



UNIVERSITY OF WASHINGTON

BOTHELL

Office of the General Faculty Organization

To: Faculty Council on Tri-Campus Policy

A handwritten signature in black ink, appearing to read 'Charles Jackels', written over the 'To:' line.

From: Charles Jackels, Chair, Executive Council of the General Faculty Organization, University of Washington Bothell

Date: 27 May 2009

Re: Executive Council Approval of the Proposed BA in American Studies, Proposed BA in Community Psychology, Proposed BA in Culture, Literature and the Arts, Proposed BA in Global Studies, Proposed BA in Science, Technology and Society and Proposed BA in Society, Ethics and Human Behavior

The Executive Council (EC) of the General Faculty Organization of University of Washington Bothell reviewed the responses from the tri-campus review of the IAS omnibus proposal for BA degrees in American Studies, Community Psychology, Culture, Literature and the Arts, Global Studies, Science, Technology and Society and Society, Ethics and Human Behavior. The EC has determined that the proposing faculty have duly considered and responded to the comments posted by faculty from across the three campuses during the tri-campus review period. A letter containing the responses is attached with the checklist. The EC furthermore voted to approve the IAS omnibus proposal.

Please let me know if you need any additional information.



UNIVERSITY OF WASHINGTON

CREATING AND CHANGING UNDERGRADUATE ACADEMIC PROGRAMS

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Control # BIS AMS-20090415

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College University of Washington Bothell	Department or Unit Interdisciplinary Arts and Sciences	Date 4/15/09
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New Programs

- Leading to a Bachelor of _____ in _____ degree.
- ☒ Leading to a Bachelor of Arts degree with a major in American Studies.
- ☐ Leading to a _____ Option within the existing major in _____.
- ☐ Leading to a minor in _____.

Changes to Existing Programs

- ☐ New Admission Requirements for the Major in _____ within the Bachelor of _____.
- ☐ Revised Admission Requirements for the Major in _____ within the Bachelor of _____.
- ☐ Revised Program Requirements for the Major in _____ within the Bachelor of _____.
- ☐ Revised Requirements for the Option in _____ within the major in _____.
- ☐ Revised Requirements for the Minor in _____.

Other Changes

- ☐ Change name of program from _____ to _____.
- ☐ New or Revised Continuation Policy for _____.
- ☐ Eliminate program in _____.

Proposed Effective Date:

Quarter: ☒ Autumn ☐ Winter ☐ Spring ☐ Summer Year: 2009

Contact Person Colin Danby	Contact's Phone 425 — 352 — 5285	Contact's Email danby@u.washington.edu
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EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

For new programs, please include any relevant supporting documentation such as student learning outcomes, projected enrollments, letters of support and departmental handouts. (Use additional pages if necessary).

Please see the accompanying proposal.

CATALOG COPY

Catalogue Copy as currently written. Include only sections/paragraphs that would be changed if your request is approved. Please cross out or otherwise highlight any deletions.

n/a

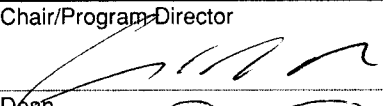

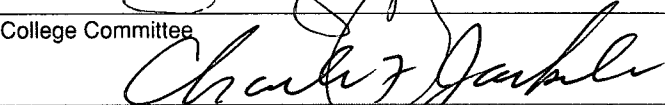
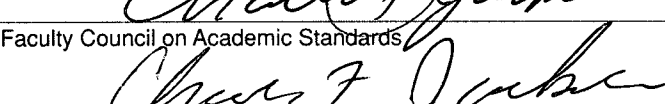
PROPOSED CATALOG COPY

Reflecting requested changes (Include exact wording as you wish it to be shown in the printed catalog. Please underline or otherwise highlight any additions. If needed, attach a separate, expanded version of the changes that might appear in department publications)

American Studies addresses the diverse cultures of those groups and individuals who live within and across the shifting borders of the United States and the Americas. Faculty who teach in American Studies represent a wide range of disciplinary and interdisciplinary fields, including history, anthropology, literature, cultural studies, film studies, sociology, ethnic studies, and gender studies. By exploring these fields in an interdisciplinary manner, students will gain the knowledge and tools necessary to understand and analyze the complex patterns of meaning that shape and transform American culture and the definition of what it means to be "American." The degree is intended to produce students who can move between social science-oriented methods and perspectives on one hand and text-based approaches found in the humanities, such as literature, film and art, supplemented by critical theory.

Students entering the American Studies major are encouraged to have completed course work in two broad areas: cultural texts (literature, media, art, oral texts, etc.) and current and historical examinations of institutions, policies and social structures (American history, sociology, economics, anthropology, etc.). These two areas form the basis for the interdisciplinary methodological approach to American Studies, consolidated by the skills in interdisciplinary research acquired in the required Introduction to Interdisciplinary Inquiry (BIS 300). Because of the American Studies degree's focus on multiculturalism and global awareness, at least one of these courses should have addressed multicultural relations or non-dominant cultures, and at least one should address the place of America in a global context. Students will draw on these capacities in their senior seminar work; the degree portfolio serves additionally to consolidate and help present achievement across the degree.

SIGNATURES (required)

Chair/Program Director		Date	4/15/09
Dean	 (for Bruce B., et al.)	Date	4-21-09
College Committee		Date	4/21/09
Faculty Council on Academic Standards		Date	5/27/09

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Proposed updates to American Studies (AMS) Curriculum, approved by the AMS Working Group May 11 2009, and by the IAS Curriculum Committee May 12 2009.

Current	Proposed New
Graduation Requirements BIS 300 - Interdisciplinary Inquiry* 5 credits One degree core 5 credits Seven additional AMS courses 35 credits Additional IAS coursework** 20 credits General electives (UWB or transfer) 20 credits Senior Seminar 5 credits Additional UWB or transfer coursework 90 credits Total 180 credits	Graduation Requirements BIS 300 - Interdisciplinary Inquiry* 5 credits One degree core 5 credits One research methods course (BIS 312 or BIS 340) 5 credits Six additional AMS courses 30 credits Additional IAS coursework** 20 credits General electives (UWB or transfer) 20 credits Senior Seminar 5 credits Additional UWB or transfer coursework 90 credits Total 180 credits
<p><i>This category under the AMS electives:</i></p> <p>Methods and Modes of Inquiry BIS 312 Approaches to Social Research BIS 410 Topics in Qualitative Inquiry</p> <p><i>would be deleted.</i></p>	<p>B. Research Methods Courses</p> <p>Students will be required to take at least one of these two methods courses:</p> <p>BIS 312 Approaches to Social Research Deals with the why and how of social research. Covers two main themes: the epistemology of social science and the logic of research design. Students learn to assess the strengths of various methodologies, evaluate research results, and initiate future inquiries of their own.</p> <p>BIS 340 Approaches to Cultural Research Examines different approaches to understanding the production and consumption of culture and cultural practices. Invites students to evaluate cultural research, to experiment with different research methodologies, and to carry out research assignments. Ethnographic, textual, and arts-based methods, among others, may be explored.</p>



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College University of Washington Bothell	Department or Unit Interdisciplinary Arts and Sciences	Date 4/15/09
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New Programs

- ☐ Leading to a Bachelor of _____ in _____ degree.
- ☒ Leading to a Bachelor of Arts degree with a major in Community Psychology.
- ☐ Leading to a _____ Option within the existing major in _____.
- ☐ Leading to a minor in _____.

Changes to Existing Programs

- ☐ New Admission Requirements for the Major in _____ within the Bachelor of _____.
- ☐ Revised Admission Requirements for the Major in _____ within the Bachelor of _____.
- ☐ Revised Program Requirements for the Major in _____ within the Bachelor of _____.
- ☐ Revised Requirements for the Option in _____ within the major in _____.
- ☐ Revised Requirements for the Minor in _____.

Other Changes

- ☐ Change name of program from _____ to _____.
- ☐ New or Revised Continuation Policy for _____.
- ☐ Eliminate program in _____.

Proposed Effective Date:

Quarter: ☒ Autumn ☐ Winter ☐ Spring ☐ Summer Year: 2009

Contact Person Colin Danby	Contact's Phone 425 — 352 — 5285	Contact's Email danby@u.washington.edu
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EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

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Please see the accompanying proposal.

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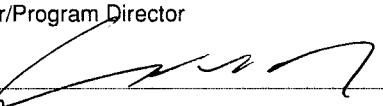
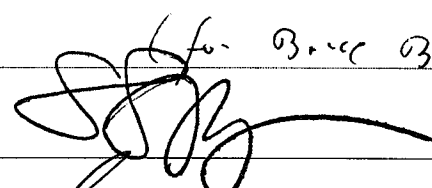
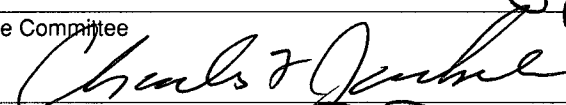

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Students in Community Psychology draw on interdisciplinary perspectives and approaches to examine social problems and conditions that impact the well being of people in families, settings, communities, and cultures. This interdisciplinary degree builds on multi-leveled, contextual and systems approaches that employ but go beyond traditional psychological perspectives on human mind and behavior. While the core of the degree is focused on quality of life for individuals, families, communities, and cultures, the degree leverages faculty strengths in a number of areas and allows for new connections and partnerships in teaching and scholarship.

Connecting points in IAS include: social justice, social change, social theory, and social institutions; performance, narrative, and arts; economic systems; human rights; culture, race/ethnicity, and immigration; gender and sexuality; qualitative and quantitative inquiry and analysis; economics; technology use and access; human biology; ecology and environmental justice; policy development and analysis; values and ethics; and, community-based teaching, learning, and scholarship. Connecting points beyond IAS include community health, education, and organizational development. The required courses particular to Community Psychology draw on skills in interdisciplinarity developed in the required Introduction to Interdisciplinary Inquiry (BIS 300); students consolidate their work via the IAS degree portfolio and senior seminar.

SIGNATURES (required)

Chair/Program Director		Date	8/15/09
Dean		Date	4/21/09
College Committee		Date	4/21/09
Faculty Council on Academic Standards		Date	5/27/09

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College University of Washington Bothell	Department or Unit Interdisciplinary Arts and Sciences	Date 4/15/09
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New Programs

Leading to a Bachelor of _____ in _____ degree.

☒ Leading to a Bachelor of Arts degree with a major in Culture, Literature, and the Arts

☐ Leading to a _____ Option within the existing major in _____

☐ Leading to a minor in _____

Changes to Existing Programs

☐ New Admission Requirements for the Major in _____ within the Bachelor of _____

☐ Revised Admission Requirements for the Major in _____ within the Bachelor of _____

☐ Revised Program Requirements for the Major in _____ within the Bachelor of _____

☐ Revised Requirements for the Option in _____ within the major in _____

☐ Revised Requirements for the Minor in _____

Other Changes

☐ Change name of program from _____ to _____

☐ New or Revised Continuation Policy for _____

☐ Eliminate program in _____

Proposed Effective Date:

Quarter: ☒ Autumn ☐ Winter ☐ Spring ☐ Summer **Year:** 2009

Contact Person Colin Danby	Contact's Phone 425 — 352 — 5285	Contact's Email danby@u.washington.edu
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EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE
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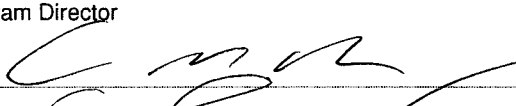

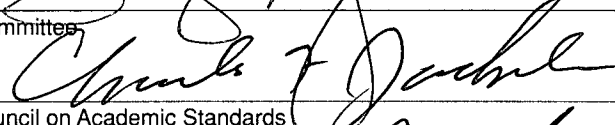
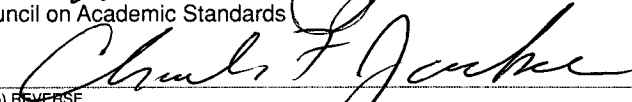
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CLA is a thoroughly interdisciplinary degree that builds capacity of the students in particular areas of study such as creative writing and literature, film, visual art and architecture, performance studies, history, and cultural studies. The degree's interdisciplinarity is embedded in its requirements and moves across the disciplines of artistic and interpretive inquiry, both within particular classes and across classes. Faculty who teach in CLA draw on art history, literature, film, environmental studies, creative writing, performance studies, cultural and media studies, disability studies, history, gender and race studies, and philosophy. CLA students learn to appreciate and think critically about how cultural practices vary across diverse social systems, and are strongly encouraged to take advantage of opportunities to participate in public and community-based arts projects.

CLA focuses on the creative practices through which culture is and (and can be) made, interpreted, and critiqued. CLA Core courses take extra time to examine three interrelated activities for studying diverse cultural entities and artifacts: interpretation, critique, and making. We consider diverse perspectives and approaches by which we come to understand the meaning and significance of cultural entities such as artworks, films, texts, and performances. They address how we evaluate these same phenomena, and they engage the processes by which we create these cultural forms.

Students in the degree move from the required Introduction to Interdisciplinary Inquiry (BIS 300) into one or more CLA core courses, to CLA electives appropriate to their interests, and finally to a senior seminar. All of this work is documented in their LAS degree portfolio.

SIGNATURES (required)

Chair/Program Director	 (for Bruce Baggett)	Date 4/15/09
Dean		Date 4-21-09
College Committee		Date 4/21/09
Faculty Council on Academic Standards		Date 5/27/09

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College University of Washington Bothell	Department or Unit Interdisciplinary Arts and Sciences	Date 4/15/09
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New Programs

Leading to a Bachelor of _____ in _____ degree.

☒ Leading to a Bachelor of Arts degree with a major in Global Studies.

☐ Leading to a _____ Option within the existing major in _____.

☐ Leading to a minor in _____.

Changes to Existing Programs

☐ New Admission Requirements for the Major in _____ within the Bachelor of _____.

☐ Revised Admission Requirements for the Major in _____ within the Bachelor of _____.

☐ Revised Program Requirements for the Major in _____ within the Bachelor of _____.

☐ Revised Requirements for the Option in _____ within the major in _____.

☐ Revised Requirements for the Minor in _____.

Other Changes

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☐ Eliminate program in _____.

Proposed Effective Date:

Quarter: ☒ Autumn ☐ Winter ☐ Spring ☐ Summer **Year:** 2009

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EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

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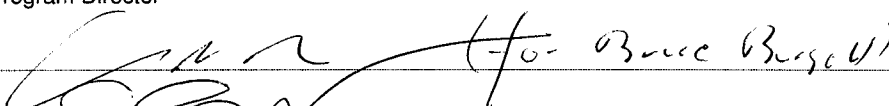
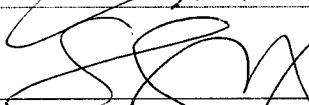

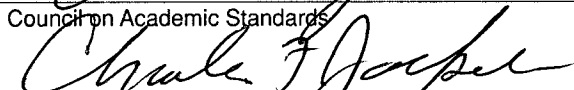
The Global Studies degree addresses questions that cross nations and continents. How do people, families, businesses, and organizations work internationally? How do nations, markets, natural resources, religions, and migrations interact to make our world? Global Studies students approach these questions through critical learning, empirical research, project-based learning, and study and work abroad. The "global" in Global Studies refers to any question whose answer involves multiple sites across the world; it thus stands in contrast to "national" or "regional."

Students completing a Global Studies degree learn

- (a) how to approach institutions and phenomena that exist or work across nations or regions,
- (b) how to explore questions comparatively, working and thinking across different parts of the world,
- (c) how to apply global frameworks to multiple sites, and at the same time think critically about the limitations of those frameworks.

The core process that drives this learning is research, spanning at a minimum the introductory BIS 300 which develops interdisciplinary research capacities, the one or more GST core courses the student takes, and the senior seminar. Students typically develop and pursue research interests across multiple courses, and for this reason it is pedagogically important that students have some freedom in choosing the courses they take.

SIGNATURES (required)

Chair/Program Director		Date 4/15/09
Dean		Date 4-21-09
College Committee		Date 4/21/09
Faculty Council on Academic Standards		Date 5/27/09

UoW 1503 (12/05) REVERSE

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UNIVERSITY OF WASHINGTON

CREATING AND CHANGING UNDERGRADUATE
ACADEMIC PROGRAMS

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College University of Washington Bothell	Department or Unit Interdisciplinary Arts and Sciences	Date 4/15/09
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New Programs
Leading to a Bachelor of _____ in _____ degree.
☒ Leading to a Bachelor of Arts degree with a major in Science, Technology, and Society.
☐ Leading to a _____ Option within the existing major in _____.
☐ Leading to a minor in _____.

Changes to Existing Programs
☐ New Admission Requirements for the Major in _____ within the Bachelor of _____.
☐ Revised Admission Requirements for the Major in _____ within the Bachelor of _____.
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☐ Eliminate program in _____.

Proposed Effective Date:

Quarter: ☒ Autumn ☐ Winter ☐ Spring ☐ Summer **Year:** 2009

Contact Person Colin Danby	Contact's Phone 425 — 352 — 5285	Contact's Email danby@u.washington.edu
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EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

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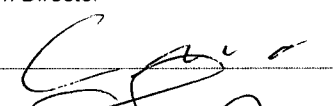

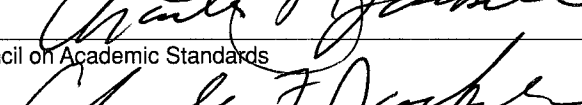
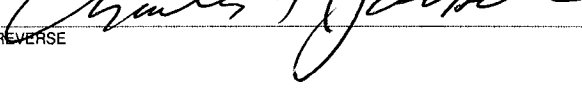
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The Science, Technology, and Society (STS) degree addresses questions concerning the history, practice, teaching, culture, ethics, and the future of science, mathematics, and technology. How have the fields of science and technology evolved over time, and what does the future hold? How do science and technology feature in and influence literature and the arts? How should societies manage these fields to achieve just and sustainable communities? How and to what degree do social and cultural forces shape science, mathematics, engineering, medicine, and technology? STS prepares students to address these important questions through an integrated approach to science, technology, and their relationships to culture, history, and society.

STS students work with faculty trained as scientists, mathematicians, philosophers, engineers, social scientists, artists, and humanists drawn together by a shared interest in the intersections between science and other domains of human activity. Many courses integrate scientific and mathematical content with perspectives from arts, social sciences and humanities. Examples include mathematical modeling of transportation networks in relation to the challenge of creating sustainable transportation systems, understanding of the science of stem cell generation in relation to their ethical application in treating human disease, and the study of the laws of thermodynamics in relation to the formidable public policy challenges of reducing the greenhouse gas emissions.

SIGNATURES (required)

Chair/Program Director	 (for Bruce B. Smith)	Date 4/5/09
Dean		Date 4-21-09
College Committee		Date 4/21/09
Faculty Council on Academic Standards		Date 5/27/09

UoW 1503 (12/05) REVERSE

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UNIVERSITY OF WASHINGTON

CREATING AND CHANGING UNDERGRADUATE ACADEMIC PROGRAMS

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New Programs

- ☐ Leading to a Bachelor of _____ in _____ degree.
- ☒ Leading to a Bachelor of Arts degree with a major in Society, Ethics, and Human Behavior.
- ☐ Leading to a _____ Option within the existing major in _____.
- ☐ Leading to a minor in _____.

Changes to Existing Programs

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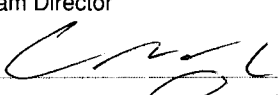
PROPOSED CATALOG COPY

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How do social institutions and practices shape human experience? How do individuals contribute to social stability and change? SEB addresses these questions through a critical examination of the perspectives and tools used to understand human behavior, social institutions, and social policies. SEB combines an exploration of the ethical dimensions of individual and social action with analyses across multiple disciplines including sociology, psychology, media and cultural studies, anthropology, ethics, and political philosophy. The SEB faculty is committed to providing students with opportunities to engage in a variety of empirical research experiences (survey-based; participant observation; content analysis; participant action research; etc.) and project-based learning experiences inside the classroom and in community settings.

SIGNATURES (required)

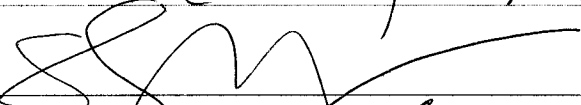
Chair/Program Director

 (for Bruce Buse H)

Date

5/15/09

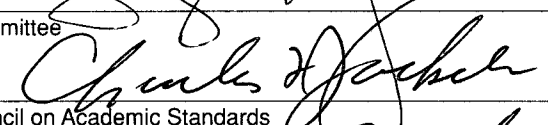
Dean



Date

4-21-09

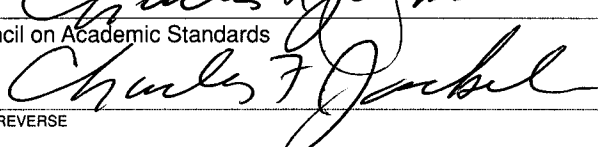
College Committee



Date

4/21/09

Faculty Council on Academic Standards



Date

5/27/09

RESET FORM

Application to the
Higher Education Coordinating Board
for New Degrees

Bachelor of Arts in American Studies
Bachelor of Arts in Community Psychology
Bachelor of Arts in Culture, Literature, and the Arts
Bachelor of Arts in Global Studies
Bachelor of Arts in Science, Technology, and Society
Bachelor of Arts in Society, Ethics, and Human Behavior

University of Washington, Bothell

April, 2009 Revision as approved by the GFO Executive Council, to be
submitted to Tri-Campus Review

COVER SHEET
NEW DEGREE PROGRAM PROPOSAL

Program Information

Program Names:

American Studies
Community Psychology
Culture, Literature, and the Arts
Global Studies
Science, Technology, and Society
Society, Ethics, and Human Behavior

Institution Name: University of Washington, Bothell

Degree Granting Unit: Interdisciplinary Arts and Sciences, University of Washington, Bothell

Degrees: BA Level: Bachelor Type: Arts

Majors	CIP Code
American Studies	05.0102
Community Psychology	42.0401
Culture, Literature, and the Arts	24.0103
Global Studies	30.2001
Science, Technology, and Society	30.1501
Society, Ethics, and Human Behavior	30.9999

Minor: NA

Concentration(s): None

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Proposed Start Date: Autumn Quarter, 2009

Projected Enrollment (FTE) in Year One: _____ At Full Enrollment by Year: _____:

(# FTE) (# FTE)

Proposed New Funding: NO

Funding Source: State FTE Self Support Other

Mode of Delivery / Locations

X Single Campus Delivery (location) University of Washington, Bothell

Off-site _____

Distance Learning _____

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1. Introduction

Interdisciplinary Arts and Sciences (IAS) forms the arts and sciences core of a growing campus dedicated to broadening higher education opportunities in the Upper Puget Sound region. The purpose of converting these six B.A. options within the Interdisciplinary Studies major into discrete B.A. degrees is threefold: to raise visibility to potential students; to better recognize achievements of graduates; and to consolidate the program-building of the last eighteen years. These six degrees, along with the Environmental Studies (ES) and Interdisciplinary Arts (IA) majors proposed separately, will help to build an institution that can meet a range of student, employer, and community demands and aspirations; support the public priority of raising educational attainment among state residents; and address skill gaps caused by retirements over the next decade.

As the composition of U.S. employment shifts toward services,¹ and as employers increase investments in computing and communications and reshape processes to use these technologies better², the “information economy” proves to be double-edged. Some categories of jobs will be eliminated or readily outsourced; other kinds of employment will grow (and not all of this change will be captured by conventional job classifications that miss shifts in the way work is done).

Across these diverse contexts, a premium attaches to the abilities to learn and adapt, collaborate with colleagues, communicate across and between organizations, and to work intelligently and creatively with the immense volume of information that is now quite literally at our fingertips. IAS has developed a curriculum, teaching culture, and portfolio-based assessment system focused on:

- critical thinking
- collaboration and shared leadership
- interdisciplinary research
- writing and presentation

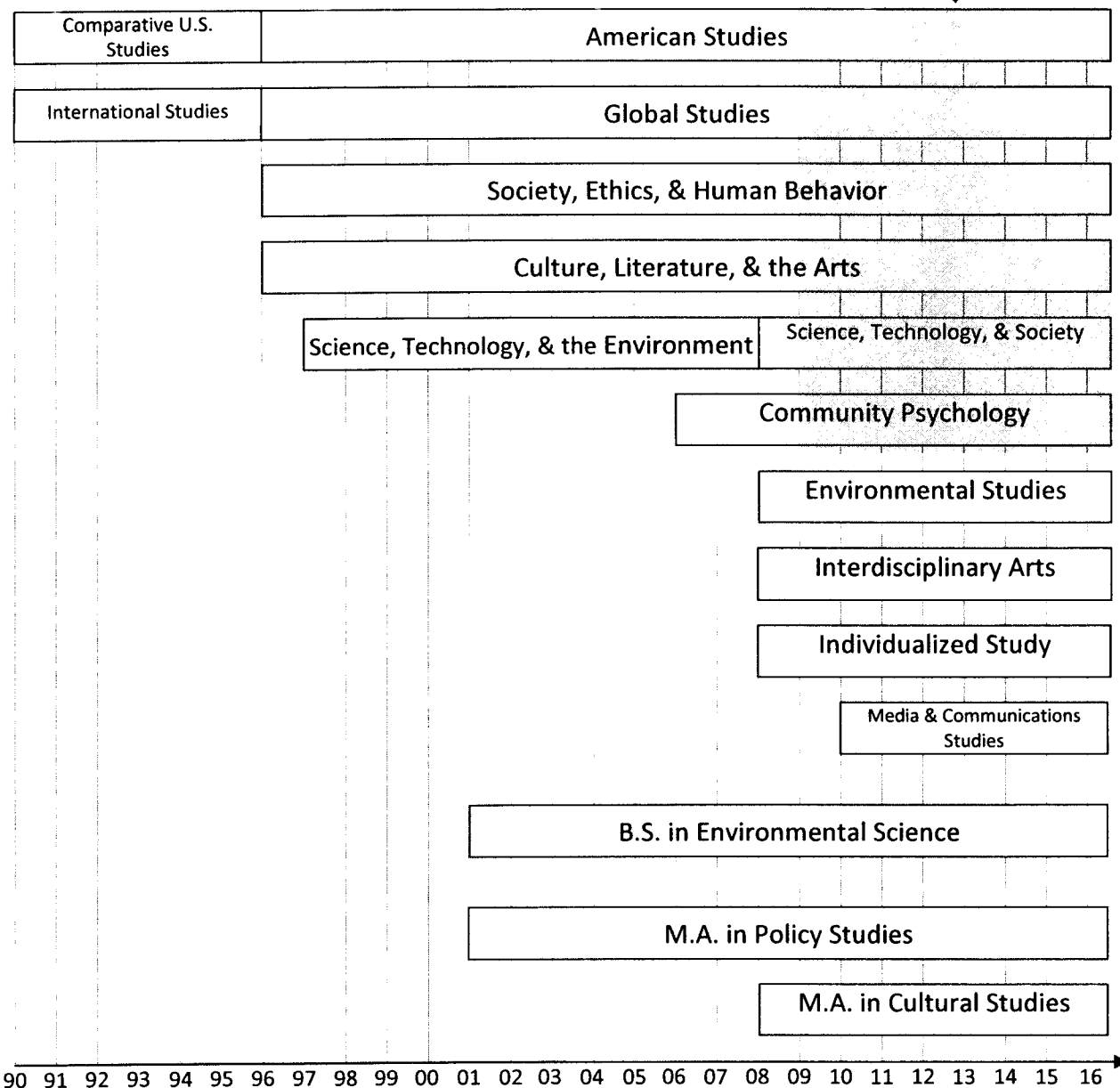
All six proposed baccalaureate degrees will continue to be meet these common learning-objectives. All will be delivered and supported by a faculty skilled in interdisciplinary scholarship, by administrative structures that facilitate assessment and pedagogy, and by a campus committed to expanding degree opportunities for residents of the Northern Puget Sound region. “Interdisciplinary” signals a commitment to the fundamental values of rigorous inquiry and collaboration that underlie all higher education, whatever its disciplinary allegiances.

¹ See for example the 2008 *Economic Report of the President*, Table B-46, which shows service employment as a percentage of nonagricultural payrolls rising from 65% in 1960 to 84% in 2007.

² Dale Jorgensen, “Accounting for Growth in the Information Age” in Philippe Aghion and Steven Durlauf, eds., *Handbook of Economic Growth*, Volume 1A, Amsterdam, North-Holland, 2005, pp. 743-815.

Interdisciplinary Arts and Sciences Current and Proposed* Degrees

*Conversions from options to
majors discussed in this
proposal*



*The first nine degrees are now offered as options under the B.A. in Interdisciplinary Studies; in the Media and Communications Studies option has recently been approved and is planned to start in Fall 2010.

2. Relationship to the Development of IAS

In autumn 1990, the Liberal Studies program began teaching classes at the newly-opened University of Washington, Bothell with twelve faculty members. Challenged to offer the broadest possible range of offerings with limited resources, the program developed transcribed degrees as options under a single Bachelor of Arts in Liberal Studies. (When the program changed its name to Interdisciplinary Arts and Sciences in 1998, the BA degree title switched to Interdisciplinary Studies.) At first, IAS offered two options within the BA: International Studies and Comparative U.S. Studies. In 1996, those were replaced with American Studies (AMS), Culture, Literature & the Arts (CLA), Global Studies (GST), and Society, Ethics & Human Behavior (SEB). In 1997 an option in Science, Technology & the Environment (STE) was added; in 2006 IAS began offering an option in Community Psychology (CP). In 2008 the option in Science, Technology & Society (STA) was approved, replacing Science, Technology & the Environment.³

This proposal addresses a UWB mandate to strengthen and widen degree offerings. As noted above, the two newly-established (Fall 2008) options, Environmental Studies and Interdisciplinary Arts, are being separately proposed for conversion to B.A. degrees.

We will retain the Interdisciplinary Studies B.A. to house the Individualized Studies degree option and as a platform to pilot new areas of study as options. IAS also houses campus and tri-campus undergraduate minors, a Master of Arts in Policy Studies, a Master of Arts in Cultural Studies, and a Bachelor of Science in Environmental Science. These degrees will not be affected by this proposal.

IAS is positioned to add future degrees (options and majors) in a curricular and administrative structure that is flexible and adaptive to future regional needs, student demand, and faculty capacities. IAS faculty members have been involved in discussions about and/or developed preliminary proposals for options or majors in Media and Communications Studies, Law and Political Economy, and others. Despite likely budgetary austerity in the next biennium or more, IAS is participating in campus-wide conversations to increase the range of degrees available on the UWB campus.⁴

This proposal to transform our existing degree options to majors is also congruent with the findings of the IAS Self-Study and External Review, conducted by the UW Graduate School and external reviewers during 2007-08.⁵ The Review recommended that IAS work to differentiate its curricular offerings, while maintaining and enhancing an integrative understanding of interdisciplinarity. Our response to the Review echoes this recommendation:

³ IAS faculty have been discussion conversion of options to B.A.s for some time. A 1998 document approved by the faculty, *Envisioning the Future of UW Bothell Liberal Studies*, foresaw transition to a College of Arts and Sciences for Advanced Interdisciplinary Studies, with the then five concentrations becoming majors, plus Master's programs in Culture Studies, Policy Studies, and Environmental Science.

⁴ See the UWB Institutional Enrollment Growth Task Force, *Draft Proposal and Recommendations*, October 15, 2008, and the UWB 21st Century Campus Initiative (<http://www.uwb.edu/21stcentury/plan.xhtml>)

⁵ Available at <https://webfiles.uwb.edu/departments/IAS/Documents/Review%20Committee%20Report.pdf> or by request from the IAS office.

We endorse the Report's recommendation that our decisions be guided by the following question: "What organizational structure, curriculum, pedagogical approach(es), requirements, and other learning opportunities are needed to ensure that the learning and development of our students are fully promoted and sustained over the next decade?" As we develop our degree offerings and expand from a two-year to a four-year curriculum (another ongoing development), some areas of the curriculum will require sequencing, others may require alternative forms of scaffolded learning, and still others may benefit from immersive learning.

Our current organizational structure, adopted in the spring of 2007 after extensive discussion, locates the site for the development of curricula in the CAWGs [Curricular Area Working Groups] themselves, composed of smaller numbers of faculty and staff who are actively engaged in delivering a degree to students. These working groups do not have absolute autonomy, given resource constraints and needs to coordinate changes across the program, but they have the support of their peers across the program in efforts to innovate and serve students better. Several of the new degree proposals discussed above have already come out of CAWGs during their first year of existence.

As we note in an appendix to our Self-Study, we believe that our "challenge and opportunity over the next decade will be to enable these working groups to diversify our undergraduate and graduate degree offerings in ways that serve UWB lower-division and graduate programs, build students' core competencies, create bridges to community organizations, respond to regional needs, and coordinate with other programs at UWB and the UW.... The trick will be to diversify our curriculum while also enhancing structures that recognize and reward the importance of program/college-wide assessment, interdisciplinary integration, and community-based learning and scholarship."

3. Relationship to Institutional Role, Mission, and Program Priorities

The University of Washington, Bothell's mission statement pledges to "provide access to excellence in higher education through innovative and creative curricula, interdisciplinary teaching and research, and a dynamic community of multicultural learning." The campus pursues a mission through innovation and creativity, including a willingness to rethink inherited models of academic organization. The mission statement further pledges to "emphasize and develop critical thinking, writing, and information literacy" and to "encourage and support collaborative, interdisciplinary, and cross-program initiatives."

Collaborative, creative interdisciplinary education, with an emphasis on practical application, characterizes all the academic units on this campus: not only the pedagogical innovations of the academic and professional programs at UWB, but also the superb educational work of the library and media center, the writing center, and the quantitative skills center. UWB is not only a strongly student-oriented campus, but one with deep support for developing fundamental capacities in students.

In its own mission statement, IAS affirms:

Interdisciplinary Arts and Sciences provides students with a rigorous liberal arts education designed to hone their capacities for critical thinking, interdisciplinary research, collaboration, shared leadership, writing, and presentation. IAS encourages its students and faculty to draw connections across academic disciplines as they produce scholarship that engages with the concerns of the region and the world. We take collective responsibility for building a vital and inclusive community of students, staff, and faculty that brings together diverse intellectual perspectives and life experiences in the service of this mission.

To guide its efforts to fulfill the UWB and IAS missions, IAS has specified the four core learning objectives of (1) critical thinking, (2) collaboration and shared leadership, (3) interdisciplinary research, and (4) writing and presentation. These objectives are developed and documented at the level of the individual student through the program-wide IAS degree portfolio process. They are assessed at a program-wide level via an in-depth annual process that collects assignments, examines portfolios, interviews students, and draws on (and sometimes contributes to) published scholarship on undergraduate education.

This ongoing assessment links UWB's mission to provide "innovative and creative curricula" to its commitment to "develop critical thinking, writing, and information literacy." The IAS learning objectives are also congruent with the learning objectives for the proposed degrees described below.

4. Need for Programs

4.1 Student Demand

We append in Appendix 4 data on regional demographics, economy, and educational attainment. The data support these conclusions:

- For King County and fast-growing Snohomish County, we may continue to expect demand not only from traditionally-aged students but from substantial numbers of students in the 25-50 age cohort. Gaps between high school completion and college completion are particularly wide to the West and North of the UWB campus. IAS has long-standing success offering degrees in the proposed degree areas to nontraditional students.
- We can anticipate student interest in careers in K-12 education, both from traditional-aged students and from people seeking mid-career shifts but lacking baccalaureate underpinnings. IAS has already exhibited success in attracting students interested in teaching through the proposed degrees in the form of options, and has an effective articulation agreement with the Education Program at UWB. All six proposed degrees have proven of interest to potential teachers.
- There is considerable student interest in higher education leading to social-service professions and related jobs, areas to which the SEB and CP degrees are well-adapted.
- State data show considerable student interest in humanities and the arts. While statewide degree-delivery in humanities and arts appears roughly appropriate to current demand⁶, there are few B.A. degrees of this kind available in Snohomish County, or to place-constrained students in Northeast King County.
- There remains widespread interest in the traditional liberal arts and in the ideal of a broad, integrative education.

When we turn to data generated within UWB, of most immediate interest are actual enrollments in the six proposed degrees in their present form as options:

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008*
American Studies	29	29	29	26	27	22
Community Psychology				24	76	54
Culture, Literature, and the Arts	55	35	54	63	59	43
Global Studies	67	94	89	80	86	77
Science, Technology, and Society	22	21	39	43	48	42
Society, Ethics, and Human Behavior	142	132	196	183	139	105

* This is preliminary Fall 2008 data and thus not strictly comparable to previous years.

⁶ HECB Regional Needs Assessment, 2006

Two points bear explanation. The Community Psychology option was developed, in part, because large student flows through the Society, Ethics, and Human Behavior option demonstrated interest in a more specialized degree that would appeal to some part of that student population. American Studies opters have dropped in recent years in part due to the diversion of two of its core faculty to administrative work, but its core courses remain popular, and we hope to be able to replenish full-time teaching resources in the coming years.

The integrative model of degree-delivery gives IAS welcome flexibility in the allocation of teaching across different areas, and better ability to adapt to fluctuations in student interest than a more traditionally departmentalized structure. It also allows us to move relatively quickly to develop new degrees, when student demand is evident and resources are available. These are some of the strategic and intellectual advantages of our development as an undepartmentalized unit with multiple majors.

Conversion of these options to full B.A. degrees will help visibility and recruitment, and also meet student interest in clearer recognition of their baccalaureate achievements. In a survey conducted in November 2008, 62% of respondents preferred BA status for their degrees, 27% preferred the current option arrangement, and 11% had no preference.⁷ Students preferring BA status were especially likely to agree with the propositions that their degree name would make a difference when applying to professional or graduate school, or for a job or promotion.

These insights are confirmed by discussions with IAS advisors, UWB student recruitment professionals, and the fact that our students commonly already refer to their concentrations as “majors.” As we recruit new students around these distinct offerings, it becomes more difficult to explain why they do not appear on their transcripts as full majors.

A variety of data from IAS and other UWB students, including freshmen, show interest in a wider variety of degrees:

How satisfied are you with the variety of major areas of study at UWB?	Freshmen	Jr, Sr, Grad (all programs)	IAS (BA)	Group Total
Not at all satisfied	22%	4%	5%	6%
2	29%	11%	13%	13%
3	34%	41%	38%	40%
4	13%	29%	26%	27%
Extremely satisfied	2%	15%	17%	13%

2006-2007 Student Survey, University of Washington, Bothell

Not surprisingly, satisfaction is higher among students who have already opted to matriculate in IAS. (Freshmen, in the UWB structure, matriculate into a separate unit, CUSP, and are expected to join an upper-level program by the end of their sophomore year, the choices

⁷ Appendix 5 reports survey details.

being Business, Computing, and IAS.) Admissions data also show that students who are admitted to UWB but attend other institutions are dissatisfied with the range of degree choices. Given the difference in scale between the 30-odd full-time faculty in IAS, and the School of Arts and Sciences at the University of Washington Seattle, we cannot expect to match the Seattle campus in degree choices for some time. But these data show that we have far from exhausted the demand, in our service area, for a greater variety of B.A. offerings.⁸

There is ample evidence, both statistical and anecdotal, that a significant number of students are looking for breadth, and the opportunity to expand horizons, as part of their undergraduate education. The appended memo examines some of the statistical evidence on student interests. This is an unsolicited comment posted on the “UW Vision Blog” in January 2007:

I am a student at the University of Washington, but I attend the Bothell campus. I'm not sure if this forum is only for UW Seattle students, but I'm going to share my two cents anyway. First, I would like to bring to some people's attention that the Bothell campus exists. I read an earlier posting that expresses someone's concern about the UW's large and impersonal atmosphere. I would like to be the first to say that UW offers a very personal learning atmosphere at its satellite campuses. At UW Bothell there are no T.A.'s, and the students receive a lot of personal attention from the professors due to the small class sizes. For those of you who like the UW, but dislike the large setting, make sure you take a look at UW Bothell or UW Tacoma before giving up on the UW all together. Now on to discovery. As a senior at UW Bothell, I have had a lot of time to take interesting courses and learn many great things in several different areas of discipline. My entire college experience has been all about discovery. I am so thankful to have had such a wonderful opportunity to attend such a great institution. As a student in the IAS program, I have had an opportunity to take courses that have stimulated my mind in ways that I had not thought possible. By taking courses that have challenged me in many ways, I have discovered that I can achieve success in several areas. This has led me to discover my true potential, and has pushed me to strive for excellence in everything that I do in life.

Three points come together here. One is concern about UWB's lack of visibility, something that increasing the number of stand-alone BA degrees can help address. The second is recognition of the value of discovery within an integrative curriculum. The third is that class size at UWB provides undergraduates with a level of individual attention from full-time faculty that is much harder to get at other institutions. The proposed degrees are part of a larger, coordinated effort to deliver a transformative undergraduate education.

⁸ See also data in the UWB Institutional Enrollment Growth Task Force, *Draft Proposal and Recommendations*, October 15, 2008, particularly the Community College Survey reported in its Appendix C.

4.2 Employer and Community Demand

Data on regional growth (see Appendix 4) show that:

- The Northern Puget Sound region has the state's fastest employment and population growth.
- King County's employment growth outpaces its population growth; one result is that the state's largest inter-county commute is from Snohomish to King County.⁹
- Employment growth has been, and likely will continue to be, spread across a range of job categories, including K-12 teachers and social service occupations, areas directly supported by the proposed degrees.
- The region exhibits substantial income disparities as it grows, with some evidence of backwash effects as higher rents and housing prices have forced lower-income families farther North.

The argument for increasing access to UW-quality degrees is stronger than ever, including access to a full liberal arts education for students with that aspiration. IAS has 18 years of experience providing that education, and has evolved the six degrees in this proposal in that context.

Turning to broader community engagement, students in the current degree options address a range of policy, social, and environmental concerns in the Northern Puget Sound. IAS faculty are working with organizations and agencies to establish collaborative research agendas, service-learning projects, and internships at sites ranging from the Northshore Family Center (a new community center near the campus) and SCAN-TV (a public access television station) to the new Brightwater water treatment facility in nearby Woodinville, and over 35 field sites coordinated through the UW Restoration Ecology Network, which has been active since 1999.

An academic internship course is now offered during the Winter, Spring, and Summer Quarters under a single faculty member and with the assistance of a staff member in Career Services. This course requires that students intern at a regional company or organization, engage in participant-observation research at that site, and participate in primarily on-line discussions with other class members about selected readings concerning the future of work. Service-learning opportunities also provide experiential learning through their regular classes or senior seminars. We are currently working to develop a program- and campus-wide infrastructure to support these vital activities.

Internships and service learning not only help our graduates to get jobs, but help us provide a higher quality of instruction, enlist community partners, and assist in the development of the region.

⁹ State of Washington Office of Financial Management, 2003, from U.S. Census Bureau County-to-County Worker Flow Files, Census 2000.

4.3 Discussion of Need by Individual Degree

American Studies (AMS) is an established interdisciplinary field with roots that can be traced to the 1940s. It includes coursework in a wide array of “cultural disciplines”: history, geography, sociology, literature, art history, and gender, ethnic, and queer studies, among others. These courses are of particular value to students going on to earn teaching certificates. AMS students have entered various professional fields and graduate programs, worked within community-based organizations, and pursued further interdisciplinary graduate education in the arts, humanities, and social sciences. Some have gone on to be elementary school teachers, with a few gaining their credentials for junior or senior high school history teachers. Some graduates have pursued law degrees and are currently practicing in Washington state. Others have pursued careers in journalism, with one gaining recognition as a political cartoonist. Some have gone on to earn advanced academic degrees, including M.A.s and Ph.D.s in history. AMS students have also used their degrees to gain access to advanced positions within their company, organization or occupation that require a B.A.

Community Psychology (CP) is an established interdisciplinary field with roots that can be traced to the 1960s. It provides academic preparation for students who wish to pursue careers in human services, community development mental health, family and youth programs, counseling, prevention, program evaluation, community arts, multicultural program development, and human relations. The option also prepares students for graduate work in a variety of academic and applied research fields including Psychology, Sociology, Counseling, Public Health, and social work. Graduates from this option have taken career paths into education, social services, mental health, as well as work in various non-profits and community based organizations. It is also possible for graduates of this option to continue in higher education, earning graduate degrees in education, social work, counseling psychology and family therapy.

Culture, Literature and the Arts (CLA) serves students interested in integrative work across the humanities and arts. It addresses a range of student interests in the fields of art history, performance studies, literature, and creative writing. Graduates are well equipped to pursue graduate education in a range of programs related to the interdisciplinary arts, humanities, and humanistic social sciences, as well as professional fields such as law, policy, education, and journalism. It also provides excellent preparation for careers in publishing, public relations, and public service, especially in the context of community and public arts organizations. Students in this option have gained acceptance to graduate programs both regionally and nationally, including our Master of Arts in Policy Studies, law and library science schools, museology and architecture programs, the Teachers’ Certification Program on our campus, and doctoral programs.

Global Studies (GST) is an established interdisciplinary field with roots that can be traced to the 1970s. It meets and integrates student interest in international environmental, economic, and political questions. Graduates are well-equipped to pursue professional careers or advanced study in public policy, business, international relations, community and non-governmental organizations, law, education, media and cultural studies, and area studies.

Global Studies opters make up a majority of the 53 current Human Rights Minors; a total that reflects the campus-level popularity of human rights courses. The option has also served the interests of a number of students interested in policy and law. Graduates have gone on to careers in law, business, and public service. Recent graduate Greg Matyas, now studying for a Master's in Intelligence and Threat Analysis at The George Washington University, writes that "I find myself at an advantage over other students who did not have the interdisciplinary education that I received. The concentration at UWB on critical analysis, writing, and thought-processes enable me to form cohesive policy recommendations or critiques to present in the real and intense world of the federal government."

Society, Ethics, and Human Behavior (SEB) invites students to study behavior, institutions, social policies, and the ethics of individual and social action, using empirical research and project-based learning. It meets student interests in a range of interdisciplinary: gender studies, media studies, and ethnic studies, among others. Graduates are prepared to pursue professional careers or advanced study in a wide variety of fields, such as social work, education, public policy, law, media and cultural studies, and human resources. SEB educates students to assume more active leadership roles within their communities, families, and workplaces. SEB graduates have taken in a wide range of paths, including graduate school in social work, education, and policy studies; research work in non-profit organizations, social services, health care, and business; and administrative and/or community organizing work.

Science, Technology, and Society (STS) is designed to build capacity in IAS in STEM (Science, Technology, Engineering and Mathematics) and STEM-related areas. STS links fluency in mathematics, science, and technology to civic knowledge and engagement, critical and creative thinking. While building competency in the methodology and problem solving approaches of science, the curriculum explores themes at the intersection of science and society, such as global history, representations of technology in literature, economic development, sources of creativity and innovation, ethics, tension between technology and democracy, relationship between science and culture, and public policy issues related to health, energy, and information technologies. Graduates are prepared for K-12 teaching and for a range of careers which require insight into the connections between natural science and social contexts.

5. Support for the 2008 Strategic Master Plan for Higher Education in Washington

The proposed BA degrees support 2008 Strategic Master Plan for Higher Education in Washington most notably because they:

- (1) Facilitate the education of K-12 teachers.
- (2) Address other regional and statewide areas of high demand.
- (3) Integrate education in natural science and mathematics across the undergraduate curriculum.
- (4) Form part of a program with 18 years of experience educating working students.

Snohomish county currently needs around five hundred new K-12 teachers per year; King County around eighteen hundred.¹⁰ In the face of this large need, we can help time- and place-constrained students obtain the baccalaureate degree they need to move toward teaching certification, addressing their aspirations as well as long-term state goals. IAS also serves many students who already have private or public-sector employment, and who are now seeking the skills and qualification of a B.A. degree. Education is already one of the best-represented career tracks for IAS students. All six proposed options have proven attractive to aspiring teachers; SEB and CP because they directly address parts of the practical work of the profession, and AMS, CLA, GST, and STS because of the foundations they provide in specific subject areas. IAS has a well-worked-out articulation agreement with the Education Program at IAS, permitting students to begin taking education courses as they finish their B.A. degrees, and remains committed to expanding that bridge.

The Master Plan identifies (p. 2) as the “occupations most impacted by baby boomer retirements”:

Nursing
Education
Social Services
Personnel Management
Civil Engineering
Transportation Services
Government
Machinists/Technicians
Computer/Mathematical
Legal

Of these ten, the B.A. degrees proposed here support work in Education, Social Services, Personnel Management, Government, and Legal fields. Education and social services also show up as areas of likely rapid growth for the upper Puget Sound region.

The Interdisciplinary Arts and Sciences program has an Education Minor designed to assist students who want to make the transition from an IAS B.A. into teacher certification or into an M. Ed. This minor meshes well with all the degrees proposed in this document, and as

¹⁰ Washington State Employment Security Department, Workforce Explorer, 2008. See Appendix 4.

growth permits, we will continue to work with the UWB Education Program to make particular certifications easier to obtain.

While only one of the currently proposed BA degrees has the word “science” in its title, the IAS program is committed, across its degrees, to developing a broad set of skills and capacities in students that include not just mathematical and scientific literacy but an appreciation of the kinds of thinking and inquiry possible in natural science and mathematics. Among the benefits of this emphasis is an awakening of interest and confidence among some students who had previously despaired of their chances in science or mathematics.

Students in American Studies, for example, are introduced to the application of quantitative research methods to archival data. Community Psychology and Society, Ethics, and Human Behavior students learn statistical methods. Several courses in Culture, Literature, and the Arts address mathematics and environmental questions. Global Studies core courses stress capacities in working with data and mathematical models; Global Studies faculty members are currently working to integrate environmental issues and frameworks into the option. Introduction to Interdisciplinary Inquiry, required of all IAS students, incorporates readings in natural science.

This integration, it should be stressed, is in addition to the UW distribution requirements that all IAS students fulfill. We cannot persuade every IAS student to take an interest in science and mathematics, but we have recruited an outstanding group of natural scientists and mathematicians to teach across the program, and they have the support of all their colleagues in this work of integration.

All six degrees form part of a program built around degree delivery to working students, in particular time- and place-bound students whose circumstances made a traditional four-year degree difficult. Teaching in all these degrees has leveraged the fact that significant numbers of our students have significant job, family, and community experience: academic rigor is enhanced by the more challenging classroom discussion possible in a classroom holding students with a range of experience; younger students sometimes learn from older students to take their education more seriously. In the delivery of all six degrees, IAS faculty and staff have thought through the challenges facing students who cannot attend full time or in consecutive quarters, and have worked to surface the development of career-relevant skills in collaboration, presentation, and leadership.

6. Relationship to Other Institutions

Community College Articulation

IAS and UWB developed as upper-level institutions offering courses only at the junior level and above. Only in the last two years the campus has added freshmen and sophomores. Thus we have accepted large numbers of community-college transfers from our founding, and developed programs with an eye to the needs of that population. Roughly half of the student flows through the proposed BA degrees, in their current form as options, remains community college transfer students. We are working with the UWB Admissions Office to expand the reach of recruiting beyond our immediate region.

Comparison to other University of Washington Programs

The Seattle Campus of the University of Washington offers several innovative interdisciplinary programs in its Arts and Sciences unit, notably the Comparative History of Ideas, American Ethnic Studies, Women Studies, and a number of regional studies programs housed in the Jackson School. None of these, however, reproduce the B.A. degrees proposed here or the integrative curriculum in which they are nested. The Interdisciplinary Arts and Sciences program at our Tacoma counterpart (UWT) currently offers options in American Studies; Arts, Media, and Culture; Global Studies; and Self and Society, which roughly correspond to four of the IAS degrees proposed here for elevation to B.A. status. North of Seattle there are no directly-overlapping B.A. programs.

Selected Degree Programs Outside the University of Washington

UWB is an interdisciplinary campus, founded simultaneously with UWT, which was also launched with Liberal studies program that later renamed itself Interdisciplinary Arts and Sciences. Like UWT, we have studied different local models of institutional and curricular development, including The Evergreen State College and Western Washington University's Fairhaven College. Other peer institutions are campuses started up in the last decade such as California State University, Monterey Bay).

We have aspirational peers that we look to as models for specific projects. Our planning for assessment has been helped through our association with Alverno College in Wisconsin and the Washington Center at Evergreen State College; our work on service-learning has been informed by Monterey Bay's program as well as Portland State University's; our M.A. in Cultural Studies learned much from the University of California, Santa Cruz's new M.A. in Social Documentation Practice and the new M.A. in Arts Politics at New York University; and our academic internship course was modeled on the University of Chicago's Field Studies Program. Similarly, we have learned much from interdisciplinary schools and colleges housed within other larger institutions such as Arizona State University, Miami University of Ohio, and the New School's Eugene Lang College.

On collaboration with community organizations, please see material on service learning and internships above.

7. Program Description and Curriculum

IAS is built around a common core of pedagogical goals

- critical thinking
- collaboration and shared leadership
- interdisciplinary research
- writing and presentation

These goals are described more fully in an Appendix 6. This section of the proposal is devoted to curricular detail, but it bears emphasis that the delivery of this curriculum, and of all these individual B.A. degrees, will be supported by:

- An IAS program staff with many years of experience serving students in the region, in particular nontraditional students and community college transfers.
- Faculty members recruited for skills in interdisciplinary teaching, and prepared to offer courses in more than one area.
- A common, in-depth portfolio-based assessment system.
- Long-standing integration between IAS faculty and the professional staffs of the library and writing and quantitative skills centers.

These institutional capacities and administrative arrangements produce economies of scale and scope. The four pedagogical goals stretch across all our transcribed degrees, so that relevant expertise and pedagogical innovation can easily be applied across different areas, rather than being confined to small administrative compartments. Among formal mechanisms for the exchange of ideas are the Project for Interdisciplinary Pedagogy (which brings UW doctoral students to the program as teaching fellows), the annual committees that work on assessment and the Program Core course (BIS 300: Interdisciplinary Inquiry), and teaching circles.

The fact that our faculty have multiple areas of expertise, and generally teach in at least two degrees, gives us practical, year-to-year flexibility in the allocation of teaching capacities as student flows shift, and as individuals move in and out of teaching because of administrative assignments, sabbaticals, and the like. As we have grown we have had to change structure to reflect a larger number of degree offerings and faculty; we are currently organized into Curricular Area Working Groups, each with a coordinator. Most faculty members participate in two. This allows individuals a certain focus and avoids the potential problem of leaving certain areas unattended as faculty shift to developing new ones.

Credit-hour requirements are described below under individual degrees, but all fit the standard 180-credit degree. At the moment, all six of the degrees proposed here are offered during the day; all save American Studies and Community Psychology are also offered to evening students. The delivery mode is heavily reliant on in-person, classroom instruction, though many courses integrate hybrid and asynchronic online learning assignments.

Basic requirements for admission are that students applying with 80 or more credits must have five credits of intermediate algebra, ten credits of foreign language, five of English composition, and five of quantitative and symbolic reasoning, in addition to fifteen in each of the three UW distribution areas, Visual, Literary and Performing Arts, Individuals and Societies, and Natural World. IAS conducts a holistic review of all applications. A 2.5 minimum cumulative GPA is expected, but special circumstances may allow for admission of students with lower cumulative GPAs. These requirements apply to all six degrees described below with the exception of Science, Technology, and Society, which has additional requirements described in that section.

Curricula and requirements are described individually below; Appendix 3 is supplied to set levels of course requirements in the context of University of Washington practice. Please note that while courses listed as core for each proposed B.A. listed below are offered regularly, as are methods courses, the longer lists of courses meeting elective requirements in each degree are provided for completeness. Not every course in those lists is currently offered on a regular basis.

7.1. Individual Degree Faculty, Descriptions, and Curricula

American Studies (AMS)

Faculty

Convenor: Michael Goldberg, Ph.D., American Studies, 1992, Yale University

Core faculty

Bruce Burgett, Ph.D., English, 1993, University of California/Berkeley
David Goldstein, Ph.D., Comparative Culture, University of California, Irvine
William R. Seaburg, Ph.D., Anthropology, 1994, University of Washington
Linda Watts, Ph.D., American Studies, 1989, Yale University

Affiliate faculty

Colin Danby, Ph.D. Economics, 1997, University of Massachusetts, Amherst
Kanta Kochhar-Lindgren, Ph.D., Performance Studies, New York University
Kari Lerum, Ph.D., Sociology, 2000, University of Washington

Degree Description

American Studies addresses the diverse cultures of those groups and individuals who live within and across the shifting borders of the United States and the Americas. Faculty who teach in American Studies represent a wide range of disciplinary and interdisciplinary fields, including history, anthropology, literature, cultural studies, film studies, sociology, ethnic studies, and gender studies. By exploring these fields in an interdisciplinary manner, students will gain the knowledge and tools necessary to understand and analyze the complex patterns of meaning that shape and transform American culture and the definition of what it means to be "American." The degree is intended to produce students who can move between social science-oriented methods and perspectives on one hand and text-based approaches found in the humanities, such as literature, film and art, supplemented by critical theory.

Students entering the American Studies major are encouraged to have completed course work in two broad areas: cultural texts (literature, media, art, oral texts, etc.) and current and historical examinations of institutions, policies and social structures (American history, sociology, economics, anthropology, etc.). These two areas form the basis for the interdisciplinary methodological approach to American Studies, consolidated by the skills in interdisciplinary research acquired in the required Introduction to Interdisciplinary Inquiry (BIS 300). Because of the American Studies degree's focus on multiculturalism and global awareness, at least one of these courses should have addressed multicultural relations or non-dominant cultures, and at least one should address the place of America in a global context. Students will draw on these capacities in their senior seminar work; the degree portfolio serves additionally to consolidate and help present achievement across the degree.

Learning Objectives

AMS core courses address these learning objectives, which are aligned with IAS program objectives.

- The ability to research and assess a range of archival sources, including historical manuscripts, newspapers, government documents, oral histories, etc.
- The ability to interpret a range of cultural texts by analyzing the form and substance of the texts within their cultural context.
- An understanding of the underlying political, social and economic structures that shape American culture.
- The ability to apply cultural theory to an understanding of both texts and contexts.
- An understanding of the complex power dynamics between and among a variety of cultural groups and identities.

Graduation Requirements

BIS 300 - Interdisciplinary Inquiry*	5 credits
One degree core	5 credits
Seven additional AMS courses	35 credits
Additional IAS coursework**	20 credits
General electives (UWB or transfer)	20 credits
Senior Seminar	5 credits
Additional UWB or transfer coursework	90 credits
Total	180 credits

*Should be taken in the first quarter of IAS enrollment.

**Within IAS credits, students must complete 10 credits each in Visual, Literary, and Performing Arts (VLPA), Individuals and Societies (I&S), and Natural World (NW)

Courses

American Studies students are required to take one of the degree's core courses:

BIS 363 Conflict and Connection in the Americas

Examines the Americas as a geographical and historical region. Applies a variety of approaches to specific topics and events, with particular attention to the interplay of politics and culture. Stresses interaction of local, regional, and global dynamics such as colonialism, migration, and slavery. Stresses diverse interpretive approaches within American Studies.

BIS 364 Public Memory and Dissent in American Culture

Examines in detail one (or more) case of social, political, legal, and/or cultural conflict, focusing on how it has been remembered, reconstructed, and reimagined, both textually and institutionally. Stresses diverse interpretive and methodological approaches within American Studies.

BIS 365 Exploring American Culture: Popular and Consumer Culture

Explores the interaction between consumer culture and popular culture emphasizing literature, history, and theory. Stresses diverse interpretive approaches within American Studies.

BIS 366 Exploring American Culture: Americans at the Margins

Examines a range of American folklore and folklife, including folk speech, worldview, and folk medicine and religion. Focuses on the relationship between the ideologies of official/institutional cultures and folk cultures. Stresses diverse interpretive approaches within American Studies.

BIS 367 Exploring American Culture: Race, Ethnicity, and Immigration

Examines how contested discourses of racial, ethnic, and national difference have shaped ideas about citizenship and "American" identities. Focuses on the relationship between these discourses and social, economic, and political practices and policies. Stresses diverse interpretive approaches within American Studies.

BIS 368 Sex, Love, and Romance

Examines how ideologies and practices of sex, love, and romance have structured American political relations and everyday life. Focuses on the relationship between public and private life, social and gender roles, race and reproduction, among other topics. Stresses diverse interpretive approaches and methodologies within American Studies.

These core courses share certain features developed by the faculty: they introduce students to the interdisciplinary study of American culture by combining cultural texts in the historical or contemporary context; provide tools that enable students to interpret these texts; introduce students to the use of cultural theory to provide them with critical awareness; advance students understanding of archival research; and re-enforce students' understanding of multicultural relations and identities, especially as they relate to dynamics of power.

The degree divides its non-core courses into four areas: "Methods and Modes of Inquiry," which emphasizes methodological and theoretical approaches that are useful across the range of courses; "Literature, Media, and Art in Cultural Context;" "Policies, Institutions, and Social Structure;" and "Advanced American Studies," which provides students with the opportunities to combine approaches and content from the different curricular area in an explicitly interdisciplinary setting (in essence, advanced core courses). A 200-level introductory American Studies course, "Multicultural America," intended to introduce students to foundational American Studies content and methods within a problem-based format, is currently being developed

A. Methods and Modes of Inquiry

BIS 312 Approaches to Social Research

BIS 410 Topics in Qualitative Inquiry

B. Literature, Media, and Art in Cultural Context

BIS 204 Introduction to Journalism

BIS 309 History of Dance in Europe and America

BIS 318 Performance, Identity, Community and Everyday Life

BIS 322 **Topics in Performance Studies

BIS 325 Disability and Human Rights

BIS 336 Native American Cultures: The Northwest Coast

BIS 339 **Issues in Global Cultural Studies

BIS 341 **Topics in the Study of Culture

BIS 347 History of American Documentary Film

BIS 349 Hollywood Cinema and Genres

BIS 351 Topics in American Culture

BIS 357 Native American Religious and Philosophical Thought

BIS 360 Literature, Film and Consumer Culture

BIS 361 Studies in American Literature

BIS 370 Nineteenth Century American Literature

BIS 371 Twentieth Century American Literature

BIS 378 Languages of Poetry

BIS 379 American Ethnic Literatures

BIS 383 American Art and Architecture

BIS 384 Literary and Popular Genres

BIS 385 Cross-Cultural Oral Traditions

BIS 387 Women and American Literature

BIS 389 American Indian Literature

BIS 407 Children's Literature and Reader Response Criticism

BIS 418 Masculinity, Homoeroticism, and Queer Theory in America

BIS 451 Northwest Indian Myths and Tales

BIS 455 Literature and Sexuality

BIS 460 **Topics in Critical Theory

BIS 464 ** Topics in Advanced Cinema Studies

BIS 476 ** Issues in Art History

BIS 481 Modernism, Postmodernism, and American Literature

BIS 486 **Studies in Women and Literature

BIS 487 Topics in American Literature

C. Policies, Institutions, and Social Structure

BIS 219 The Politics of Sex Education

BIS 242 Environmental Geography

BIS 280 U.S. Political Processes

BIS 304 Institutions and Social Change

BIS 305 ** Issues in Social and Political Philosophy

BIS 307 Technology and Society

BIS 308 ** Issues in Philosophy and Culture

BIS 314 **Topics in Geography

BIS 321 U.S. Politics and Culture from 1865

BIS 323 U.S. Politics and Culture to 1865

BIS 327 History of U.S. Labor Institutions

BIS 330 Democratic Capitalism in the United States

BIS 331 The Family in U.S. Society

BIS 333 The Individual and Society

BIS 335 Human Rights in America

BIS 338 Political Institutions and Processes

BIS 343 Community Psychology

BIS 353 Human Rights in Theory and Practice

BIS 359 Ethics and Society

BIS 362 Contemporary Political Ideas and Ideologies

BIS 369 Women Across Cultures

BIS 392 Water and Sustainability

BIS 401 **Topics in Economic History and Analysis

BIS 403 Washington DC Seminar on Human Rights

BIS 414 Topics in Human Rights

BIS 415 Public Policy and Law

BIS 419 Urban Politics and Policy

BIS 421 Technology Policy

BIS 425 Topics in United States Social and Political History

BIS 426 Comparative Urban Politics

BIS 431 **Issues in Sexual Politics and Culture

BIS 433 Gender, Work and Family

BIS 436 Comparative Family Systems

BIS 440 **Topics in Everyday Social and Cultural Life

BIS 443 Educational Policy and the American Economy

BIS 444 **Issues in Comparative History

BIS 445 Meanings and Realities of Inequality

BIS 463 U.S. Women's History

BIS 470 Art, Politics, and Social Change

D. Advanced American Studies

BIS 423 The City in American Culture

BIS 424 Topics in American Studies

BIS 461 Studies in U.S. Intellectual and
Cultural History

BIS 462 The Culture of the Cold War in
America

BIS 467 Post-1945 U.S. Youth Culture

****AMS listing dependent on topic.**

Community Psychology (CP)

Faculty

Convenor: Wadiya Udell, Ph.D., Developmental Psychology, 2004, Columbia University

Core faculty

Diane Gillespie, Ph.D., Cultural and Psychological Studies in Education, 1982, University of Nebraska Lincoln

Eric Stewart, Ph.D., Clinical-Community Psychology, 2000, University of Illinois

Elizabeth Thomas, Ph.D., Psychology, 1998, University of Illinois

Affiliate faculty

Cinnamon Hillyard, Ph.D., Mathematics, 1999, Utah State University

Kanta Kochhar-Lindgren, Ph.D., Performance Studies, New York University

Degree Description

Students in Community Psychology draw on interdisciplinary perspectives and approaches to examine social problems and conditions that impact the well being of people in families, settings, communities, and cultures. This interdisciplinary degree builds on multi-leveled, contextual and systems approaches that employ but go beyond traditional psychological perspectives on human mind and behavior. While the core of the degree is focused on quality of life for individuals, families, communities, and cultures, the degree leverages faculty strengths in a number of areas and allows for new connections and partnerships in teaching and scholarship.

Connecting points in IAS include: social justice, social change, social theory, and social institutions; performance, narrative, and arts; economic systems; human rights; culture, race/ethnicity, and immigration; gender and sexuality; qualitative and quantitative inquiry and analysis; economics; technology use and access; human biology; ecology and environmental justice; policy development and analysis; values and ethics; and, community-based teaching, learning, and scholarship. Connecting points beyond IAS include community health, education, and organizational development. The required courses particular to Community Psychology draw on skills in interdisciplinarity developed in the required Introduction to Interdisciplinary Inquiry (BIS 300); students consolidate their work via the IAS degree portfolio and senior seminar.

Learning Objectives

Community Psychology core courses address these learning objectives, which are aligned with IAS program objectives:

- To develop an understanding of human development and well-being within an ecological framework.
- To develop an understanding of how mental health/illness has been defined historically and is defined in contemporary systems of care and social control.

- To draw upon the strengths and perspectives of diverse stakeholders in social problem definition and problem solving.
- To learn how to utilize interdisciplinary methods and approaches to community action research.
- To learn how to develop and evaluate effective community prevention, promotion, and intervention programs and strategies.
- To encourage an integration of knowledge across disciplines and contexts that respects different approaches to knowledge construction in community psychology.
- To develop effective written and oral communication skills in multicultural academic and community contexts.
- To practice working collaboratively across diverse constituencies and institutional sectors through community-based experience and internships.
- To provide the foundation for success in related projects, graduate programs, and careers.

Graduation Requirements

BIS 300 - Interdisciplinary Inquiry*	5 credits
The degree core, BIS 343	5 credits
BIS 312 and 315	10 credits
Five additional CP courses**	25 credits
Additional IAS coursework***	20 credits
General electives (UWB or transfer)	20 credits
Senior Seminar	5 credits
Additional UWB or transfer coursework	<u>90 credits</u>
Total	180 credits

*Should be taken in the first quarter of IAS enrollment.

**Courses listed in Sections B (Psychological Foundations) & C (Culture and Social Institutions) below. Other courses offered in IAS may qualify, depending on topics and content covered in particular instances; students should consult the current schedule of courses for cross-listings.

***Within IAS credits, students must complete 10 credits each in Visual, Literary, and Performing Arts (VLPA), Individuals and Societies (I&S), and Natural World (NW).

Courses

A. Required Courses

BIS 312: Approaches to Social Research

This course deals with the why and how of social research. It covers two main themes: the epistemology of social science and the logic of research

design. Students learn to assess the strengths of various methodologies, evaluate research results, and initiate future inquiries of their own. Similar to BIS 315, this course builds a body of knowledge necessary for understanding psychological theory and research, as well as how it can be applied to address social problems.

BIS 315: Understanding Statistics

This course presents key concepts for understanding and judging reports of statistical analyses and for performing and reporting valid statistical analyses using a limited set of measures and tests. This course is necessary for developing a body of knowledge needed to understand the forms of knowledge central to psychological theory and research. It is also a required skill for understanding program and intervention effectiveness.

BIS 343: Community Psychology

This course examines the historical foundations, theory, methods, and practice that constitute the interdisciplinary field of community psychology. Students build upon an existing empirical knowledge base, including effective modes of community intervention, and examine the relevance of community psychology for addressing social problems.

B. Psychological Foundations Courses:

These courses provide students with a grounding in psychological theory, principles, and research (e.g., developmental psychology, abnormal psychology, narrative psychology, cultural psychology, education psychology), as well as in the contextual concerns and intervention strategies that are crucial to the field of Community Psychology (e.g., risk and resilience, prevention and promotion, projects in community psychology, community-based program evaluation). Although different pathways will make sense for differing purposes and career trajectories (e.g., a more traditional, broad foundations pathway, or a more application/problem-focused pathway), students are strongly encouraged to take at least three of the foundations courses.

BIS 220 Developmental Psychology
 BIS 270 Abnormal Psychology
 BIS 293 Biopsychology
 BIS 316 Topics in Psychology
 BIS 337 Risk and Resilience
 BIS 348 Cultural Psychology
 BIS 437 Narrative Psychology
 BIS 438 Prevention and Promotion
 BIS 434 Psychology of Visual Arts

BIS 435 Interactive Learning: Theory and Practice
 BIS 489 Projects in Community Psychology
 BIS 493 Clinical Psychology
 BIS 490 Community-Based Program Evaluation**
 BIS 490 Empathy**
 BIS 490 Adolescents as Decision Makers**

**senior seminar

C. Culture and Social Institutions Courses:

These courses directly address the “community” aspects of Community Psychology; they focus on the institutions, social problems, social movements, and social constructions that affect mental health and community well-being, or that are affected in various ways by psychological principles and research. Other courses listed below provide alternative perspectives on human development and change that are relevant to the field’s commitment to community-based and collaborative research and interventions:

BIS 304 Institutions and Social Change
(Krabill)

BIS 318 Performance, Identity,
Community & Everyday Life

BIS 325 Disability and Human Rights

BIS 331 The Family in US Society

BIS 333 Individual and Society

BIS 335 Human Rights in America

BIS 359 Ethics in Society

BIS 367 Exploring American Culture:
Race, Ethnicity, Immigration

BIS 433 Gender, Work, & Family

BIS 436 Comparative Family Systems

BIS 445 Meanings and Reality of
Inequality

BIS 450 Performance and Healing

BIS 490 From ACT UP to the WTO**

BIS 493 Issues in Cultural Activism and
Cultural Advocacy (Stewart)

**senior seminar

D. Optional Methods Courses:

Students interested in doctoral study in Community Psychology or other research–focused programs are encouraged to develop an especially solid foundation in research methods and data analysis. Students may also wish to acquire a deeper understanding of specific methodologies for immediate or particular purposes.

BIS 223: Introduction to Narrative Ethnography

BIS 410: Topics in Qualitative Inquiry

BIS 447: Topics in Quantitative Inquiry

E. IAS Courses with Resonant Themes (but not typically designated as CP courses):

Many courses across IAS may be relevant to students with interest in specific domains or career paths (e.g., environmentalism, specific populations, human rights), but may not have explicitly-drawn connections to CP as field. Students in CP are encouraged to consider linking their distributed IAS coursework to broadening the scope or application of their work in Community Psychology. The courses listed below should be taken as suggestive, not a complete list of possible options:

BES 301 Science Methods and Practice

BIS 336 Native American Cultures: The
Northwest Coast

BIS 353 Human Rights Policy

BIS 366 Exploring American Culture:
Americans at the Margins

BIS 369 Women Across Cultures

BIS 415 Public Policy and Law

BIS 419 Urban Politics and Law

BIS 431 Issues in Sexual Politics and
Culture

BIS 440 Topics in Everyday Cultural
and Social Life

BIS 467 Post-1945 U.S. Youth Culture

BIS 470 Art, Politics, and Social
Change

BIS 482 Problems in Interdisciplinary
Science

Some example coursework pathways within the proposed major

Community Psychology is an interdisciplinary field that overlaps and connects to a number of fields and career areas within and outside of Psychology. Beyond the core courses, the major will provide a variety of pathways for students to address their goals and ambitions. What follows is a set of sample possibilities for students pursuing particular goals. (Again, these should be taken as suggestive and illustrative, not exhaustive or prescriptive):

A. Mental Health/Human Services Path

- BIS 220 Developmental Psychology
- BIS 270 Abnormal Psychology
- BIS 333 Individual and Society (Udell)
- BIS 359 Ethics in Society
- BIS 437 Narrative Psychology
- BIS 450 Performance and Healing
- BIS 493 Clinical Psychology
- BIS 490 Empathy (senior seminar)

B. Prevention and Health Promotion Path

- BIS 220 Developmental Psychology
- BIS 270 Abnormal Psychology
- BIS 348 Cultural Psychology
- BIS 337 Risk and Resilience
- BIS 435 Interactive Learning: Theory and Practice
- BIS 436 Comparative Family Systems
- BIS 438 Prevention and Promotion
- BIS 489 Projects in Community Psychology
- BIS 490 Adolescents as Decision-Makers (senior seminar); OR,
- BIS 490 Community Based Program Evaluation (senior seminar)

C. Community Organizing/Community Development Path

- BIS 223 Introduction to Narrative Ethnography
- BIS 304 Institutions and Social Change
- BIS 318 Performance, Identity, Community, & Everyday Life
- BIS 337 Risk and Resilience
- BIS 348 Cultural Psychology
- BIS 435 Interactive Learning: Theory and Practice
- BIS 438 Prevention and Promotion
- BIS 445 Meanings and Reality of Inequality
- BIS 489 Projects in Community Psychology
- BIS 493 Issues in Cultural Activism and Cultural Advocacy
- BIS 490 From ACT UP to the WTO (senior seminar)

Culture, Literature, and the Arts (CLA)

Faculty

Convenor: Gray Kochhar-Lindgren, PhD: Interdisciplinary Studies: Literature, Philosophy and Cultural Theory, Emory University

Core faculty

Constantin Behler, Ph.D., German Studies and Humanities, 1990, Stanford University
JoLynn Edwards, Ph.D., Art History, 1982, University of Washington
Michael Goldberg, Ph.D., American Studies, 1992, Yale University
David Goldstein, Ph.D., Comparative Culture, University of California, Irvine
Joe Milutis, Ph.D. Modern Studies, University of Wisconsin-Milwaukee
William R. Seaburg, Ph.D., Anthropology, 1994, University of Washington

Affiliate faculty

Bruce Burgett, Ph.D., English, 1993, University of California, Berkeley
Michael Gillespie, Ph. D., 1974, Philosophy, Southern Illinois University
Jeanne Heuving, Ph.D., 1988, University of Washington, English
Kanta Kochhar-Lindgren, Ph.D., Performance Studies, New York University

Degree Description

CLA is a thoroughly interdisciplinary degree that builds capacity of the students in particular areas of study such as creative writing and literature, film, visual art and architecture, performance studies, history, and cultural studies. The degree's interdisciplinarity is embedded its requirements and moves across the disciplines of artistic and interpretive inquiry, both within particular classes and across classes. Faculty who teach in CLA draw on art history, literature, film, environmental studies, creative writing, performance studies, cultural and media studies, disability studies, history, gender and race studies, and philosophy. CLA students learn to appreciate and think critically about how cultural practices vary across diverse social systems, and are strongly encouraged to take advantage of opportunities to participate in public and community-based arts projects.

CLA focuses on the creative practices through which culture is and (and can be) made, interpreted, and critiqued. CLA Core courses take extra time to examine three interrelated activities for studying diverse cultural entities and artifacts: interpretation, critique, and making. We consider diverse perspectives and approaches by which we come to *understand* the meaning and significance of cultural entities such as artworks, films, texts, and performances. They address how we *evaluate* these same phenomena, and they engage the processes by which we *create* these cultural forms.

Students in the degree move from the required Introduction to Interdisciplinary Inquiry (BIS 300) into one or more CLA core courses, to CLA electives appropriate to their interests, and finally to a senior seminar. All of this work is documented in their IAS degree portfolio.

Graduation Requirements

BIS 300 - Interdisciplinary Inquiry*	5 credits
One degree core	5 credits
Seven additional CLA courses	35 credits
Additional IAS coursework**	20 credits
General electives (UWB or transfer)	20 credits
Senior Seminar	5 credits
Additional UWB or transfer coursework	90 credits
Total	180 credits

*Should be taken in the first quarter of IAS enrollment.

**Within IAS credits, students must complete 10 credits each in Visual, Literary, and Performing Arts (VLPA), Individuals and Societies (I&S), and Natural World (NW).

Core courses

Students take at least one of the following Core courses, depending on whether their primary interest lies in performance, dance, and theater; film; visual art and architecture; or literature. In each case, the course introduces students not only to content, though that is of course essential, but to fundamental ways of “reading the world” that are the interpretive and critical methods of the arts, humanities, and related social sciences.

318: Performance, Identification, Identity, Community, and Everyday Life

Examines performance in everyday life, dance, theater, community-based arts practices, and/or new media from a variety of perspectives. Considers how performances act as sites for the revisioning of identity, community, and cross-cultural exchange.

360: Literature, Film, and Consumer Culture

Explores innovative approaches to the study of literature and film in the age of consumer culture. Focuses on literary and cinematic communication as an important arena for the constitution of modern subjectivity and personal identity.

380: Art and its Context

A humanistic reading of the history of Western art as traced in ten monuments from ancient Greece to twentieth-century America, supported by contemporary source readings.

384: Literature and Popular Genres

Examines the conventions that define genres and their historical evolution. Focuses on one or two genres taken from the traditional modes of lyric poetry, tragedy and comedy, and epic, or from the popular forms of gothic romance, detective and mystery stories, and journalistic fiction.

Creative Writing

- BIS 207 Introduction to Creative Writing: Words, Stories, Dialogues
- BIS 310 Creative Writing: Poetry
- BIS 311 Creative Writing: Prose

Art, Film, and Literary Histories

- | | |
|--|---|
| BIS 206 Engaging Literary Arts | BIS 372 Comparative Arts in 18 th Century Europe |
| BIS 208 Experimenting through the Arts | BIS 376 Circa 1500: Arts of West and East |
| BIS 209 Engaging Visual Arts | BIS 378 Languages of Poetry |
| BIS 212 Engaging Performing Arts | BIS 379 American Ethnic Literatures |
| BIS 215 Literature into Film | BIS 383 American Art and Architecture |
| BIS 301 Narrative Forms | BIS 387 Women and American Literature |
| BIS 309 History of Dance in Europe and America | BIS 389 American Indian Literature |
| BIS 347 History of American Documentary Film | BIS 407 Children's Literature and Reader Response Criticism |
| BIS 349 Hollywood Cinema and Genres | BIS 451 Northwest Indian Myths and Tales |
| BIS 361 Studies in American Literature | BIS 476 Issues in Art History |
| BIS 370 Nineteenth Century American Literature | BIS 481 Modernism, Postmodernism, and American Literature |
| BIS 371 Twentieth Century American Literature | |

Thought and Theory

- BIS 308 Issues in Philosophy and Culture
- BIS 357 Native American Religious and Philosophical Thought
- BIS 452 Marx, Nietzsche, Freud
- BIS 460 **Topics in Critical Theory
- BIS 461 Studies in U.S. Intellectual and Cultural History

Culture Studies

- | | |
|---|--|
| BIS 203 History of InterArts | BIS 348 Cultural Psychology |
| BIS 204 Introduction to Journalism | BIS 351 Topics in American Culture |
| BIS 205 Technologies of Expression | BIS 354 Modern European Intellectual History |
| BIS 222 Travel and Cultural Difference | BIS 364 Public Memory and Dissent in American Culture |
| BIS 223 Introduction to Narrative Ethnography | BIS 365 Exploring American Culture: Popular and Consumer Culture |
| BIS 260 Introduction to World Religions | BIS 366 Exploring American Culture: Americans at the Margin |
| BIS 264 Africa on Film | BIS 367 Exploring American Culture: Race, Ethnicity, and Immigration |
| BIS 313 Issues in Media Studies | BIS 368 Sex, Love, Romance |
| BIS 314 **Topics in Geography | BIS 369 Women Across Cultures |
| BIS 317 Language, Society and Cultural Knowledge | BIS 373 Cultural History of Rome |
| BIS 322 Topics in Performance Studies | BIS 385 Cross-Cultural Oral Traditions |
| BIS 325 Disability and Human Rights | BIS 417 Paris: The City and Its History |
| BIS 329 **Topics in Mathematics Across the Curriculum | BIS 418 Masculinity, Homoeroticism, and Queer Theory in America |
| BIS 339 Issues in Global Cultural Studies | |
| BIS 341 Topics in the Study of Culture | |

BIS 423 The City in American Culture
BIS 424 Topics in American Studies
BIS 431 **Issues in Sexual Politics and Cultures
BIS 434 Psychology and the Visual Arts
BIS 440 **Topics in Everyday Social and Cultural Life
BIS 450 Performance and Healing
BIS 455 Literature and Sexuality
BIS 462 The Culture of the Cold War in America

Historical Epochs

BIS 261 World History I
BIS 262 World History II
BIS 263 World History III
BIS 321 U.S. Politics and Culture from 1865
BIS 323 U.S. Politics and Culture to 1865
BIS 326 Twentieth Century Eastern Europe
BIS 400 Modern Japan
BIS 402 Modern China

BIS 464 Topics in Advanced Cinema Studies
BIS 467 Post 1945 U.S. Youth Culture
BIS 470 Art, Politics, and Social Change
BIS 474 Topics in European Cultural History
BIS 478 Art Patronage and Markets
BIS 480 **International Study Abroad
BIS 486 Studies in Women and Literature
BIS 487 Topics in American Literature
BIS 488 Topics in British Literature

BIS 404 Twentieth Century Russia
BIS 406 Modern France
BIS 408 Contemporary Britain
BIS 409 Modern Germany
BIS 427 Global History I
BIS 428 Global History II
BIS 429 Global History III

****CLA listing dependent on topic.**

Global Studies (GST)

Faculty

Convenor: Colin Danby, Ph.D. Economics, 1997, University of Massachusetts, Amherst

Core faculty

Constantin Behler, Ph.D., German Studies and Humanities, 1990, Stanford University

Steven Collins, Ph.D., Government and Foreign Affairs, 1994, University of Virginia

Ben Gardner, Ph.D., Geography, University of California, Berkeley

Susan Harewood, Ph.D., Communications, University of Illinois, Urbana Champaign

Bruce Kochis, Ph.D., Slavic Languages, University of Michigan

Alan Wood, Ph.D., History, 1981, University of Washington

Affiliate faculty

Leslie Ashbaugh, Ph.D., Anthropology, 1996, Northwestern University

Bruce Burgett, Ph.D., English, 1993, University of California, Berkeley

Martha Groom, Ph.D., Zoology, 1995, University of Washington

Ron Krabill, Ph.D., Sociology & Historical Studies, 2003 New School for Social Research

Keith Nitta, Ph.D. Political Science, University of California, Berkeley

Degree Description

The Global Studies degree addresses questions that cross nations and continents. How do people, families, businesses, and organizations work internationally? How do nations, markets, natural resources, religions, and migrations interact to make our world? Global Studies students approach these questions through critical learning, empirical research, project-based learning, and study and work abroad. The “global” in Global Studies refers to any question whose answer involves multiple sites across the world; it thus stands in contrast to “national” or “regional.”

Students completing a Global Studies degree learn

- (a) how to approach institutions and phenomena that exist or work across nations or regions,
- (b) how to explore questions comparatively, working and thinking across different parts of the world,
- (c) how to apply global frameworks to multiple sites, and at the same time think critically about the limitations of those frameworks.

The core process that drives this learning is research, spanning at a minimum the introductory BIS 300 which develops interdisciplinary research capacities, the one or

more GST core courses the student takes, and the senior seminar. Students typically develop and pursue research interests across multiple courses, and for this reason it is pedagogically important that students have some freedom in choosing the courses they take. The IAS portfolio, by which students think across their learning in different courses, is particularly important to the GST degree, and conversion of this degree into a B.A. will enable the GST faculty to extend that work.

This pedagogical approach informs the core courses, which emphasize research and the conceptual learning outlined above. BIS 303 approaches phenomena linked to “globalization” in an historical depth of thousands of years; in recent years it has increasingly been taught with an eye to environmental questions. BIS 324 emphasizes hands-on analysis of trade and international finance, along with the ability to interpret political contexts internationally and in different countries. BIS 362 highlights comparative politics and political ideas that span the world.

All three cores stress rigorous comparison, the use of appropriate data, and the ability to both use and critique analytical frameworks. The degree emphasizes the development of research skills and helped students to pursue interests in such areas as human rights, international labor, security, environment, policy, culture, and law within rigorous frameworks enabling international comparisons as well as world-scale global and historical analysis.

Global Studies faculty have contributed actively to the expansion of courses at the freshman and sophomore levels, and we anticipate, within the structure of the BA, extending our course structure more formally into the freshman and sophomore levels.

Learning Objectives:

- The ability to draw on natural sciences, social sciences, humanities, and arts to address international or multi-regional research questions.
- The development of research skills and experience in presenting the results of research.
- An understanding of the historical depth of global processes.
- An ability to both use and critique universal or global frameworks, like human rights or international trade theory.
- The ability to draw insight from international comparisons.

Graduation Requirements

BIS 300 - Interdisciplinary Inquiry*	5 credits
One option core	5 credits
Seven additional GST courses	35 credits
Additional IAS coursework**	20 credits
General electives (UWB or transfer)	20 credits
Senior Seminar	5 credits

Additional UWB or transfer coursework
total

90 credits
180 credits

*Should be taken in the first quarter of IAS enrollment.

**Within IAS credits, students must complete 10 credits each in Visual, Literary, and Performing Arts (VLPA), Individuals and Societies (I&S), and Natural World (NW).

GST Courses

A. Core Courses

All three core courses emphasize the development of research skills in the context of larger frameworks of analysis.

BIS 303 History and Globalization

The phenomenon of globalization has attracted the attention of many academic disciplines which often attribute novelty to trends that have in fact been around for centuries. Provides a historical perspective on current debates about globalization. Approaches may vary with instructor.

BIS 324 International Political Economy

The study of interrelations between international politics and economics. Addresses the Bretton Woods institutions, differing political conceptions of international economic relations, trade, trade restrictions, trade agreements, global financial flows, migration, and exchange rates. Methods emphasize institutional analysis, historical analysis, accounting frameworks, and formal economic models.

BIS 362 Contemporary Political Ideas and Ideologies

Explores the juncture of political ideology with political experience in the context of such widespread ideas as nationalism, democracy, and socialism, and their diverse manifestations in contemporary political movements and systems.

B. Skills courses

This category, which we have been able to expand with the advent of 200-level courses, allow us to develop students' research capacities in ways appropriate to their interests.

BIS 232 Using, Understanding and Visualizing Quantitative Data

BIS 230 Mathematical Thinking for the Liberal Arts

BIS 312 Approaches to Social Research

BIS 315 Understanding Statistics

BIS 410 Topics in Qualitative Inquiry

BIS 447 Topics in Quantitative Inquiry

C. Electives

The larger range of Global Studies electives speaks to the different directions in which students can take this degree. At the 400 level, we have been able to offer a number of popular country-specific and region-specific courses, as well as a full-year global history sequence. Global Studies also incorporates international cultural and media studies. Currently, Global Studies opters make up a majority of the 53 IAS Human Rights Minors; thus human rights courses compose an important track within the option.

BIS 222 Travel and Cultural Difference	BIS 386 Global Environmental Issues
BIS 242 Environmental Geography	BIS 394 Comparative Economic Development
BIS 260 Introduction to World Religions	BIS 400 Modern Japan
BIS 261 World History I	BIS 402 Modern China
BIS 262 World History II	BIS 403 Washington D.C. Seminar on Human Rights
BIS 263 World History III	BIS 404 Twentieth Century Russia
BIS 264 Africa on Film	BIS 409 Modern Germany
BIS 317 Language, Society and Cultural Knowledge	BIS 413 Nations and Nationalism
BIS 320 Comparative Political Economies	BIS 414 Topics in Human Rights
BIS 325 Disability and Human Rights	BIS 416 Problems in International Political Economy
BIS 326 Twentieth Century Eastern Europe	BIS 417 Paris: The City and Its History
BIS 332 The Rise of East Asia	BIS 420 Colonizing History in Sub-Saharan Africa
BIS 334 Traditional Chinese History	BIS 426 Comparative Urban Politics
BIS 339 Issues in Global Cultural Studies	BIS 427 Global History I
BIS 344 International Relations	BIS 428 Global History II
BIS 353 Human Rights in Theory and Practice	BIS 429 Global History III
BIS 354 Modern European Intellectual History	BIS 430 Social Theory and Practice
BIS 363 Conflict and Connections in the Americas	BIS 432 Democracy in Asia
BIS 367 Exploring American Cultures: Race, Ethnicity and Immigration	BIS 436 Comparative Family Systems
BIS 369 Women Across Cultures	BIS 441 Global Labor Markets
BIS 373 Cultural History of Rome	BIS 459 Conservation and Sustainable Development
BIS 376 Circa 1500: Arts of West and East	BIS 480 International Study Abroad

D. Approval-dependent topics courses

The appropriateness of instances of these courses for the GST BA will be determined by GST faculty on an instance-by-instance basis.

BIS 308 Issues in Philosophy and Culture	BIS 431 Issues in Sexual Politics and Cultures
BIS 313 Issues in Media Studies	BIS 444 Issues in Comparative History
BIS 314 Topics in Geography	BIS 474 Topics in European Cultural History
BIS 322 Topics in Performance Studies	BIS 476 Issues in Art History
BIS 401 Topics in Economic History and Analysis	

Science, Technology, and Society (STS)

Faculty

Convenor: Steve Collins, Ph.D., Government and Foreign Affairs, 1994, University of Virginia

Core faculty

Cinnamon Hillyard, Ph.D.: Mathematics, 1999, Utah State University
Peter Littig, Ph.D.: Mathematics, 2005, University of Washington
Rebecca Price, Ph.D., Geophysical Sciences, 2003, The University of Chicago
Marc Servetnick, Ph.D., Zoology, 1985, University of California, Berkeley
Rob Turner, Ph.D., Marine Science, 1999, University of North Carolina at Chapel Hill

Affiliate faculty

Warren Buck, Ph.D. Theoretical Relativistic Nuclear Physics, 1976, College of William and Mary
Colin Danby, Ph.D. Economics, 1997, University of Massachusetts, Amherst
Ted Hiebert, Ph.D., Humanities, 2007, Concordia University
Gray Kochhar-Lindgren, PhD: Interdisciplinary Studies: Literature, Philosophy and Cultural Theory, Emory University
David Stokes, Ph.D., Zoology, 1994, University of Washington

Degree Description

The Science, Technology, and Society (STS) degree addresses questions concerning the history, practice, teaching, culture, ethics, and the future of science, mathematics, and technology. How have the fields of science and technology evolved over time, and what does the future hold? How do science and technology feature in and influence literature and the arts? How should societies manage these fields to achieve just and sustainable communities? How and to what degree do social and cultural forces shape science, mathematics, engineering, medicine, and technology? STS prepares students to address these important questions through an integrated approach to science, technology, and their relationships to culture, history, and society.

STS students work with faculty trained as scientists, mathematicians, philosophers, engineers, social scientists, artists, and humanists drawn together by a shared interest in the intersections between science and other domains of human activity. Many courses integrate scientific and mathematical content with perspectives from arts, social sciences and humanities. Examples include mathematical modeling of transportation networks in relation to the challenge of creating sustainable transportation systems, understanding of the science of stem cell generation in relation to their ethical application in treating human disease, and the study of the laws of thermodynamics in relation to the formidable public policy challenges of reducing the greenhouse gas emissions.

Students completing the STS degree learn

- The methods and practices of science and mathematics, and those of the professions that apply them, such as medicine, engineering, and academic science.
- The governance and management of science and technology by national and local governments, firms and industries, universities and research institutes. Examples include the use of intellectual property protection to promote creation and dissemination of new knowledge; regulation of food, drugs, and medical devices; management of innovation within firms; use of institutional review boards and other means of ensuring compliance with ethical norms; use of peer review and other means of ensuring the integrity of scientific research; and approaches to harnessing science and technological innovation to the ends of environmental protection and sustainable energy.
- The historical development of science, mathematics, and technology, including how particular inventions and technologies (e.g., the automobile, algebra and calculus, evolutionary theory, assisted reproductive technologies, particle physics and quantum theory, nuclear weapons, and digital music players) came to be what they are today, what controversies surround them, and how they interact with the cultures and societies that give rise to them.

Students proceed into the major from the IAS introductory core course BIS 300, which develops interdisciplinary research capacities. The single required core course in the major, BIS 307 (Science, Technology, and Society) introduces the methods and research questions that STS scholars have developed over several decades to analyze critically how scientific, mathematical, and technological knowledge is created and diffused, what distinguishes it from other types of knowledge, and how different societies make decisions about its use. Students typically develop and pursue research interests in multiple areas, including history and culture, mathematics, environmental science, and physical and life sciences. Along the way, they build a research and writing portfolio. In the senior seminar, students integrate and reflect critically on their writing projects to date in the context of completing a final capstone project.

Students should demonstrate competence in the concepts, methods, and problems of mathematics and science. To that end, students entering the major must have completed mathematics courses through at least the pre-calculus level (demonstrated by completing BCUSP 123--Functions, Models, and Quantitative Reasoning, or its equivalent) and at least two quarters of a laboratory science course. Once accepted into the major, students must complete statistics (BIS 315) and science methods and practices (BES 301). From that point they will be encouraged to develop subject-matter expertise in at least one technical area, such as environmental science, biotechnology and life sciences, mathematics, physical sciences, or applied science/technology (e.g. energy, transportation, medicine, computing and software). Faculty in the major will work with colleagues in other programs to steer students to appropriate technical and professional courses across the campus. (It should be stressed, however, that this is not a science or mathematics degree: rather the aim is for students to gain sufficient understanding of science and math to enable informed

critical analysis and decision making regarding the uses of science and technology by governments and within firms and other organizations.)

The STS degree is designed to prepare students to be informed, critically engaged producers, consumers, and managers of science, math, and technology resources. They will be prepared for careers in any business, government, or nonprofit organization that invests in, creates, and applies science, math, and technology to solve social and business problems. Possibilities include intellectual property law, technology and research management in a firm or nonprofit organization, business consultant, public or government relations in a high technology firm, science writer, science or math teaching (with appropriate additional coursework in subject area), and policy analyst in a government or nongovernmental organization.

Learning Objectives

- To understand and think critically about the production of mathematical, scientific, and technological knowledge across time and geographic space, and to examine the social processes that give rise to, shape, and reproduce it.
- To develop a basic literacy in mathematical and scientific concepts, methods, and problem solving.
- To communicate mathematical, scientific, and technological information clearly and accurately to peers and a general audience.
- To gain the capacity to evaluate scientific and technological controversies and competing claims to truth.
- To assess the risks and benefits of applied science and technological knowledge, along with their ethical and social implications, and develop viable strategies for managing them.
- To leverage the strengths of diverse stakeholders in defining and solving problems related to STS.

Lower Division Prerequisites and Suggested Optional Courses

- Two quarters of a 100 or 200-level science sequence, which may be two courses from the same sequence or the first course from any two different sequences.
 - BIS 250 and 251 (How Things Work) are recommended to satisfy this requirement.
 - Alternatively, students may take BES 180 and 200 (Introductory Biology) or their equivalents; BCUSP 142 and 152 (General Chemistry) or their equivalents; or BCUSP 143 and 144 (General Physics) or their equivalents.
 - Other science courses may be accepted if they have a laboratory component and are designed for students expecting to major in the science field in which the sequence is offered.
- BCUSP 123 (Functions, Models, and Quantitative Reasoning) or its equivalent.

Lower division students considering the STS option are strongly encouraged to take Discovery Core and other option courses designated as “Natural World” (NW). These include BCUSP 110 and 116 (Discovery Cores 1 and 2: The Natural World), BCUSP 123 (Functions, Models, and Quantitative Reasoning), BCUSP 124 and 125 (Calculus I and II), BCUSP 140 (Scientific Journeys). Also recommended are courses in information and computer literacy, such as CSS 105 (Interdisciplinary Information Technology), CSS 106 (Computer Animation), and CSS 211 (Computers and Society)

Graduation Requirements

BIS 300 - Interdisciplinary Inquiry*	5 credits
Major core course, BIS 307	5 credits
BIS 301 and 315	10 credits
Five additional STS courses	25 credits
Additional IAS coursework**	20 credits
General electives (UWB or transfer)	20 credits
Senior Seminar or Thesis	5 credits
UWB or transfer prerequisites	15 credits
Additional UWB or transfer coursework	75 credits
Total	180 credits

*Should be taken in the first quarter of IAS enrollment.

**Within IAS credits, students must complete 10 credits each in Visual, Literary, and Performing Arts (VLPA), Individuals and Societies (I&S), and Natural World (NW).

Courses

A. Core Course

BIS 307 Science, Technology, and Society

Presents concepts and theories used to investigate the creation, application, and governance of science and technology. Addresses the nature of scientific and technological knowledge, social construction of science and technology, democracy and science, and public understanding.

BIS 307 introduces students to the concepts and methods used to interpret and critique the relationship between science, technology, and society. It combines approaches from social theory, history, politics, and cultural studies to situate science and technology in the broad

context of human experience. Students engage science and technology as forms of socially created knowledge, while also exploring ways in which science and technology influence society, culture, and history. They encounter science and technology not as givens but as institutions and forms of knowledge subject to human agency, whose just and sustainable uses citizens of democratic societies have shared responsibilities to ensure.

B. Required methods courses

BES 301 Science Methods and Practice

BIS 315 Understanding Statistics

C. Electives

STS students must present five additional courses in the major from among a set of courses in IAS and other programs. Advisors will work individually with students to help them prepare a portfolio of courses that develop technical and methodological expertise in a particular focus area of STS, such as science writing and communications, science and math education, history of science and technology, environmental science and policy, management of science and technology, ethics and philosophy, and science and technology policy.

Interdisciplinary Studies Courses

BIS 230 Mathematical Thinking for the Liberal Arts

BIS 231 Linear Algebra with Applications

BIS 232 Using, Understanding, and Visualizing Quantitative Data

BIS 240 Introduction to Sustainable Practices

BIS 250 How Things Work: Motion & Mechanics (if not used to meet prerequisite)

BIS 251 How Things Work: Electricity & Invention (if not used to meet prerequisite)

BIS 293 Special Topics: Art & Physics

BIS 302 Issues in Mathematics Across Cultures (includes women and mathematics and ethnomathematics)

BIS 306 Marine Diversity and Conservation

BIS 329 Topics in Mathematics Across the Curriculum (includes game theory, cryptography, symmetry, maps, human minds and mathematical machines).

BIS 346 Topics in Environmental Policy

BIS 350 The Concept of Number

BIS 355 History of Science and Technology

BIS 356 Ethics and the Environment

BIS 358 Issues in Environmental Science

BIS 381 History of Life

BIS 382 Visual Art of Biology

BIS 386 Global Environmental Issues

BIS 388 Philosophy and Science of Quantum Mechanics

BIS 390 Ecology and the Environment

BIS 392 Water and Sustainability

BIS 411 Biotechnology and Society

BIS 421 Science and Technology Policy

BIS 447 Topics in Quantitative Inquiry

BIS 458 Energy, the Environment, and Society

BIS 459 Conservation and Sustainable Development

BIS 480 International Study Abroad (Visual Mathematics in Art & Architecture)

BIS 482 Problems in Interdisciplinary Science

Environmental Sciences Courses

BES 220 Introduction to Biology III

BES 302 Environmental Problem Solving

BES 311 Environmental Chemistry

BES 315 Environmental Chemistry Lab

BES 312 Ecology

BES 362 Introduction to Restoration Ecology

BES 430 Air Pollution and Health

BES 485 Conservation Biology

Approved Courses from other Programs

CSS 211 Computers and Society
CSS 225 Physics and Chemistry of
Computer Components and their Manufacture
CSS 263 Programming and Discrete
Mathematics
CSS 301 Technical Writing for Computing
Professionals
CSS 411 Computing Technology and Public
Policy
CSS 455 Introduction to Computational
Science and Scientific Programming
CSS 457 Multimedia and Signal Computing

CSS 458 Fundamentals of Computer
Simulation Theory and Application
BBUS 475 Management of Innovation
BBUS 476 New Technology & Future
Markets
BEDUC 533 Computers in the Classroom:
Issues and Uses
BEDUC 579 Power and Beauty of
Mathematics
BEDUC 587 Science, School Knowledge,
and Contemporary Social Issues
BHLTH 455 Women Culture & Healing

Society, Ethics, and Human Behavior (SEB)

Faculty

Convenor: Kari Lerum, Ph.D., Sociology, 2000, University of Washington

Core faculty

Leslie Ashbaugh, Ph.D., Anthropology, 1996, Northwestern University
Colin Danby, Ph.D. Economics, 1997, University of Massachusetts, Amherst
Michael Gillespie, Ph. D., Philosophy, 1974, Southern Illinois University
Ron Krabill, Ph.D., Sociology & Historical Studies, 2003, New School for
Social Research
Keith Nitta, Ph.D. Political Science, University of California, Berkeley
Wadiya Udell, Ph.D.: Developmental Psychology, 2004, Columbia University

Affiliate faculty

Susan Harewood, Ph.D., Communications, University of Illinois, Urbana
Champaign
William R. Seaburg, Ph.D., Anthropology, 1994, University of Washington
Elizabeth Thomas, Ph.D., Psychology, 1998, University of Illinois

Degree Description

How do social institutions and practices shape human experience? How do individuals contribute to social stability and change? SEB addresses these questions through a critical examination of the perspectives and tools used to understand human behavior, social institutions, and social policies. SEB combines an exploration of the ethical dimensions of individual and social action with analyses across multiple disciplines including sociology, psychology, media and cultural studies, anthropology, ethics, and political philosophy. The SEB faculty is committed to providing students with opportunities to engage in a variety of empirical research experiences (survey-based; participant observation; content analysis; participant action research; etc.) and project-based learning experiences inside the classroom and in community settings.

Learning Objectives

- Students will learn how to recognize and develop thoughtful, critical analyses of current ethical issues employing contemporary social theory.
- Students will gain an understanding of how the functions of social institutions (e.g. family, marriage, religion, media, education) has changed and continues to change in the United States and how this relates to demographic, social, political, and economic global shifts.
- Students will be able to identify how social position (e.g., race, sex/gender, class, sexual orientation, religion, age, nationality, disabilities, etc.) and identification with such positions influence individual life outcomes.

- Students will develop skills and experience in developing creative and evidence-based strategies for addressing collective problems.
- Students will be able to identify and employ macro (political, cultural), meso (organizational), and micro (interpersonal) levels of analysis.
- Students will gain skills in qualitative and quantitative research.

The core courses build on the capacities introduced in BIS 300 in identifying and developing research questions, and reading across scholarly literatures in different disciplines. All four courses combine contemporary social theory and concrete interdisciplinary research into social institutions and problems with SEB's characteristic emphasis on the ethical dimensions of individual and social action.

As students move into the core courses (and many take more than one), they deepen research interests and learn about a range of research practices. Development of the program portfolio also ensures that students are connecting the central themes and practices of SEB across the courses they take both within the major and as electives. The requirement to take at least one research methods course marks this degree's commitment to developing practical research capacities among students, who will normally pursue those interests in a senior seminar paper.

Graduation Requirements

BIS 300 - Interdisciplinary Inquiry*	5 credits
One SEB core	5 credits
BIS 312, 315, or 420	5 credits
Six additional SEB courses	30 credits
Additional IAS coursework**	20 credits
General electives (UWB or transfer)	20 credits
Senior Seminar	5 credits
Additional UWB or transfer coursework	90 credits
Total	180 credits

*Should be taken in the first quarter of IAS enrollment.

**Within IAS credits, students must complete 10 credits each in Visual, Literary, and Performing Arts (VLPA), Individuals and Societies (I&S), and Natural World (NW).

Courses

A. Core courses

SEB students are required to take one of the following four SEB Core classes:

BIS 304 Institutions and Social Change

Explores the patterns of power that create our social world and how those patterns can be challenged or modified. Examines cultural, institutional, and interpersonal ways that people gain, challenge, and are affected by power and considers how and whether to bring about social change.

BIS 331 The Family in U.S. Society

Examination of the historical development of the family, and the theoretical underpinnings of family relationships. Discusses current trends and changes in the family and family life.

BIS 333 The Individual and Society

Socialization is the process by which individuals develop into social beings. Examines various theories of socialization and human development. Explores the role played by social structure and institutions in the integration of the individual into society.

BIS 359 Ethics and Society

Examination of major ethical alternatives (egoism, utilitarianism, hedonism, virtue ethics, relativism, emotivism) along with competing visions of the good society (libertarian, communitarian, feminist). Analyzes several contemporary problems, such as legal moralism, affirmative action, euthanasia, capital punishment, corporate responsibility.

B. Research Courses

Students must also complete **at least one** of the following research courses at UW Bothell with a minimum grade of 2.0:

BIS 312 Approaches to Social Research

BIS 315 Statistics

BIS 410 Topics in Qualitative Inquiry

C. Electives

BIS 205 Technologies of Expression

BIS 219 The Politics of Sex Education

BIS 221 Gender and Sexuality

BIS 222 Travel and Cultural Difference

**BIS 223 Introduction to Narrative
Ethnography**

BIS 260 Introduction to World Religions

BIS 271 History of Psychology

BIS 307 Technology and Society

**BIS 317 Language, Society and Cultural
Knowledge**

**BIS 318 Performance, Identity, Community
and Everyday Life**

BIS 325 Disability and Human Rights

BIS 327 History of U.S. Labor Institutions

**BIS 330 Democratic Capitalism in the
United States**

BIS 335 Human Rights in America

**BIS 336 Native American Cultures: the
Northwest Coast**

BIS 337 Risk and Resilience

BIS 338 Political Institutions and Processes

BIS 343 Community Psychology

BIS 348 Cultural Psychology

**BIS 353 Human Rights in Theory and
Practice**

BIS 356 Ethics and the Environment

BIS 357 Native American Religious and Philosophical Thought
BIS 360 Literature, Film and Consumer Culture
BIS 364 Public Memory and Dissent in American Culture
BIS 365 Exploring American Culture: Popular and Consumer Culture
BIS 367 Exploring American Culture: Race, Ethnicity and Immigration
BIS 368 Sex, Love, Romance
BIS 369 Women Across Cultures
BIS 394 Comparative Economic Development
BIS 403 Washington DC Seminar on Human Rights
BIS 411 Biotechnology and Society
BIS 415 Public Policy and the Law
BIS 418 Masculinity, Homoeroticism and Queer Theory in America
BIS 419 Urban Politics and Policy
BIS 420 Colonizing History in Sub-Saharan Africa

BIS 426 Comparative Urban Politics
BIS 430 Social Theory and Practice
BIS 431 Issues in Sexual Politics and Cultures
BIS 433 Gender, Work and Family
BIS 434 Psychology and the Visual Arts
BIS 435 Interactive Learning Theory
BIS 436 Comparative Family Systems
BIS 437 Narrative Psychology
BIS 438 Prevention and Promotion
BIS 441 Global Labor Markets
BIS 443 Educational Policy and the American Economy
BIS 445 Meanings and Realities of Inequality
BIS 450 Performance and Healing
BIS 457 Thinking and Decision Making
BIS 458 Energy, the Environment and Society
BIS 463 U.S. Women's History
BIS 470 Art, Politics and Social Change
BIS 489 Projects in Community Psychology

D. Approval-dependent topics courses

The appropriateness of instances of these courses for the SEB BA will be determined by SEB faculty on an instance-by-instance basis.

BIS 305 Issues in Social and Political Philosophy
BIS 308 Issues in Philosophy and Culture
BIS 313 Issues in Media Studies
BIS 316 Topics in Psychology

BIS 346 Topics in Environmental Policy
BIS 414 Topics in Human Rights
BIS 480 Study Abroad
BIS 425 Topics in United States Social and Political History

8. Infrastructure Requirements

The proposed degrees are resource- and curriculum-neutral, in the sense that they do not require further expenditure or resources beyond those already in place. Over the long run, the program's balanced growth will require better arts facilities and laboratories.

All six degrees will continue to draw on the high-quality resources available at this student-centered campus, including the library and media center, writing and quantitative skills centers, disabled student services, and career services.

9. Faculty Requirements

The six BA degrees proposed here are already running as options and can be regarded as fully-staffed, although ongoing pressure to develop new offerings does from time to time overtax resources in certain areas, as it has in recent years for American Studies.

The 35 full-time faculty members in IAS have been recruited for their abilities in interdisciplinary teaching and research, and most teach in several areas of the curriculum. Each transcribed degree is supported by a Curricular Area Working Group with responsibility for student learning related to that degree, for originating recommendations for curricular changes, and coordinating the staffing of its courses. Faculty members normally belong to two working groups and may affiliate with more. A set of faculty profiles is appended.

10. Administrative Support Requirements

IAS is overseen by a Director with the assistance of one Associate Director for Undergraduate Education and one Associate Director for Graduate Education; its committee structure consists of a Program Council with broad responsibility for policy questions, a Curriculum Committee for new courses, course changes, and like business, and a Personnel Committee. Faculty are additionally organized into Curricular-Area Working Groups (see above) to oversee individual degree offerings.

In 2006-07, IAS employed 8 Professional and Classified Staff (7.05 FTE), including a Lab Coordinator. These staff support nine B.A. degrees, a BS in Environmental Science, and two M.A. degrees.

11. Student Support

11.1 Projected Enrollment

Because all six of the degrees proposed here are already running as options, and the IAS program as a whole is close to fully enrolled, we do not have the typical narrative of expanding from a small base to full, and hopefully sustainable, enrollment. Nonetheless, the UWB campus has ambitious, mid- to long-term growth targets. Some of this IAS growth will likely be accounted for by new options and majors.

There is additionally some difficulty allocating FTE between degrees, given shared courses and enrollment by non-opters (or, pending approval, non-majors). Thus FTE figures are not strictly proportional to likely numbers of majors. So the following should be regarded as a planning guideline.

Projected FTE

	2009-10	2010-11	2011-12	2012-13	2013-14
American Studies	53	54	56	58	59
Community Psychology	73	74	76	81	82
Culture, Literature, and the Arts	76	77	79	84	85
Global Studies	95	97	101	106	109
Science, Technology, and Society	68	69	71	75	76
Society, Ethics, and Human Behavior	140	145	150	158	163
Subtotal	504	517	533	562	575
memo: total IAS undergraduate	625	675	725	775	800

11.2 Diversity Plan

IAS is committed in its mission statement, its pedagogy, and its institutional development to building a diverse workplace and learning environment. One of the Associate Directors in IAS is charged with overseeing recruitment, retention, and diversity efforts, and many IAS faculty members research, teach, and develop programming at the cutting edges of diversity issues, broadly construed. Many of those faculty members work in interdisciplinary diversity-related fields that have emerged over the past three decades: ethnic studies, postcolonial studies, working class studies, gender studies, queer studies, and disability studies, among others. In addition, the annual program assessment process, though it does not include a specific learning objective focused on diversity, does attend to diversity throughout. The 2005-06 focus on collaboration and shared leadership, for example, produced some significant findings about how unequal forms of social recognition structure

group work in and across IAS classrooms. An attention to diversity, in other words, is woven throughout the program.

Undergraduate recruiting for IAS is housed centrally in the UWB Admissions Office. Campus-wide diversity efforts related to the priorities of UWB's 21st-Century Campus Initiative, including the development of bridge programs over the past year, promise to create a viable and sustainable strategy for our future success in the recruitment and retention of diverse students, staff, and faculty.

12. Accreditation

IAS will not seek specialized program accreditation. That is, the changes proposed here will not affect existing accreditation procedures. IAS has just completed a review (see appendix).

13. Program Assessment

Program assessment includes yearly merit reviews of all faculty members (for teaching, research, and service), standard UW tenure and promotion procedures, standard student evaluation forms, Center for Instructional Development and Research peer monitoring, and annual program-wide assessment of student portfolios. While the Promotion and Tenure and merit reviews are summative, we approach our other means of assessment as formative for both faculty members and students. As a program, we are interested as much in our future development as in our present status.

The major course of formative evaluation and assessment in the IAS undergraduate curriculum is linked to the annual review of student program portfolios. IAS requires its students to keep their graded coursework in a portfolio. Students receive instructions on portfolios in their program core course, Interdisciplinary Inquiry (BIS 300), which they take during their first quarter in IAS, and we are launching a 2-credit "portfolio-reflection" course in 2009-10. At the beginning of their senior seminar or thesis, the students review those materials and write evidence-based self-reflections in which they address their progress with respect to the program's four core learning objectives: critical thinking; shared leadership and collaboration; interdisciplinary research; and writing and presentation. Each of these self-assessment essays is accompanied by two assignments from the portfolio.

Each Winter Quarter, the program collects from senior seminar students their self-assessment essays and the corresponding assignments that relate to one of the learning objectives. We also conduct and record for further analysis discussions within focus groups with students from those seminars. In 2004-05, the assessment committee worked with the materials on critical thinking; in 2005-06, the committee worked with those related to shared leadership and collaboration; in 2006-07, the committee focused on interdisciplinary research; in 2007-08, the committee attended to writing and presentation; in 2008-09, the committee returned to critical thinking and writing and presentation.

In each case, a sub-group of the faculty (rotating on a four-year cycle) reviews the student portfolio materials and focus group transcripts at a day-long retreat in May, having earlier developed or revised an assessment rubric based on sample assignments submitted by each member of the faculty. The findings of this faculty sub-group are documented, reported at the June IAS meeting, and archived in an assessment dossier. All of these materials provide the basis of a workshop on that learning objective the following autumn, at which point the cycle begins anew.

14. Student Assessment

Students receive grades on a 4.0-0.0 scale as do other students in the UW system. On the question of measuring student learning outcomes and using the results, please see material on Program Assessment above.

15. Budget

Form 5: Enrollment and Graduation Targets

We include data for Environmental Studies and Interdisciplinary Arts, which are being proposed separately for B.A. status.

		2009-10	2010-11	2011-12	2012-13	2013-14
American Studies	FTE	53	54	56	58	59
	Majors	26	28	29	30	32
	Program graduates	25	25	25	28	29
Community Psychology	FTE	73	74	76	81	82
	Majors	54	57	59	62	66
	Program graduates	51	61	55	57	59
Culture, Literature, and the Arts	FTE	76	77	79	84	85
	Majors	58	61	64	67	70
	Program graduates	55	53	54	61	64
Global Studies	FTE	95	97	101	106	109
	Majors	85	89	94	98	103
	Program graduates	81	83	84	89	94
Science, Technology, and Society	FTE	68	69	71	75	76
	Majors	47	49	51	54	57
	Program graduates	44	46	46	49	51
Society, Ethics, and Human Behavior	FTE	140	145	150	158	163
	Majors	149	157	165	173	182
	Program graduates	142	131	137	157	165
Environmental Studies	FTE	46	49	56	65	68
	Majors	15	20	30	40	45
	Program graduates	0	5	22	30	38
Interdisciplinary Arts	FTE	46	49	56	58	57
	Majors	15	20	30	30	30
	Program graduates	0	5	22	27	30

Form 6: Program Faculty

Because IAS is one unit with a common administrative structure, and because individual courses typically serve a range of students, it is not possible to make a simple breakdown of percentages of effort between degrees. Most faculty are core in two degrees and may be affiliate in several others. The Program staff listed below are staff who work primarily on the undergraduate program; there is a separate graduate programs office whose staff are not listed here.

Professors

Buck	Warren	Ph.D.	FT
Burgett	Bruce	Ph.D.	FT
Edwards	JoLynn	Ph.D.	FT
Gillespie	Diane	Ph.D.	FT
Heuving	Jeanne	Ph.D.	FT
Jacoby	Dan	Ph.D.	FT
Kochhar-Lindgren	Gray	Ph.D.	FT
Noble	Kathleen	Ph.D.	PT
Seaburg	William	Ph.D.	FT
Watts	Linda	Ph.D.	FT
Wood	Alan	Ph.D.	FT

Associate Professors

Behler	Constantin	Ph.D.	FT
Collins	Steve	Ph.D.	FT
Danby	Colin	Ph.D.	FT
Dolsak	Nives	Ph.D.	FT
Gold	Warren	Ph.D.	FT
Goldberg	Michael	Ph.D.	FT
Groom	Martha	Ph.D.	FT
Kochhar-Lindgren	Kanta	Ph.D.	FT
Servetnick	Marc	Ph.D.	FT
Stokes	David	Ph.D.	FT

Assistant Professors

Gardner	Benjamin	Ph.D.	FT
Harewood	Susan	Ph.D.	FT
Hillyard	Cinnamon	Ph.D.	FT
Krabill	Ron	Ph.D.	FT
Lerum	Kari	Ph.D.	FT
Littig	Peter	Ph.D.	FT
Milutis	Joseph	Ph.D.	FT
Nitta	Keith	Ph.D.	FT

Price	Rebecca	Ph.D.	FT
Stewart	Eric	Ph.D.	FT
Thomas	Elizabeth	Ph.D.	FT
Turner	Robert	Ph.D.	FT
Udell	Wadiya	Ph.D.	FT

Senior Lecturers

Kochis	Bruce	Ph.D.	FT
Rasmussen	John	Ph.D.	FT

Lecturers

Ashbaugh	Leslie	Ph.D.	FT
Goldstein	David	Ph.D.	FT

Part-time Lecturers

Barker	Holly	Ph.D.	PT
Birrane	Deborah	M.F.A.	PT
Caplow	Deborah	Ph.D.	PT
Dimeo	Michael	Ph.D.	PT
Farkasch	Robert	Ph.D.	PT
Gillespie	Michael	Ph.D.	PT
Gregory	Wanda	M.B.A.	PT
Hong	Anna Maria	M.F.A.	PT
Lavy	Joseph	M.A.	PT
Oppenheimer	Robin	Ph.C.	PT
Shayne	Julie	Ph.D.	PT
Sparks	Peter	Ph.D.	PT
Stone	Andrea	Ph.D.	PT
Streichler	Stuart	Ph.D., J.D.	PT

Pre-Doctoral Lecturers

Blumenfield	Tami	Ph.C.	PT
Carlisle	Shauna	Ph.C.	PT
Crandell	Caren	Ph.C.	PT
Day	Shane	Ph.D.	PT
Gunn	Erica	Ph.C.	PT
Jones	Timothy	Ph.C.	PT
Lambert	Amy	Ph.C.	PT
Oyarzun	Fernanda	Ph.C.	PT
Ramsey	Kevin	Ph.C.	PT
Rivera	Rebeca	Ph.C.,	PT
Roberts	Georgia	Ph.C.	PT
Sanchez	Jeanette	Ph.C.	PT

Scopelitis	Stephanie	Ph.C.	PT
Yum	Samuel	Ph.C.	PT

Affiliate Instructor

Spaulding	Randall	Ph.D.	PT
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Research Professors

Goldhaber	Dan	Ph.D.	FT
Hill	Paul	Ph.D.	FT

Program Staff

Baylor	Marge	Academic Adviser	PT
Cain	Lorraine	Program Coordinator, Jaffe Group	PT
Cavil	Kathryn	Assistant Director of Academic Services	FT
Cherrier	Christy	Science Coordinator	FT (10 months)
Cruver	Michelle	Community Partnership Coordinator	FT
De Priest	Pam	Administrative Coordinator	FT
Foote	Rachel	Academic Adviser	FT
McCarthy	Lindsey	Academic Adviser, Program Coordinator	FT
Pulver	Rachel	Office Assistant III	FT

Form 7: Summary of Program Costs and Revenue

Revenue is allocated centrally at UWB to a range of campus costs, such as Physical Plant and Student Services, which do not show up in the program costs listed here. Costs listed below include IAS faculty and classified staff salaries and operations costs; we then provide an allocation of projected costs across the six degrees.

Revenue projections depend on tuition and state support per FTE, figures which are unknowable. These data assume two percent annual growth in tuition and none in state support per FTE:

	2009-10	2010-11	2011-12	2012-13	2013-14
Tuition	6938	7077	7218	7363	7510
state funding per fte	5200	5200	5200	5200	5200

We provide, first, cost and revenue projections for the IAS undergraduate budget as a whole, followed by allocations of those costs and revenues across the six degrees proposed here.

Total IAS Undergraduate	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Faculty Salaries and Benefits (22.3% benefits)	2,435,091	2,483,792	2,533,468	2,584,138	2,635,820
Aux Teaching (23.9% benefits)	415,223	423,528	431,998	440,638	449,451
TA/RA Salaries (13.3% benefits)	193,975	197,855	201,812	205,848	209,965
Classified Staff (29.6% benefits)	123,749	126,224	128,748	131,323	133,950
Professional Staff (26.2% benefits)	239,657	244,450	249,339	254,326	259,412
Other Salaries & Benefits	1,364	1,391	1,419	1,447	1,476
Contract Services	36,469	37,198	37,942	38,701	39,475
Goods and Services	18,479	18,849	19,226	19,610	20,003
Travel	11,067	11,288	11,514	11,744	11,979
Equipment	3,060	3,121	3,184	3,247	3,312
Total Costs	3,546,333	3,688,186	3,835,714	3,989,142	4,148,708
General Funds	4,336,275	4,776,841	5,233,294	5,706,095	6,007,966
Tuition	3,250,000	3,510,000	3,770,000	4,030,000	4,160,000
Total revenue	7,586,275	8,286,841	9,003,294	9,736,095	10,167,966

American Studies	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty Salaries and Benefits (22.3% benefits)	255,021	260,122	265,324	270,631	276,043
Aux Teaching (23.9% benefits)	43,485	44,355	45,242	46,147	47,070
TA/RA Salaries (13.3% benefits)	20,315	20,721	21,135	21,558	21,989

Classified Staff (29.6% benefits)	12,960	13,219	13,484	13,753	14,028
Professional Staff (26.2% benefits)	25,099	25,601	26,113	26,635	27,168
Other Salaries & Benefits	143	146	149	152	155
Contract Services	3,819	3,896	3,974	4,053	4,134
Goods and Services	1,935	1,974	2,013	2,054	2,095
Travel	1,159	1,182	1,206	1,230	1,255
Equipment	320	327	333	340	347
Total Costs	364,257	371,542	378,973	386,552	394,283
General Funds	369,893	385,301	403,265	429,503	445,969
Tuition	277,232	283,118	290,507	303,342	308,795
Total revenue	647,124	668,419	693,772	732,845	754,764

Community Psychology

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty Salaries and Benefits (22.3% benefits)	363,165	370,429	377,837	385,394	393,102
Aux Teaching (23.9% benefits)	61,926	63,164	64,428	65,716	67,030
TA/RA Salaries (13.3% benefits)	28,929	29,508	30,098	30,700	31,314
Classified Staff (29.6% benefits)	18,456	18,825	19,201	19,585	19,977
Professional Staff (26.2% benefits)	35,742	36,457	37,186	37,930	38,688
Other Salaries & Benefits	203	207	212	216	220
Contract Services	5,439	5,548	5,659	5,772	5,887
Goods and Services	2,756	2,811	2,867	2,925	2,983
Travel	1,651	1,684	1,717	1,752	1,787
Equipment	456	465	475	484	494
Total Costs	518,723	529,097	539,679	550,473	561,482
General Funds	505,393	526,954	551,943	594,471	616,903
Tuition	378,788	387,203	397,613	419,852	427,153
Total revenue	884,180	914,157	949,556	1,014,323	1,044,056

Culture, Literature, and the Arts

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty Salaries and Benefits (22.3% benefits)	378,457	386,027	393,747	401,622	409,655
Aux Teaching (23.9% benefits)	64,533	65,824	67,140	68,483	69,853
TA/RA Salaries (13.3% benefits)	30,147	30,750	31,365	31,993	32,632
Classified Staff (29.6% benefits)	19,233	19,617	20,010	20,410	20,818
Professional Staff (26.2% benefits)	37,247	37,992	38,752	39,527	40,317
Other Salaries & Benefits	212	216	220	225	229
Contract Services	5,668	5,781	5,897	6,015	6,135

Goods and Services	2,872	2,929	2,988	3,048	3,109
Travel	1,720	1,754	1,790	1,825	1,862
Equipment	476	485	495	505	515
Total Costs	540,565	551,377	562,404	573,652	585,125

General Funds	524,091	546,980	573,391	617,441	641,505
Tuition	392,802	401,918	413,063	436,075	444,187
Total revenue	916,892	948,898	986,454	1,053,516	1,085,691

Global Studies

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty Salaries and Benefits (22.3% benefits)	486,893	496,631	506,564	516,695	527,029
Aux Teaching (23.9% benefits)	83,023	84,684	86,377	88,105	89,867
TA/RA Salaries (13.3% benefits)	38,785	39,561	40,352	41,159	41,982
Classified Staff (29.6% benefits)	24,743	25,238	25,743	26,258	26,783
Professional Staff (26.2% benefits)	47,919	48,877	49,855	50,852	51,869
Other Salaries & Benefits	273	278	284	289	295
Contract Services	7,292	7,438	7,587	7,738	7,893
Goods and Services	3,695	3,769	3,844	3,921	3,999
Travel	2,213	2,257	2,302	2,348	2,395
Equipment	612	624	637	649	662
Total Costs	695,448	709,357	723,544	738,015	752,776
General Funds	656,677	688,979	725,472	780,320	815,948
Tuition	492,174	506,259	522,621	551,111	564,974
Total revenue	1,148,850	1,195,238	1,248,093	1,331,431	1,380,922

Science, Technology, and Society

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty Salaries and Benefits (22.3% benefits)	333,971	340,651	347,464	354,413	361,501
Aux Teaching (23.9% benefits)	56,948	58,087	59,248	60,433	61,642
TA/RA Salaries (13.3% benefits)	26,604	27,136	27,678	28,232	28,797
Classified Staff (29.6% benefits)	16,972	17,312	17,658	18,011	18,371
Professional Staff (26.2% benefits)	32,869	33,526	34,197	34,881	35,578
Other Salaries & Benefits	187	191	195	198	202
Contract Services	5,002	5,102	5,204	5,308	5,414
Goods and Services	2,534	2,585	2,637	2,690	2,743
Travel	1,518	1,548	1,579	1,611	1,643
Equipment	420	428	437	445	454
Total Costs	477,024	486,564	496,296	506,221	516,346

General Funds	469,697	488,723	510,998	550,619	569,938
Tuition	352,034	359,112	368,117	388,881	394,633
Total revenue	821,730	847,835	879,115	939,500	964,571

Society, Ethics, and Human Behavior

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty Salaries and Benefits (22.3% benefits)	742,690	757,544	772,695	788,149	803,912
Aux Teaching (23.9% benefits)	126,641	129,174	131,757	134,392	137,080
TA/RA Salaries (13.3% benefits)	59,161	60,345	61,552	62,783	64,038
Classified Staff (29.6% benefits)	37,743	38,498	39,268	40,053	40,854
Professional Staff (26.2% benefits)	73,094	74,556	76,047	77,568	79,119
Other Salaries & Benefits	416	424	433	441	450
Contract Services	11,123	11,345	11,572	11,804	12,040
Goods and Services	5,636	5,749	5,864	5,981	6,101
Travel	3,375	3,443	3,512	3,582	3,654
Equipment	933	952	971	990	1,010
Total Costs	1,060,813	1,082,029	1,103,670	1,125,743	1,148,258
General Funds	969,444	1,023,952	1,084,229	1,164,548	1,227,457
Tuition	726,590	752,395	781,065	822,477	849,908
Total revenue	1,696,033	1,776,348	1,865,293	1,987,025	2,077,365

17. Appendices

Appendix 1: HECB Permission to Develop

BILL GRINSTEIN
CHAIR



ANN DALEY
EXECUTIVE DIRECTOR

STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

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September 9, 2008

Dr. Susan Jeffords
Interim Vice Chancellor for Academic Affairs
University of Washington Bothell
18115 Campus Way NE
Bothell, WA 98011-8246

Dear Dr. Jeffords:

Thank you for informing us of the activities underway to develop a proposal to create the following new degree programs:

- Bachelor of Arts in American Studies
- Bachelor of Arts in Community Psychology
- Bachelor of Arts in Culture, Literature and the Arts
- Bachelor of Arts in Environmental Studies
- Bachelor of Arts in Global Studies
- Bachelor of Arts in Interdisciplinary Arts
- Bachelor of Arts in Science, Technology and Society
- Bachelor of Arts in Society, Ethics and Human Behavior

The information you have provided on employer needs and benefits for students supports a more in-depth assessment of student, employer, and community demand for these programs.

Continued planning would be an appropriate next step, and the University of Washington, Bothell is granted permission to develop full proposals in accordance with the guidelines provided in the HECB *Program and Facility Approval Policies and Procedures*. Please submit the following full proposals:

- Bachelor of Arts in Interdisciplinary Arts
- Bachelor of Arts in Environmental Studies
- An umbrella proposal covering the remaining six programs listed above

The Bachelor of Arts in Interdisciplinary Arts and Bachelor of Arts in Environmental Studies proposals must each include external evaluation by at least two qualified evaluators, and the umbrella proposal must include external evaluation by at least one qualified evaluator for each of the six programs it contains.

We look forward to reviewing the full proposals.

Sincerely,


Randy Spaulding, Ph.D.
Director of Academic Affairs

cc: Dr. Bruce Burgett, Professor and Program Director, Interdisciplinary Arts and Sciences, UW
Mr. Robert Corbett, Coordinator of New Programs, UW
Mr. Mike Ball, Associate Director, State Approving Agency

Appendix 2: Letter of Support from Jill Orcutt, UWB Director of Admissions

September 24, 2008

TO WHOM IT MAY CONCERN:

The Office of Admissions at UW Bothell supports the Interdisciplinary Studies Options being changed to degree programs. This change benefits students graduating with these degrees and seeking jobs in a competitive market.

Degree programs will be more appealing to prospective and currently enrolled students and will positively affect campus enrollment.

If I can answer any questions, please feel free to contact me.

Sincerely,

Jill M. Orcutt
Director of Admissions

Appendix 3: Selected UW Seattle Majors and 200-level courses

ANTHROPOLOGY – 55 credits (20 credits must be upper division)

ART HISTORY – 55 credits (15 credits must be 400 level. Up to 40 credits of 200-level coursework is possible)

ASIAN STUDIES – 80 credits (30 credits must be upper division)

ENGLISH – 55 credits (maximum of 20 credits of 200-level courses count toward the major)

BIOLOGY – minimum of 90 credits (43 lower division credits count toward the major)

ENVIRONMENTAL AND CONSERVATION BIOLOGY – minimum of 90 credits (56 lower division credits count toward the major)

ENVIRONMENTAL STUDIES – 110 credits (45 credits must be upper division, including capstone)

HISTORY – 60 credits (30 credits must be upper division)

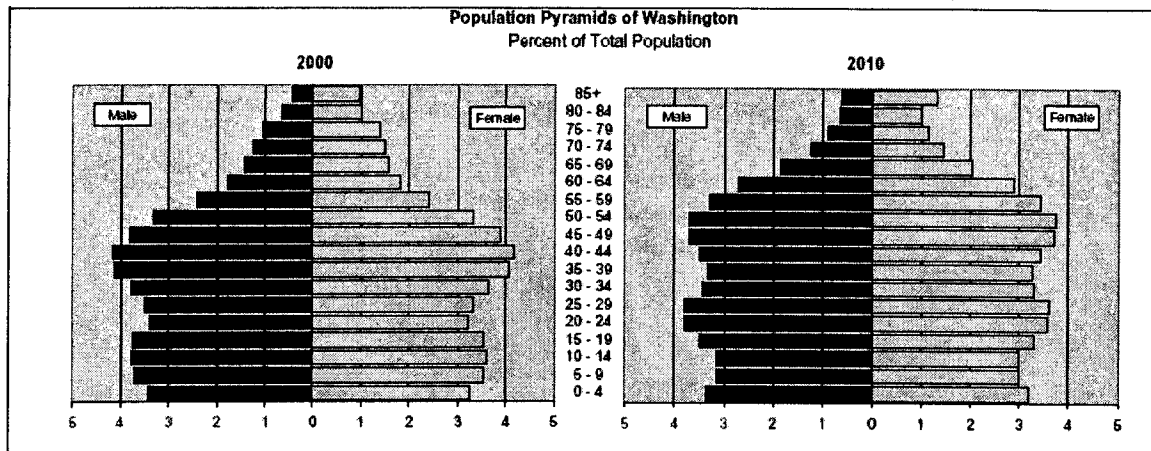
POLITICAL SCIENCE – 50 credits (35 credits must be upper division, BUT upper division courses in political science are numbered 210 and above)

PSYCHOLOGY – 63 to 65 credits (32-34 lower division credits count toward the major)

SOCIOLOGY – 50 credits (25 lower division credits count toward the major)

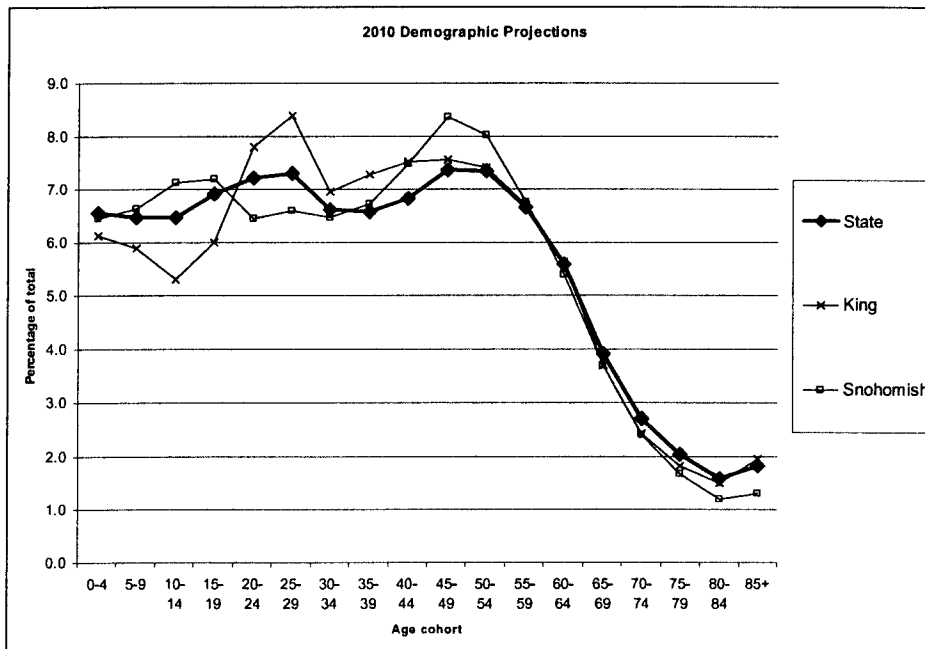
Appendix 4: Data on demographics and degree demand

Higher Education Board staff documents have already examined statewide needs with care and depth, notably in the February 2006 *State and Regional Needs Assessment Report* and the annual *Strategic Master Plan* documents.



Source: U.S. Census Bureau, Population Division, Interim State Population Projections, 2005

Demographic projections for Washington show an aging population, with the baby-boom “echo” especially visible in the 2010 pyramid above. Snohomish County is somewhat younger than the State as a whole, with substantially more of its population in the 40-54 range than the state as a whole and slightly higher numbers of young children; King county shows up with larger proportions in the 25-44 range.



Source: Washington State Population Projections

The demographic difference is largely a consequence of faster growth, with families moving in:

Annual % Change	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
State	1.37	1.12	0.94	1.14	1.44	1.91	1.76	1.54
King	1.22	0.91	0.28	0.51	1.12	1.49	1.42	1.23
Snohomish	2.08	1.52	1.51	1.15	1.71	2.44	2.16	1.50

Source: Washington State office of Financial Management, Historical/Current Data Set: Total Resident Population by Year by County, Washington 1960 to 2008

Most projections see Snohomish, but not King, continuing to outpace statewide growth in the coming decades.

This data on educational status comes from the 2000 census; the final column simply subtracts the B.A.-or-higher holders from the high school graduates.

	Population, 2000	High school graduates, percent of persons age 25+, 2000	Bachelor's degree or higher, pct of persons age 25+, 2000	High school graduates without Bachelor's, %25+
USA	281,421,906	80%	24%	56%
Washington State	5,894,121	87%	28%	59%
Snohomish County	606,024	89%	24%	65%
King County	1,737,034	90%	40%	50%
Bellevue	109,569	94%	54%	40%
Bothell	30,150	94%	39%	55%
Brier	6,383	90%	32%	58%
Edmonds	39,515	94%	36%	57%
Everett	91,488	84%	19%	66%
Kenmore	18,678	93%	42%	51%
Kirkland	45,054	95%	47%	48%
Lynnwood	33,847	87%	22%	65%
Mill Creek	11,525	95%	48%	47%
Mountlake Terrace	20,362	91%	24%	66%
Mukilteo	18,019	97%	43%	54%
Redmond	45,256	95%	53%	42%
Seattle	582,254	90%	47%	42%
Shoreline	53,025	90%	37%	53%
Woodinville	9,194	92%	43%	49%

Differences in educational attainment are not merely North-South across the county line, but also East West: a corridor from Everett, through Mountlake Terrace, down to Lynnwood shows especially high levels of high school graduates lacking B.A. credentials; contrast this to figures for Woodinville and Mill Creek. We will have a better idea of this after the 2010 census, but the data presumably reflect employment, especially retail jobs in and around Lynnwood,¹¹ but also the fact that as housing in Seattle has become more expensive, families have moved North and South, into Snohomish and Pierce Counties. Commutes from those counties into King County show up as the top two Washington State county-to-county commutes in 2000 census data; in each case those flows are more than three times greater than people making the opposite commute.

The demographic and residence changes give UWB considerable opportunity and responsibility to meet the needs of potential students, in particular those who are relatively place-bound.

Employment Data: The last word on this remains HECB staff work, but it is worth reproducing employment projections for King and Snohomish counties produced by the Washington State Employment Security Department in four categories which have traditionally been, and remain, prominent in the career goals of IAS students. The level of demand for teachers deserves particular attention.

Washington Occupational Employment Projections, June 2002 Data for four categories

Washington Employment Security Department, Labor Market and Economic Analysis Branch

Area Name	King County			Snohomish County		
	Estimated Employment 2000	Estimated Employment 2010	Avg. Annual Total Openings 2005-2010	Estimated Employment 2000	Estimated Employment 2010	Avg. Annual Total Openings 2005-2010
Counselors, Social, and Religious						
211011 Substance abuse and behavioral disorder counselors	627	727	27	128	147	5
211012 Educational, vocational, and school counselors	1,681	1,978	80	345	399	15
211014 Mental health counselors	874	1,015	38	172	198	7
211015 Rehabilitation counselors	3,102	3,317	101	759	798	23
211021 Child, family, and school social workers	903	1,130	38	180	217	7
211022 Medical and public health	1,013	1,235	39	190	229	7

¹¹ See Lynnwood City Council, Economic Development Element, 2007.

	social workers						
211023	Mental health and substance abuse social workers	1,042	1,280	41	210	255	8
211091	Health educators	1,027	1,283	48	195	236	8
211092	Probation officers and correctional treatment specialists	535	583	15	150	162	4
211093	Social and human service assistants	1,979	2,137	74	380	397	13
212011	Clergy	119	142	5			
212021	Directors, religious activities and education	92	104	3			
219099	All other counselors, social, and religious workers	1,378	1,621	59	302	344	12
	Legal						
231011	Lawyers	10,056	11,093	189	944	957	10
231021	Administrative law judges, adjudicators, and hearing officers	112	121	5			
231022	Arbitrators, mediators, and conciliators	53	60	3			
231023	Judges, magistrate judges, and magistrates	266	294	12	59	65	3
232011	Paralegals and legal assistants	2,334	2,882	80	189	222	6
232092	Law clerks	56	62	1			
232093	Title examiners, abstractors, and searchers	652	718	15	126	157	5
239099	Legal Support Workers, All Other	2,570	2,712	45	403	444	11
	Education, Training, and Library						
250000	All Other Education, Training, and Library Occupations	1,161	1,381	63	216	255	11
251000	Postsecondary teachers	10,056	11,962	542	1,863	2,192	94
252011	Preschool teachers, except special education	3,095	3,917	139	586	713	23
252012	Kindergarten teachers, except special education	677	807	26	126	148	4
252021	Elementary school teachers, except special education	8,522	10,163	437	1,570	1,855	76
252022	Middle school teachers, except special and vocational education	3,233	3,854	166	596	704	29
252023	Vocational education teachers, middle school	98	116	5			
252031	Secondary school teachers, except special and vocational education	4,924	5,869	289	907	1,072	51
252032	Vocational education teachers, secondary school	930	1,108	55	171	202	10
252041	Special education teachers, preschool, kindergarten, and elementary school	1,326	1,582	54	244	289	9

252042	Special education teachers, middle school	388	463	16	72	85	3
252043	Special education teachers, secondary school	722	860	29	133	157	5
253011	Adult literacy, remedial education, and GED teachers and instructors	1,221	1,428	40	251	288	7
253021	Self-enrichment education teachers	2,241	2,643	75	447	517	14
253999	All other teachers, primary, secondary, and adult	5,941	6,973	197	1,189	1,368	34
254010	Archivists, curators, and museum technicians	156	183	7			
254021	Librarians	1,274	1,472	58	252	283	11
254031	Library technicians	1,223	1,403	73	251	282	14
259011	Audio-visual collections specialists	87	103	4			
259021	Farm and home management advisors	51	58	2			
259031	Instructional coordinators	444	534	18	83	99	3
259041	Teacher assistants	9,451	11,363	469	1,753	2,079	81
259199	Education, Training, and Library Workers, All Other	775	924	32	140	165	5
	Arts, Design, Entertainment, Sports, and Media						
270000	All Other Arts, Design, Entertainment, Sports, and Media Occupations	402	449	15	103	110	4
271011	Art directors	734	791	26	166	150	4
271013	Fine artists, including painters, sculptors, and illustrators	130	143	5			
271014	Multi-media artists and animators	1,983	2,280	78	187	196	5
271021	Commercial and industrial designers	992	1,261	48	116	145	5
271022	Fashion designers	113	122	3			
271023	Floral designers	601	650	13	159	166	3
271024	Graphic designers	3,223	3,712	105	609	637	16
271025	Interior designers	1,449	1,764	53	258	298	8
271026	Merchandise displayers and window trimmers	1,054	1,143	25	161	172	4
271027	Set and exhibit designers	134	166	6			
271099	Artists and Related Workers, All Other	668	811	29	103	117	4
272011	Actors	586	632	17	93	103	3
272012	Producers and directors	879	1,032	37	96	112	4
272022	Coaches and scouts	650	749	27	148	165	6
272031	Dancers	268	338	14	55	66	3
272032	Choreographers	101	130	5			
272042	Musicians and singers	953	1,166	46	232	271	11
273010	Announcers	336	386	11			
273020	News analysts, reporters and correspondents	880	954	41	131	139	6
273031	Public relations specialists	2,822	3,383	124	453	507	17

Intended College Major, 2007 College-bound Seniors, State of Washington

273041	Editors	1,428	1,643	81	235	231	9
273042	Technical writers	2,471	3,219	184	258	281	14
273043	Writers and authors	1,186	1,393	46	181	194	5
273091	Interpreters and translators	554	735	34	62	76	3
273099	Media and communication workers, all other	440	513	18	83	95	3
274011	Audio and video equipment technicians	678	818	39	122	138	6
274012	Broadcast technicians	397	453	20			
274014	Sound engineering technicians	176	210	10	217	252	9
274021	Photographers	983	1,137	41			
274031	Camera operators, television, video, and motion picture	253	279	9			
274032	Film and video editors	121	134	4			
274099	Media and communication equipment workers, all other	750	913	51	116	139	8

Rank		number	percent
1	Health Professions and Related Clinical Services	4403	19
2	Business Management, Marketing, and Related Support Services	3621	15
3	Visual and Performing Arts	2245	9
4	Engineering	1890	8
5	Education	1753	7
6	Biological and Biomedical Sciences	1283	5
7	Computer and Information Sciences and Support Services	890	4
8	Communication, Journalism and Related Programs	871	4
9	Psychology	832	4
10	Social Sciences	646	3
11	Architecture and Related Services	587	2
12	Undecided	540	2
13	English Language and Literature/Letters	530	2
14	Physical Sciences	467	2
15	Security and Protective Services	383	2
16	Legal Professions and Studies	375	2
17	Foreign Languages, Literatures, and Linguistics	319	1
18	History	256	1
19	Mathematics and Statistics	247	1
20	Engineering Technologies/Technicians	166	1
21	Agriculture, Agriculture Operations, and Related Sciences	146	1
22	Public Administration and Social Services Professions	141	1
23	Military Sciences	137	1
24	Liberal Arts and Sciences, General Studies, and Humanities	137	1
25	Natural Resources and Conservation	103	0
26	Theology and Religious Vocations	101	0
27	Philosophy and Religious Studies	101	0
28	Other	95	0
29	Mechanic and Repair Technologies/Technician	91	0
30	Parks, Recreation, Leisure and Fitness Studies	76	0
31	Multi/Interdisciplinary Studies	70	0
32	Personal and Culinary Services	62	0
33	Family and Consumer Sciences/Human Sciences	50	0
34	Transportation and Materials Moving	43	0
35	Area, Ethnic, Cultural and Gender Studies	38	0
36	Construction Trades	21	0
37	Library Science/Librarianship	18	0
38	Precision Production	6	0

Source: College Board, 2007 College-Bound Seniors, State Profile Report, Washington
http://www.collegeboard.com/prod_downloads/about/news_info/cbsenior/yr2007/WA_07.pdf

Appendix 5: Fall 2008 IAS Student Survey

1. The survey: Students were asked for choice of option. If they chose AMS, CP, CLA, ES, GST, IA, SEB, or STE, they were then taken to a question asking them to select a preferred degree name. The degree-name question did not use the terms “option” or “major” so as to avoid confusion: it simply asked about what words should appear on the transcript, which is the only ultimate consequence visible to them of a change. Here is the relevant part of the survey:

Question 1

Have you decided on an IAS option?

- ☐ American Studies
- ☐ Community Psychology
- ☐ Culture, Literature, and the Arts
- ☐ Environmental Studies
- ☐ Global Studies
- ☐ Individualized Study
- ☐ Interdisciplinary Arts
- ☐ Society, Ethics, and Human Behavior
- ☐ Science, Technology, and Society
- ☐ B.S. in Environmental Science
- ☐ I have not decided on an option.

Logic destinations

- Question 2: If you had a choice, which ...
- Question 3: If you had a choice, which ...
- Question 4: If you had a choice, which ...
- Question 5: If you had a choice, which ...
- Question 6: If you had a choice, which ...
- Question 10: <no question text>
- Question 7: If you had a choice, which ...
- Question 8: If you had a choice, which ...
- Question 9: If you had a choice, which ...
- Question 10: <no question text>
- Question 10: <no question text>

Question 2 If you had a choice, which title would you prefer to see on your transcript?

- ☐ Bachelor of Arts in Interdisciplinary Studies: American Studies
- ☐ Bachelor of Arts in American Studies
- ☐ It makes no difference.

Logic destination Question 10: <no question text>

Question 3 If you had a choice, which title would you prefer to see on your transcript?

- ☐ Bachelor of Arts in Interdisciplinary Studies: Community Psychology
- ☐ Bachelor of Arts in Community Psychology
- ☐ It makes no difference.

Logic destination Question 10: <no question text>

Question 4 If you had a choice, which title would you prefer to see on your transcript?

- ☐ Bachelor of Arts in Interdisciplinary Studies: Culture, Literature, and the Arts
- ☐ Bachelor of Arts in Culture, Literature, and the Arts
- ☐ It makes no difference.

Logic destination Question 10: <no question text>

Question 5 If you had a choice, which title would you prefer to see on your transcript?

- ☐ Bachelor of Arts in Interdisciplinary Studies: Environmental Studies
- ☐ Bachelor of Arts in Environmental Studies

☐ It makes no difference.

Logic destination Question 10: <no question text>

Question 6 If you had a choice, which title would you prefer to see on your transcript?

- ☐ Bachelor of Arts in Interdisciplinary Studies: Global Studies
- ☐ Bachelor of Arts in Global Studies
- ☐ It makes no difference.

Logic destination Question 10: <no question text>

Question 7 If you had a choice, which title would you prefer to see on your transcript?

- ☐ Bachelor of Arts in Interdisciplinary Studies: Interdisciplinary Arts
- ☐ Bachelor of Arts in Interdisciplinary Arts
- ☐ It makes no difference.

Logic destination Question 10: <no question text>

Question 8 If you had a choice, which title would you prefer to see on your transcript?

- ☐ Bachelor of Arts in Interdisciplinary Studies: Society, Ethics, and Human Behavior
- ☐ Bachelor of Arts in Society, Ethics, and Human Behavior
- ☐ It makes no difference.

Logic destination Question 10: <no question text>

Question 9 If you had a choice, which title would you prefer to see on your transcript?

- ☐ Bachelor of Arts in Interdisciplinary Studies, Science, Technology, and Society
- ☐ Bachelor of Arts in Science, Technology, and Society
- ☐ It makes no difference.

Logic destination Question 10: <no question text>

Question 10

The name of my degree will matter a lot when I apply to graduate or professional school.
The content of my degree will matter a lot when I apply to graduate or professional school.
The name of my degree will matter a lot when I apply for a job or promotion.
The content of my degree will matter a lot when I apply for a job or promotion.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ No opinion
- ☐ Agree
- ☐ Strongly agree

2. 174 students responded. Here is the breakdown by option choice, set against current numbers of known opters.

	responded	total current opters	% responding
American Studies	9	22	41
Community Psychology	30	54	56
Culture, Literature, and the Arts	22	43	51
Environmental Studies	8	na	
Global Studies	39	77	51
Individualized Study	0	na	
Interdisciplinary Arts	4	na	
Society, Ethics, and Human Behavior	46	105	44
Science, Technology, and Society	6	na	
B.S. in Environmental Science	3	3	100
I have not decided on an option.	7		
Total	174		

3. Here are responses from those who saw an option-major choice (questions 2-9)

	numbers		no	total	percentages		no
	BA	option	preference		BA	option	preference
American Studies	7	1	1	9	78	11	11
Community Psychology	22	8	0	30	73	27	0
Culture, Literature, & the Arts	8	10	4	22	36	45	18
Environmental Studies	4	1	3	8	50	13	38
Global Studies	26	8	5	39	67	21	13
Interdisciplinary Arts	3	0	1	4	75	0	25
Society, Ethics, & Human Behavior	26	18	2	46	57	39	4
Science, Technology, & Society	4	1	1	6	67	17	17
Total	100	47	17	164	61	29	10

4. Intensity of choice: Question 10 (see full wording above) probed reasons and intensity of preference. Here are results for all respondents:

	Name/ school	Content/ school	Name/ job	Content/ job
Strongly Agree	46	88	46	70
Agree	76	63	75	76
No opinion	33	14	33	15
Disagree	14	4	15	8
Strongly Disagree	5	4	5	5

	174	173	174	174
%				
Strongly Agree	26	51	26	40
Agree	44	36	43	44
No opinion	19	8	19	9
Disagree	8	2	9	5
Strongly Disagree	3	2	3	3

Here are results for those who were presented with an options/major choice (164 respondents) and broken down according to responses to that choice:

The **name** of my degree will matter a lot when I apply to graduate or professional school.

percentages	All	BA	Option	No diff
Strongly Agree	27	34	17	12
Agree	42	41	51	24
No opinion	20	16	19	41
Disagree	9	7	9	18
Strongly Disagree	3	2	4	6

The **content** of my degree will matter a lot when I apply to graduate or professional school.

percentages	All	BA	Option	No diff
Strongly Agree	50	55	47	29
Agree	37	35	40	41
No opinion	8	5	9	24
Disagree	2	2	2	0
Strongly Disagree	2	2	2	6

The **name** of my degree will matter a lot when I apply for a job or promotion.

percentages	All	BA	Option	No diff
Strongly Agree	26	28	28	12
Agree	43	47	43	18
No opinion	19	14	19	47
Disagree	9	8	9	18
Strongly Disagree	3	3	2	6

The **content** of my degree will matter a lot when I apply for a job or promotion.

percentages	All	BA	Option	No diff
Strongly Agree	40	43	38	24
Agree	43	44	40	47
No opinion	9	7	11	18
Disagree	5	3	9	6
Strongly Disagree	3	3	2	6

Appendix 6: IAS Undergraduate Learning Objectives

These definitions are shaped by our annual review of IAS student degree portfolios, faculty classroom assignments, and transcripts of focus groups with graduating seniors. The full description of our writing and presentation learning objective is pending the completion of our 2007-08 assessment process.

Interdisciplinary Research

The IAS program offers students multiple opportunities to understand and practice research across traditional areas of knowledge and modes of inquiry. We help students think critically and creatively about how to generate and contextualize complex research questions, conduct research by identifying and utilizing appropriate sources and methods, and present research in a form that best suits the intended audience(s). We also foster critical and creative reflection on ethical questions raised by problem- and inquiry-based interdisciplinary research that connects diverse academic and/or non-academic sectors.

Critical Thinking

The IAS program offers students multiple opportunities to acquire and hone the cognitive processes and attitudinal qualities characteristic of advanced critical thinking. We help students to develop the creative and self-reflexive habits of mind associated with inquiry- and research-based critical thinking by focusing on diverse (written, performative, visual, and material) practices of interpretation, analysis, argumentation, application, synthesis, and evaluation. We foster attitudinal qualities that generate in students a willingness to consider and assess multiple perspectives, draw informed conclusions, and value intellectual exploration and risk taking.

Collaboration and Shared Leadership

The IAS program offers students multiple opportunities to develop effective collaboration and shared leadership skills. We help students hone the capacities needed to accomplish tasks in diverse group contexts. This includes the ability to work with others to identify dimensions of a project; to generate and refine ideas related to a project; to appreciate and draw on group members' multiple histories, strengths, and potential contributions; to follow through on the consequences of collective decisions; and to work on specific tasks without losing a sense of the whole. We also foster competencies associated with shared leadership, including the ability to listen emphatically; to mediate conflict and act for the common good of the group; to encourage and participate in multiple forms of individual and group communication; to tolerate ambiguity within emerging processes; to share roles flexibly; and to reflect critically and creatively on collaboration processes.

Writing and Presentation

The IAS program offers students many and varied opportunities to engage in writing and other modes of expression as processes for critical thinking, interdisciplinary research, and collaboration and shared leadership. We help students develop significant purposes for their work and awareness of audience and context. We help students learn to choose a form of reasoning, level of analysis, and use of evidence appropriate to their purpose and audience. We encourage creative explorations of questions, problems, and challenges as well as effective forms and methods of delivery. We help students cultivate clear and coherent organization and expression in a variety of genres. We provide opportunities for students to participate in the making of academic, professional, informal, and innovative discourse, and to engage with the ethical dimensions of this activity. We encourage self-reflection, instructor-student collaboration, and peer response as processes that can enhance understanding and improve the effectiveness of expression and communication.

Bothell: Conversion of Existing Options to 6 Individual Majors in American Studies, Community Psychology, Culture, Literature, and the Arts, Global Studies, Science, Technology, and Society, and Society, Ethics, and Human Behavior (BISAMS-20090415, BISCLA-20090415, BISCP-20090415, BISGST-20090415, BISSTS-20090415, BISSEB-20090415)

Tri-Campus Review Comments:

DONALD J. JANSSEN

At least some of these proposed majors require less than one year's worth of credits above the 200-level. I suggest an additional requirement that at least 45 of the credits coming from either specific degree requirements or additional IAS coursework be at the 300-level or above.

MEMORANDUM

Date: 18 May 2009

To: Susan Jeffords, Vice Chancellor for Academic Affairs

From: Colin Danby, Associate Director and Associate Professor, Interdisciplinary Arts and Sciences

Re: Response to Tri-Campus Review Comments on IAS Options-to-Majors proposal

I am writing in response to the one comment we received during the tri-campus review period for our proposal to transition the existing IAS options in Interdisciplinary Studies to majors. The comment usefully notes our failure to specify all of the existing IAS BA requirements, an oversight that made it appear as if students could satisfy the degree requirement without taking more than one or two upper-division courses. The current requirements for all IAS degrees are: 1) Up to 35 credits of 200-level coursework may be applied toward designated requirements within the 90 program credits, which means that at least 55 must be 300- or 400-level; 2) No more than 15 credits of 200-level coursework may be taken in the major. We will insert this change in the proposal as it moves forward, stipulating that it applies to all six degrees.

c: Charles Jackels, Professor, Computing and Software Systems, Science and Technology
Annette Anderson, Curriculum Development Specialist, Academic Affairs
Barbara Van Sant, Administrative Coordinator, General Faculty Organization