary figures are Machiavelli, Hobbes, Locke, and Rousseau.

PS 432/532 Political Theory: Modern and Contemporary  Political theory during the 19th and 20th centuries including utilitarianism and radical, revolutionary, and liberal democratic traditions.

PS 433/533 Marxism and Radical Thought  Surveys utopian socialist thought, anarchism, Marxism, and Leninism. Central themes include the nature of radical theory, the role of the state, human nature and the new society.

PS 440/540 Causes and Prevention of War  Surveys theories of causes of war; focuses on major theories of prevention; case studies from World War I, World War II, and other wars.

PS 445/545 Methods for Politics and Policy Analysis I  Introduction to quantitative analysis, concepts and methods of empirical research, applied statistical data analysis in political science. Methods include descriptive statistics, bivariate correlation, and regression techniques.

PS 448/548, 449/549 Racial Politics in the United States I,II (4,4)  Considers how race has interacted with political development in the U.S. 448: colonial period through the New Deal. 449: New Deal to the present.
PS 463/563 Government and Politics of Latin America  Historical impact of international economic integration on democracy, equity, and sustainability; Cuban revolution; national security states; new social movements; case studies: Chile, Brazil, Mexico.

PS 467/567 The United States Presidency  An ambivalent view of the presidency as the key institution in the United States political system: source of great good but also of great harm.

PS 468/568 Congress  Study of Congress as an institution: congressional elections, the committee system, and the internal distribution of influence; relations with the President and the Supreme Court

PS 470/570 Constitutional Law  Surveys how the U.S. Constitution works as a structure for government. Addresses how the federal courts interact within the U.S. system of government.

PS 475/575 Politics of the European Union  Surveys the historical development and current workings of the European Union’s major institutions and policies. Offered alternate years.

PS 479/579 U.S. Interventions in Developing Nations  Examines theories of intervention: security, economic imperialism, humanitarian intervention, spreading democracy, domestic politics; over thirty-seven U.S. interventions since 1898 are surveyed.

PS 480 Introduction to Rational Choice  Introduces the paradigm of rational choice and game theory that is of special significance to politics.

PS 484/584 United States Supreme Court  The Supreme Court as a political body; the judicial role in the context of the economic, political, social, and psychological factors that influence the court’s decisions.

PS 491/591 Politics of Everyday Life  Examines how we try to influence each other’s behaviors in the course of everyday life. Readings from several disciplines.

PS 495/595 United States Political Economy  Examines United States political-economic institutions from a comparative and historical perspective. Topics include rise and fall of mass production, labor and the law, and regional development.

Psychology

PSY 304 Biopsychology  Relationships between brain and endocrine activity and behavior. Topics include sensation, perception, sexual behavior, drug effects, eating, drinking, sleeping, dreaming, and learning.

PSY 330 Thinking  Psychological methods involved in problem solving, complex learning, and various forms of rational and irrational reasoning and belief systems.
**PSY 348 Music and the Brain** Explores the neural correlates of our perception of tonality, harmony, melody, and rhythm and how these relate to neurobiology, brain damage, and cognitive neuroscience.

**PSY 366 Culture and Mental Health** Role of culture in the definition and maintenance of mental health and the definition and treatment of mental illness.

**PSY 376 Child Development** Survey of social, intellectual, and personality development in infancy, childhood, and adolescence. Previously offered as PSY 375; not repeatable.

**PSY 380 Psychology of Gender** Critical analysis of evidence for sex differences, gender roles, and the effect of gender on traditional issues in psychology. Topics include parenthood, violence, and sexual orientation.

**PSY 383 Psychoactive Drugs** Physiological and behavioral effects of psychoactive drugs such as alcohol, opiates, barbiturates, and excitants. The psychology of use and overuse; therapies for correcting drug problems.

**PSY 388 Human Sexuality** The nature of human sexuality; hormonal, instinctual, and learned factors in sexuality; psychosexual development; sexual orientation; frequency and significance of various types of sexual behavior; sexual inadequacy; sexual deviation.

**Sociology**

**SOC 301 American Society** Selected aspects of American culture and institutions and the ways in which they are changing. Prereq: SOC 204 or 207.

**SOC 303 World Population and Social Structure** Introduction to population studies. Comparative analysis of historical, contemporary, and anticipated demographic change. Emphasis on demographic transitions between and within developed and underdeveloped countries. Prereq: SOC 204 or 207.

**SOC 304 Community, Environment, and Society** Interrelationship of social and environmental factors in human communities, processes of community change, impact of environmental change on human communities. Prereq: SOC 204 or 207.

**SOC 305 America’s Peoples** Examines how the size, composition, and distribution of America’s ethnic and racial subpopulations have shaped social structure, social culture, and social change in the United States. Prereq: SOC 204 or 207.

**SOC 310 Development of Sociology** Analysis of the major writers and ideas that have shaped contemporary sociology. Focus on recurrent concepts and issues that continue to challenge sociological inquiry. Prereq: SOC 204 or 207.
SOC 313 Social Issues and Movements  Contemporary social issues viewed in relation to the social structure of American society. Social movements and ideologies related to these issues. Prereq: SOC 204 or 207.

SOC 317 Sociology of the Mass Media  Analysis of media events: advertisements, news broadcasts, documentaries, popular music, and television. Perspectives include content analysis, semiotics, functionalist and structuralist paradigms, and power system analysis. Prereq: SOC 204 or 207.

SOC 328 Introduction to Social Psychology  How the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others. Prereq: SOC 204 or 207.

SOC 330 Sociology of the Family  Introduction to and historical perspective of the family as a social institution and small-group association. Prereq: SOC 204 or 207.

SOC 335 Interaction and Social Order  Introduction to ethnomethodology, which is the study of methods by which humans order their activities, and conversation analysis, which focuses on methods organizing talk-in-interaction. Prereq: SOC 204 or 207.

SOC 345 Race, Class, and Ethnic Groups  Major class, racial, and ethnic groups in the United States with special attention to the culture and experience of minority groups. Prereq: SOC 204 or 207.

SOC 346 Work and Occupations  Characteristics of work and occupational careers in modern societies; relationships of those to family, the economy, bureaucracy, technology, and alienation. Prereq: SOC 204 or 207.

SOC 347 Complex Organizations  Nature of organizations in modern societies (e.g., specialization, impersonality, formalization, authority, and power); relationship of organizations to work and careers, stratification, democracy, discrimination, and deviance. Prereq: SOC 204 or 207.

SOC 355 Sociology of Women  Position of women in contemporary society; women and work, politics, families, the economy; intersection of gender, race, and class; women’s movements. Prereq: SOC 204 or 207.

SOC 380 Introduction: Deviance, Control, and Crime  Origins of rules and laws, patterns of reactions to their violation, emphasis on causal theories of deviance and of crime, data sources for study of crime. Prereq: SOC 204 or 207.

It is also recommended that students take one to three courses in Education Studies in preparation for teacher training. Recommended courses include EDST 111, 331, 332, 333, 338, 339, 342, 343, 348, 349, and 420. In addition, EDST 342, 343, 399, 451, 452, 453, 454, 455, 456, 457 would also provide valuable preparation.
EDST 111 Educational Issues and Problems  Examines specific issues and problems confronting educators. Compares and contrasts different approaches to the ways in which society defines and deals with educational issues and problems.


EDST 332 Learning, Teaching, and Assessment I  Examination of various disciplinary literatures on learning, teaching, and assessment. Sequence with EDST 331, 333. Prereq: EDST 331; coreq: EDST 338.

EDST 333 Learning, Teaching, and Assessment II  Focuses on specific school subjects that provide a context for examining the basic assumptions underlying teaching, learning, and assessment. Sequence with EDST 331, 332. Prereq: EDST 332; coreq: EDST 339.

EDST 338 Observation: Learning, Teaching, Assessment I (1)  Studying children to determine how they make sense of school subjects. Pre- or coreq: EDST 332.

EDST 339 Observation: Learning, Teaching, Assessment II (1)  Focuses on developing skills in observation of learning, teaching, and assessments. Pre- or coreq: EDST 333.

EDST 342 Curriculum Studies I  Examines basic assumptions underlying curriculum in specific subject areas. Sequence with EDST 343. Prereq: EDST 331; coreq: EDST 348.


EDST 348 Observation: Curriculum Studies I (1)  Observing children in classroom settings to examine curriculum in practice. Pre- or coreq: EDST 342.

EDST 349 Observation: Curriculum Studies II (1)  Examines the global and ideological dimensions of curriculum. Pre- or coreq: EDST 343.

EDST 399 Teaching by Teachers
EDST 420 Living in Stratified Society
EDST 451 Equal Opportunity: Ecojustice Education
EDST 452 Equal Opportunity: Poverty
EDST 453 Equal Opportunity: Racism
EDST 454 Equal Opportunity: Patriarchy
EDST 455 Equal Opportunity: Homophobia
EDST 456 Equal Opportunity: Colonization and Genocide
EDST 457 Equal Opportunity: Diaspora and Immigration
d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery). The General Social Science program will be administered by the College of Arts and Sciences through existing social science units.

Because the GSS major utilizes all pre-existing courses, the course scheduling and the use of technology will not be altered from their current usage.

e. Ways in which the program will seek to assure quality, access, and diversity.

The assurance of quality rests primarily in the fact that the program is based solely on pre-existing curriculum that is time tested and based on a sound pedagogical rationale for each of the tracks within the major. The major also ensures access by including a minimum amount of prerequisites and a sufficient number of courses within the specialization requirements such that students have significant flexibility in the courses they are able to take to complete the major. The GSS major, by its nature a cross disciplinary degree with courses across the social sciences, other divisions in the college, and other colleges within the University, will allow for diverse learning styles and experiences.

f. Anticipated fall term headcount and FTE enrollment over each of the next five years.

Fall 2010 – 50
Fall 2011 – 200
Fall 2012 – 300
Fall 2013 – 400
Fall 2014 – 450

g. Expected degrees/certificates produced over the next five years.

There are likely to be significant populations of current and future UO students that may be served by this major such and the number of degrees could be substantial. For example, economics has grown from 200 majors to nearly 900 majors over the last decade. Part of this growth relates to students who are pre-majors in business that fail to get into the Business School. The Applied Economics track in the General Social Science major will likely serve the interests of these students because it combines applied economics courses with accounting and finance courses in the business school that will provide the necessary background to either move into the business world or go on to graduate school in business. Similarly, conversations with the athletic department indicate that some of their recruits are interested in studying Criminology, which the Crime, Law and Society track will serve. In addition, our work with the school of education indicates that there was a significant disconnect between student undergraduate
course work and the required courses for a graduate teaching certificate in Social Sciences. The Social Science Teaching track will remedy this problem by encouraging these students to take the courses necessary to get a teacher certificate from our Ed. School within a year. Finally, our Geo-Politics track focuses on applied policy that fits a need not directly accommodated in either in the PPPM program in AAA or in our Environmental Studies program. Thus, we expect there could be almost 500 GSS majors within five years.

h. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)

Beyond (g) above, our expectation is that this program will serve the same populations already served by Social Sciences, although it will likely help some students who have previously had difficulty finding an obvious home in a particular Social Science department find a meaningful way to design a major that suits their broad social science interests.

i. Adequacy and quality of faculty delivering the program.

Since the GSS major uses courses already on the books, the adequacy and quality of the faculty for the major should be excellent. However, depending on the success of the different tracks, there will need to be some adjustments to the number of times certain courses are offered during the year (particularly those courses that are part of the core and methodology requirements of the GSS tracks). Individual Social Science departments will oversee the hiring and evaluation of faculty and will therefore maintain instructional quality.

j. Faculty resources – full-time, part-time, adjunct.

No additional tenure track faculty will be needed to begin the GSS major. We anticipate the need to hire a part-time NTTF to serve as a director and advisor for the GSS major. In the first year we anticipate a 0.33 NTTF position. In subsequent years and as student demand grows, we anticipate increasing the director position to a 0.5 NTTF. There is some possibility of combining this with other needs in the college to hire a full-time NTTF that would serve in the capacity as director along with meeting other College and Department needs.

k. Other staff.

We will also likely need to increase the staff support in the department that houses the GSS major advisor and director. We anticipate requiring a 0.25 staff position in the first year of the program. In subsequent years and as student demand grows, we anticipate increasing the staff support to a 0.33 staff position.
1. Facilities, library, and other resources.

Office space will be required for the director/advisor. No additional university resources should be required.

m. Anticipated start date.

Fall 2010

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution’s mission and goals for access; student learning; research, and/or scholarly work; and service.

This is a student/teaching-oriented proposal and will likely have little direct impact on the research and/or scholarly work of the institution. It is likely to greatly improve student access because if offers majors in areas where there is likely to be high student demand but where there was an absence of defined curriculum. Moreover, it is likely to improve efficiency in instruction by providing a mechanism for students to explore previously under-subscribed courses that are well-positioned to provide the student the necessary background to be prepared in their particular area of interest.

b. Connection of the proposed program to the institution’s strategic priorities and signature areas of focus.

The academic plan has a stipulated goal of growing the institution to 24,000 students. CAS has absorbed a disproportionate share of these students, and the Social Sciences have absorbed a disproportionate share of students coming into CAS (e.g., the cost per student credit hour is the lowest in the CAS and $40 lower than the next closest professional school). Thus, in order to absorb further growth, the Social Sciences must find an efficient way to teach these students. The GSS is likely to be an effective means of re-distributing students across the Social Sciences and across other divisions within the College and units in the University. Moreover, this program is likely to be attractive to new students by providing four new educational options that are expected to be in high demand. Finally, it is also likely to improve retention by providing students who are not appropriately matched within a particular Social Science department an option that allows them to meet their broad interests in Social Sciences without the constraint of operating in a single department.

c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.
The program meets OUS goals in access, quality of learning, etc., by meeting UO goals (as specified in 2a and 2b). In addition, each of the tracks has obvious professional extensions that serve the people of Oregon. The GSS tracks each have well-defined educational opportunities and job markets which they serve. The Crime track would provide excellent preparation for persons going into law enforcement or who have an interest in law school or working in social services. The Geo-politics, Environment, and Policy will provide excellent training in green industry, working for NGOs, and other international environmental organizations and for going on to earn a Masters degree in PPM. The Applied Economics, Business, and Society will provide excellent preparation for persons interested in going on to get an MBA or working in business or government. Finally, there is a growing need for high school teachers in the state, and the Social Science Teacher track will provide an obvious and well-defined track for students interested in a career in teaching and provide them the appropriate background for licensure.

d. Manner in which the program meets broad statewide needs and enhances the state’s capacity to respond effectively to social, economic, and environmental challenges and opportunities.

See 2(c).
3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

N/A.

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

N/A.

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A.

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

N/A.
4. Need

a. Evidence of market demand.

Social Sciences at UO in the last two years alone have experienced an increase of more than 40,000 student credit hours. This has accelerated a pre-existing trend that saw total credit hours grow from 117,026 to 151,078 in 2007-2008 a decade later. The number of majors in the Political Science Department (1000), Economics Department (900), and Sociology Department (800) exceed those of the College of Business with fewer than half the number of faculty. Thus, there is a significant and growing interest in the Social Sciences.

There are significant populations of current and future UO students that are likely to be served by this major such that the number of degrees could well be substantial. As noted in 1(g), for example, economics has grown from 100 majors to near 900 majors over the last decade. Part of this growth relates to students who are pre-majors in business that fail to get into the Business School. The Applied Economics track in the General Social Science major will likely serve the interests of these students because it combines applied economics courses with accounting and finance courses in the business school that will provide the necessary background to either move into the business world or go on to graduate school in business. Similarly, conversations with the athletic department, the Political Science department and the sociology department indicate that some students are interested in studying Criminology, or other law related topics. The Social Science Teaching track serve students who want to get a teacher certificate from our School of Education or elsewhere in Oregon. Finally, our Geo-Politics track focuses on applied policy that fits a need not directly accommodated in either in the PPPM program in AAA or in our Environmental Studies program. In the face of increased overall enrollment in CAS and based on past distribution across Humanities, Sciences, and Social Sciences, we expect there could be over 500 majors within the next five years.
b. If the program’s location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

There are no other General Social Science majors with the four tracks as defined in our proposal at other campuses in the state, including the current General Social Science program at the Bend campus.

c. Manner in which the program would serve the need for improved educational attainment in the region and state.

The program would meet student demand and interests that are presently not served in the state, which would be expected to improve educational attainment in the region and the state. For example, the School of Education was very supportive of the Social Science Teacher track because they indicated that UO graduates frequently did not show up with the necessary social science background. Thus, they were required to take additional social science courses at the same time they were also taking graduate courses in the Ed. School. This led these students to be unable to complete in an undergraduate degree and earn a graduate certificate in Social Science Teaching. This GSS Social Science Teacher track will ensure that UO graduates will have met the undergraduate Social Science requirements that will allow them to complete the graduate certificate in one additional year. Each of the other tracks have a parallel rationale that should improve educational attainment.

d. Manner in which the program would address the civic and cultural demands of citizenship.

Each of the tracks has a breadth, methodology, and specialization requirement. The breadth requirement makes sure that students are exposed to a wide variety of approaches to problems in the Social Sciences. The methodology requirement ensures a familiarity with quantitative and qualitative understanding of Social Science data that will make them conversant in basic statistical representations in their area of study. Finally, the specialization requirement permits the student an opportunity to delve more deeply into a particular subject so that they can speak with some authority on a particular area of the Social Sciences. These are essential elements of civic and cultural demands of citizenship, particularly combined with the general education and elective components of a UO undergraduate degree.
5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

The GSS major uses pre-existing courses. Thus, the expected learning outcomes are the same as the courses already approved and on the books. The only substantive difference is that these courses are combined in such a way as to provide a general expertise in a particular area of social sciences (e.g., crime or teaching) that cross multiple areas in the social sciences as well as other divisions in the College, and other units in the University.

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Again, the GSS major uses pre-existing courses. Thus, the methods by which learning outcomes will be assessed will relate specifically to the particular area of instruction. The director of the GSS program, working with the Associate Dean for Social Sciences and the relevant department heads will periodically assess learning outcomes along with program performance.

c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.

The tracks each have well-defined job markets they are intended to serve. As indicated above, the Crime track would provide preparation for those going into law enforcement or who have an interest in law school or working in social services. The Geo-politics, Environment, and Policy track will provide training in green industry, working for NGOs, and other international environmental organizations. The Applied Economics, Business, and Society will provide preparation for persons interested in business or government. Finally, there is a growing need for high school teachers in the state, and the Social Science Teacher track will provide an obvious and well-defined track for students interested in a career in teaching and provide them the appropriate background for licensure.

d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

The GSS major uses current faculty already employed by the UO in particular departments and schools. Thus, the GSS major does not change the nature and level of research and/or scholarly work expected of faculty teaching courses. Thus, the indicators of success remain in the departments.

6. Program Integration and Collaboration
a. Closely related programs in other OUS universities and Oregon private institutions.

As noted above, there are no programs at other institutions in the state that resemble the proposed GSS major. A General Social Science major without specific tracks presently offered at the Bend campus. We have spoken with the head of the Bend campus, John Mosely, who has indicated that they plan to reshape the General Social Science major at Bend to focus on the Social Science Teacher track that is in the present proposal. John Mosely was excited by the General Social Science proposal, because it both provided some clear rationale for their present program and coordinates with the Masters in Teaching Education program now offered by OSU in Bend.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

The program complements programs at other Oregon institutions by providing preparation to GSS graduates so they will be well prepared to move in to advanced programs of study elsewhere. In other words, a Crime track graduate would be prepared to go into training for a position as a police officer or a parole officer or continue their education in law school. The Geo-Politics track graduate could go into a number of graduate environmental programs. The Applied Economics track graduate would be well-prepared to go onto graduate school in business. The Social Science Teacher track graduate would meet the undergraduate requirements for licensure in Oregon. The opportunities for collaboration with other institutions in the state are, thus, indirect in the sense that these students should be appealing graduate candidates for these institutions, which we would willingly facilitate.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A

d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

The potential impact would be to increase the demand for core courses offered in this area, which may require a reallocation of faculty among the department’s course offerings. To the extent that the GSS major attracts additional students to the Social Sciences, the Budget Model would naturally lead CAS to allocate additional resources to those departments teaching high student credit hours. However, the extent of such effects is hard to anticipate fully.

The GSS major could reduce the number of majors in some departments. For example, the number of economics majors might decline if a significant number of students not getting into the business major now choose the Applied Economics, Business, and
Society track (rather than becoming Economics majors). Similarly, many students interested in the Social Science teaching major may have formerly chosen to major in History. It follows that the Social Science Teacher track could reduce the number of History majors. It is not anticipated, however, that the course offerings in History will decline, because the social science teaching majors will continue to take many history classes. A similar situation exists for the other GSS tracks. However, again, until the GSS major is adopted and in operation for a period of a couple of years, the full extent of the effect is hard to anticipate.

The GSS major will require a Director. We anticipate hiring a NTTF for this position, which may require an office depending on who is hired. Other than this position and some additional staff support, the GSS major is expected to be resource neutral.
7. **Financial Sustainability** (attach the completed *Budget Outline*)

a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

The financial viability of the program is solely dependent on the number of students. Since the primary cost of the program is the hiring an NTTF faculty member to serve as director and the provision of some additional support staff, a track sustaining at least 25 students (as required by CAS policy statement for small majors) with no less than 100 students in the GSS major would be sufficient to justify the resources. Of course, our expectation is that the GSS major would substantially exceed this number.

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

There are no unique resources for the GSS major other than the possible need for an office for the director. Thus, the resources necessary to maintain and offer a quality program relate to those already allocated and maintained in the Social Sciences.

c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

The targeted student/faculty ratio is likely to be slightly higher than what is presently offered in Social Science courses simply because by the nature of the program, there are more 300 level courses and fewer 400 level courses than in a typical Social Science major. However, students have a significant amount of course choice within the tracks so we will need to monitor relative mix of courses within each track. Thus, while we anticipate that the student/faculty ratio could be higher in the GSS major, it may not be if students revealed preference is to take relatively more 400 courses.

d. Resources to be devoted to student recruitment.

The GSS major will be listed in the Catalog. Fliers will be developed for the admissions office to advertise the availability of the major. However, most of the “advertisement will be through a web presence on the CAS webpage, which has modest associated costs.

8. **External Review** (if the proposed program is a graduate level program, follow the guidelines provided in *External Review of new Graduate Level Academic Programs* in addition to completing all of the above information)

We do not anticipate conducting an external review of the GSS major because it is comprised of courses taught by departments that presently go through external review process. However, the Director of GSS will be expected to report annually to the Associate Dean of Social Sciences and there will be an executive committee similar to that of the General
Sciences major that will be charged with making curricular and other adjustments to the program as needed.