Call to order: A quorum being present, the chair called the meeting to order at 3:33 p.m. in the SUB Cataldo room. The minutes of the November 17, 2014 meeting were approved.

Other Business:

Old Business:

New Business:

UCC-15-055 FFF Part 1
Committee member Stevenson introduced the first set of proposed Focus for the Future actions. Stevenson provided background on this process from 2013 to today and noted that the state refers to this process as Program Prioritization, but we have retitled it Focus for the Future (FFF) here at the UI. Committee chair Eveleth asked if all of the items on these lists have been approved by their respective colleges. Stevenson said that it was her impression that all of the colleges had approved the items on the FFF list. Committee member Johnson asked what which items were approved by their respective college curriculum committees. Committee member Prather noted that CALS has approved the changes to the Agricultural Economics program at their curriculum committee. Mark Nielsen stated that all of the College of Science items were approved by an executive committee and was under the impression that these changes did not need to go through the college curriculum committee. Torrey Lawrence noted that he was under the same impression as Nielsen regarding the necessity of the college curriculum committee to approve the changes; however Lawrence added that the Music faculty have approved their changes. Committee member Law said that the College of Engineering has approved their changes, but they are currently in the 10 day review period for final approval. Committee member Crowley said that he does not feel the normal curricular review process should be short circuited despite the wishes of the State Board of Education. Prather voiced support for Prather’s statement. Eveleth asked Stevenson if she would like the committee to review the proposal as a batch or line item by line item? Stevenson said that was for the committee to decide. Eveleth added that the committee has time to review the proposal in the future. Committee member Frey noted that the CLASS department chairs have reviewed all of the CLASS proposals and commented on them accordingly. Law said he would like to find an expedited process to move these proposals along quickly. Stevenson said that this process [FFF] was developed organically at the college level and that there are some differences of perspective. The committee continued discussing this process. Prather said he wants to have the respective college curriculum committee review their proposals. The motion was made to Hold the proposals until curricular committee review/approval has been completed. The motion carried unanimously. Crowley suggested that the committee review these proposals in January. Charles Tibbals noted that if the committee wishes for all of these items to be processed through the normal route, then many of the items will have to go to Graduate Council as well for review.

UCC-15-051 College of Letters, Arts, and Social Sciences

History: It was motioned and seconded to approve the proposed changes to History. Hearing no questions the motion to approve the proposed changes passed unanimously.

1. Drop the following courses:

Hist 425 Immigration and Ethnicity in the United States (3 cr)
Survey of the history of American immigration from the era of colonization to the present. Course will investigate the process of immigration and adaptation to life in the United States, as well as the reaction to immigrants by native-born Americans. Course will consider how immigrants fit within the larger framework of American identity and help define what it means to be “American.”
Recommended preparation: Hist 111 and Hist 112. (Alt/yr)
Hist 519 (s) Topics in the American West (3 cr)
See Hist J419/J519.

Recommended Equivalent Course: None

Hist 521 Pirates of the Caribbean and Beyond (3 cr)
See Hist J421/J521.

Hist 523 Idaho and the Pacific Northwest (3 cr)

Hist 528 History of the American West (3 cr)
See Hist J428/J528.

Hist 552 Europe in the Age of the Revolution, 1770-1880 (3 cr)
See Hist J452/J552.

2. Add the following courses:

Hist 340 Modern India, 1757-1947 (3 cr)
Examines three crucial centuries of the world’s largest democracy, focusing upon British rule, Indian reactions to imperialism, emergence of nationalism, science and technological advances, and socio-religious movements. Emphasis on what the categories of “tradition” and “modernity” have meant in the subcontinent and how these are associated with understandings of “knowledge,” “community,” “culture,” “caste,” and “science and technology.”

Hist 378 History of Science I: Antiquity to 1700 (3 cr)
Examines the changing nature of scientific thought, institutions, and technological advance from Western antiquity until 1700. Emphasis on the Scientific Revolution and the interrelations between science, culture, and society.

Recommended Short Course Title: Hist Science Antiquity to 1700

Hist 379 History of Science II: 1700-Present (3 cr)
Examines the changing nature of scientific thought, institutions, and technological advance from 1700 to the present. Emphasis upon the rapid acceleration of scientific knowledge and practice in the global setting – particularly the physical sciences – as well as the strong interconnections between states, institutions, and broader sociocultural factors in the making of scientific knowledge.

Recommend Short Course Title: Hist Science 1700 to Present

Hist 514 Colloquium in American History (3 cr)
Intense reading in the historical literature on American society, focusing upon questions of race, gender, class, and geographic region. Emphasis on changing approaches to historical problems, different schools of historical thought, methodological issues, and implementation in the classroom. Content will vary with instructor.
Prereq: Graduate Standing or Permission of the Instructor

Hist 522 Colloquium in European History (3 cr)
Intense reading in the historical literature on European society. Emphasis on changing approaches to historical problems, different schools of historical thought, methodological issues, and implementation in the classroom. Content will vary with instructor.
Prereq: Graduate Standing or Permission of the Instructor

3. Change the following courses:

Hist J411/J511 Colonial North America, 1492-1763 (3 cr)
Native American societies; Spanish, French, and English colonization; international rivalries. 1492-1763.

Hist J412/J512 Revolutionary North America and Early National Period, 1763-1828 (3 cr)
Era of the American War of Independence; Confederation; Early Nationhood. 1763-1828.

Hist 415 Civil War and Reconstruction, 1861-1877 Expanding America (3 cr)
Market revolution, territorial expansion, and rising sectionalism, including nineteenth-century war: Sectionalism, westward expansion, slavery, the Civil War and Reconstruction.
Hist J416/J516  Rise of Modern America, 1877-1919 (3 cr)
Industrial development, unchecked capitalism, political reform, populism, the progressive era, World War I, and the rise of celebrity culture (sports and Hollywood). Industrial and economic development, political reform, populism, the progressive era, and World War I. Additional work required for graduate credit.

Hist J417/J517  United States, 1919-1960 America in Crisis (3 cr)
The Depression, the New Deal, World War II, becoming a world power, the Cold War, and defining freedom and democracy for all. The Twenties, the Depression, the New Deal, World War II, becoming a world power, and the Cold War. Additional work required for graduate credit.

Hist J418/J518  Recent Contemporary America, 1960-Present (3 cr)
1960’s the age of great dreams, 1970’s disillusionment, Reaganism and a renewed American nationalism, and other topics. America since 1960. Additional work required for graduate credit.

Hist J419/J619  (s) Topics in the American West (3 cr)
Special Topics in the American West. Additional work required for graduate credit.

Hist J421/J521 321 Pirates of the Caribbean and Beyond (3 cr)
The course will use the study of pirates and privateers to examine two main questions. Firstly, the role of pirates in the construction and collapse of empires from the Roman period to the present day and secondly, the examination of the popular representations of piracy across a similar period. Additional work required for graduate credit.

Hist J423/J523 329 Idaho and the Pacific Northwest (3 cr)
Political, economic, social development; earliest times to the present.

Hist J426/J526 328 History of the American West (3 cr)
Survey of major developments in the American West, from the Great Plains to the Pacific Ocean and beyond, including racial and ethnic diversity, environment, gender, politics, and economics. Spanish beginnings, Anglo-French expansion, the American occupancy, 1540 to present.

Hist J452/J552  Europe in the Age of the Revolution, 1770-1880 (3 cr)
The social, political, and cultural dimensions of revolutions of 1789, 1830, 1848, and 1870; impact of industrial revolution upon daily life; process of European nation-building; new ideologies of liberalism, socialism, conservatism, and romanticism. Additional work required for graduate credit.

4. Change the curricular requirements of History (B.S.):

Note: Students expecting to study for an M.A. or Ph.D. degree in the humanities and social sciences history should take the B.A. rather than the B.S. degree.

Required course work includes the university requirements (see regulation J-3), the general requirements for the B.S. degree, and:
Hist 290 The Historian’s Craft (3 cr)
Lower-division courses selected from the following (9 cr):
Hist 101 History of Civilization (3 cr)
Hist 102 History of Civilization (3 cr)
Hist 111 Introduction to U.S. History (3 cr)
Hist 112 Introduction to U.S. History (3 cr)
Hist 180 Introduction to East Asian History (3 cr)
Hist 270 Introduction to Greek and Roman Civilization (3 cr)
Upper-division history courses, including a seminar in senior year (27 cr)
Related fields (20 cr)
Any combination of the following (12 cr):
Any foreign language (high-school foreign language may be substituted at the rate of 4 cr per year)
Courses selected from the University’s general education “diversity” or “international” requirements (in addition to university-wide general education requirements)
Engl 257 Literature of Western Civilization (3 cr)
Engl 258 Literature of Western Civilization (3 cr)
FLEN 313 Modern French Literature in Translation (3 cr)
FLEN 324 German Literature in Translation (3 cr)
FLEN 391 Hispanic Film (3 cr)
FLEN 393 Spanish Literature in Translation (3 cr)
FLEN 394 Latin American Literature in Translation (3 cr)
Courses to total 120 credits for this degree
**Modern Languages and Cultures:** It was motioned and seconded to approve the proposed change to Modern Languages and Cultures. Hearing no questions the motion to approve the proposed change passed unanimously.

1. Add the following course:

   **FL 401 MLC International Experience (1 cr)**
   This course is designed to align with the international experience component required of every French, Spanish, and Modern Language Business major within the Department of Modern Languages and Cultures. An international experience includes an 8-to-15 week pre-approved event. Each student participating in the international experience will be required to complete a final project that will showcase their cultural awareness through analytical and critical processes. In addition, every student participating in this course will be required to take the STAMP (STAndards-based Measurement of Proficiency) exam to evaluate communicative proficiency.

**Sociology and Anthropology:** It was motioned and seconded to approve the proposed changes to Sociology and Anthropology. There was some concern and confusion regarding the equivalency on Soc 310 so that course was pulled from the item to be reviewed at a later time. Hearing no further questions the motion to approve the proposed change passed unanimously.

1. Drop the following courses:

   **Soc 250 Social Conflict (3 cr)**
   Explores the origin, escalation, and resolution of social conflict. Focuses on major conflict theories, human values and social action, and the dynamics and regulation of social conflict within and between various kinds of social groupings.

   Recommended Equivalent Course: Soc 337

   **Soc 323 Political Economy (3 cr)**
   This course discusses the history of political economic theories and links contemporary issues to classical and current sociological debates in the field. Recommended Preparation: Soc 230 or Soc 250.

   Recommended Equivalent Course: Soc 341

   **Soc 367 (s) Global Justice (3 cr, max arr)**
   See Phil 367.

   Recommended Equivalent Course: None

   **Soc 401 Justice Policy Issues (3 cr)**
   Focus on social, political, and economic factors that influence operation of the justice system and justice policy formation; critical issues such as the media and fear of crime to drugs and sentencing policy.

   **Prereq:** Soc 101 and Senior standing and departmental major or minor or Permission

   Recommended Equivalent Course: Soc 461

   **Soc 440 Post-Colonialism (3 cr)**
   This sociology course examines the history of development thought and its influence in post-colonial perspectives. Although generally conceived as a theory course in international development, this course will apply sociological tools for understanding the criticisms of modernization, neo-liberalism, and early dependency theories. Taking the position of the “other”, post-colonial theory broadens the scope of these aforementioned theories by drawing upon everyday social experience and the myriad social relations that complicate mainstream and mono-causal explanations of such things as uneven development, diversity, poverty, conflict, and environmental degradation. In learning what stirred the rise of post-colonial theories, students will learn how international development is understood from a variety of perspectives outside of the U.S.

   Recommended Equivalent Course: Soc 460

2. Add the following courses:

   **Soc 337 Violence and Society (3 cr)**
   Explores the sources and types of violence, victims of violence, impact of firearms on violence, responses to violence by intergovernmental, national criminal justice systems, and non-state actors, and ways to reduce violence in society.

   **Prereq:** Soc 101 or Instructor Permission

   **Soc 338 Regulation of Vice (3 cr)**
   This course explores the intersection of morality, law, and criminal justice through the examination of “vice” crime, such as illegal drug use, gambling, and sex work. The goal of the class is to explore the socially constructed nature of vice and examine the different socio-legal strategies that have been mobilized to control vice, such as criminalization, decriminalization, regulation, and harm
reduction. The class will pay particular attention to the intended and unintended consequences that different social control schemes can have on the lives of racial and ethnic minorities, the poor, and urban communities.

**Prereq:** Soc 101 or Instructor Permission

**Soc 341 Science, Technology, and Society (3 cr)**
This course situates science and technology in the social context. The course draws from Sociology of Science and Science and Technology Studies to examine the nature of scientific expertise, processes of knowledge creation, interrelationship between science and technology, impacts of science and technology on society, and science policy. Students will develop the ability to ask important questions about how the human world affects science and technology -- and how science and technology affects the human world.

**Recommended Short Course Title: ????

**Soc 344 Urban Sociology (3 cr)**
This course seeks to explore the city over time, examining in detail the economic, social, cultural, and political forces that shape the city and its character. It is an interdisciplinary course drawing not only from the fields of urban sociology and criminology, but also of literature, cultural studies, planning, and philosophy. In this course we will explore the following questions: What processes underlie urban growth patterns? What are the roles of political action, economic forces, and culture (i.e. ideology, consumption, and preferences) in shaping urban forms? How do these urban forms influence and shape the experiences of different social groups? How do processes related to increasing economic globalization create "global cities"? And how do these processes influence and help to create patterns of crime and urban inequality?

**Prereq:** Soc 101 or Instructor Permission

**Soc 345 Extremism and American Society (3 cr)**
This course explores sociological perspectives on extremism in American society. We will consider the socio-structural factors that contribute to a rise in extremist activism, that motivate people to join these organizations, and that provide political opportunity for organizational growth. The class will also explore the historical and contemporary circulation of extremist discourse and ideology in more mainstream spaces. Finally, the course will examine the impact these organizations have on broader society: culture, ideology, political discourse, etc. To accomplish this, the course will focus on case studies of past and current reactionary groups, including hate groups (KKK, neo-Nazi), militia and patriot groups (Posse Comitatus), terrorist groups, and other examples of extremism.

**Prereq:** Soc 101 or Instructor Permission

**Soc 346 Responding to Risk (3 cr)**
This course uses risk as a paradigm for a sociological analysis of agency and structure. Students are introduced to various theories and frameworks for modeling risk. The course investigates risk in individual and group behavior, decision making in situations of risk, and risk in the workings of social institutions and social practices, within the areas of crime and deviance, science and technology, health, and the environment.

**Prereq:** Soc 101 or Instructor Permission

**Soc 411 Quantitative Social Science Methods (3 cr)**
This course introduces students to social science research methods that collect quantitative data. It will discuss research design and ethics, data collection processes, and data analysis. Students recommended to take this course no later than their junior year.

**Prereq:** Soc 101 or Instructor Permission

**Recommended Short Course Title: Quantitative Soc Sci Methods

**Soc 413 Qualitative Social Science Methods (3 cr)**
This course introduces students to different methods of collecting qualitative data. Qualitative methods include interviews, focus group interviews, participant observation and ethnography. Students will learn qualitative research design and ethics, data collection processes, and strategies for data analysis. Students recommended to take this course no later than their junior year.

**Prereq:** Soc 101 or Instructor Permission

**Recommended Short Course Title: Qualitative Soc Sci Methods

**Soc 460 Capstone: Sociology in Action (3 cr)**
Sociology in Action is designed to provide the resources and guidance necessary for sociology seniors to complete an independent or collaborative research project.

**Prereq:** Soc 101 and Senior Standing and Major in Department of Sociology and Anthropology; or Permission

**Soc 461 Capstone: Justice Policy Issues (3 cr)**
Justice Policy Issues is designed to provide the resources and guidance necessary for sociology seniors to complete an independent or collaborative policy-oriented research project.

**Prereq:** Soc 101 and Senior Standing and Major in Department of Sociology and Anthropology; or Permission

**Soc 465 Environment, Policy, and Justice (3 cr)**
The "environment" in modern times has been treated as something separate from human communities, yet our experiences and common understandings of progress and prosperity are integrally tied to our daily interactions with the environment. Environmental and human disasters in recent years have further reminded us of the importance of seeing our dependence on environmental health. This course surveys different perspectives surrounding environmental issues and society’s connection to them. Courses will slightly differ in emphasis depending on the instructor, allowing opportunities to explore more deeply how social philosophies, policies, and criminological dimensions can be linked to studying environment.
**Prereq:** Soc 101 or Instructor Permission

**Recommended Short Course Title:** ???

**Soc 468 Capstone: Applied Sociology (3 cr)**
This course offers sociology seniors the opportunity to pursue applied approaches to sociology. Opportunities include qualified internships or faculty directed projects

**Prereq:** Soc 101 and Senior Standing and Major in Department of Sociology and Anthropology; or Permission

3. Change the following courses:

**Soc 343 Political Sociology: Power, Politics, and Society (3 cr)**
Examines the relationship between political and social institutions, the distribution of power and authority in society, the origins and expansion of the modern state, social and cultural basis of political behavior, and characteristics of transnational and global governance. Recommended Preparation: Soc 230 or Soc 250.

**Prereq:** Soc 101 or Instructor Permission

For centuries people have puzzled and argued about the question, “What makes us prosperous?” Along with the different answers, people have also derived different ways to gauge societies’ successes and failures at attaining prosperity. This class looks at some of the main ways people have cleverly answered questions about prosperity and how it can be measured. In doing so, we will develop our own measures for understanding how prosperous the US and other societies are. One common measure of prosperity is to examine the social stratification, namely the degree to which social classes experience unequal life chances. We will consider our own ideas about what prosperity is, how it can be encouraged, and what needs to change. Study of social inequality with a focus on the class structure of U.S. society; theories of stratification, consequences of social inequality.

**Prereq:** Soc 101 and Soc 230 or Instructor Permission

**Recommended Short Course Title:** Sociology of Prosperity

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**UCC-15-056 College of Science**
Mark Nielsen introduced the discontinuance of the Applied Operations Research option in the B.S. in Mathematics. Hearing no questions the motion to approve the proposal **passed unanimously** and will be forwarded to Faculty Senate for review.

**UCC-15-057 College of Letters, Arts, and Social Sciences**
Annette Folwell introduced the proposed addition of the Organizational Dynamics undergraduate certificate. Committee chair Eveleth asked about limiting OrgS 110 to a specific population. Folwell explained that this certificate is targeting two specific populations. Hearing no further questions the motion to approve the proposal **passed unanimously** and will be forwarded to Faculty Senate for review.

The next UCC meeting will be December 8th, 2014. This meeting was adjourned at 5:20pm.

Charles Tibbals, UCC Secretary