University of California Merced

# Sample Course Syllabi

1. School of Engineering
   a. Environmental Engineering 20: Introduction to Environmental Science & Technology
   b. Engineering 90X: Open Source/Open Systems: A Software Revolution

2. School of Natural Sciences
   a. Biological Sciences 100: Molecular Machinery of Life
   b. Chemistry 2: General Chemistry

3. School of Social Sciences, Humanities & Arts
   a. History 10: World History from Earliest Times to 1450
   b. Psychology 130: Developmental Psychology
   c. Public Policy 140: Immigration and Policy

**UNIVERSITY OF CALIFORNIA, MERCED**
**Environmental Engineering Program**

**EnvE 20 Introduction to Environmental Science & Technology**

Fall Term 2005
T-Th 4-6 PM
Harmon ph: 724-4337
Conklin ph: 724-4349

Profs. Tom Harmon and Martha Conklin
Offices: UC Merced-Castle
tharmon@ucmerced.edu;
mconklin@ucmerced.edu

## Course Information

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|---|---|
| Text: | Masters, G. M., *Introduction to Environmental Engineering and Science, Second Edition*, Prentice Hall, 1997. |
| Lectures: | The material for which you are responsible will be addressed in the lectures, and attendance is important. Supplementary material going beyond the text's treatment will be provided for some topics. You will not be responsible for material in the text which is not covered in lectures. |
| Homework: | Homework assignments will be given on approximately a weekly basis and will be due on the date indicated. Homework will be corrected and returned with solutions as soon as possible. *Your homework grade will be the percentage of problems attempted with reasonable effort and handed in on time*. |
| Writing assignments: | Two short writing assignments will be made during the semester. The purpose of these assignments is to introduce and exercise technical reading and report-writing skills. |
| Office Hours: | There will be optional weekly sessions (to be scheduled) for questions, review, etc. Call or email for appointments (drop-ins are not recommended —we have hectic schedules and there's a good chance we'll be gone, in a meeting,etc.). |
| Web Site: | Powerpoint presentations, problem sets and solutions and other material will be posted on the class web site, which may be accessed at https://ucmcrops.ucmerced.edu/portal. The course management system (Sakaii) is a work in progress, so please let us know about the bugs as you encounter them. Thanks in advance for your understanding and help here! |
| Exams: | There will be one midterm exams (2 hours) and a final exam (three hours). Exams are closed book except for a summary sheet (8.5x11, both sides). You may bring the summary sheet from the midterm to the final. *Please bring your own exam books or paper and calculator*. |
| Grades: | There is no strict formula, but the weighting will be approximately: Final exam 40%; Mid-term exams 30%; Homework - 15%, writing assignments 15%. |

**UNIVERSITY OF CALIFORNIA, MERCED**
**Environmental Engineering Program**

**EnvE 20 Introduction to Environmental Science & Technology**

Fall Semester 2005
T-Th 2-4 PM

Profs. Tom Harmon & Martha Conklin
UC Merced Castle
tharmon, mconklin@ucmerced.edu

**Course Schedule**

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| Lecture No. | Date | Topic | Reading in Text |
|---|---|---|---|
| 1 | Sept 6 | Introduction; *case studies* | |
| 2 | Sept 8 | Units; mass conservation, chemistry | 1.1-1.3, 2.1-2.2 |
| 3 | Sept 13 | Chemistry and mass transport | 2.3-2.5 |
| 4 | Sept 15 | Math (growth, consumption, population) | Ch 3 |
| 5 | Sept 20 | Risk Assessment | Ch 4 |
| 6 | Sept 22 | Water supply | 5.1-5.2 |
| 7 | Sept 27 | Water quality: pollutant sources and effects | 5.3-5.4 |
| 8 | Sept 29 | Surface water quality | 5.5-5.7 |
| 9 | Oct 4 | Groundwater flow | 5.8-5.11 |
| 10 | Oct 6 | Groundwater quality; *case study* | 5.12-5.13; 5.15-5.18 |
| 11 | Oct 11 | Water treatment | 6.1-6.4 |
| 12 | Oct 13 | Water treatment | |
| 13 | Oct 18 | Wastewater treatment | 6.5 |
| 14 | Oct 20 | Water treatment | |
| 15 | Oct 25 | Exam review | |
| 16 | Oct 27 | EXAM #1 | |
| 17 | Nov 1 | Air pollution: sources and effects | 7.1-7.7 |
| 18 | Nov 3 | Air pollution | |
| 19 | Nov 8 | Air pollution *case study* | |
| 20 | Nov 10 | Atmospheric dispersion; indoor air quality | 7.10-7.12 |
| 21 | Nov 15 | Atmospheric chemistry | |
| 22 | Nov 17 | Global environmental problems | 8 |
| 23 | Nov 22 | Global environmental case studes | |
| 24 | Nov 24 | THANKSGIVING ** no class ** | |
| 25 | Nov. 29 | Solid Waste Management | 9 |
| 26 | Dec 1 | Solid Waste Management | |
| 27 | Dec 6 | Mortality; irreversible change; | |
| 28 | Dec 8 | Social issues | |
| 29 | Dec 13 | Environmental-social issues *case study* | |
| 30 | Dec 15 | Review/catchup | |

# *Syllabus*

## ENGR90X: Open Source / Open Systems: A Software Revolution

*Section 002, Professor Jeff R. Wright, Fall, 2005*

**Course Précis:**

A new model for software design, development, and use has emerged over the past two decades that is having an increasingly profound impact on the personal and professional productivity of engineering professionals. Open source (the process of systematically harnessing open development and decentralized peer review to lower costs and improve software quality) and open systems (hardware and software implementations that conform to the body of standards enabling free and easy access to ideas and innovation) provide an ideal framework from which to explore exciting new opportunities for collaboration and cooperative professional exchange. This seminar will review the history and accomplishments of the open source/systems movement, and examine the challenges that will be faced as it moves forward. Students will have the opportunity to hear first-hand from the pioneers of the open systems movement.

**Meeting Time and Place:**

- Lectures/Discussions: Mondays 5:00 PM – 6:30 PM – KOLLIG 201
- Initial meeting: Monday, September 19
- Final meeting: Monday, November 21
- Final paper due: Monday, December 5 (5:00 PM)

**How to Reach Me:**


Office Hours: KOLLIG 264 – Tuesdays, 3:00 PM – 5:00 PM and by appointment
Office: KOLLIG 167 (College One)
Email: jwright@eng.ucmerced.edu
Phone: (209) 724-4411
Assistant: Ms. Jamie Fletcher (jfletcher@ucmerced.edu – (209) 724-4411


**Course Prerequisites:** None

**Exams:** None

**Expectations of Students:**

1. Students are expected to attend each class as scheduled, *and be prompt*.
2. Students should not use, during lectures, laptops, notebooks, handhelds, or other electronic devices for purposes *not directly related* to the session content.
3. Students are expected to read their E-mail at least once every 14 hours.
4. Students are expected to be attentive and respectful of speakers and fellow students at all times.

**Learning Outcomes:**

- ❑ Understand the basic arguments in support of, and in opposition to, the development, use, and distribution of OS/FS.
- ❑ Learn about key personalities involved in the OS/FS revolution, and appreciate the position of each.
- ❑ Gain experience in analyzing and expressing complex ideas.
- ❑ Gain experience in reading and writing academic discourse.
- ❑ Gain experience in participating in professional group discussions.
- ❑ Develop skills as part of a learning community, including respect for colleagues.

**Tentative Schedule of Lectures:**

| | |
|---|---|
| Monday, September 19 | Course introduction and overview: OS/OF |
| **Monday, September 26** | **No class this day** |
| Monday, October 3 | What is open source and how does it work? |
| Monday, October 10 | Open source licensing: A legal perspective |
| Monday, October 17 | An example: OS/FS in academe |
| Monday, October 24 | To Be Announced |
| Monday, October 31 | An example: Open source empowerment |
| Monday, November 7 | A commercial perspective on OS/FS |
| Monday, November 14 | A governmental perspective on OS/FS |
| Monday, November 21 | The Future of Open Source *(final class session)* |
| **Monday, December 5** | **Position Paper Due by 5:00 PM** |

**Required Readings:**

- ❑ Williams, Sam, 2002. *Free as in Freedom: Richard Stallman's Crusade for Free Software, O'Reilly*, Sebastopol, CA *(http://www.oreilly.com/openbook/freedom/)*. ISBN: 0596002874.
- ❑ Raymond, Eric S., 1998. *The Cathedral and the Bazaar*, Copyright, 1998. (http://www.firstmonday.dk/issues/issue3_3/raymond/).
- ❑ O'Reilly, Tim, 2004, *Open Source Paradigm Shift.* (http://tim.oreilly.com/lpt/a/4868).
- ❑ Raymond, Eric S., 1998. *Homesteading the Noosphere*, Copyright, 1998. (http://www.firstmonday.org/issues/issue3_10/raymond/).
- ❑ Learner, J, and Tirole, J., 2000. *The Simple Economics of Open Source*, (http://www.people.hbs.edu/jlerner/simple.pdf).
- ❑ Taylor, Laurie, and Riley, B, 2005. *Open Source and Academia*, (http://www.bgsu.edu/cconline/tayloriley/intro.html).
- ❑ Gay, Joshua, 2002. *Free software Free Society: Selected essays of Richard M. Stallman*, GNU Press. *(http://steve-parker.org/articles/others/rms-essays.pdf)*. ISBN 1-882114-98-1
- ❑ Other required readings may be posted during the semester.

**Recommended Readings:**

- Weber, Steven, 2004. *The Success of Open Source,* Cambridge, Mass. ISBN: 0-674-01292-5
- Rosen, Lawrence, 2004. *Open Source Licensing: Software Freedom and Intellectual Property Law*, Prentice Hall. ISBN: 0131487876.
- Rosen, Lawrence, 2005. License Proliferation, Academic Free License 3.0. (http://www.osdl.org/newsroom/articles/License_Proliferation.pdf).
- Open Source Initiative, 2005. Academic Source License V 2.1. *(http://www.opensource.org/licenses/afl-2.1.php)*
- Other recommended readings will be posted during the semester.

**Course Assignment:**

Each student, or group of students, will prepare a formal position paper presenting, in sufficient detail, *the impact that this course has had on your perspective of software ownership and use*. The paper should be submitted in hard copy not later than 5:00 PM, on Monday, December 5, 2005. Each submission should include:

1. Title page including title, authorship, and—if desired—a suitable prolog or rationale/context for paper content of authorship (1-page total).
2. Text of the paper (not more than 2 single spaced pages, using type of not less than 11 pt.).
3. Adequate references using commonly accepted style conventions (MLA, NY Times, etc.)

Papers will receive grades totaling 100 points as follows:

| | |
|---|---|
| Content and message: | 50 points |
| Quality of writing: | 50 points |

For multiple author submissions, each author will receive the same point count. Separate copies should be submitted by each and every student within any group, with identical pages except for the title page, which should be unique except for citation of authorship.

# Syllabus for BIS 100; UCM Fall 2005

Course Title: Molecular Machinery of Life
Instructor: David Ojcius
Schedule: Course sessions will occur 1:00 to 1:50 pm on Mondays, Wednesdays, and Fridays in Kolligian Library, Rm 209
Instructor's Office Hours: 2:00 to 2:50 pm on Wednesdays and Fridays in Kolligian, Rm 209.
Discussion: Weekly 1 hour discussion sections. Section 1: 11:00 to 11:50 am, Kolligian, Rm 201. Section 2: 4:00 to 4:50 pm, Kolligian, Rm 473.
Laboratories: Three laboratory sessions will occur in the second half of the semester (weeks 9, 11 & 14).
Exams: Two 1-hour midterms and a 3-hour final exam.
Text: *Essential Cell Biology, 2nd edition* (ECB), Alberts et al (2004), ISBN 0-8153-3480-X.

| THEME | CONCEPTS | # | DATE | Readings in ECB |
|---|---|---|---|---|
| INTRODUCTION | General Introduction and Introduction to Cells | 1 | 9/7/05 | |
| | Introduction to Cells | 2 | 9/9/05 | §1 |
| | Introduction to Cells | 3 | 9/12/05 | §1 |
| | Introduction to Cells | 4 | 9/14/05 | §1 |
| MOLECULES OF LIFE AND METABOLISM | Molecules of Life | 5 | 9/16/05 | §2 |
| | Molecules of Life | 6 | 9/19/05 | §2 |
| | Molecules of Life | 7 | 9/21/05 | §2 |
| | Membrane Structure | 8 | 9/23/05 | §2 and pages 366-373 |
| | Membrane Structure | 9 | 9/26/05 | §2 and pages 366-373 |
| | Energy, Catalysis, Metabolism | 10 | 9/28/05 | §3 |
| | Energy, Catalysis, Metabolism | 11 | 9/30/05 | §3 |
| | Energy, Catalysis, Metabolism | 12 | 10/3/05 | §3 |
| MIDTERM 1 | Midterm will occur during class. Covers ECB chapters 1-3. | | 10/5/05 | |
| | Protein Structure and Function | 14 | 10/7/05 | §4 |
| | Protein Structure and Function | 15 | 10/10/05 | §4 |
| | Protein Structure and Function | 16 | 10/12/05 | §4 |
| DNA AND CHROMOSOMES | Structure of DNA | 17 | 10/14/05 | §5 |
| | Structure of DNA and Chromosomes | 18 | 10/17/05 | §5 |
| | Global Structure of Chromosomes | 19 | 10/19/05 | §5 |
| | Global Structure of Chromosomes | 20 | 10/21/05 | §5 |
| | DNA Replication | 21 | 10/24/05 | §6 |
| | DNA Replication and REpair | 22 | 10/26/05 | §6 |
| | DNA Replication and Recombination | 23 | 10/28/05 | §6 |

| | | | | |
|---|---|---|---|---|
| | DNA Replication and Recombination | 24 | 10/31/05 | §6 |
| GENE EXPRESSION | Gene Transcription | 25 | 11/2/05 | §7 |
| | Gene Transcription | 26 | 11/4/05 | §7 |
| | Protein Synthesis | 27 | 11/7/05 | §7 |
| | Protein Synthesis | 28 | 11/9/05 | §7 |
| | Veteran's Day Holiday | | 11/11/05 | |
| MIDTERM 2 | Midterm will occur during class. Covers ECB chapters 4-7. | | 11/14/05 | |
| | Gene Expression in Procaryotes | 30 | 11/16/05 | §8 |
| | Transcription Factors and Enhancers | 31 | 11/18/05 | §8 |
| | Transcription Factors and Enhancers | 32 | 11/21/05 | §8 |
| | Transcription Factors and Enhancers | 33 | 11/23/05 | §8 |
| | Thanksgiving Holiday | | 11/25/05 | |
| GENE AND GENOME EVOLUTION | Genetic Variation | 34 | 11/28/05 | §9 |
| | Genetic Variation | 35 | 11/30/05 | §9 |
| | Human Genome | 36 | 12/2/05 | §9 |
| | Genomes | 37 | 12/5/05 | §9 |
| WORKING WITH GENES AND CELLS | Visualizing and Growing Cells | 38 | 12/7/05 | §10 |
| | DNA Analysis and Cloning | 39 | 12/9/05 | §10 |
| | DNA Analysis and Cloning | 40 | 12/12/05 | §10 |
| | DNA Engineering | 41 | 12/14/05 | §10 |
| Final exam | To be scheduled. Covers ECB chapters 1-10. | | | |

**CHEM 2: General Chemistry**
**Course Syllabus**

*Meeting times and location:*
MWF 1-2 pm, California room in residence halls
3 hr. lab/discussion once per week, Castle lab 1200. Shuttle transportation will be provided.
No labs will be held during partial weeks (see schedule)

*Prerequisite:*
Pass chemistry placement exam or complete CHEM 1 with passing grade or score 3 or better on chemistry AP exam

*Text:*
Chemical Principles, 5th ed. by Steven S. Zumdahl, published by Houghton Mifflin, 2005.

*Other required materials (all available through bookstore):*
Basic scientific calculator (graphing calculator OK)
Laboratory notebook (must be bound and have duplicate pages)
Laboratory safety goggles

*Course Instructor:*
Professor Anne Myers Kelley, Castle suite 600, 209-724-4345, amkelley@ucmerced.edu.

*Laboratory Instructors:*
Mr. Jason West, jwest2@ucmerced.edu (Tues-Thurs afternoon sections)
Mr. Scott Seronello, sseronello@ucmerced.edu (Mon-Weds morning sections)

*Course Web site*:
The CHEM 2 web site is part of the UCMCROPS course management system and will be automatically available to all students enrolled in the class (https://my.ucmerced.edu). This web site contains a discussion site, electronic copies of the course syllabus and laboratories (under "Resources"), and solutions to the midterm exams once they are graded. You will also use this web site a few times during the semester to share data with the rest of the class for lab reports.

**Lecture/lab schedule (subject to revision)**

| Lecture | Date | Chap | Topic | HW quest | Lab | Expt |
|---|---|---|---|---|---|---|
| 1 | Sept 7 | none | Introduction and "rules of the game" | | None | |
| 2 | Sept 9 | 2 | Atomic theory; atoms, molecules, ions | 25, 27, 33, 35, 41, 47 | | |
| 3 | Sept 12 | 2 | Introduction to the periodic table; names of chemical compounds | | 1 | *Lab 1: Precision and Accuracy; Mass and Density* |
| 4 | Sept 14 | 3 | The mole, molar masses, percent composition, determining chemical formulas | 25, 35, 39, 45, 47, 55, 57, 67, 69 | | |
| 5 | Sept 16 | 3 | Chemical equations and stoichiometry | | | |
| 6 | Sept 19 | 4 | Water & aqueous solutions, solution concentrations, electrolytes | 13, 17, 21, 25, 31, 37, 41, 45, 47, 55, 59 | 2 | *Lab 2: Global Climate Change and Atmospheric $CO_2$* |
| 7 | Sept 21 | 4 | Precipitation reactions | | | |
| 8 | Sept 23 | 4 | Acid-base reactions; oxidation numbers | | | |
| 9 | Sept 26 | | Review for Midterm 1 | | 3 | *Lab 3: Electrical Conductivity and Electrolytes* |
| Exam 1 | Sept 28 | | Through Chapt. 4, acid-base rxns | | | |
| 10 | Sept 30 | 4 | Redox reactions | | | |
| 11 | Oct 3 | 6 | Chemical equilibrium, the equilibrium constant | 15, 21, 27, 29, 31, 35, 45, 47 | 4 | *Lab 4: Chemical Equilibrium: Le Chatelier's Principle* |
| 12 | Oct 5 | 6 | Solving equilibrium problems | | | |
| 13 | Oct 7 | 6 | Le Chatelier's Principle; heterogeneous equilibria | | | |
| 14 | Oct 10 | 7 | Acids and bases, acid strength, the pH scale | 23, 25, 29, 31, 33, 41, 45, 49, 55, 59, 61, 63, 71, 75, 79, 83, 87 | 5 | *Lab 5: Analysis of Commercial Antacids* |
| 15 | Oct 12 | 7 | Strong and weak acids and bases | | | |
| 16 | Oct 14 | 7 | Calculations involving weak acids and bases | | | |
| 17 | Oct 17 | 7 | Polyprotic acids | | 6 | *Lab 6: Acid-Base Properties of Salts* |
| 18 | Oct 19 | 8 | Common ion effect, buffers | 17, 19, 21, 33, 37, 43, 45, 47, 75, 77, 81 | | |
| 19 | Oct 21 | 8 | pH titrations, acid-base indicators | | | |
| 20 | Oct 24 | | Review for Midterm 2 | | 7 | *Lab 7: Buffers* |
| Exam 2 | Oct 26 | | Through Chapt. 8, pH titrations | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 21 | Oct 28 | 8 | Solubility equilibria and solubility product | | | |
| 22 | Oct 31 | 9 | Energy and enthalpy | 15, 17, 23, 31, 33, 39, 45, 49, 57, 87 | 8 | *Lab 8: Solubility Product of $Ca(OH)_2$* |
| 23 | Nov 2 | 10 | Entropy and free energy, relationship to equilibrium | 55, 73 | | |
| 24 | Nov 4 | 9 | Calorimetry and heat capacity | | | |
| 25 | Nov 7 | 9 | Hess's Law and enthalpies of formation | | None | |
| 26 | Nov 9 | 9 | Present and future sources of energy | | | |
| 27 | Nov 14 | 12 | Electromagnetic radiation, atomic spectra | 27, 31, 41, 55, 59, 63, 67, 75, 79, 83, 97 | 9 | *Lab 9: Thermochemistry* |
| 28 | Nov 16 | 12 | Atomic orbitals, electron and nuclear spin | | | |
| 29 | Nov 18 | 12 | The aufbau principle, periodic table, periodic properties of the elements | | | |
| 30 | Nov 21 | 13 | Covalent & ionic bonding, electronegativity | 13, 23, 29, 33, 47, 63, 67, 79, 85, 87 | None | |
| 31 | Nov 23 | 13 | Lewis structures, resonance | | | |
| 32 | Nov 28 | | Review for Midterm 3 | | 10 | *Lab 10: Atomic orbitals (computer lab)* |
| Exam 3 | Nov 30 | | Through Chapt. 13, covalent and ionic bonding | | | |
| 33 | Dec 2 | 13 | Bond polarity, dipole moments, bond energies | | | |
| 34 | Dec 5 | 13 | Shapes of molecules: VSEPR | | 11 | *Lab 11: Molecular orbitals (computer lab)* |
| 35 | Dec 7 | 14 | Molecular orbitals and hybridization | 13, 15, 25, 29, 35, 41, 55 | | |
| 36 | Dec 9 | 14 | MOs and bonding in homonuclear diatomics | | | |
| 37 | Dec 12 | 14 | MOs and bonding in heteronuclear diatomics; polyatomic molecules | | none | |
| 38 | Dec 14 | | Review for final | | | |

Structure of the course and expectations

You are expected to read each assigned chapter in Zumdahl before the class period in which that chapter is discussed. The lectures will consist mainly of discussions of several specific questions that highlight the concepts presented in the chapter. *Unless informed otherwise, you are responsible for all of the material in the chapter, whether or not it is specifically discussed in lecture.* A short (5 min) quiz, covering material from the assigned reading, lecture, or lab will occasionally be given at the end of a lecture period. There will be a total of 11 quizzes, given on random days throughout the semester. The lowest quiz score will be dropped when calculating your course grade.

The lab/discussion periods, which will be supervised by teaching assistants, will be used primarily to complete nine laboratory experiments and two computer labs. Some of the labs are done individually while others are done in pairs or groups. The descriptions, procedures, and writeup formats for the labs can be found on the course web site and will also be handed out in class. The writeup for each lab will be due at the beginning of the following laboratory period except for the last lab, which must be turned in during lecture on the last day of classes. ***No lab writeups will be accepted late. Late = zero points!*** The lowest score among the 11 will be dropped when calculating your course grade. The first hour of each lab period will be used as a discussion time in which the teaching assistant will answer any questions about the previous week's lecture, usually work a few problems from the chapter, and provide some background on that week's laboratory.

Homework problems from the Zumdahl text will be assigned for each chapter. These are strictly for your own benefit; they will not be turned in or graded. All of the assigned problems have their answers in the back of the text so that you can check your work. If you are having difficulty with the homework problems, please see Prof. Kelley or your laboratory instructor during their office hours, and/or bring your question to your discussion section.

There will be three midterm exams and a final exam (see schedule). The first midterm comes early to encourage you to establish good study habits and provide feedback on your progress. The midterms will be given during regular class periods and will cover only the specified chapters. All three midterms will be worth the same number of points, and the lowest of the three will be dropped before calculating your course grade. The final exam will be given at the designated time and place during finals week and will cover the entire course, but with greater weight on material not previously tested.

The exams are structured to emphasize understanding of concepts and methods of problem solving, not memorization of facts. You will always be provided with a periodic table as part of the exam booklet. In addition, you will be given data such as physical constants (Avogadro's number, the gas constant, certain unit conversions) that you may need. The information that will be provided for each exam will be posted on the course Web site at least one week before the exam. You will also be allowed to bring to each exam one sheet of paper (standard 8½ x 11 inches) on which you may write any other facts or formulas you think may be helpful on the exam. Use of any other materials on an exam constitutes cheating (see Academic Honesty policies below).

Attendance and behavior

Students are expected to attend lectures. Attendance will not be taken, but material not in the textbook may be discussed for which you will be held responsible on exams. Always bring paper, a pen or pencil, and a calculator to class in case a quiz is given. ***If a quiz is given in lecture and you're not there, you get a zero for that quiz.***

Behavior that is disruptive to other students or interferes with their attempts to follow the lectures is not allowed. This includes talking (except when you are specifically asked to discuss a question among yourselves), listening to music or operating an electronic device that makes any audible sound, or blocking another student's view. *Cell phones must be turned off while class is in session*. Violators of these policies will be required to leave the classroom.

## Office hours

Prof. Kelley will hold scheduled office hours during the hour immediately following lecture on Mondays and Wednesdays. Office hours for the laboratory instructors will be announced. Anyone with questions about the lecture or laboratory material is encouraged to come to any of the instructors' office hours. You can also submit questions to Prof. Kelley via e-mail. E-mailed questions will be answered as quickly as possible, but don't count on getting an answer within 24 hours of an exam.

## Students with disabilities

UC Merced is committed to making our courses accessible to all students. Students who require accommodations for a verifiable disability must register with the Disability Services Center (107 Kolligian; 209-381-7862, disabilityservices@ucmerced.edu) no later than the first week of classes.

## Policy on missed assignments

No quizzes, laboratories, or exams may be taken late. If you miss a quiz, lab, or midterm, it will count as a zero and will be the score that is dropped prior to calculating your final grade. Only two exceptions will be made: incapacitating injury or illness (requires written documentation from your physician or Student Health Services specifying the date on which you were incapacitated) or death or serious illness of an *immediate* family member (requires written documentation from Student Advising). In these cases, a score for the missed assignment will be given based on your average scores for the other assignments of the same type (quiz, lab, or midterm). If you miss the final exam for a valid reason, documented as described above, you may request a grade of "Incomplete" for the course (this will be given *only* if you were doing passing work prior to the final) and must take the final exam during Spring semester in order to complete your grade.

If you know in advance that you will have a conflict between an exam or laboratory period and a planned extracurricular activity or religious observance, you *may* be able to arrange to do a lab during another lab section or to take an exam early. Such accommodations are not guaranteed. You must see Prof. Kelley at least two weeks before the scheduled date in order to discuss such arrangements.

## Regrading

If you believe that any assignment (quiz, laboratory, or exam) has been graded incorrectly, you must return the assignment for regrading within one week after it was returned to you. Exams and quizzes should be returned to Prof. Kelley; lab reports should be returned to your laboratory instructor. The entire assignment will be regraded, so your score could go either down or up. The instructors may photocopy graded assignments before returning them. Any student who attempts to cheat by altering a graded assignment and returning it for regrading will receive a score of zero for that assignment and may be subject to further disciplinary action.

Course grading

Grades in CHEM 2 are assigned on an absolute scale, not a curve, so it is not necessary for you to compete with your fellow students for a high grade. In principle, everyone can get an "A" if everyone does excellent work.

Points will be assigned as follows:

| | possible points |
|---|---|
| Quizzes (10 points each for best 10 out of 11) | 100 |
| Laboratory reports (30 points each for best 10 out of 11) | 300 |
| Midterm exams (150 points each for best 2 out of 3) | 300 |
| Final exam | 300 |
| Total points | 1000 |

Grades will be assigned as follows:

| | |
|---|---|
| 1000-850 points | A |
| 850-700 | B |
| 700-550 | C |
| 550-400 | D |
| 400-0 | F |

+ and – grades will be assigned within these ranges at Prof. Kelley's discretion.

**POLICY ON ACADEMIC HONESTY**

Laboratories: You are free to discuss any aspect of the laboratories with anyone and to consult any reference sources while preparing for the laboratories, performing the experiments, and writing the reports. You must, however, perform your own work in the laboratory and report your own data and observations. For experiments that are to be carried out in pairs or groups, everyone in the group is responsible for the experiment and all data and observations must be recorded by each member of the group and reported. An observation or piece of data may be "thrown out" only if you know, or have good reason to believe, that a mistake was made on that part of the experiment, and in that case the lab report must clearly indicate which data were eliminated and why. You must not interfere with any other individual's or group's experiment, and you are responsible for handling shared chemicals and equipment in ways that will not contaminate or damage them. If you use information from outside sources in preparing your lab report, those sources must be properly credited. Each student must prepare an independently written lab report even for experiments that were performed in pairs or groups. If multiple students submit lab reports that have obviously been copied, entirely or partially (apart from the common set of original data), all of the students involved will receive scores of zero for that report.

Quizzes and Exams: Quizzes and exams must be your own independent work. You may use only a pencil or pen, a calculator, and (for exams only, not quizzes) one 8½ x 11 inch sheet of paper containing any notes you wish to bring. You may not communicate with or pass materials to any other person, look at another student's exam, or consult any written (except for your one page of notes on exams) or electronic source during the exam. Cell phones must be turned off and out of sight during exams. ***Bring your UC Merced student ID to each exam***; students not carrying proper ID may be prohibited from taking the exam and assigned a score of zero. (ID will not be required for the unannounced quizzes.) Any student caught violating these policies will be assigned a score of zero for that exam and may be subject to further disciplinary action.

# History 10: World History from Earliest Times to 1450
# Professor Ruth Mostern

**University of California, Merced**
**Fall 2005**

# Provisional Syllabus

**Meeting Time and Place:**

- Lectures: Monday & Wednesday, 3:00-4:30
- Lecture Hall: Kollegian Library, Room 355
- Section Meetings:
  - 001: 12:00-1:00 Monday (TA: Richard Ravalli)
  - 002: 1:00-2:00 Wednesday (TA: Carlos Bazua)
  - 003: 11:00-12:00 Monday (TA: Richard Ravalli)
  - 004: 11:00-12:00 Thursday (TA: Carlos Bazua)
- Section Meeting Room: Kollegian Library, Room 360

**How to Reach Me:**

- Office Hours: Monday, 1:00-2:00, Tuesday, 4:00-5:00, or by appointment
- Office: Kollegian Library, Room 268
- Email**:** rmostern@ucmerced.edu
- Phone: (209) 724-2961

**Teaching Assistants:**

Teaching assistants lead required weekly discussion section meetings and grade exams and assignments. Your teaching assistant will provide contact information and an office hour schedule at your first section meeting.

**Course Website:**

Available via UCMCROPS. You are required to use the website to submit assignments. You may also use it to communicate with the professor, teaching assistants and one another; track your progress in the course; follow links to electronic resources, and consult notes and images that will be posted after each lecture.

**Course Description**

Through lectures, readings, discussion sections, and written assignments, we will follow three interrelated themes as we examine how peoples have lived on the earth from the emergence of our species until the dawn of a globally integrated world in the fifteenth century:

- People and the environment: How have geography; climate and its changes; the distribution of plants, microbes and ores, and other environmental factors influenced societies, religions, trade, and technology?

- Institutions: All peoples have created nations, states, religions, and other institutions that govern laws, customs and social hierarchies. Where do institutions come from? How do they interact with one another? How do they change over time?

- Migration, travel, trade, and pilgrimage: Since the emergence of *homo sapiens*, individuals, groups, commodities, diseases, and entire societies have moved around the world. What are the reasons for trade, travel, and migration? What happens when people encounter others with new goods, ideas, and diseases?

Successful students will demonstrate the ability to critically integrate information about the past by using multiple approaches, analyzing many geographical scales and locations in the world, and understanding how historical change occurs both in the short term and across lengthy eras.

**Required Course Materials**

Textbook: Jerry Bentley and Herb Ziegler, *Traditions and Encounters: A Global Perspective on the Past*, Volume I: From the Beginning to 1500 (Third Edition), McGraw Hill, 2006. [ISBN: 0-07-299827-X]

Reader: Alfred Andrea and James Overfield, *The Human Record: Sources of Global History*, Volume I: To 1700 (Fifth Edition), Houghton Mifflin, 2005. [ISBN: 0-618-37040-4]

Atlas: Jeremy Black, editor, *DK World History Atlas* (Second Edition), Dorling Kindersley, 2005. [ISBN: 0-7566-0967-4]

Narrative: Tim Mackintosh-Smith, editor, *The Travels of Ibn Battutah*, Macmillian, 2002. [ISBN: 0-330-41879-3]

**Participation**

Students are expected to attend all lectures and section meetings, actively participate in discussion sections, and complete reading response papers.

Ten one-page reading response papers are required during the semester (you may choose which weeks' readings to respond to). Each paper must be submitted to your UCMCROPS discussion section site 24 hours before the section meeting where that reading will be discussed. All students are required to read one another's responses before section in order to be able to refer to each other's responses in discussion. The goals of the reading response are:

- To allow you to actively participate in developing themes and questions for your discussion section,
- To foster the habit of forming hypotheses and articulating ideas as you read,
- To provide a forum for asking questions about readings that are challenging or confusing,

- To demonstrate that you have completed and understood the reading.

The reading responses, graded ✓, ✓+, ✓-, will contribute substantially to your participation grade. Each missing response paper will lower your participation grade by 1/3 (*e.g.* an A would become an A-). No late response papers will be accepted.

**Reading**

There are four types of readings in the course: a textbook written by contemporary historians, documents written by people who lived in the past, short scholarly articles, and maps.

The textbook provides a framework of historical information, but like any book, its authors make selections and decisions about what information to present and why. Students are urged to read the textbook critically. The introduction to the textbook will help you to understand how the book is structured and will assist you in using it as effectively as possible.

Documents written by people who lived in the past ("primary sources") are the building blocks for most historical research. Learning to read primary sources is an important goal of this class. The primary source reader offers extensive guidance about how to read primary sources in general, as well as guidelines for interpreting each source in the book. This prefatory material is not assigned, but students who consult it will improve their capacity to comprehend and respond to primary sources.

You will also read short articles that describe contemporary debates among historians, challenges to received wisdom, and new ways of understanding old questions. The goal of these readings is to present history as a living discipline with mysteries, surprises, and arguments. All of the short articles are available on the textbook website, http://www.mhhe.com/bentley3 (follow links to Powerweb), and are also linked directly to the course syllabus in UCMCROPS.

In addition to the textbook, source readings, and short articles, this class has a significant map reading component. For each map or set of maps, think about the following questions:

- *What are you looking at?* What geographical scope and time period does each map cover? What is the theme of the map? Does it depict movement through space or change over time? If so, what kind of change, and how is it visualized? What are all of the kinds of information depicted on the map?
- *What do you learn from the map?* Most of the maps you read will include several types of information, such as climate zones, national boundaries, migration routes, locations of cities, and locations of resources. What do you learn when you look at these features together? For instance, how do travel routes extend across different kinds of physical features at land and at sea? What kinds of physical features prevent and facilitate travel? Are cities close to religious sites, or far away from them? What about battlefields? Are trade routes close to mines? If not, how were resources transmitted? Why did people travel where they did? Where did the people who traveled live?

There is no "right answer" to the question of how to read a historical map. Your task is simply to approach each map with an inquiring mind in search of interesting and surprising connections and questions.

**Grading**

Participation (15%)
Map Exercise (15%)—Due September 28
> This assignment requires you to create your own maps identifying physical and cultural features on the earth's surface and illustrating themes associated with the rise of human civilization.

Midterm Exam (20%)—In class October 26
5-7 Page Essay (20%)—Due December 9
> The essay paper is a response to *The Travels of Ibn Battutah*, the narrative of a fourteenth century Islamic jurist who traveled more than 75,000 miles over 29 years, through more than 40 countries on the modern map. An ungraded draft of the paper is due prior to the final draft.

Final Exam (30%)—[date and location]

Additional information about the formats, grading standards and requirements for the map exercise, exams, and paper will be distributed closer to the date that each assignment is due.

Barring illness or emergency, written assignments turned in up to 24 hours late will receive a 1/3 grade reduction (*e.g.* an A would become an A-). Work turned in between 24-72 hours late will be lowered a full grade. Any work turned in after 72 hours late will not be accepted and will count as an F. Reading responses will not be accepted late. Exams must be taken at the scheduled times.

**Special Needs**

Students with disabilities who may need accommodations, please see me the first day of class. You may also email me or contact me during office hours. Please contact Allen Grimsby in Student Affairs for more information about Disability Services.

**Student Advising**

The Student Advising and Learning Center (SALC) will provide one-on-one tutoring beginning in October. You may take draft papers to SALC if you need assistance in organizing and editing your ideas. SALC also provides tutoring and workshops in time management and study skills. For more information, visit learning.ucmerced.edu.

**Academic Honesty**

For information about original work, citation standards, and other guidelines to best academic practices, see http://www.library.ucla.edu/bruinsuccess/. Plagiarism is not always easy to define, and not all cases are clear-cut. If you have any questions about a particular instance, please contact your teaching assistant or me before you submit a paper.

Serious instances of plagiarism, such as submitting an essay obtained from an online "paper mill," or copying another person's work without attribution, will be addressed in accordance

with university guidelines. Consequences may include failing the assignment, receiving a final course grade of F, and being recommended for dismissal from the university. Minor variants of plagiarism will result in an initial caution without immediate consequence for a grade.

# Course Outline and Weekly Schedule

## Section I: Origins

### Week 1 (September 7): Putting the World in World History

Google Earth Exercise
*See handout for directions about this assignment.*
Atlas, 2.116, 2.140, 2.154, 2.170, 2.216, 2.236, 2.254, 2.276

### Week 2 (September 12-14): The Emergence of Earliest Humans and their Migrations

Textbook, 5-18
Atlas, 1.12, 1.14, 1.16, 1.18
Articles, "Once We Were Not Alone", "Mapping the Past", "The Scavenging of 'Peking Man'"

### Week 3 (September 19-21): The Agricultural Revolution: (Some) People Settle Down

Textbook, 19-28, 133-154
Atlas, 1.20, 2.22, 2.120, 2.144, 2.158, 2.174, 2.258, 2.280
Articles, "New Clues Show Where People Made the Great Leap to Agriculture", "Time and the River"

## Section II: City-States and Early Societies

### Week 4 (September 26-28): The Formation of Societies and Traditions

**Wednesday, September 28: NO CLASS**

Textbook, 31-85, 87-105
Reader, 1.1. 1.2, 1.4, 1.5, 1.6
Atlas, 1.24, 1.26, 1.28, 1.30
Articles, "Indus Valley, Inc.", "When No One Read, Who Started to Write?"

**MAP ASSIGNMENT DUE SEPTEMBER 28**

## Week 5 (October 3-5): People Seek Meaning and Distinction

Textbook, 109-131, 231-256
Reader, 2.10, 2.11, 2.12, 2.13, 3.15, 3.16, 3.18
Atlas, 1.32, 1.34, 1.36, 2.242
Article, "The New Maya"

# Classical Empires and their Societies

## Week 6 (October 11-13): The Emergence of Empires

Textbook, 159-179, 207-229
Reader, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25. 4.26, 4.27, 5.34, 5.35
Atlas, 1.38, 1.40, 2.122, 2.144, 2.159, 2.160, 2.176, 2.220, 2.222, 2.259

## Week 7 (October 17-19): Han China and Mediterranean Rome: Two Approaches to Empire

Textbook, 181-204, 259-284
Reader, 5.30, 5.31, 5.32, 5.33, 5.36, 6.43, 7.47, 7.48, 7.49
Atlas, 1.42, 1.44, 2.178, 2.180, 2.224, 2.240, 2.260

## Week 8 (October 24-26): Between and Among Empires

**Wednesday, October 26: MIDTERM**

Textbook, 287-311
Reader, 5.37, 6.39, 6.44, 11.94
Atlas, 1.46, 1.50, 1.52, 2.146, 2.182
Articles, "The Survival of the Eastern Roman Empire", "Secrets of a Desert Metropolis"

# New Directions

## Week 9 (October 31-November 2): The Era of Global Religions

Textbook, 317-342, 347-372
Reader, 7.45, 7.46, 7.51, 7.52, 8.55, 8.56, 8.57, 8.58, 8.59, 8.61, 8.62, 9.72, 9.78, 9.79, 9.80

Atlas, 1.48, 1.54, 1.56, 2.162, 2.184, 2.186, 2.226, 2.243

## Week 10 (November 7- 9): Eighth Century Eurasia

Textbook, 375-402, 405-430
Reader, 9.65, 9.68, 9.69, 9.73, 9.74
Atlas, 2.262, 2.264
Article, "The Arab Roots of European Medicine"
Narrative, Excerpts TBD

## Week 11 (November 14-16): Medieval Arts and Societies

Textbook, 433-456
Reader, 9.66, 9.67, 9.70, 9.71, 10.82, 10.84, 10.85, 11.92
Atlas, 1.58, 1.62, 2.263, 2.185, 2.186, 2.188
Articles, "The Americas", "An Iberian Chemistry", "Clocks: Revolution in Time"
Narrative, Excerpts TBD

# The Age of Interaction

## Week 12 (November 21-23): Crusaders, Invaders and Travelers: Before and Amid the Pax Mongolica

Textbook, 461-481
Reader, 8.63, 9.75, 9.76, 9.77, 10.87, 10.88, 10.89, 11.90, 11.91, 12.100, 12.101
Atlas, 1.60, 1.64, 1.66, 1.68, 2.228, 2.244
Article, "The Age of the Vikings"
Narrative, Excerpts TBD

## Week 13 (November 28-30): Plagues and States after the Mongols

Textbook, 483-506, 509-536
Atlas, 1.70, 1.72, 2.189, 2.190, 2.192, 2.244, 2.266

**PAPER FIRST DRAFT DUE NOVEMBER 28**

## Week 14 (December 5-7): Long Distance Trade and Travel

Textbook, 565-592
Reader, 8.60, 8.64, 12.97, 12.98, 12.102, 12.103, 12.104, 12.106, 12.107, 12.108
Atlas, 2.230, 2.267
Article, "1492: The Prequel"

**PAPER FINAL DRAFT DUE DECEMBER 9**

## Week 15 (December 12-14): The World in 1450

Textbook, 539-562
Reader, 11.95, 11.96
Atlas, 1.74, 1.76
Articles, "The Fall of Constantinople" , "How Many People were Here Before Columbus?", "Aztecs: A New Perspective"

# Developmental Psychology
## Psychology 130
## Room 209
## MW 2:00-3:30

Prof. Michelle Chouinard
mchouinard@ucmerced.edu
Office hours: Mondays, 3:30- 4:30 pm

## Course Overview:

This course will offer an introduction to the field of developmental psychology. We will take up findings in the areas of the child's cognitive, social, physical, emotional, personality, and moral development. We will discuss the different perspectives that guide study in these areas, and how scientists are able to learn about children; in the process, we will consider the strengths and weaknesses of each perspective and approach, and will consider what we can (and cannot) safely take away from different methods of studying children. The goals of the course are:

1) To leave you with a unified view of the developing child as a whole; that is, with a global understanding of how all the different advances the child is constantly making work in concert to produce the complex, amazing beings that we all are.

2) To develop your understanding of how research in the psychology is done, particularly in developmental psychology.

3) To develop your abilities to critically evaluate research done within the field of developmental psychology (and other fields), and to think critically about topics within the field.

## Course Materials:

The required text for this course is *How Children Develop*, by Robert Siegler, Judy Deloache, and Nancy Eisenberg. I will supplement the information in this text during the lectures, and with several additional readings, which will be handed out in class.

## Course Requirements:

You are expected to attend all lectures and to arrive on time. The assigned chapters should be completed by the dates indicated. Your grade in this course will be based on four components, for a total of 100 points (you will receive more detailed information on these later in the course):

**2 Midterm Examinations [20 points each]:** These exams will not be cumulative; the second midterm will include only the topics covered after the first midterm, and will consist of multiple choice and short-answer questions, (possibly one essay question--this will be clarified before the exams take place).

**Final Examination [20 points]:** This exam will be cumulative, but the primary focus will be on new material; this means that the multiple choice and short-answer questions will cover only the

current material; one or more essay questions will require you to integrate information you've learned over the entire course.

**Topical readings [20 points total; 2.5 points for each reaction paper]**: You will be given 8 readings on topical issues in developmental psychology, which each present arguments on two sides of a given issue. For each of these you will write a 2 page reaction paper outlining your reaction to both of the arguments presented in the readings. You'll receive a handout giving more information about these assignments.

**Research paper [20 points]:** This paper is designed to give you a feel for the intricacies of how research proceeds in developmental psychology. You will propose an experiment investigating some issue in developmental psychology that you find interesting. You will need to identify a research question that needs answering, and design an experiment to investigate that question (a study that has not previously been done-- your proposed experiment must be an original one). You will write up the proposal for this experiment as though you have completed the study, in a 5-10 page paper that includes and introduction, an hypothesis section, a methods section, a results section (where you explain the results you would expect to get if you were able to execute the study), and a discussion section. More detailed information on format will be given later. You are strongly encouraged to come discuss your ideas abut topics with us.

**Class participation** is strongly encouraged, and will figure into your grade if you are 'on the edge' of a higher grade.

**Explanation of point system:** The point system is designed to give you an understanding of what percentage of your grade each assignment/exam is worth. Each assignment will be graded on a traditional scale, and this will be used to calculate how many total points you get for that assignment. For example, if you get an 85 (B) on your midterm, this will translate to 85% of 20 points for the midterm, which equals 17 points out of 20 possible for that exam.

## Class Schedule

| Session # | Date | Lecture Topic | Readings/assignments |
|---|---|---|---|
| 1 | Sept. 7 | Course overview/Introduction | |
| 2 | Sept. 12 | Introduction & historical overview | Text: chapter 1 |
| 3 | Sept. 14 | Modern approaches & research methods | Text: chapter 1 |
| 4 | Sept. 19 | Prenatal factors, genetics, and development of the brain | Text: chapters 2 & 3 |
| 5 | Sept. 21 | Physical and Motor Development | Text: chapters 2 & 5;<br>**TS: Genetic explanations of ADHD reaction paper due** |
| 6 | Sept. 26 | Sensory & Perceptual Development | Text: chapter 5 |
| 7 | Sept. 28 | Cognitive development: Physical reasoning | Text: chapter 4 |
| 8 | Oct. 3 | Cognitive development: Memory & Learning | Text: chapter 4;<br>**Research paper topic prospectus due** |
| 9 | Oct. 5 | Cognitive development: Theory of Mind & Conceptual development | Text: chapter 7; Gopnik et al handout;<br>**TS: Memories of sexual abuse reaction paper due** |

| | | | |
|---|---|---|---|
| 10 | Oct. 10 | Language acquisition I | Text: chapter 6 |
| 11 | Oct. 12 | Language acquisition II | Text: chapter 6 |
| 12 | Oct. 17 | **Midterm 1** | |
| 13 | Oct. 19 | Attachment and Parenting I | Text: chapter 11;<br>**TS: Bilingual education reaction paper due** |
| 14 | Oct. 24 | Attachment and Parenting II | Text: chapters 11 & 12 |
| 15 | Oct. 26 | Social Development: Family | Text: chapters 9 & 12;<br>**TS: Spanking reaction paper due** |
| 16 | Oct. 31 | Social Development: Peers | Text: chapters 9 & 13;<br>**TS: Mothers who work reaction paper due** |
| 17 | Nov. 2 | Emotional Development | Text: chapter 10;<br>**Methods prospectus due** |
| 18 | Nov. 7 | Personality Development | Text: chapter 10 |
| 19 | Nov. 9 | Developing a self I | Text: chapter 11;<br>**TS: Are fathers necessary? reaction paper due** |
| 20 | Nov. 14 | Developing a self II | Text: chapter 11 |
| 21 | Nov. 16 | **Midterm 2** | |
| 22 | Nov. 21 | Gender-Role development | Text: chapter 9;<br>**TS: Media violence reaction paper due** |
| 23 | Nov 23 | **No class—Thanksgiving holiday** | |
| 24 | Nov. 28 | Moral Development | Text: chapter 14 |
| 25 | Nov. 30 | Education & Intelligence Testing I | Text: chapter 8 |
| 26 | Dec. 5 | Education & Intelligence Testing II | Text: chapter 8;<br>**TS: Multiple intelligences reaction paper due** |
| 27 | Dec. 7 | Adolescence & Lifespan development | Handout chapter;<br>**Research paper due** |
| 28 | Dec. 12 | Course overview/ Review session | Text: chapter 15 |
| 29 | Dec. 14 | **Final examination** | |

All assignments are **due at the beginning of class**. If you turn them in after class has started, they will be considered late (this is to discourage you from missing class in order to work on assignments). Late assignments will be marked down according to how late they are; a paper turned in after class has started is considered one day late. For every day that a paper is late, it will be marked down one grade decrement; this means that an A paper will become and A- paper if it is turned in one day late; a B+ paper if it is 2 days late, etc.

There will be **no extensions or make-ups given on assignments or exams**, except in the case of extreme (and provable, for example, with a doctor's note in case of medical emergency) situations.

# PUBP 140: Immigration and Policy

Class: Monday and Wednesday 11:00 to 12:50 pm
Location: KOLLIG 209

Office: Room 272
Office hours: Monday and Wednesday 10-11
Telephone: 209-724-2947
Cell: 209-675-8038
Email: breyes@ucmerced.edu

**OVERVIEW:**
This class examines the current debates on immigration and policy. We will examine immigration to the United States from a multidisciplinary perspective. We will examine the history of immigration to the United States, causes for immigration, immigrant assimilation and adaptation, the impact of immigrants on the economy, fiscal impacts, effects on public opinion and racial and ethnic relations, and the current policy and political debates on U.S. immigration.

Successful students will be able to critically evaluate immigration policy, immigration research, and political debates about immigration and immigrants in the United States.

**PREREQUISITES:**

ECON 1, junior or senior standing, major in SBCS in the economics track, public policy or consent of instructor.

**REQUIREMENTS:**

The course requirements are: a midterm exam, a paper, a group project, and class participation. **The midterm will take place on October 26, 2005**. The paper most be ***10 to 15 double-spaced pages***. It should discuss the social, political or economic consequences of current or proposed immigrant or immigration policy. **The paper is due December 18, 2005**. *There will be a penalty for assignments that are turned in late*. In addition students will form groups and make a detailed 30 minute in-class presentation. **These presentations will take place in class on November 14 and 16 of 2005**. The group presentations will examine the history and current conditions of a particular immigrant group and relate this to the materials discussed in the class. Each student is also required to participate in class discussion. There will be two structured forms of participation: (1) each student would be assign or select a reading and prepare a critical evaluation of the reading to discuss in class; and (2) each student must present a topic for discussion to the group and lead the discussion of the topic. In addition students will be grated on attendance and participation, which will count for 5 percent of the final grade.

- Midterm exam 25% of grade

- Paper 25% of grade
- Group project and in class-presentation 25% of grade
- Critical review 10% of grade
- Discussion Topic 10% of grade
- Class Participation 5% of grade

**PARTICIPATION REQUIREMENTS:**
There are two participation requirements in the class in addition to attendance and class discussion. Each student would be assign or select a reading from the optional list of readings (to be provided by the instructor) and prepare a critical evaluation of the reading to discuss in class. This review should *not to exceed* 3 double-spaced pages. The student will describe the topic of the reading; the arguments presented; and evaluated the reading based on other materials discussed in class. He or she will present this critical review to the class for discussion. For the second requirement each student must present a topic for discussion to the group and lead the discussion of the topic. Every week we will spend a part of the class discussing a set of critical issues that emerge from the reading. I will provide those questions at the beginning of the class on Monday and they will be discussed on Wednesday afternoon. Throughout the semester each student will be expected to generate a question for our discussion of critical issues. He or she will be required to prepare a **200 word description** of the issue and lead the discussion.

**PAPER ASSIGMENT:**

The paper should analyze the political, social, or economic dimensions of current or proposed immigrant or immigration policy. The paper should contain a detailed description of the problem, present both sides of the debate, and discuss the policy being considered. The paper should also evaluate of the effectiveness of the policy; discuss policy alternatives; discuss which groups are most likely to benefit and which groups are most likely to lose; and discussion whether the United States would benefit from adapting or repealing this particular policy. To the extend possible, your analysis must use empirical results from the literature to justify your conclusion.

**TOPICS AND READING LIST:**

## I. <u>Overview: Immigration to the United States</u>

A. **Definitions**
**B. The numbers**
**C. History of U.S. Immigration**

Required Reading:
- Bernard, William (1998), "Immigration: History of US Policy." In *The Immigration Reader: America in a Multidisciplinary Perspective*.
- Ueda, Reed (1998), "The Changing Face of Post-1965 Immigration." In *The Immigration Reader: America in a Multidisciplinary Perspective*.

### D. An Overview of the debate

Required Reading:

- Williams William (1998), "Immigration as a Pattern in American Culture." In *The Immigration Reader: America in a Multidisciplinary Perspective.*
- Papademetriou, Demetrios (1998), "Myths and realities," *Immigrants in the Borderline, Unesco Courrier.*
- Simon, Gildas (1998), Who goes where? *Immigrants in the Borderline, Unesco Courrier.*

## II. Causes for Migration

Required Reading Materials:

- Massey, et al (1993) "Theories of International Migration: A Review and Appraisal," *Population and Development Review*, Vol. 19.
- Stark, Oded (1984), "Discontinuity and the Theory of International Migration, *Kyklos* Vol. 37.
- Portes, Alejandro and Ruben Rumbaut, (1990) "Introduction: who they are and why they come?" In *Immigrant America: A Portrait.*
- Sassen, Saskia (1998) "America's Immigration 'Problem,'" in *Globalization and Its Discontents: Essays on the New Mobility of People and Money*, The New York Press, New York.

## III. Assimilation and Adaptation

### A. Assimilation Versus Multiculturalism

Required Reading:

- Hartmann, Douglas and Joseph Gerteis (2005), Dealing with Diversity: Mapping Multiculturalism in Sociological Terms," *Sociological Theory*.
- Young, Iris Marion (1990), "Social Movements and the Politics of Difference," *Justice and the politics of difference.*
- Schlesinger, Arthur M., Jr. (1991), *The Disuniting of America*.
- Alexander, Jeffrey (2001), "Foreword," *Theorizing the 'Modes of Incorporation': Assimilation, Hyphenation and Multiculturalism as Varieties of Civic Participation."*
- Zhou, Min (1997), "Segmented Assimilation: Issues, Controversies, and Recent Research on the New Second Generation." *International Migration Review*

### B. Outcomes

#### *1. Economic Outcomes*

Required Reading:

- Portes and Rumbaut, (1990) “Making it in American: Occupational and economic adaptation.” In *immigrant America: a portrait.*
- Borjas, George (2004), “Economic Assimilation: Trouble Ahead,” *Reinventing the Melting Pot: The New Immigrants and What it Means to be American*.

***2. Explanations for poor economic outcomes***

Required Reading

i. Rational Choice -- Immigrant Quality and Human Capital
   - Borjas, George (1999), “The Skills of Immigrants,” In *Heaven’s doors: immigration policy and the American economy*.
   - Chiswick, Barry and Paul Miller (2001), “Immigrant earning: Language skills, linguistic concentration and the business cycle,” *Journal of Population Economics* 15.

ii. Structural Factors -- Neighborhood effects, segregation, spatial and skills mismatch, segmented labor markets and Labor Queues

   - Kasarda, John, "Urban Industrial Transformation and the Underclass," *The Annals of the American Academy of Political and Social Science* 501.
   - Massey, Douglas (1990), “American Apartheid: Segregation and the Making of the Underclass, *American Journal of Sociology* 96.

i. Segmented assimilation
   - Portes, Alejandro and Min Zhou (1994), "Should Immigrants Assimilate?" *Public Interest* 116.

***3. Social and Political Outcomes***

Required Reading:

- Portes and Rumbaut, (1990) “From immigrant to ethnics: identity, citizenship, and political participation.” In *immigrant America: a portrait.*
- Citron, Jack and Benjamin Higton (2002), “Political Participation in a changing California” and “The Ethnic Gap in Turnout.” In *How Race, Ethnicity and Immigration Shape the California Electorate*, PPIC.
- Johnson, Hans, Belinda Reyes, Laura Mameesh, and Elisa Barbour (1999), “Why does Naturalization Matter?” and “Factors Associated with Naturalization,” *In Taking the Oath: An Analysis*

*of Naturalization in California and the United States*, Public Policy Institute of California.

- Smith, James P. and Barry Edmonston (1997), "Social Dimensions of Immigration." In *The New Americans: Economic, Demographic, and Fiscal Effects of Immigration,* National Academy of Science.

#### *4. The Second Generation*

Required Reading:

- Zhou, Min (1997), "Growing Up American: The Challenge Confronting Immigrant Children and the Children of Immigrants," *Annual Review of Sociology*.
- Ramakrishnan, Karthick and Hans Johnson (2005), "Second Generation Immigrants in California," *California Counts*, Vol. 6.
- Rumbaut, Ruben (1995), "The New Californians: Comparative Research Findings in the Educational Progress of Immigrant Children," In *California Immigrant Children: Theory, Research, and Implications for Educational Policy*, Ruben Rumbaut and Wayne Cornelius (eds.).
- Hakuta, Kenji (1999), "The debate on bilingual education," *Journal of development and behavioral pediatrics* 20

## IV. Impact of Immigrants

### A. Economic Impact

Required Reading:

- Cover Story, "Embracing Illegals: Companies are getting hooked on the buying power of 11 million undocumented immigrants, *Business Week*, July 18, 2005:
- Smith, James P. and Barry Edmonston (1997), "Immigrant Effects on Jobs and Wages: First Principles" In *The New Americans: Economic, Demographic, and Fiscal Effects of Immigration*, National Academy of Science.

### B. Fiscal Impacts

Required Reading:

- Panel Discussion Transcript, "The Cost of Illegal Immigration: The Impact of Illegal Aliens on the Federal Budget," Sponsored by the Center for Immigration Studies, National Press Club, Washington, DC, August 25, 2004.
- Moore, Stephen (1998), *A Fiscal Portrait of the Newest Americans*, Cato Institute and National Immigration Forum.
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