



OFFICE OF THE PRESIDENT

May 18, 2010

Dean Patricia Wasley
College of Education
Box 353600

Dear Pat:

Based upon the recommendations of the Subcommittee on Admissions and Programs, the Faculty Council on Academic Standards has recommended approval of the revised admission and program requirements and the new continuation policy for the Bachelor of Arts degree in Early Childhood and Family Studies. A copy of the proposal is attached.

I am writing to inform you that the College of Education is authorized to specify these requirements beginning spring quarter 2010.

The new requirements should be incorporated in printed statements and in individual department websites as soon as possible. The *General Catalog* website will be updated accordingly by the Registrar's Office.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Mark A. Emmert".

Mark A. Emmert
President

Enclosure

cc: Ms. Lisa Murakami (with enclosure)
Mr. Robert Corbett (with enclosure)
Dr. Deborah H. Wiegand (with enclosure)
Todd Mildon, J.D. (with enclosure ECFS-20100329)



UNIVERSITY OF WASHINGTON

CREATING AND CHANGING UNDERGRADUATE
ACADEMIC PROGRAMS

MAR 30 2010
OFFICE USE ONLY
Control # ECFS-20100329

After college/school/campus review, send a signed original and 8 copies to the Curriculum Office/FCAS, Box 355850.

For information about when and how to use this form: <http://depts.washington.edu/uwcr/1503instructions.pdf>

College/Campus <i>Education / Seattle</i>	Department/Unit <i>ECFS</i>	Date <i>3/29/10</i>
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New Programs

- ☐ Leading to a Bachelor of ___ in ___ degree.
- ☐ Leading to a Bachelor of ___ degree with a major in ___.
- ☐ 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 *ECFS* within the Bachelor of *Arts, College of Education*
- ☒ Revised Admission Requirements for the Major in *ECFS* within the Bachelor of *Arts*
- ☒ Revised Program Requirements for the Major in *ECFS* within the Bachelor of *Arts*
- ☐ 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: 20 10Contact Person: *Lisa Murakami* Phone: *6-6211* Email: *lmurakam@uw.edu* Box: *353600*

EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

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

See attached.

OTHER DEPARTMENTS AFFECTED

List all departments/units/ or co-accredited programs affected by your new program or changes to your existing program and acquire the signature of the chair/director of each department/unit listed. Attach additional page(s) if necessary. *See online instructions.

Department/Unit:	Chair/Program Director: <i>Lisa Murakami</i>	Date: <i>3-22-2010</i>
Department/Unit:	Chair/Program Director:	Date:

CATALOG COPY

Catalog 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.

See attached Correct Current Copy

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).
Please note: all copy will be edited to reflect uniform style in the General Catalog.

See attached Correct Proposed Copy

APPROVALS

Chair/Program Director:

Date:

3-22-2010

College/School/Campus Curriculum Committee:

Date:

3-29-10

Dean/Vice Chancellor:

Date:

3/29/10

Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:

Date:

*5/14/10***POST TRI-CAMPUS APPROVAL (when needed)**

Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:

Date:

Explanation of and rationale for proposed change-

While the Early Childhood and Family Studies program is still a relatively new major on the University of Washington campus, it has experienced tremendous growth since undergraduates began taking classes in the major in 2007. The headcount for the major in Autumn Quarter 2008 was 19. The 10th day headcount for the major in Autumn Quarter 2009 was 75. The major expects to graduate 23 students this June and to begin a new cohort of at least 50 students in Autumn 2010, which would bring the estimated student headcount to over 100 students in the major.

As more students become interested in the major, it was realized that the information in the university catalog pages needed to be revised and expanded to include more information about the program and the prerequisite requirements, and to revise the biology requirement to clarify that there are two biological science requirements. This would help ensure that students were receiving a clear picture of what the ECFS major entails and what it requires of students interested in applying.

This spring, the faculty sought to add a child development class to the cohort of the major to enhance the emphasis on early child development, and also reworked the arrangement of some of the cohort order to better emphasize the family studies component in the first quarter of the major. These changes also need to be reflected in the new proposed changes. It is for these reasons that we seek to revise the catalog pages for the Early Childhood and Family Studies major, thereby increasing students' knowledge of the major, their ability to accurately self-advise from the Degree Audit, and to improve the representation of the major and its expectations of students who are interested in applying.

Current Copy

Undergraduate Program

Adviser

~~Lisa Murakami~~
206 Miller Hall
616-6211

The College of Education offers the following programs of study:

- The Bachelor of Arts degree with a major in early childhood and family studies
- A minor in education, learning, and society

Bachelor of Arts

Suggested First- and Second-Year Coursework: A course in human development (NURS 201, PSYCH 206, PSYCH 306, or similar); a course in biological sciences (BIOL 100, BIOL 104, or similar); a course in biological bases of development (BIOL 118, B STR 301, PSYCH 202, or similar); a course in mathematics or statistics (MATH 170, STAT 220, or other college-level mathematics or statistics course); ECFS 200.

Department Admission Requirements

1. Satisfactory progress toward completion of general education requirements.
- ~~2. Satisfactory completion of a course in human development (NURS 201, PSYCH 206, PSYCH 306, or similar).~~
- ~~3. Recommended: ECFS 200.~~
- ~~4. Statement of interest.~~
5. Minimum 2.50 GPA.
6. Admission is competitive. Completion of requirements does not guarantee admission.

For further information on requirements/procedures, see education.washington.edu/degrees/undergrad/ecfs/, or inquire at 206 Miller.

Major Requirements

-81 credits, to include: should be 86 credits in original documents submitted

Year 1

Didactic Core: ECFS 300, ECFS 301, ECFS 302, SPHSC 308, NUTR 300, EDSPE 419.

Service Learning and Research: ECFS 303 (prior to this course, students must provide evidence of a state and national fingerprint background check); ECFS 304, ECFS 305.

Year 2

Didactic Courses: ECFS 401, ECFS 402, EDPSY 304, EDUC 305, EDSPE 404.

Service Learning and Research: ECFS 454, ECFS 455, ECFS 456.

Electives: 20 or more credits to complete minimum UW requirement of 180 credits. Courses are in theoretical foundations of early childhood development, methodology, and social policy and organization. Minimum one course in each area. See adviser for current lists of electives.

Proposed:

Undergraduate Program

Adviser

206 Miller Hall

206-616-6211

ecsinfo@uw.edu

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Note: Students are strongly encouraged to complete a course in human development (NURS 201, PSYCH 206, or PSYCH 306) and ECFS 200 prior to admission to the program.

Department Admission Requirements

1. Satisfactory progress toward completion of general education requirements.
2. Minimum cumulative GPA of 2.50 for all courses applied to the major requirements at time of application (special circumstances are reviewed on a case-by-case basis), and a minimum cumulative GPA of a 2.00 for all other prior college coursework.
3. Admission is competitive based on the following criteria: Completion of these requirements does not guarantee admission.
 - a. 2-3 page personal statement reflecting an interest in the Early Childhood and Family Studies major and a commitment to learning about the field.
 - b. Overall academic performance reflected in copies of unofficial transcripts.
 - c. Other evidence of interest in and commitment to the field (e.g., work experience, volunteer experience, or internships).
 - d. Grades in any completed recommended courses and courses applied to major requirements.
4. Applications are due on April 15th for an Autumn Quarter start with the cohort. Applications may be considered after that date on a case-by-case basis depending on program capacity.

For further information on requirements/procedures, see education.washington.edu/degrees/undergrad/ecfs/, or inquire at 206 Miller.

General Education Requirements: See the College of Arts & Sciences requirements. A maximum of 15 credits in ECFS-prefix courses from the University Areas of Knowledge list by be counted toward the UW Areas of Knowledge requirements. The following courses must be taken as part of the General Education Requirements either prior to or after admission to the program.

1. Biology Science and Development (7-10 credits): either BIOL 100 or BIOL 104; and either NURS 201, BIOL 118, B STR 301, or PSYCH 202.
2. Mathematics/Statistics (5 credits): either MATH 170, STAT 220 or higher mathematics/statistics course.

Major Requirements: (86 credits):

1. Early Childhood and Family Studies core courses (26 credits): ECFS 300, ECFS 301, ECFS 302, ECFS 401, ECFS 402, and EDPSY 402.
2. General Development courses (22 credits): EDUC 305 or EDUC 310; EDPSY 304, EDSPE 404, EDSPE 419, NUTR 300, and SPHSC 308.
3. Service Learning and Research Experiences (18 credits): ECFS 303, ECFS 304, ECFS 305, ECFS 454, ECFS 455, and ECFS 456.
4. Electives (minimum of 20 credits): minimum of one course each from Theoretical foundations of early childhood development, Methodology, and Social Policy and Organization lists. See advisor for current list of electives.
5. Minimum cumulative 2.0 GPA in courses used to satisfy program requirements.

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Student Outcomes and Opportunities

- *Learning Objectives:* The Early Childhood and Family Studies major is designed to immerse students in the study of child and family development and education. Students have the opportunity to learn about child development, early learning, and family studies from a variety of perspectives. Students receive a strong grounding in reading and understanding the theory and evidence that provide the foundation for the field and drives current research and policy efforts.
- *Expected Outcomes:* Students apply their knowledge and skill as they work alongside community-based teachers and care providers. A degree in early childhood and family studies will provide excellent preparation for a wide variety of careers in early learning, childcare, parent and family support and education, and social/mental health services. It will also serve as a pathway for graduate studies in education, child and family studies, and other areas. This interdisciplinary major is offered at the junior and senior level.
- *Service Learning and Research:* There are two three-quarter sequences of field-based experiences designed to provide students with real life learning opportunities in community-based early childhood or family support/education settings. Students participate in both their field experience and a once-a-week seminar. The seminar is intended to tie together research and practice demonstrating how research informs evidence-based decision-making in programs and services for young children and families. Learning objectives are outlined in class.
- *Department Scholarships:* See departmental web page for undergraduate scholarship information: <http://education.washington.edu/funding/scholarships/table.html>

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- *Student Organizations/Associations:* Associated Students of the College of Education (ASCE), and Educators for Social Justice (ESJ)

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Capstone Project: In the Junior year, students will, each quarter, be involved in a community-based program that provides early education and care, or family support/education. In the Senior year, students will continue to learn in community-based programs, the outcome of which will be their Senior Capstone Project. Through their Capstone Projects, students identify interest areas, develop research skills, and prepare for future pursuits. At the end of the senior year, students present their Capstone Projects, demonstrating the skills, understanding, and competencies in their areas of study that they can successfully use to prepare for employment and graduate studies.

Information Sessions: Prospective students are encouraged to attend an ECFS information session to learn more about the major and how to apply. For a schedule of information sessions, visit the Early Childhood and Family Studies website at <http://education.washington.edu/degrees/undergrad/ecfs/FAQ.html>

ECFS Electives

This list is updated periodically. Talk with the ECFS advisor about other courses that will meet these requirements. You may have taken other courses through previous study that is not on this list that will fulfill elective requirements. Please talk to the ECFS adviser if you have any questions.

Electives: (20 credits)

Theoretical Foundations of Early Childhood and Family Studies

EDPSY 471 -Educational Neuropsychology (5)

Covers brain imaging technologies; micro- and macro-structure and function; brain development; and functional brain systems for reading, writing, and math and their developmental and instructional links. Recommended: prior course on learning.

ANTH 358 - Culture and Cognition (5) I&S/NW

Surveys anthropological theories and research on the relationship between language, thought, and behavior. Examines the influence of cultural inheritance on perception, classification, inference, and choice. Describes relevant cross-cultural research methods and evaluates theoretical models used by cognitive anthropologists. Prerequisite: ANTH 203, LING 203, or PSYCH 355.

ANTH 440 - Child Rearing, Culture, and Health (3) I&S

Cross-cultural study of the child-rearing practices, cultural norms, and health behavior of children and adolescents in different societies. Comparative approaches, diverse theoretical postures, and empirical research findings are used. Offered: jointly with NURS 495.

ANTH 436 - Comparative Family Organization (5) I&S

Function and structure of family developmental processes in band, tribal, peasant, and modern societies. Illustrates inter- and intrasocietal variation and provides data for construction of formal models of process and variation in family systems. Prerequisite: one 200-level ANTH course, LING 203, or SOC 352.

EDSPE 414 - Intro to Early Childhood Special Education (3) (Schwartz)

Provides students with a comprehensive overview of major aspects of the field of early childhood special education. Theoretical foundations and program development and implementation are presented in an approach that integrates theory, research, and practice. **Offered: W.**

NURS 408 Nursing Care with Families in the Community (3)

Application of biopsychosocial and social environmental theories and assessments to diagnose alterations in health/mental health of families, small groups in community settings. Emphasizes interpersonal and clinical therapies; coordination of community resources, evaluating effectiveness of changes; characteristics of nursing care in home visiting.

PSYCH 400 - Learning (5) I&S/NW

Experimental research and basic theories primarily in animal learning. Prerequisite: 2.0 in PSYCH 202.

PSYCH 402 - Infant Behavior and Development (3/5) I&S

Psychological development in the first two years of life. Basic and advanced techniques for assessing psychological development in infancy. Classic theories of human infancy and examination of a wide range of new experiments about infant behavior and development. Prerequisite: 2.0 in either PSYCH 206, PSYCH 306 or PSYCH 414.

PSYCH 414 - Cognitive Development (5) I&S - Key theoretical and research approaches to cognitive development from infancy through adolescence. Sensorimotor development, language development, imitation, number concepts, logical reasoning, memory, cognition in adolescents, intelligence, and the role of biology, environment, and experience. Prerequisite: either 2.0 in PSYCH 306, or 2.0 in both PSYCH 206 and PSYCH 209.

PSYCH 415 - Personality Development of the Child (5) I&S

Socialization theory and research, infant attachment and social relationships, development of aggressive and altruistic behaviors, sex-role development, moral development, parent and adult influences. Applied issues in social development and policy. Prerequisite: 2.0 in either PSYCH 206 or PSYCH 306; 2.0 in either PSYCH 315 or PSYCH 317. (This class may be closed to non-psych majors or those without the PSYCH 315 or 317 prerequisite, which non-psych majors cannot take. Possibly ECFS majors can get into this class with permission of instructor? If problems see Lisa)

SPHSC 250 - Human Communication and Its Disorders (5) I&S/NW

Overview of normal and impaired human communication, including speech, language, and hearing disorders. Required for majors, open to nonmajors. Offered: AS

SPHSC 300 - Introduction to the Science of Learning: From Biology to Behavior (5) NW - Introduction to research on human learning, taking advantage of new findings in neuroscience and behavior to examine learning from early infancy to advanced adulthood. Follows historical descriptions and studies of learning to modern formulations that include how the brain unconsciously reacts to and stores information. **Offered: Sp.**

SPHSC 304 - Developmental Aspects of Communication - (5) I&S

Patterns of communicative development in English speaking children and adolescents. Introduction to the study of language and communication from a developmental perspective. Application to children with various types of communication impairments. Required for majors; open to nonmajors. Prerequisite: SPHSC 303, ANTH 203, LING 200, or LING 400; may not be repeated. **Offered: Sp.**

SPHSC 425 - Speech, Language and the Brain (5) NW

Historical perspectives and current research on speech acoustics, speech perception, and brain processing of speech information; speech development; techniques used in speech analysis; machine recognition of speech; brain imaging techniques, animal communication systems; speech evolution; implications for impaired populations. May not be repeated. **Offered: A.**

SOC 352 - The Family (5) I&S

The family as a social institution. Historical changes and societal variation in family patterns. Changes over the life cycle. Alternative family forms.

SOC 353 The Family in Cross Cultural Perspective (5) I&S Form, content, and functions of families through case studies of different countries. Family organization, including family structure, inheritance, sexual division of labor, and socialization with attention given to life-cycle stages.

WOMEN 300 Gender, Race, and Class in Social Stratification (5) I&S

The intersection of race, class, and gender in the lives of women of color in the United States from historical and contemporary perspectives. Topics include racism, classism, sexism, activism, sexuality, and inter-racial dynamics between women of color groups. Prerequisite: WOMEN 200. Offered: jointly with AES 322.

Methodology

FRENCH 214 The French Fairy Tale Tradition in English (5) VLPA

French fairy tales as a major trend in French literature and a continuing influence on modern fictions and films. Particular attention given to the numerous French women writers of fairy tales at the time of Charles Perrault (seventeenth century) and after. In English.

SCAND 232 Hans Christian Andersen and the Fairy Tale Tradition (5) VLPA Influence of Hans Christian Andersen and the fairy tale on modern Scandinavian tales and stories. Investigates the significance of the fairy tale in modern world, with attentions to writers such as Isak Dinesen, Knut Hamsun, Villy Sorensen, William Heinesen.

SCAND 335 Scandinavian Children's Literature (5) VLPA

The history, forms, and themes of Scandinavian children's literature from H. C. Andersen to the present. Exploration of the dominant concerns of authors, adult and non-adult audiences, and the uses to which juvenile and adolescent literature are put. Film adaptations and Scandinavian-American materials included.

ENGL 477 Children's Literature (5) VLPA

An examination of books that form a part of the imaginative experience of children, as well as a part of a larger literary heritage, viewed in the light of their social, psychological, political, and moral implications.

ENGL 478 Language and Social Policy (5) I&S/VLPA

Examines the relationship between language policy and social organization; the impact of language policy on immigration, education, and access to resources and political institutions; language policy and revolutionary change; language rights. Instructor Course Description: Gail Stygall

C LIT 230 Introduction to Folklore Studies (5) I&S/VLPA

Comprehensive overview of the field of folkloristics, focusing on verbal genres, customs, belief, and material culture. Particular attention to the issues of community, identity, and ethnicity. Offered: jointly with SCAND 230. Instructor Course Description: Guntis I. Smidchens

COM 270 Interpersonal Communication (5) I&S/VLPA

Emphasizes analyzing and understanding communication variables affecting human relationships, such as person perception, feedback, idea development, nonverbal cues. Focus on informal communication settings.

MUSIC 200 Music Child and Family - (3) VLPA

Study of music in childhood as part of socialization and enculturation of the child within family and community. Emphasis given to songs and music listening experiences provided by parents to nurture the child's musical, social, and intellectual development from infancy through middle childhood. For nonmajors. *(currently under construction and not being offered)*

SOC 220 Introduction to Sociological Methods (5) I&S, QSR

Familiarizes students with the logic of analysis in social sciences. Students learn to recognize good research design, understand and interpret main arguments employing different methods, and evaluate whether research findings support stated conclusions.

SOC 320 - Evaluating Social Science Evidence (5) I&S, QSR

A critical introduction to the methods used to collect data in social science: surveys, archival research, experiments, and participant observation. Evaluates "facts and findings" by understanding the strengths and weaknesses of the methods that produce them. Case based. Offered: jointly with CS&SS 320/STAT 320.

SOC WF 101 Social Work in Action: Bridging the Gap From Science to Service (5) I&S - Explores current social work practice and research applied to major societal problems. Lectures and discussions by leading faculty introduce students to the evidence-based perspective underlying program planning and practice innovation. Topics include: juvenile delinquency, child maltreatment, domestic violence, foster care reform, mental health, school violence, substance abuse, and poverty. **Offered: A.**

SOCWF 200 Introduction to Social Work Practices - (5) I&S

Introduction to the field of social work, including the theoretical concepts and institutional framework that guide practice. Overview of social work profession and social welfare system within which it operates. Lectures supplemented by exercises, films, guest lectures, and class discussions. **Offered: A.**

SOCWF 215 Intergroup Dialogues - (3) Explores issues of social identities, differences, and inequalities to build understanding, skills, and values for bringing about greater social justice using dialogic communication.

SPHSC 405 Diagnosis of Speech and Language Disorders - (3) NW

Principles and procedures for the diagnosis of speech and language disorders. Required for majors. Prerequisite: SPHSC 305. **Offered: W.**

SPHSC 406 Treatment of Speech and Language Disorders - (4) NW

Principles and procedures for planning, implementing, and evaluating treatment for speech and language disorders. Required for majors. Prerequisite: SPHSC 405; may not be repeated. **Offered: SpS.**

EDC&I 424 Multiethnic Curriculum - (3) Primarily for preservice and in-service teachers who have little or no previous exposure to issues related to ethnicity and schooling. Designed to help teachers better understand the school's role in the ethnic education of students and acquire the insights, understandings, and skills needed to design and implement curricular and instructional strategies that reflect ethnic diversity.

EDC&I 425 Instructional Strategies for Minority Students - (3) Designed to equip educators with appropriate skills in effective teaching of culturally and socioeconomically different students. Attention is directed to understanding how these students differ from mainstream youth and what the implications are for instructional strategies in the classroom.

EDC&I 453 Teaching the Bilingual-Bicultural Student (3) Educational needs of bilingual students: research findings, special programs, materials, and methodologies that bilingual-bicultural education can provide to meet those needs. Cultural combinations of bilingual populations in American culture; historical, social, and linguistic factors affecting their K-12 education.

EDC&I 460 Early Literacy Instruction (3) Theory, research, and practice in early literacy acquisition including emergent literacy, phonemic awareness, word identification, comprehension, invented spelling, and writing. Emphasis on classroom instruction strategies for first and second language learners. **Offered: A.**

EDC&I 324 - PE & Health in Public Schools (2) Techniques and procedures for teaching physical education and health in elementary and secondary schools. For students in Teacher Education Program. Credit/no credit only.

Social Policy and Organization

AES 340 - Race Ethnicity and Education (5) I&S - Focuses on critical social and political dimensions of race and ethnicity as they relate to issues and practices of pedagogy and power in American education. Considers schooling as sites at which contemporary politics of diversity play out amidst increasingly diverse demographics of students, teachers, and parents.

ANTH 345 Women and International Economic Development - (5) I&S

Questions how women are affected by economic development in Third World and celebrates redefinitions of what development means. Theoretical perspectives and methods to interrogate gender and development policies introduced. Current processes of globalization and potential for changing gender and economic inequalities assessed. Offered: jointly with SIS 345/WOMEN 345.

ANTH 371 Anthropology of Development - (5) I&S Development refers to social, economic, cultural, political transformations viewed as progress. Studied from anthropological perspectives. Historical, social context for emergence of ideas of development. Role of development in promoting national cultures. Impact of development on individual citizenship, families, rural-urban relations, workers, business, environment. Prerequisite: one 200-level ANTH course. Offered: jointly with ENVIR 371.

ANTH 467 Anthropology of Education - (5) I&S Uses a wide range of social theory and philosophy to investigate mechanisms which reproduce inequality and asymmetry in American education.

CHID 332 – Disability & Society: Introduction to Disability Studies (5) I&S

Introduction to the field of disability studies. Focuses on theoretical questions of how society predominantly understands disability and the social justice consequences. Examines biological, social, cultural, political, and economic determinants in social creation/construction (framing) of disability and effects on those claiming and/or labeled as disabled. Offered: jointly with LSJ 332.

CHSTU 256 Chicanas: Gender and Race Issues (5) I&S

Contemporary issues in the Chicana movement since the 1940s. Issues range from feminism and Chicana political, educational, and social organizations, to work, family, health, and the arts.

CHSTU 356 The Chicano Family (5) I&S

The historical, psycho-social, and sociocultural role of the Chicano family from Meso-American times to the present.

Instructor Course Description:

HSTAA 373 Social History of American Women to 1890 (5) I&S

A multi-racial, multicultural study of women in the United States from the 17th century to 1890 emphasizing women's unpaid work, participation in the paid labor force, charitable and reform activities, and 19th century social movements. Uses primary materials such as diaries, letters, speeches, and artifacts. Offered: jointly with WOMEN 383.

HSTAA 374 Social History of American Women in the 20th Century (5) I&S

Analyzes major themes in the history of women in North America from 1890 through the 1990s. Themes include family and community formation, social activism, education, paid and unpaid labor patterns, war, migration, and changing conceptions of womanhood and femininity in the 20th century. Offered: jointly with WOMEN 384.

Instructor Course Description:

LSJ 332 Disability and Society: Introduction to Disability Studies (5) I&S

Introduction to the field of disability studies. Focuses on theoretical questions of how society predominantly understands disability and the social justice consequences. Examines biological, social, cultural, political, and economic determinants in social creation/construction (framing) of disability and effects on those claiming and/or labeled as disabled. Offered: jointly with CHID 332.

NURS 488 - Youth at High Risk for Drug Abuse, Suicide Behaviors, Aggression and Depression (3) Study of adolescent problem behaviors: causes, connections, and contexts. Two central themes are understanding vulnerability to drug abuse, suicide behaviors, and other related behaviors within social network contexts and exploring implications for prevention and early intervention programming.

POL S 205 Political Science as a Social Science (5) I&S,QSR

Methodological perspectives of the various social science disciplines: commonalities and differences in assumptions, values, and paradigms. Current issues from the multiple perspective of social sciences; limits of the social sciences in resolving key social issues. Offered: W.

POL S 212 Philosophy of Feminism (5) I&S

Philosophical analysis of the concepts and assumptions central to feminism. Theoretical positions within the feminist movement; view of the ideal society, goals and strategies of the movement, intersections of the sex-gender system with other systems of oppression. Offered: jointly with PHIL 206/WOMEN 206.

POL S 303 - Public Policy Formation in the US (5) I&S Policy decision making with emphasis on: how issues arise, the way they become part of the policy agenda of the executive and the legislature, how these institutions organize to handle policy issues, and the roles of the legislature, the executive, and the bureaucracy. Public policy literature and familiarization with key aspects of policy decision making at the national, state, and local levels.

POL S 313 Women in Politics (5) I&S

Theoretical, historical, and empirical studies of women's participation in political and social movements. Women's diverse efforts to improve their political, social, and economic status. Policy issues of particular concern to women. Women's political experiences in household, local, regional, national, and international arenas Offered: jointly with WOMEN 313.

Instructor Course Description: *Emily Adair Neff-Sharum*

POL S 317 The Politics of Race and Ethnicity in the United States (5) I&S

Introduction to the history and development of racial hierarchy, focusing on how race and ethnicity shape political institutions (e.g., the Constitution, political parties, voting systems). Examination of political relationships between Whites, African Americans, Latinos, and Asian Americans. Case studies of minority representation and the politics of welfare, crime, immigration, and terrorism. Offered: jointly with LSJ 331.

POL S 327 Women's Rights as Human Rights (5) I&S

Women's rights in comparative perspective, focusing on varying settings that alter the meaning and practical application. Domestic level: areas including abortion politics to trafficking in women. International level: areas including equality claims before European supranational judicial bodies, rape as war crime in international law. Offered: jointly with LSJ 327.

Instructor Course Description: *Rachel A Cichowski Theresa J. Squatrito Yuksel Sezgin*

SOC 212 Evolution and Revolution: An Introduction to the Study of Comparative Social Change (5) I&S

Examines the major aspects of human societies, including political and economic systems, family structure, social stratification, and demographic patterns as influenced by environmental conditions, technology, cultural traditions, and legacies of prior history and relationships to other societies.

SOC 270 Social Problems - (5) I&S Processes of social and personal disorganization and reorganization in relation to poverty, crime, suicide, family disorganization, mental disorders, and similar social problems.

SOC 292 Who Gets Ahead? Public Schooling in America - (5) I&S Addresses fundamental questions about the relationship between education and society. Examines why some students learn more and advance further than others; what factors shape how schools are run/organized and which materials are taught; how race/class/gender affect students within schools; how schools maintain our economic system and can become more effective.

SOC 492 Sociology of Education - (5) I&S Emphasizes the ways in which schools and colleges reproduce, reinforce, and challenge prevailing social, economic, and political relationships. Examines the structures, practices, content, and outcomes of schooling and its relationship to the wider society as well as the rise and dynamics of the modern education system.

SOCWF 320 Social Welfare Policy (? – not sure about this one being offered) **(5) I&S**

Emphasizes policy and program development in social welfare with emphasis on the context, making, and unmaking of social policy. Covers policy formulation as well as current and emerging policies in social welfare. Prerequisite: SOC WF 200. **Offered: WSp.**

WOMEN 200 Introduction to Women Studies (5) I&S

Feminist analysis of the construction and enforcement of gender differences and gender inequalities in various contexts. Emphasis on the intersection of race, class, sexuality, and nationality in the lives of women. Topics include feminist theory, motherhood, popular culture, sexual autonomy, racism, and activism in the United States, Asia, Latin America. Offered: AWSpS.

WOMEN 310 Women and the Law (5) I&S

Examines how law addresses women, how the courts have made attempts to address women of color, poor women, lesbians, and women with disabilities. Topics include constitutional construction of equality, employment discrimination, reproductive rights, regulation of sexuality, families and motherhood, sexual harassment, violence against women and international women and human rights.