PART I – NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

1. Request to delete the curriculum and degree requirements for the Specialization in Sustainability in the Department of Community Sustainability. The University Committee on Undergraduate Education (UCUE) provided consultative commentary to the Provost after considering this request at its November 13, 2014 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Undergraduate Education.

No new students are to be admitted to the program effective Summer 2013. No students are to be readmitted to the program effective Summer 2014. Effective Fall 2016, coding for the program will be discontinued and the program will no longer be available in the Department of Community Sustainability. Students who have not met the requirements for the Specialization in Sustainability through the Department of Community Sustainability prior to Fall 2016 will have to change their major.

COLLEGE OF SOCIAL SCIENCE

1. Request to change the requirements for the Bachelor of Arts degree in Economics.

   a. Under the heading Requirements for the Bachelor of Arts Degree in Economics make the following changes:

      (1) In item 1., change paragraph three to the following:

      The University’s Tier II writing requirement for the Economics major is met by completing one of the following courses: Economics 406, 410, 412, 413, 414, 425, 435, 436, 440, 441, 450, 460, 480, 485, 495, 498, or 499. Those courses are referenced in item 3. c. below.

      Effective Fall 2015.

2. Request to change the requirements for the Bachelor of Science degree in Economics.

   a. Under the heading Requirements for the Bachelor of Science Degree in Economics make the following changes:

      (1) In item 1., change paragraph three to the following:

      The University’s Tier II writing requirement for the Economics major is met by completing one of the following courses: Economics 406, 410, 412, 413, 414, 425, 435, 436, 440, 441, 450, 460, 480, 485, 495, 498, or 499. Those courses are referenced in item 3. c. below.

      (2) In item 2. delete the following courses:

      CSE 232 Introduction to Programming II 4
      STT 471 Statistics for Quality and Productivity 3

      Add the following course:

      MTH 299 Transitions 4

      (3) In item 3. a. make the following changes:

      (a) Delete the following course:

      EC 499 Senior Seminar for Economics Majors (W) 3
(b) Change the total credits from ‘18’ to ‘15’.

(4) Replace item 3. c. with the following:

One of the following courses (3 credits):
EC 406 Economic Analysis of Russia and the Commonwealth of Independent States (W) 3
EC 410 Issues in the Economics of Developing Countries (W) 3
EC 412 Economic Analysis of Latin America (W) 3
EC 413 Economic Analysis of Asia (W) 3
EC 414 Economic Analysis of Sub-Saharan Africa (W) 3
EC 425 Law and Economics (W) 3
EC 435 Public Expenditures (W) 3
EC 436 Public Revenues (W) 3
EC 440 International Trade (W) 3
EC 441 International Finance (W) 3
EC 450 Economics of Environmental Policy (W) 3
EC 460 American Industry: Structure and Behavior (W) 3
EC 480 Analysis of Labor Markets (W) 3
EC 485 Economics of Education (W) 3
EC 495 Economics of Poverty and Income Distribution (W) 3
EC 498 Economics of Health Care (W) 3
EC 499 Economics of Environmental Policy (W) 3
EC 499 Senior Seminar for Economics Majors (W) 3

Courses used to fulfill requirement 3. b. above may not be used to fulfill this requirement.

(5) Add the following items 3. d., 3. e., and 3. f.:

d. One of the following courses (3 credits):
EC 401 Advanced Microeconomics 3
EC 402 Advanced Macroeconomics 3

e. One of the following courses (3 credits):
EC 421 Advanced Econometric Methods 3
EC 499 Senior Seminar for Economics Majors (W) 3

EC 499 may not be used to fulfill this requirement if used to fulfill requirement 3. c. above.

f. Three to six additional elective credits in economics courses to total at least 30 credits in Economics courses in the major. No more than 3 credits in Economics courses may be at the 300-level or below.

Effective Fall 2015.

3. Request to establish a Bachelor of Arts degree in Early Care and Education in the Department of Human Development and Family Studies in collaboration with The Great Plains Interactive Distance Education Alliance (GPIDEA). The University Committee on Undergraduate Education (UCUE) recommended approval of this request at its October 16, 2014 meeting.

a. Background Information:

The Great Plains Interactive Distance Education Alliance (GPIDEA) was founded in 1994 capitalizing on the institutional resources of major research universities to sponsor programs through distributed learning technologies. The Alliance offers online course work and program options in high-demand professional fields. The Great Plains IDEA is a collaborative project of member institutions to support Internet-based programs offered jointly by multiple institutions.

The proposed Bachelor of Arts degree in Early Care and Education will be offered through the Great Plains Interactive Distance Education Alliance (GPIDEA). This is a highly respected and successful alliance of a number of universities that join together to offer degrees in personal financial planning, youth development, family and consumer sciences education, and gerontology. The Early Care and Education degree program will be the first bachelor’s degree program offered by the Great Plains IDEA. Students must be admitted through one of the participating universities
and receive their degree from their home institution. Major courses are offered online through the participating institutions, while students have the option of completing the remaining degree requirements online, in-person, or hybrid. Students pay a common tuition cost negotiated by the GPIDEA institutions. Michigan State University has participated in the GPIDEA since its inception in 2003. MSU administrators were key in developing the concept and in successfully negotiating satisfactory solutions that involved deans, registrars, deans of graduate schools, department chairs, and faculty. Dr. John Gaboury, Associate Provost for Academic Services, serves as MSU’s representative to the GPIDEA Human Sciences and Cabinet Board.

Currently, MSU participates in the Youth Development, and the Family Community Services master’s degree programs offered through GPIDEA.

A recent internet-search conducted by the GPIDEA identified 28 online undergraduate degree programs offered by educational institutions that prepare graduates in early childhood education. Only four of these programs are bachelor’s completion programs similar to the one proposed by the GPIDEA. The majority of the identified early childhood education programs are offered by institutions close to the U.S. coasts; while only seven are in states that include Great Plains IDEA participating institutions. There is a pressing need for well-trained early childhood educators at the state and national levels. The proposed hybrid early childhood education bachelor’s degree completion program meets the professional requirements of the National Association for the Education of Young Children (NAEYC) and the State of Michigan Department of Education standards.

The proposed bachelor’s program is targeted for military personnel and their spouses, non-traditional students and marginalized populations with limited access to quality higher education. The Department of Defense approached GPIDEA to develop this undergraduate program in childhood care and education, providing grant monies for the development of it. Given the typical lifestyle of military families, moving three times more often than civilians, members of military families are more likely to take college courses from multiple institutions resulting in course work that does not apply uniformly toward a degree program. Frustration and increased costs to the student contribute to a lack of degree completion. The proposed hybrid bachelor’s program offers military family members the ability to obtain a university education wherever they live and provide the continuity of education this population desperately needs. Military families comprise more than 141,000 children between the ages of 19 and 22 and another 489,000 between the ages of 12 and 18. The U.S. military offers quality childcare services to their personnel and families, creating a significant need within military installations for well-trained personnel to staff childcare programs. There are approximately 742 Child Development Centers on over 300 military installations worldwide that serve roughly 700,000 children under the age of five (Quad Quality of Life Review, 2009). The Department of Defense Child Development System is the largest employer-sponsored program in the country. This system of care offers full-day, part-day, and hourly childcare; preschools; and before-and after-school programs for school-age children.

MSU has a long history of supporting working professionals in career development. Working professionals encompass a diverse group, many of whom are underserved. Increasing the education effectiveness of the workforce working with young children and families is a priority at both the state and national level. Balancing family and work responsibilities with other life circumstances often interferes with the successful completion of educational objectives. These students are often geographically and temporarily limited in their access to higher education opportunities, especially if employed full-time. Many working early childhood educators are facing increased educational requirements, such as those mandated for Head Start and Early Head Start teachers. At the same time, their employment status precludes a traditional path of degree attainment where courses are offered at various times throughout the daytime hours. Traveling long distances to a nearby campus or satellite may make it impossible for them to attend evening courses. The proposed bachelor’s degree program provides the flexibility for these working professionals to maintain employment while advancing their knowledge and skills in a high quality educational environment.

b. Academic Programs Catalog Text:

The Bachelor of Arts in Early Care and Education, is a collaborative, multi-institutional limited enrollment program. This degree focuses on the intellectual, social, emotional, and biological development of children. It includes planning and design of related human services and care/educational settings and preparation related to employment in early childhood education settings. The program provides instruction in parent-child relations, parenting practices, special needs of children, parental and environmental influences on child development, caregiver-child
interactions, external support services, and related public policy issues. Designed for active duty military, spouses, retired and Department of Defense employees, rural head start teachers and off-campus students, the program provides flexibility for working professionals who need to maintain employment while advancing their educational opportunity.

The College of Social Science, in collaboration with The Great Plains Interactive Distance Education Alliance (GPIDEA), offers this program by faculty from multiple land-grant universities: Michigan State University, Iowa State University, University of Missouri, University of Nebraska, Oklahoma State University, South Dakota State University, and Texas Tech University.

Students will earn this degree from their home institution while also enrolling for courses at other participating institutions.

In addition to meeting the requirements of the University and of the College of Social Science, students must meet the requirements specified below.

**Admission**

To be admitted, students must apply via their home institution and plan their course of study under the guidance of their academic advisor. Michigan State University students follow established University admission procedures to the College of Social Science and the Early Care and Education major. Students must have a minimum of 30 credits applicable to the graduation requirements of the admitting institution with an earned minimum grade-point average of 2.5.

Michigan State University students should contact the Department of Human Development and Family Studies for guidance on the completion of this program.

**Requirements for the Bachelor of Arts Degree in Early Care and Education**

1. The University requirements for the bachelor’s degree as described in the *Undergraduate Education* section of this catalog; 120 credits, including general elective credits, are required for the Bachelor of Arts degree in Early Care and Education.
   - The University’s Tier II writing requirement for the Early Care and Education major is met by completing Human Development and Family Studies 406.

2. The requirements of the College of Social Science.

3. The following requirements for the major:
   a. All of the following courses which are taught online as part of the Great Plains IDEA Alliance (51 credits):
      - Child Development (ages 0-3)
      - Child Development (ages 4-8)
      - Professional Development in Early Care and Education
      - Child Guidance and Classroom Environments
      - Health, Safety and Nutrition in Early Care and Education
      - Practicum I: Child Observations in Classroom Environments
      - Development of Curriculum for Children (ages 0-3)
      - Development of Curriculum for Children (ages 4-8)
      - Assessment and Observations in Early Care and Education
      - Understanding and Adapting for Developmental Differences in Early Care and Education
      - Practicum II: Lesson Planning
      - Working with Families in Early Care and Education
      - Technology and Young Children
      - Diversity in the Lives of Young Children and Their Families
      - Administration and Supervision in Early Childhood Settings
      - Practicum III: Capstone Experience (W) [HDFS 406]

   Students must have access to a high-quality preschool or head start classroom for their three practicum experiences.

Effective Summer 2015.
PART II - NEW COURSES AND CHANGES

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

ABM 400  Public Policy Issues in the Agri-Food System
Spring of every year. 3(3-0) Interdepartmental with Food Industry Management. P: ABM 100 or EC 201 or EC 202 RB: ABM 203 and ABM 303 R: Open to juniors or seniors.
Objectives, alternatives and consequences of public policy in the agri-food system. Analysis of economic implications for food and agribusiness firms, farmers, consumers and society. SA: FSM 421
Effective Fall 2014 Effective Fall 2015

ABM 422  Vertical Coordination in the Agri-Food System
Fall of every year. 3(3-0) Interdepartmental with Food Industry Management. P: ABM 100 and EC 204 P: ABM 100 and ABM 203 and EC 201 RB: ABM 303 or EC 301 R: Open to juniors or seniors.
Effective Fall 2014 Effective Fall 2015

ABM 425  Commodity Marketing II
Fall of every year. 3(3-0) P: ABM 225 and (STT 200 or STT 201 or STT 315 or (ANS 314 or concurrently)) P: (ABM 203 or ANS 314 or approval of department) and ABM 225 RB: ABM 303 or EC 301
Advanced application of supply, space demand, and prices in commodity markets. Futures and options and their role in forward pricing. Risk management. Agricultural and food markets. SA: FSM 441
Effective Fall 2014 Effective Fall 2015

ABM 427  Global Agri-Food Industries and Markets
Fall of every year. 3(3-0) P: (FIM 220 or ABM 225) and (EC 201 and EC 202) P: (FIM 220 or ABM 225) and (EC 201 and EC 202) and ABM 203 RB: ABM 303 or EC 301
Strategic understanding of the international agri-food system. Analysis of global production, marketing, and consumption. Knowledge of changing conditions in international industries and markets. Global trends and opportunities. Effective Fall 2014 Effective Fall 2015

ABM 430  Farm Management II
Fall of every year. 3(4-0) P: ABM 130 and EC 201 P: (ABM 130 and EC 201) and (ABM 203 or approval of department) RB: ABM 303 or EC 301 R: Open to juniors or seniors.
Advanced management, planning, and control of farm production, marketing, financial activities, economic principles, budgeting and financial statements. SA: FSM 330
Effective Fall 2014 Effective Fall 2015

ABM 435  Financial Management in the Agri-Food System
Spring of every year. 3(3-0) P: ACC 201 or ACC 230 or ABM 130 P: (ACC 201 or ACC 230 or ABM 130) and (ABM 303 or approval of department) RB: (STT 200 or STT 201 or STT 315) and MTH 224 R: Open to juniors or seniors.
Effective Fall 2014 Effective Fall 2015
ABM 437  Agribusiness Strategic Management (W)
Spring of every year. 3(4-0) P: ((FIM 220 and ABM 435 and MTH 124) and completion of Tier I writing requirement) and (STT 200 or STT 201 or STT 315) P: (FIM 220) and ((ABM 435 or FI 320) and completion of Tier I writing requirement) and ABM 303 R: Open to seniors.
Analysis of strategic management issues for agribusiness. Formulation of business strategy and solutions to strategic problems. Integration of operations, marketing, finance, and human resource management.
SA: FSM 429
Effective Fall 2014 Effective Fall 2015

EEP 260  World Food, Population and Poverty
Fall of every year. 3(3-0) Interdepartmental with Agribusiness Management and Food Industry Management. P: ABM 100 or EC 201 or EEP 255
Description and analysis of world food, population and poverty problems. Interrelationships between developed and developing countries.
SA: PRM 260
Effective Fall 2014 Effective Fall 2015

EEP 320  Environmental Economics
Spring of every year. 3(3-0) P: EEP 255 and EC 201 RB: (ABM 303) or (ABM 203 and EC 301)
Analytical methods for evaluating economic impacts of environmental policies and understanding the economic causes of environmental problems.
SA: PRM 320
Effective Fall 2014 Effective Fall 2015

EEP 404  Public Sector Budgeting and Program Evaluation (W)
Spring of every year. 3(3-0) P: (EC 201 or EC 202) and completion of Tier I writing requirement P: (EC 201 or EEP 255) and EC 202 and Completion of Tier I Writing Requirement RB: (ABM 303) or (ABM 203 and EC 301) R: Not open to freshmen or sophomores.
SA: PRM 404
Effective Fall 2014 Effective Fall 2015

EEP 405  Corporate Environmental Management
Corporate Environmental Management (W)
Fall of every year. Spring of every year. 3(3-0) Interdepartmental with Agribusiness Management and Food Industry Management. P: (EEP 255 and EC 201) and (MGT 315 or MGT 325) RB: (ABM 303 or ACC 201 and EC 301) or ABM 303
Integration of environmental protection and pollution prevention with business management. Economic and strategic analysis of environmental protection.
SA: PRM 405
Effective Summer 2015 Effective Fall 2015

EEP 460  Natural Resource Economics
Spring of every year. 3(3-0) Interdepartmental with Biosystems Engineering and Park, Recreation and Tourism Resources P: EC 201 and EEP 255 P: EC 201 and EEP 255 and (EEP 320 or concurrently) RB: (ABM 303) or (ABM 203 and EC 301)
Economic framework for analyzing natural resource management decisions. Spatial and inter-temporal allocation of renewable and nonrenewable resources. Special emphasis on institutions, externalities, and public interests in resource management.
SA: RD 460
Effective Summer 2014 Effective Fall 2015

FIM 335  Food Marketing Management
Spring of every year. 3(3-0) P: (FIM 220 or MKT 300 or MKT 327) and (SCM 303 and EC 201) P: (FIM 220 or MKT 300 or MKT 327) and (SCM 303 and EC 201) and ABM 203 RB: ABM 303
Management decision-making in food industry organizations (processors, wholesalers, retailers). Marketing and sales in response to customer and consumer needs. Distribution and merchandising systems in domestic and international contexts.
SA: ML 335, MTA 335, FSM 335
Effective Fall 2014 Effective Fall 2015
FIM 439
Food Business Analysis and Strategic Planning (W)
Fall of every year. 3(4-0) Interdepartmental with Marketing. P: (FIM 220 and FI 320) and (STT 200 or STT 201 or STT 315) and (MTH 124 and completion of Tier I writing requirement) P: (FIM 220) and ((ABM 435 or FI 320) and completion of Tier I writing requirement) and ABM 303 R: Open to seniors.
Principles and techniques of business analysis and strategic planning applied to food firms. Food trend forecasts, market potential, competition and cost analyses, and business and strategic planning.
SA: ML 439, MTA 439
Effective Fall 2014 Effective Fall 2015

FIM 460
Retail Information Systems
Fall of every year. Spring of every year. 4(4-0) 3(3-0) P: SCM 303 and MKT 327 and FIM 220 P: (SCM 303 and MKT 327 and FIM 220 and ABM 203) and ((ABM 303 or concurrently) or (EC 301 or concurrently)) RB: FIM 335 or concurrently R: Open to juniors or seniors.
Information needed to make effective retail decisions. Use of technology in collecting, analyzing, and interpreting retail systems data and in writing and presenting reports.
SA: HED 460, RET 460
Effective Fall 2014 Effective Fall 2015

CSUS 330
Organizational Management for Community Sustainability  (W)
Fall of every year. 3(3-0) P: {CSUS 276 or CSUS 273} and Completion of Tier I Writing Requirement P: (CSUS 200 or CSUS 273 or CSUS 276) and Completion of Tier I Writing Requirement R: Open to juniors or seniors.
Sustainable management and operation of public and nonprofit organizations. Legal foundations, policy, management responsibilities, ethical decision-making and management functions.
SA: PRR 370
Effective Fall 2014 Effective Summer 2015

CSUS 418
Community Sustainability Study Abroad
Fall of every year. Spring of every year. Summer of every year. 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course. P: (CSUS 200) and completion of Tier I writing requirement P: CSUS 200 or approval of department RB: CSUS 200 or approval of department R: Approval of department; application required.
Study and travel experience emphasizing contemporary problems in sustainability in world, national, and local communities.
SA: ESA 475
Effective Fall 2014 Effective Spring 2015

CSUS 419
International Studies in Community Sustainability
Fall of every year. Spring of every year. Summer of every year. 1 to 6 credits. A student may earn a maximum of 12 credits in all enrollments for this course. P: (CSUS 200) and completion of Tier I writing requirement P: CSUS 200 or approval of department R: Not open to freshmen. Approval of department; application required.
Contemporary problems affecting community sustainability outside the United States. Ecological, socio-dynamic, and cultural influences on environmental management. Study-travel experience.
Request the use of ET-Extension to postpone grading.
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.
SA: ESA 480, RD 480
Effective Fall 2014 Effective Spring 2015
PART II - NEW COURSES AND CHANGES – continued - 8
January 29, 2015

CSUS 422  Youth Leadership: Theory & Practice
Summer of even years. 3(3-0) RB: CSUS 322 R: Not open to freshmen or sophomores.
NEW
Foundations of theory and practice in youth leadership. Youth development and leadership in families, schools, organizations & communities. Review of youth organizations at the local, state, national, and international levels. Required field trips. Field trip required.
Effective Summer 2015

CSUS 447  Community Economic Development
Spring of every year. 3(3-0) Interdepartmental with Environmental Economics and Policy and Sociology. P: EC 201 or EC 202 or CSUS 200 P: EC 201 or EC 202
Theories, frameworks, policies, concepts, principles, models, and skills for community economic development. Community participation in local development initiatives.
SA: ESA 470, RD 470
Effective Fall 2014 Effective Spring 2015

OFFICE OF THE PROVOST

AS 111L  Foundation of the United States Air Force I Laboratory
Fall of every year. 1(0-4) R: Open to undergraduate students in the Department of Aerospace Studies. R: Open to students. C: AS 111 concurrently.
Introduces new cadets to AFROTC and the Air Force. Provides cadets with basic skill and knowledge to be a functional member of the AFROTC cadet corps. Gives the cadets information to help them decide whether to continue with AFROTC and pursue a commission if the USAF. The laboratory covers five major subject areas. Request the use of the Pass-No Grade (P-N) system.
Effective Fall 2011 Effective Fall 2015

AS 112L  Foundation of the United States Air Force II Laboratory
Spring of every year. 1(0-4) RB: AS 111L R: Open to undergraduate students in the Department of Aerospace Studies. R: Open to students. C: AS 112 concurrently.
Introduces new cadets to AFROTC and the Air Force. Provides cadets with basic skills and knowledge to be a functional member of the AFROTC cadet corp. Gives the cadets information to help them decide whether to continue with AFROTC and pursue a commission in the USAF. Request the use of the Pass-No Grade (P-N) system.
Effective Fall 2012 Effective Fall 2015

AS 211L  The Evolution of USAF Air and Space Power I Laboratory
Fall of every year. 1(0-4) R: Open to undergraduate students in the Department of Aerospace Studies. R: Open to students. C: AS 211 concurrently.
The second year of leadership laboratory provides training to ensure every cadet is mentally and physically prepared to attend field training during the following summer. The course continues and amplifies subject areas from the 100 year. Request the use of the Pass-No Grade (P-N) system.
Effective Fall 2012 Effective Fall 2015

AS 212L  The Evolution of USAF Air and Space Power II Laboratory
Spring of every year. 1(0-4) R: Open to students. C: AS 212 concurrently.
The second year of leadership laboratory provides training to ensure every cadet is mentally and physically prepared to attend field training during the following summer. Request the use of the Pass-No Grade (P-N) system.
Effective Fall 2013 Effective Fall 2015
## COLLEGE OF SOCIAL SCIENCE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offered</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 286</td>
<td>Undergraduate Research in Geography</td>
<td>Fall of even years.</td>
<td>3(3-0)</td>
<td></td>
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<tr>
<td>NEW</td>
<td>Supervised research on a topic or topics determined by the instructor.</td>
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<td></td>
<td>Applications of geographic tools and theory.</td>
<td>Effective Fall 2016</td>
</tr>
<tr>
<td>GEO 423</td>
<td>Cartographic Design and Production</td>
<td>Fall of every year.</td>
<td>4(2-4)</td>
<td>GEO 221</td>
<td>Effective Fall 2014  Effective Fall 2015</td>
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<tr>
<td>GEO 326</td>
<td>Elements of map design including planning, layout, typography, color theory</td>
<td>Fall of every year.</td>
<td>3(3-0)</td>
<td>GEO 221</td>
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<td>and selection, and user issues. Techniques of map production, for both</td>
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<td>printed and electronic display.</td>
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<tr>
<td>GEO 339</td>
<td>Geography of the Middle East and North Africa</td>
<td>Spring of every year.</td>
<td>3(3-0)</td>
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<td>Effective Fall 2014  Effective Fall 2015</td>
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<td>Physical and human geographies of the Middle East and North Africa.</td>
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<td>Historical and contemporary topics of ethno-nationalism, religion, state-</td>
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<td>building, and peace and conflict.</td>
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<td>Current issues of environment, development, urbanization, and global</td>
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<td>interactions.</td>
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<td>GEO 340</td>
<td>Geography of Eurasia</td>
<td>Spring of every year.</td>
<td>3(3-0)</td>
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<td>Effective Fall 2016</td>
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<td>Physical, ecological, and human geographies of the lands and peoples of the</td>
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<td>former Russian and Soviet empires and of neighboring regions.</td>
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<td>HST 251</td>
<td>Doing Digital History</td>
<td>Fall of every year.</td>
<td>3(3-0)</td>
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<tr>
<td>NEW</td>
<td>Historical data mining. New technologies for historical data analysis.</td>
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<td>Web-based presentations of historical material.</td>
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<td>HST 364</td>
<td>South Africa and Its Neighbors</td>
<td>Fall of every year.</td>
<td>3(3-0)</td>
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<td>Effective Fall 2015</td>
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<td>Economic, social, and political history. Rise of the Zulu State, white</td>
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<td>settlement, the mineral revolution, African societies and politics.</td>
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<td>Social, political, and economic history. Rise of the Zulu State, European</td>
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<td>conquest and colonization. The mineral revolution. Segregation and</td>
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<td>HST 415</td>
<td>The First World War</td>
<td>Fall of every year.</td>
<td>3(3-0)</td>
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<td>NEW</td>
<td>Causes of World War I, conduct of the war, and its consequences.</td>
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<td>Effective Fall 2015</td>
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<td>Political, diplomatic, economic and social factors.</td>
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<td>Technological and cultural aspects.</td>
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<td>HST 489</td>
<td>Seminar in Digital History</td>
<td>Fall of every year.</td>
<td>3(3-0)</td>
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<td>A student may earn a maximum of 12 credits</td>
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<td>A student may earn a maximum of 12 credits in all enrollments for this</td>
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<td>course. P: Completion of Tier I Writing Requirement R: Not open to</td>
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<td>freshmen.</td>
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PLS 100  Introduction to American National Government
Introduction to American Politics
Fall of every year. Spring of every year. Summer of every year. 3(3-0)
The policymaking process in national government, with emphasis on political participation, the presidency, Congress, Supreme Court, bureaucracy, and civil rights and civil liberties.
Effective Fall 2014 Effective Fall 2015

PLS 140  Government and Politics of the World
Introduction to Comparative Politics
Fall of every year. Spring of every year. Summer of every year. 3(3-0)
Comparative analysis of political systems in first, second, and third-world countries. Alternative methods for comparative cross-cultural analyses of political systems.
Effective Fall 2014 Effective Fall 2015

PLS 310  Public Bureaucracy in the Policy Process
Public Administration and Policy Making
Fall of every year. Spring of every year. 3(3-0)
Role of public bureaucracy in the U.S. Theories of administrative behavior and the impact of hierarchy on policymaking. Relations with the president, Congress, interest groups, and the public. Administrative functions, responsiveness, and ethics.
Effective Fall 2014 Effective Fall 2015

PLS 313  Public Policy Analysis
American Public Policy
Fall of every year. Spring of every year. Summer of every year. 3(3-0)
Political and economic concepts for evaluating the consequences of government decision making. Issues of problem identification, policy adoption, and implementation affecting program evaluation.
Effective Fall 2014 Effective Fall 2015

PLS 320  The American Judicial Process
Judicial Politics
Fall of every year. Spring of every year. 3(3-0) R: Not open to freshmen or sophomores.
Analysis of the structure and functions of judicial systems. Organization, administration, and politics of judicial bureaucracies. Roles of judges, juries, counsel, litigants, and interest groups in the adjudication process.
Effective Fall 2014 Effective Fall 2015

PLS 321  American Constitutional Law
Constitutional Law
Fall of every year. Spring of every year. 3(3-0) R: Not open to freshmen or sophomores.
U.S. Supreme Court policy making and its effect on issues of current importance, including First Amendment freedoms, due process, race relations, sex discrimination, and privacy.
Effective Fall 2014 Effective Fall 2015

PLS 324  American Legislative Process
Congress
Spring of every year. 3(3-0)
The design of Congress. Rules, structures, and procedures affecting policy making. Impact of regular elections on legislative behavior.
Effective Fall 2014 Effective Fall 2015

PLS 325  American Executive Process
The Presidency
Fall of every year. 3(3-0)
Role of the president in the U.S. political system. Constitutional questions, presidential selection, presidential power, interbranch relations, and presidential policy making.
Effective Fall 2014 Effective Fall 2015
PLS 333  **Political Socialization and Public Opinion**  
Public Opinion and Political Behavior  
Fall of every year. Spring of every year. 3(3-0)  
Role of public opinion in political systems and its impact on the political process. Group differences, political socialization, development and change of political attitudes and behavior patterns. Methods of studying public opinion.  
**Effective Fall 2014 Effective Fall 2015**

PLS 344  **Politics in the Third World**  
Politics of Developing Areas  
Fall of every year. Spring of every year. 3(3-0)  
Politics of modernization, democratic and authoritarian regimes, and class and ethnicity in developing countries.  
**Effective Fall 2014 Effective Fall 2015**

PLS 356  **West European Politics**  
Politics of Europe and the European Union  
Fall of every year. Summer of every year. 3(3-0)  
Governmental institutions and processes, political socialization, and political culture in Western Europe, including Great Britain. Governmental institutions and processes, political socialization, and political culture in Western Europe and the European Union.  
**Effective Fall 2014 Effective Fall 2015**

PLS 362  **Foreign Policy**  
American Foreign Policy and National Security  
Spring of odd years. 3(3-0) P: (PLS 160 or concurrently) or (MC 220 or concurrently) or (MC 221 or concurrently)  
Theories of foreign policy making. Factors shaping foreign policy in various countries. Current and recurrent problems in foreign policy making.  
**Effective Fall 2014 Effective Fall 2015**

PLS 363  **International Political Conflict**  
International and Domestic Political Conflict  
Fall of every years. 3(3-0) P: (PLS 160 or concurrently) or (MC 221 or concurrently)  
Conflict, war, and conflict resolution in the international system. Civil war, conflict, and conflict resolution in the international system.  
**Effective Fall 2014 Effective Fall 2015**

PLS 364  **International Organization and Cooperation**  
Politics of the United Nations and International Organizations  
Spring of every year. 3(3-0) Not open to students with credit in MC 322.  
**Effective Fall 2014 Effective Fall 2015**

PSY 316  Children's Exposure to Domestic Violence: Promoting Resiliency  
Summer of every year. 3(3-0) Interdepartmental with Women's Studies. P: PSY 101 RB: WS 201 or WS 202 or WS 203  
NEW Prevalence, context and impact of domestic abuse on children. Strategies for promoting resiliency.  
**Effective Summer 2015**

PSY 317  Sexual Assault: Context, Interventions and Prevention  
Summer of every year. 3(3-0) Interdepartmental with Women's Studies. P: PSY 101 RB: WS 201 or WS 202 or WS 203 or WS 301  
**Effective Summer 2015**
PSY 333  The Neurobiology of Food Intake and Overeating
Spring of every year. 3(3-0) P: PSY 101 RB: PSY 209
NEW  Physiological and neurological mechanisms that drive food intake and overeating.
Vulnerabilities to obesity.
Effective Fall 2015

PSY 344  Developmental Psychology: Adolescence Through Youth
PSY 444  Developmental Psychology: Adolescence Through Youth (W)
Fall of every year, Spring of every year, Summer of every year. 3(3-0) P: PSY 101 P: (PSY 101 and
PSY 244 and PSY 295) and completion of Tier I writing requirement RB: (PSY 101 and PSY 244
and PSY 295) and completion of Tier I writing requirement
Theory and research in physical, cognitive, emotional, and social development from
puberty to early adulthood.
SA: PSY 344
Effective Fall 2014 Effective Fall 2015