

University of California, Merced
Core Course Materials

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UNIVERSITY OF CALIFORNIA, MERCED

COLLEGE ONE – CORE 1 COURSE SYLLABUS

The World at Home: Planning for the Future in a Complex World



Education is what remains after one has forgotten everything...learned in school.

Albert Einstein, Recipient of Nobel Prize in Physics and Professor of Theoretical Physics, Princeton University

Fall 2005 Semester

Meeting Times & Locations

Lectures: Tuesday and Thursday, 9:00 – 9:50 am, California Room – Valley Terrace Commons

Discussion Sections: Students will attend one of the following discussion sections:
Monday, 8:00 – 9:50 am, 201 Kolligian Library
Tuesday, 12:00 – 1:50 pm, 217 Kolligian Library
Wednesday, 8:00 – 9:50 am, 159, 360, 361 Kolligian Library
Friday, 8:00 – 9:50 am, 159, 360, 361 Kolligian Library

CORE Friday: Friday, 3:00 – 5:00 pm, California Room – Valley Terrace Commons (**Note: All CORE Friday events will be held in the California Room, except for the four Playhouse Merced productions and the Star Party event.**)

Lecturers & Instructors

CORE 1 Responsible Faculty

- ✚ Henry Jay Forman, Phone: 724-4370, Natural Sciences (NS), CORE Course Planning Committee (CCPC) Member
- ✚ Gregg Herken, Phone: 724-4362, Social Sciences, Humanities, and Arts (SSHA), CCPC Co-Chair
- ✚ Valerie Leppert, Phone: 724-4365, Engineering (ENG), CCPC Member
- ✚ Dunya Ramicova, Phone: 724-2905, Social Sciences, Humanities, and Arts (SSHA), CCPC Member
- ✚ Wil van Breugel, Phone: 658-6392, Natural Sciences (NS), CCPC Member
- ✚ Christopher Viney, Phone: 724-4359, Engineering (ENG), CCPC Co-Chair

Advising Faculty

- ✚ Robert Ochsner: Social Sciences, Humanities, and the Arts (SSHA)

Course Lecturers

- ✚ David Ashley: Executive Vice-Chancellor and Provost; Engineering (ENG)
- ✚ Miriam Barlow: Natural Sciences (NS)
- ✚ Michelle Chouinard: Social Sciences, Humanities, and Arts (SSHA)
- ✚ Henry Jay Forman, Natural Sciences (NS)
- ✚ Jan Goggans: Social Sciences, Humanities, and Arts (SSHA)
- ✚ Kenji Hakuta: Dean, Social Sciences, Humanities, and Arts (SSHA)
- ✚ Gregg Herken, Social Sciences, Humanities, and Arts (SSHA)
- ✚ Shawn Kantor: Social Sciences, Humanities, and Arts (SSHA)
- ✚ Arnold Kim: Natural Sciences (NS)
- ✚ Valerie Leppert, Engineering (ENG)
- ✚ Sean Malloy: Social Sciences, Humanities, and Arts (SSHA)
- ✚ Manuel Martin-Rodriguez: Social Sciences, Humanities, and Arts (SSHA)
- ✚ Maria Pallavicini, Dean, Natural Sciences
- ✚ Teenie Matlock: Social Sciences, Humanities, and Arts (SSHA)
- ✚ Ruth Mostern: Social Sciences, Humanities, and Arts (SSHA)
- ✚ Peggy O'Day: Natural Sciences (NS)
- ✚ David Ojcius: Natural Sciences (NS)
- ✚ Dunya Ramicova, Social Sciences, Humanities, and Arts (SSHA)
- ✚ Belinda Reyes: Social Sciences, Humanities, and Arts (SSHA)
- ✚ Will Shadish: Social Sciences, Humanities, and Arts (SSHA)
- ✚ Carol Tomlinson-Keasey: Chancellor; Social Sciences, Humanities, and Arts (SSHA)
- ✚ Sam Traina: Natural Sciences (NS)
- ✚ Wil van Breugel, Natural Sciences (NS)
- ✚ Christopher Viney, Engineering (ENG),
- ✚ Jeff Wright: Dean, Engineering (ENG)
- ✚ Jeff Yoshimi: Social Sciences, Humanities, and Arts (SSHA)

Discussion Instructors

- ✚ Susan Bohrer, sbohrer@ucmerced.edu or profsusan@sbcglobal.net
- ✚ Thomas Hothem, thothem@ucmerced.edu or tehothem@gmail.com
- ✚ Steve Kramp, skramp@ucmerced.com or stevekramp@gmail.com
- ✚ Michael Truong, mtruong@ucmerced.com or mitruong@gmail.com
- ✚ Michael Winder, mwinder@ucmerced.edu
- ✚ Anne Zanzucchi, azanzucchi@ucmerced.edu

CORE Course Sequence Introduction

UC Merced's CORE Course sequence, "The World at Home: Planning for the Future in a Complex World," is designed as a two-semester introduction for UCM students to the various academic disciplines of the University. As such, CORE is the "signature" course for College One and, indeed, for UC Merced.

The College One CORE Course sequence is future-oriented and focused on devising solutions to real-life problems. It is unique in the UC system in that the sequence draws on the disciplines and faculty of all three UCM Schools – Natural Sciences, Engineering, and Social Sciences, Humanities, and Arts – to introduce students to the fields in which they will first major and later may make their career. CORE 1 will introduce the issues facing informed citizens in the 21st century and provide the tools needed to address them. The CORE 1 faculty will show how their disciplines identify and define a problem, emphasizing the intersections and contrasts among diverse intellectual approaches.

Capitalizing on this interdisciplinary approach, the CORE Course sequence will demonstrate to students how different experts, from what has been called "the two cultures" – humanist and scientist, view the world, analyze information, and attempt to solve problems. The intent is to demonstrate, through

examples, that complex questions are best understood not from a single, decoupled perspective, but by insights gained from different – even seemingly disparate – approaches. By this method, the links between various disciplines will be highlighted.

Hallmarks of the CORE Course sequence are:

- ✚ The curriculum characterizes connections: faculty working together to connect academic themes and subjects, and students connecting what they have just learned with what they will learn.
- ✚ Students will learn to think analytically and communicate effectively in the context of problems directly affecting their lives and futures.
- ✚ Faculty will explore new directions by working with colleagues in the Core course, as well as by stimulating student interest in the diverse fields of study.
- ✚ UCM *Guiding Principles for General Education* will inform the curriculum. The Guiding Principles may be found at: https://www.ucmerced.edu/college1/guiding_principles

CORE Friday Events

A CORE Friday event will be held each week. These events include films, documentaries, distinguished speakers, a discussion panel, and staged productions. **Note:** Attendance at Core Friday events will be recorded, and is required at five of the eleven events, not including the Star Party.

CORE-Related Film Series

The university will host a campus-wide film series (open to all students), featuring a wide range of films related at various levels to the themes highlighted in CORE 1. **Note:** There is absolutely *no* requirement that you attend the Film Series. The series is simply for your enjoyment.

Readings

Weekly reading assignments will be announced in lecture and will be accessible online at the CORE 1 course page, accessible through your *My UC Merced* student account (<https://my.ucmerced.edu>). Contact Discussion Section Instructors for more information.

Assignments

Extended/Individual Writing Assignments will be given in lecture and are worth up to 5 points each (a total of 14 assignments for up to 70 points). Some of these assignments will have quantitative aspects.

The Cumulative Writing Assignment is an integrative essay that will ask students to address a common theme or thread in the course (details and instructions will be given later in the term). This exercise will give students an opportunity to improve their writing skills during the course through continual revision based on constructive feedback from discussion section instructors. The cumulative essay will be worth up to 20 points.

The Reflective Journal Assignment is intended to encourage student creativity and freedom of expression. Evaluation will be based on student effort. The completed journal will be worth up to 10 points.

Directed In-Section Writing Assignments are meant to encourage attendance and student participation. A total of up to 10 points overall will be given for these assignments.

Grading

✚ Grading for CORE 1 will be on a point basis, with a maximum of 120 points possible:

- Attendance at CORE Friday events (Star Party not included) will count for 10 points. Students are required to attend a minimum of 5 events, with two points given for each event attended.
- Up to 10 points for attendance at and participation in writing/discussion sections.
- Up to 10 points for completion of the reflective journal (due during finals week).
- Up to 20 points for the cumulative/integrative essay (due during finals week)
- Up to 70 points for the 14 assignments given in lecture.

✚ Midterm grades will be based on all assignments completed by Friday, October 21st.

Midterm Assessment

- Grade reporting will occur during the eighth week of the semester.
- Grades will be submitted as letter grades (regardless of whether the student has elected to take the course as a P/NP).
- Mid-semester grade reports are temporary, and will be replaced by final, permanent grade reports at the end of the semester.
- Pre-registration for the following semester will begin approximately four weeks after grade reports are available to students. Students with a D or F grade will have a block placed on their registration for the subsequent semester.
- All first-year students with either a D or F grade on their mid-term report will have a block placed on their registration and be required to participate in an Academic Success Workshop. Sophomores with a D or F grade will also have a registration block, and will be encouraged to attend an Academic Success Workshop as well. These students can get their hold released by meeting with their academic advisor. This ensures that students with poor academic performance communicate with an advisor for special attention, such as tutoring.

Disabilities Statement

Students with disabilities who need staff or time intensive accommodations (e.g., reader services, interpreter services, text conversion, etc.) should contact the Disability Services Office as soon as possible to make necessary arrangements for these services. It is the student's responsibility to assure that such notification occurs in a timely fashion. Failure to do so may delay or in some cases preclude our ability to provide certain accommodations. For further information or to make disability services arrangements, contact the Disability Services Office, 107 Kolligian Library (Gold Wing), First Floor, Email: disabilityservices@ucmerced.edu, Phone: 209.381.7862.

Academic Conduct

Students in Core 1, and all students at UC Merced, will be expected to adhere to the UCM Interim Code of Academic Conduct. The entire document is available online (see the bottom of the College One Welcome page) at <https://ucmeng.net/college1/welcome>. A concise account of the policy for students is given below:

Academic integrity is the foundation of an academic community and without it none of the educational or research goals of the university can be achieved. All members of the university community are responsible for its academic integrity. Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty.

Examples of academic dishonesty include:

- receiving or providing unauthorized assistance on examinations
- using unauthorized materials during an examination
- plagiarism - using materials from sources without citations
- altering an exam and submitting it for re-grading
- fabricating data or references
- using false excuses to obtain extensions of time or to skip coursework

The ultimate success of a code of academic conduct depends largely on the degree to which the students fulfill their responsibilities towards academic integrity.

These responsibilities include:

- Be honest at all times.
- Act fairly toward others. For example, do not disrupt or seek an unfair advantage over others by cheating, or by talking or allowing eyes to wander during exams.
- Take group as well as individual responsibility for honorable behavior. Collectively, as well as individually, make every effort to prevent and avoid academic misconduct, and report acts of misconduct which you witness.
- Do not submit the same work in more than one class. Unless otherwise specified by the instructor, all work submitted to fulfill course requirements must be work done by the student specifically for that course. This means that work submitted for one course cannot be used to satisfy requirements of another course unless the student obtains permission from the instructor.
- Unless permitted by the instructor, do not work with others on graded coursework, including in class and take-home tests, papers, or homework assignments. When an instructor specifically informs students that they may collaborate on work required for a course, the extent of the collaboration must not exceed the limits set by the instructor.
- Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source. Students who are confused about whether a particular act constitutes plagiarism should consult the instructor who gave the assignment.
- Know the rules – ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.

Faculty Office Hours

- ✚ Prof. Forman: Friday, 1:00 – 3:00 pm, 167 Kolligian
- ✚ Prof. Herken: Wednesday, 10:00 am – 12:00 pm, 268 Kolligian
- ✚ Prof. Leppert: Tuesday, 3:00 pm – 4:00 pm (venue TBA)
Wednesday, 2:00 pm – 3:00 pm (venue TBA)
- ✚ Prof. Ramicova: Monday 10:00 – 11:00 am, 167 Kolligian
Wednesday 10:00 – 11:00 am, 167 Kolligian
- ✚ Prof. van Breugel: Tuesday, 10:00 – 11:30 am, Commons
Thursday, 10:00 – 11:30 am, Commons

✚ Prof. Viney: Monday, 9:00 – 10:00 am, 167-A Kolligian
 Tuesday, 1:00 – 2:00 pm, 172-E Kolligian
 Wednesday, 5:00 – 6:00 pm, 167-B Kolligian
 Thursday, 1:00 – 2:00 pm, 172-E Kolligian

CORE-1 Related Questions or College One Information: Please Contact

Karl James Lorenzen, Ph.D.
 Administrative Specialist
 College One Offices
 167 Kolligian Library (Blue Wing)
 Phone: 209.724.4248
 Email: klorenzen@ucmerced.edu
 Webpage: <https://ucmeng.net/college1>

COURSE SCHEDULE

Fall Semester 2005

Fall Semester Begins		August 29, 2005	Monday
Labor Day Holiday		September 5, 2005	Monday
Fall Instruction Begins	70 days	September 6, 2005	Tuesday
Veterans Day Holiday		November 11, 2005	Friday
Thanksgiving Holiday		November 24-25, 2005	Thursday-Friday
Fall Instruction Ends		December 15, 2005	Thursday
Fall Finals Exam Prep	2 days	December 16, 18, 2005	Friday, Sunday
Fall Final Examinations	3 days	December 17, 19-20, 2005	Saturday, Monday-Tuesday
Fall Semester Ends		December 20, 2005	Tuesday
Winter Holiday		December 26-27, 2005	Monday-Tuesday
New Years Holiday		December 30, 2005 - January 2, 2006	Friday, Monday

Week-to-week schedule

1. September 5

M	09	05		
T	09	06		Module 1: Inaugural Lecture – <i>Points of Engagement</i> Carol T-K, CV, HF, GH, DR
W	09	07		
R	09	08		Module 2: Origins of the Universe Wil van Breugel, <i>From the Big Bang to California</i>
F	09	09	3-5p	Core Friday: Bertold Brecht's <i>Galileo</i> at Playhouse Merced, with introduction by Gregg Herken

2. September 12

M	09	12		
T	09	13		Module 2: Origins of the Universe Wil van Breugel, <i>From Exploding Stars to Planets and Life</i>
W	09	14		
R	09	15		Module 2: Origins of the Universe Ruth Mostern, <i>Astronomy along the Silk Road</i> Jan Goggans, <i>In the Beginning of the World</i>
F	09	16	6-10p	Core Friday: Star Party with Wil van Breugel

3. September 19

M	09	19		
T	09	20		Module 3: Origins of Life Henry Forman, <i>Bringing home the Bacon: Darwin, Evolution and the Scientific Method</i>
W	09	21		
R	09	22		Module 3: Origins of Life Jeff Yoshimi, <i>God, Science, and the Big Questions: Topics in the Philosophy of Science and Religion</i>
F	09	23	3-5p	Core Friday: <i>Inherit the Wind</i> , with introduction by Henry Jay Forman

4. September 26

M	09	26		
T	09	27		Module 3: Origins of Life Peggy O'Day, <i>Origin of Planet Earth and Conditions for the Emergence of Life</i>
W	09	28		
R	09	29		Module 3: Origins of Life Miriam Barlow, <i>Evidence for Evolution</i>
F	09	30	3-5p	Core Friday: UCM Faculty Panel discussion. <i>The Universe and Life: What We Know and What We Believe</i>

5. October 3

M	10	03		
T	10	04		Module 4: Origins of Societies and Culture Manuel Martin-Rodriguez, <i>Literature and Comparative Culture</i>
W	10	05		
R	10	06		Module 4: Origins of Societies and Culture Shawn Kantor, <i>The Economics of Free Trade and Globalization</i>
F	10	07	3-5p	Core Friday: Peter Sellars - Introduced by Dunya Ramicova

6. October 10

M	10	10		
T	10	11		Module 4: Origins of Societies and Culture Christopher Viney, <i>The Rise of Science, Technology, Infrastructure and Expertise</i>

W	10	12		
R	10	13		Module 4: Origins of Societies and Culture <i>Dipu Gupta, The Origin of Art</i> , with an introduction by Dunya Ramicova
F	10	14	3-5p	Core Friday: <i>Guns, Germs, and Steel</i> . National Geographic Documentary: Episodes 1 (Out of Eden) and 2 (Conquest)

7. October 17

M	10	17		
T	10	18		Module 5: Language and Communication Teenie Matlock, <i>Language and Cognition</i>
W	10	19		
R	10	20		Module 5: Language and Communication Michelle Chouinard, <i>Learning Language</i>
F	10	21	3-5p	Core Friday: <i>A Night to Remember</i> , with introduction by Christopher Viney

8. October 24

M	10	24		
T	10	25		Module 5: Language and Communication Kenji Hakuta, <i>Bilingualism and Education in California</i>
W	10	26		
R	10	27		Module 5: Language and Communication Arnold Kim, <i>Language and Mathematics</i>
F	10	28	3-5p	Core Friday: Documentary: <i>The Human Language, Part 2 (Acquiring the Human Language)</i> and <i>Part 3 (The Human Language Evolves)</i> with introduction by Dean Kenji Hakuta

9. October 31

M	10	30		
T	11	01		Module 6: Needs of Individuals and Societies Will Shadish, <i>The Past, Present and Future of Social Experimentation</i>
W	11	02		
R	11	03		Module 6: Needs of Individuals and Societies Henry Forman and David Ojcius, <i>The Book Reopened on Infectious Diseases</i>
F	11	04	3-5p	Core Friday: Michael Frayn's Copenhagen at Playhouse Merced

10. November 7

M	11	07		
T	11	08		Module 6: Needs of Individuals and Societies Jeff Yoshimi, <i>Do the Right Thing: Three Forms of Ethical Decision-Making</i>
W	11	09		
R	11	10		Module 6: Needs of Individuals and Societies David Ashley, <i>Ethical Choices: The Environment and Public Safety</i>
F	11	11		VETERANS' DAY HOLIDAY

11. November 14

M	11	14		
T	11	15		Module 7: Conflict Sam Traina, <i>California's Water Wars</i>
W	11	16		
R	11	17		Module 7: Conflict Gregg Herken and Sean Malloy, <i>War and Remembrance</i>
F	11	18	3-5p	Core Friday: <i>Doctor Atomic</i> at Playhouse Merced , with introduction by Dunya Ramicova

12. November 21

M	11	21		
T	11	22		Module 7: Conflict Christopher Viney, <i>Technology: Boon without Bane?</i>
W	11	23		
R	11	24		THANKSGIVING
F	11	25		THANKSGIVING

13. November 28

M	11	28		
T	11	29		Module 7: Conflict Gregg Herken, <i>Protest, Justice, and Non-violent Resistance</i>
W	11	30		
R	12	01		Module 8: The Future Maria Pallavicini, <i>The Future and Life Sciences: Genes on a Credit Card.</i>
F	12	02	3-5p	Core Friday: Alex Podulke, <i>DNA and the Dancing Fool</i> at Playhouse Merced

14. December 5

M	12	05		
T	12	06		Module 8: The Future Valerie Leppert, <i>The Future and Technology: Emerging Applications and Issues in Nanotechnology</i>
W	12	07		
R	12	08		Module 8: The Future Belinda Reyes, <i>The Future and Public Policy: California 2025, California's Changing Demographics</i>
F	12	09	3-5p	Core Friday: Distinguished Lecturer, Victor Rubin, Policy Link

15. December 12

M	12	12		
T	12	13		Module 8: The Future Jeff Wright, <i>The Future and the Environment: Energy</i>
W	12	14		
R	12	15		Module 8: The Future Faculty and Students: Reflections and Predictions

UNIVERSITY OF CALIFORNIA, MERCED

COLLEGE ONE – CORE 1 COURSE SYLLABUS

The World at Home: Planning for the Future in a Complex World

Spring Semester 2006

MEETING TIMES & LOCATIONS

Lectures: Tuesday and Thursday, 10:00 – 10:50 am, Classroom Building 102 and 105

Discussion Sections: Students will attend one 2-hour discussion section per week

CORE Friday: Friday, 3:00 – 5:00 pm, Classroom Building 102 and 105 (**except** for the Star Party event on April 28)

LECTURERS & INSTRUCTORS

CORE 1 Responsible Faculty (Core Course Planning Committee; CCPC) and Office Hours

- **Henry Jay Forman** Natural Sciences (NS), Phone: 724-4370
Office hours: Monday, 9:00 am – 10:00 am (Kolligian 376)
Wednesday, 9:00 am – 10:00 am (Kolligian 376)
- **Gregg Herken** Social Sciences, Humanities, and Arts (SSHA), Phone: 724-4362
CCPC Co-Chair
Office hours: Wednesday, 10:00 am – noon (2nd floor of Library Blue Wing; COB 388
after SSHA faculty move into permanent offices later in the semester)
- **Valerie Leppert** Engineering (ENG), Phone: 724-4365
Office hours: Monday, 9:00 am – 10:00 am (Kolligian 264)
Tuesday, 9:00 am – 10:00 am (Kolligian 264)
- **Dunya Ramicova** Social Sciences, Humanities, and Arts (SSHA), Phone: 724-2905
- **Wil van Breugel** Natural Sciences (NS), Phone: 658-6392
Office hours: Tuesday, noon – 1:00 pm (Dining Commons)
- **Christopher Viney** Engineering (ENG), Phone: 724-4359
CCPC Co-Chair
Office hours: Monday, 9:00 am – 10:00 am (Kolligian 262)
Tuesday, 7:00 pm – 8:00 pm (Kolligian 262)
Wednesday, 9:00 am – 10:00 am (Kolligian 262)
Thursday, 1:00 pm – 2:00 pm (Kolligian 262)

Advising Faculty

- **Robert Ochsner** Social Sciences, Humanities, and Arts (SSHA)

Course Lecturers

- **David Ashley:** Executive Vice-Chancellor and Provost; Engineering (ENG)
- **Miriam Barlow:** Natural Sciences (NS)
- **Michelle Chouinard:** Natural Sciences (NS)
- **Jan Goggans:** Social Sciences, Humanities, and Arts (SSHA)
- **Kenji Hakuta:** Dean, Social Sciences, Humanities, and Arts (SSHA)
- **Gregg Herken,** Social Sciences, Humanities, and Arts (SSHA)
- **Shawn Kantor:** Social Sciences, Humanities, and Arts (SSHA)
- **Arnold Kim:** Natural Sciences (NS)
- **Valerie Leppert:** Engineering (ENG)
- **Sean Malloy:** Social Sciences, Humanities, and Arts (SSHA)
- **Manuel Martin-Rodriguez:** Social Sciences, Humanities, and Arts (SSHA)
- **Teenie Matlock:** Social Sciences, Humanities, and Arts (SSHA)
- **Ruth Mostern:** Social Sciences, Humanities, and Arts (SSHA)
- **Peggy O'Day:** Natural Sciences (NS)
- **David Ojcius:** Natural Sciences (NS)
- **Maria Pallavicini:** Dean, Natural Sciences
- **Dunya Ramicova:** Social Sciences, Humanities, and Arts (SSHA)
- **Belinda Reyes:** Social Sciences, Humanities, and Arts (SSHA)
- **Will Shadish:** Social Sciences, Humanities, and Arts (SSHA)
- **Sam Traina:** Natural Sciences (NS)
- **Wil van Breugel:** Natural Sciences (NS)
- **Christopher Viney:** Engineering (ENG),
- **Jeff Wright:** Dean, Engineering (ENG); Interim Dean, College One
- **Jeff Yoshimi:** Social Sciences, Humanities, and Arts (SSHA)

Discussion Instructors (Writing Faculty)

- **Susan Bohrer,** profsusan@sbcglobal.net
- **Julie Choffel,** jchoffel@gmail.com
- **Rocco Gangle,** Rocco.Gangle@oberlin.edu
- **Thomas Hothem,** tehothem@gmail.com
- **John Hundley,** jhundley@ucmerced.edu
- **Steve Kramp,** stevekramp@gmail.com
- **Sean McDonnell,** smcdonnell2@ucmerced.edu
- **Jeremy Resnick,** jresnick@ucmerced.edu
- **Mary Soltis,** msoltis@ucmerced.edu
- **Jared Stanley,** jstanley@ucmerced.edu
- **Michael Winder,** mwinder@ucmerced.edu
- **Anne Zanzucchi,** azanzucchi@ucmerced.edu

CORE COURSE SEQUENCE INTRODUCTION

The College One CORE Course sequence “The World at Home: Planning for the Future in a Complex World,” is future-oriented and focused on devising solutions to real-life problems. CORE1 and CORE100 are “signature” courses for UC Merced, unique in the UC system in that they draw on the disciplines and faculty of all three UCM Schools – Natural Sciences; Engineering; and Social Sciences, Humanities, and Arts – to introduce students to the fields in which they will first major and later may make their career. CORE1 will highlight issues facing citizens in the 21st century, and will develop skills that promote informed reading, writing, reasoning and decision-making. The CORE1 faculty will show how their disciplines identify and define a problem, emphasizing intersections and contrasts between their diverse intellectual constituencies.

CORE 1 will capitalize on this interdisciplinary approach to show how different experts, from what has been called “the two cultures” (humanist and scientist), view the world, analyze information, and attempt to solve problems. The intent is to demonstrate, through examples, that complex questions are best understood not from a single, decoupled perspective, but by insights gained from different – even seemingly disparate – approaches.

Hallmarks of the CORE Course sequence are:

- The curriculum characterizes connections: faculty working together to connect academic themes and subjects, and students connecting what they have just learned with what they will learn.
- Students will learn to think analytically and communicate effectively in the context of problems directly affecting their lives and futures.
- Faculty will explore new directions by working with colleagues in the Core courses, as well as by stimulating student interest in the diverse fields of study.
- UCM *Guiding Principles for General Education* will inform the curriculum. The Guiding Principles may be found at: https://www.ucmerced.edu/college1/guiding_principles .

CORE FRIDAY EVENTS

A CORE Friday event will be held each week. These events include films, documentaries, distinguished speakers, discussion panels, and staged productions. **Note:** Attendance at Core Friday events will be recorded, and is required at the first event as well as five subsequent events, not including the Star Party.

READINGS

Weekly reading assignments will be accessible online at the CORE1 course page, accessible through your *My UC Merced* student account (<https://my.ucmerced.edu>). Your Discussion Section Instructor will provide more information.

LECTURES

Because lectures are the centerpieces of Core One instruction, your attendance is expected at all times. To ensure that you are attending lecture and processing information satisfactorily, discussion sections will frequently include quizzes and related writing prompts.

ASSIGNMENTS

Quantitative Assignments will be given in section and are worth up to 5 points each (a total of 6 assignments for up to 30 points). Some of these assignments will have qualitative aspects.

Essay Assignments will respond to two modules at a time, and will be given in section. This cumulative approach to course material is designed to forge connections between lectures, discussion sections, readings, and disciplines. Each essay is worth up to 10 points (a total of 3 essays for up to 30 points).

The Cumulative Writing Assignment is an integrative essay that will ask students to address a common theme or thread in the course (details and instructions will be provided later in the semester). This exercise will give students an opportunity to improve their writing skills during the course through continual revision based on constructive feedback from discussion section instructors. The cumulative essay will be worth up to 15 points.

The Reflective Journal Assignment is intended to encourage student creativity and freedom of expression. Evaluation will be based on student effort. The completed journal will be worth up to 12 points.

Directed In-Section Writing Assignments are meant to encourage attendance and student participation. A total of up to 18 points overall will be given for these assignments

EVALUATION

The grading basis for Core 1 will not be by percentages, but out of a total of 120 points as follows:

- Up to 30 points for six 5-point quantitative exercises
- Up to 30 points for three 10-point essays
- Up to 15 points for cumulative/integrative essay (due finals week)
- Up to 12 points for completion of the reflective journal (due finals week)
- Up to 18 points for six 3-point in-class writing quizzes
- Up to 15 points for attendance and participation: 10 points for discussion section participation, and 5 points for Core Friday attendance (five event minimum, *in addition* to the required Week 1 event and *not including* the Star Party)

Midterm Assessment

- Midterm grades will be based on all assignments completed by Friday, March 3rd (end of week seven).
- Grade reporting will occur during the eighth week of the semester.
- Grades will be submitted as letter grades (regardless of whether the student has elected to take the course as a P/NP).
- Mid-semester grade reports are temporary, and will be replaced by final, permanent grade reports at the end of the semester.
- Pre-registration for the following semester will begin approximately four weeks after grade reports are available to students. Students with a D or F grade will have a block placed on their registration for the subsequent semester.
- All first-year students with either a D or F grade on their mid-term report will have a block placed on their registration and be required to participate in an Academic Success Workshop. Sophomores with a D or F grade will also have a registration block, and will be encouraged to attend an Academic Success Workshop as well. These students can get their hold released by meeting with their academic advisor. This ensures that students with poor academic performance communicate with an advisor for special attention, such as tutoring.

DISABILITIES STATEMENT

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ACADEMIC CONDUCT

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Welcome page) at <https://ucmeng.net/college1/welcome>. A concise account of the policy for students is given below:

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Examples of academic dishonesty include:

- receiving or providing unauthorized assistance on examinations
- using unauthorized materials during an examination
- plagiarism - using materials from sources without citations
- altering an exam and submitting it for re-grading
- fabricating data or references
- using false excuses to obtain extensions of time or to skip coursework

The ultimate success of a code of academic conduct depends largely on the degree to which the students fulfill their responsibilities towards academic integrity.

These responsibilities include:

- Be honest at all times.
- Act fairly toward others. For example, do not disrupt or seek an unfair advantage over others by cheating, or by talking or allowing eyes to wander during exams.
- Take group as well as individual responsibility for honorable behavior. Collectively, as well as individually, make every effort to prevent and avoid academic misconduct, and report acts of misconduct which you witness.
- Do not submit the same work in more than one class. Unless otherwise specified by the instructor, all work submitted to fulfill course requirements must be work done by the student specifically for that course. This means that work submitted for one course cannot be used to satisfy requirements of another course unless the student obtains permission from the instructor.
- Unless permitted by the instructor, do not work with others on graded coursework, including in class and take-home tests, papers, or homework assignments. When an instructor specifically informs students that they may collaborate on work required for a course, the extent of the collaboration must not exceed the limits set by the instructor.
- Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source. Students who are confused about whether a particular act constitutes plagiarism should consult the instructor who gave the assignment.
- Know the rules – ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.

CORE 1 COURSE SCHEDULE, SPRING 2006

Spring Semester 2006			
Spring Semester Begins		January 10, 2006	Tuesday
Martin Luther King, Jr. Holiday		January 16, 2006	Monday
Fall Instruction Begins	70 days	January 17, 2006	Tuesday
Presidents' Day Holiday		February 20, 2006	Monday
Spring Recess		March 27-31, 2006	Monday-Friday
Cesar Chavez Day Holiday		March 31, 2006	Friday
Instruction Ends		May 10, 2006	Wednesday
Spring Finals Exam Prep	3 days	May 11-12 & 14, 2006	Thursday - Friday, Sunday
Spring Final Examinations	4 days	May 13, 15-16, 2006	Saturday, Monday-Tuesday
Spring Semester Ends		May 16, 2006	Tuesday

Week-to-Week Schedule

1. January 16 - 20

M	01	16		MARTIN LUTHER KING JR. HOLIDAY
T	01	17	10-11a	Background: Points of Engagement <i>Introduction</i> Carol T-K(?), CV, HF, GH, DR(?)
W	01	18		
R	01	19	10-11a	Background: Points of Engagement: Library staff, <i>Library skills</i> Jeff Yoshimi, <i>Logic primer: thinking about complex issues</i>
F	01	20	3-5p	CORE Friday: Skills development session. Several on offer (e.g. basic math literacy, reading & comprehension skills, information technology skills). Need to finalize.

2. January 23 - 27

M	01	23		
T	01	24	10-11a	Module 1: Origins of the Universe Wil van Breugel, <i>From the Big Bang to California</i>
W	01	25		
R	01	26	10-11a	Module 1: Origins of the Universe Wil van Breugel, <i>From Exploding Stars to Planets and Life</i>
F	01	27	6-10p	CORE Friday: DVD - Bertold Brecht's <i>Galileo</i> performance by Playhouse Merced, with an introduction by Gregg Herken and Christopher Viney

3. January 30 – February 3

M	01	30		
T	01	31	10-11a	Module 1: Origins of the Universe Christopher Viney, <i>Shifting the Origin: the Legacy of Copernicus, Galileo and Newton</i>

W	02	01		
R	02	02	10-11a	Module 1: Origins of the Universe Jan Goggans, <i>In the Beginning of the World</i> Ruth Mostern, <i>Astronomy Along the Silk Road</i>
F	02	03	3-5p	CORE Friday: Distinguished Speaker – Chris McKay (NASA/Ames) <i>The Search for Extraterrestrial Life</i>

4. February 6 - 10

M	02	06		
T	02	07	10-11a	Module 2: Origins of Life Peggy O'Day, <i>Origin of Planet Earth and Conditions for the Emergence of Life</i>
W	02	08		
R	02	09	10-11a	Module 2: Origins of Life Miriam Barlow, <i>Evidence for Evolution</i>
F	02	10	3-5p	CORE Friday: Film - Inherit the Wind with introduction by Henry Jay Forman (CV to stand in if needed)

5. February 13 - 17

M	02	13		
T	02	14	10-11a	Module 2: Origins of Life Henry Forman, <i>Bringing home the Bacon: Darwin, Evolution and the Scientific Method</i>
W	02	15		
R	02	16	10-11a	Module 2: Origins of Life Jeff Yoshimi, <i>God, Science, and the Big Questions: Topics in the Philosophy of Science and Religion</i>
F	02	17	3-5p	CORE Friday: UCM Faculty Panel Discussion - The Universe and Life: What We Know and What We Believe

6. February 20 - 24

M	02	20		PRESIDENT'S DAY - HOLIDAY
T	02	21	10-11a	Module 3: Origins of Societies and Culture Christopher Viney, <i>The Rise of Science, Technology, Infrastructure and Expertise</i>
W	02	22		
R	02	23	10-11a	Module 3: Origins of Societies and Culture Shawn Kantor, <i>The Economics of Free Trade and Globalization</i>
F	02	24	3-5p	CORE Friday: UCM Artists-in-Residence - Theresa Chavez and Rose Portillo Title:TBA

7. February 27 – March 3

M	02	27		
T	02	28	10-11a	Module 3: Origins of Societies and Culture Dunya Ramicova, <i>How Do We See the World and Why Do We Represent It through Art?</i>
W	02	01		
R	03	02	10-11a	Module 3: Origins of Societies and Culture Manuel Martin-Rodriguez, <i>Literature and Comparative Culture</i>
F	03	03	3-5p	CORE Friday: Documentary - Episodes 1 and 2 of PBS series on Guns,

				<i>Germes, and Steel</i> with an introduction by Gregg Herken
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8. March 6 - 10

M	03	06		
T	03	07	10-11a	Module 4: Language and Communication Michelle Chouinard, <i>Learning Language</i>
W	03	08		
R	03	09	10-11a	Module 4: Language and Communication Teenie Matlock, <i>Language and Cognition</i>
F	03	10	3-5p	CORE Friday: Film - <i>A Night to Remember</i> with an introduction by Christopher Viney

9. March 13 - 17

M	03	13		
T	03	14	10-11a	Module 4: Language and Communication Kenji Hakuta, <i>Bilingualism and Education in California</i>
W	03	15		
R	03	16	10-11a	Module 4: Language and Communication Arnold Kim, <i>Language and Mathematics</i>
F	03	17	3-5p	CORE Friday: Documentary - <i>The Human Language, Part 2 (Acquiring the Human Language)</i> and <i>Part 3 (The Human Language Evolves)</i> with introduction by Dean Kenji Hakuta

10. March 20 - 24

M	03	20		
T	03	21	10-11a	Module 5: Needs of Individuals and Societies Will Shadish, <i>The Past, Present and Future of Social Experimentation</i>
W	03	22		
R	03	23	10-11a	Module 5: Needs of Individuals and Societies Henry Forman and David Ojcius, <i>The Book Reopened on Infectious Diseases</i>
F	03	24		CORE Friday: DVD - Michael Frayn's <i>Copenhagen</i> performed by Playhouse Merced

11. March 27 – 31

M -	03	27		Spring Recess
F	03	31		CESAR CHAVEZ DAY - HOLIDAY

12. April 3 - 7

M	04	03		
T	04	04	10-11a	Module 5: Needs of Individuals and Societies David Ashley, <i>Ethical Choices: The Environment and Public Safety</i>
W	04	05		
R	04	06	10-11a	Module 5: Needs of Individuals and Societies Jeff Yoshimi, <i>Do the Right Thing: Three Forms of Ethical Decision-Making</i>
F	04	07	3-5p	CORE Friday: Distinguished Speaker – Cecile Johnson Soliz (Cardiff School of Art & Design) Contemporary Art

13. April 10 - 14

M	04	10		
T	04	11	10-11a	Module 6: Conflict Sam Traina, <i>California's Water Wars</i>
W	04	12		
R	04	13	10-11a	Module 6: Conflict Gregg Herken and Sean Malloy, <i>War and Remembrance</i>
F	04	14		CORE Friday: UCM Faculty Panel Discussion – Focus on Conflict

14. April 17 - 21

M	04	17		
T	04	18	10-11a	Module 6: Conflict Christopher Viney, <i>Technology: Boon without Bane?</i>
W	04	19		
R	04	20	10-11a	Module 6: Conflict Gregg Herken, <i>Protest, Justice, and Non-violent Resistance</i>
F	04	21	3-5p	CORE Friday: DVD - DNA and the Dancing Fool by Alex Podulke produced by Playhouse Merced

15. April 24 - 28

M	04	24		
T	04	25	10-11a	Module 7: The Future Maria Pallavicini, <i>The Future and Life Sciences: Genes on a Credit Card.</i>
W	04	26		
R	04	27	10-11a	Module 7: The Future Valerie Leppert, <i>The Future and Technology: Emerging Applications and Issues in Nanotechnology</i>
F	04	28	Late	CORE Friday: Star Party with Wil van Breugel

16. May 1 - 5

M	05	01		
T	05	02	10-11a	Module 7: The Future Belinda Reyes, <i>The Future and Public Policy: California 2025, California's Changing Demographics</i>
W	05	03		
R	05	04	10-11a	Module 7: The Future Jeff Wright, <i>The Future and the Environment: Energy</i>
F	05	05	3-5p	CORE Friday: Angela Glover Blackwell, Founder and Chief Executive Officer of PolicyLink

17. May 8 - 12

M	05	08		
T	05	09	10-11a	Module 7: The Future Faculty and Students: <i>Reflections and Predictions</i>
W	05	10		INSTRUCTION ENDS
R	05	11	10-11a	SPRING FINALS EXAM PREP
F	05	12		SPRING FINALS EXAM PREP

18. May 15 - 19

M	05	15		SPRING FINAL EXAMINATIONS
T	05	16		SPRING FINAL EXAMINATIONS – END OF SPRING SEMESTER

CORE 1 TOPIC SUMMARIES, SPRING 2006

Background, “Points of Engagement”

UCM’s unique Core Course combines the viewpoints of a wide range of academic disciplines, to provide insights into the condition of today’s world. Challenges that humankind must face – and our ability to deal with them – are then explored from this interdisciplinary base. The course provides a focus for developing the cultural, technological, ethical and aesthetical literacy of the informed citizen.

Module 1, “Origins of the Universe”

Throughout history, humans have had a choice of explaining the natural world by faith, or through reason by testable hypotheses. The conflict between these two approaches may be seen, for example, in the life of Galileo. It is also a debate that continues today – in rival explanations of our place in the Universe.

Module 2, “Origins of Life”

This module will extend the earlier theme of faith vs. reason to today’s ongoing debate over life’s origins. Specifically addressed will be competing answers proposed by scientists, humanists, and ethicists to the key questions: “Where and when does life begin?” and “What and whose life is sacred?”

Module 3, “Origins of Societies and Cultures”

For centuries, humans have coalesced into societies for pragmatic reasons – food production, shelter, companionship, and defense – evolving distinct cultures as a result. Whereas all societies eventually face the same basic challenges – resource depletion, crime, epidemics, and environmental despoliation, among them – the creative contributions of their diverse cultures, in the arts and literature, remain unique.

Module 4, “Language and Communication”

Societies, like individuals, depend upon an ability to communicate for survival – to express needs and wants, to warn of danger, and to persuade others to join their cause. This module will look at the various ways that humans, and societies, learn to communicate and persuade: through words, symbols, and even unconscious gestures.

Module 5, “Needs of Individuals and Societies”

Unlike societies, human beings have needs and desires that are unique to individuals, and cannot – or should not – be met by the society at large. The need for recreation in a setting of natural beauty is one of these; as are religion, art and music, and even sex. Likewise unique to each individual are the ethical choices that each of us makes in fulfilling these needs.

Module 6, “Conflict”

Conflict is common not only between but within societies, and between society and the individual. This module will deal with the full spectrum of conflict – from global war to today’s debate over protection of the environment – taking the perspective of how and why conflicts occur, how they might be avoided, and how, traditionally, they have been resolved.

Module 7, “The Future”

The final module will revisit the major themes of the course, from the perspective of how they might be affected by changes already underway, or predicted in the foreseeable future. Both threats and prospects will be examined: from the possibility of a global pandemic, to the implications of genetic engineering and nanotechnology, and the impact of the rapidly changing demographic makeup of California.

UNIVERSITY OF CALIFORNIA, MERCED

COLLEGE ONE – CORE 100 COURSE SYLLABUS

The World at Home II: Planning for the Future in a Complex World

Spring 2006 Semester

Meeting Times & Locations

Lectures: Monday and Wednesday, 10:00 – 10:50 am, Venue TBA

Discussion Sections: Students will attend one of four discussion sections two hours per week.

Sections:

Lecturers & Instructors

CORE 100 Responsible Faculty

- ✚ Henry Jay Forman: Natural Sciences (NS), CORE Course Planning Committee (CCPC) Member
- ✚ Valerie Leppert: Engineering (ENG), CCPC Member
- ✚ Kenji Hakuta: Dean, Social Sciences, Humanities, and Arts (SSHA)
- ✚ Jeff Yoshimi: Social Sciences, Humanities, and Arts (SSHA)

Advising Faculty

- ✚ Robert Ochsner: Social Sciences, Humanities, and the Arts (SSHA)

Course Lecturers

- ✚ Henry Jay Forman, Phone: 724-4370, Natural Sciences (NS)
- ✚ Valerie Leppert, Phone: 724-4365, Engineering (ENG)
- ✚ Jeff Yoshimi: Phone: 209-724-2955, Social Sciences, Humanities, and Arts (SSHA)
- ✚ Kenji Hakuta: Phone: 209-724-4335, Dean, Social Sciences, Humanities, and Arts (SSHA)
- ✚ Christopher Viney: Phone: 209-724-4359, Engineering (ENG)
- ✚ Gregg Herken: Phone: 209-724-4362, Social Sciences, Humanities, and Arts (SSHA)
- ✚ Wil van Breugel: Phone: 209-658-6392, Adjunct Professor, Research Astronomer, Lawrence Livermore Laboratories
- ✚ Anne Zanzucchi: Phone: 209-217-7228, Writing Program, Social Sciences, Humanities, and Arts (SSHA)

- ✚ Tom Hothem: Phone: 209-217-7247, Writing Program, Social Sciences, Humanities, and Arts (SSHA)
- ✚ Steve Kramp: Phone: 209-724-4335, Writing Program, Social Sciences, Humanities, and Arts (SSHA)
- ✚ Michelle Leigh Jacobs: Phone: 209-205-8235, Library

CORE 100 Introduction and Requirements

Every society needs people who can solve problems, and increasingly, problem-solving is accomplished by many professions through multidisciplinary team efforts. The goal of this course is to teach students problem-solving skills through the experience of working on a multidisciplinary team to formulate a solution for a societal problem. The team will be composed of students from several majors to provide the breadth need for a multidisciplinary approach; and will address the pros and cons of proposed solutions from the scientific, cultural, ethical, and economic perspectives.

Students will attend two one-hour lectures and one two-hour discussion section per week. They will work in groups of eight students. Writing instructors, a statistician, (and in future years, previous outstanding students) will also be available for the group discussions.

The CORE Course Concept

CORE 100 is UC Merced's second course in the College One CORE general education sequence, "The World at Home II." Students in Core 100 will apply what they have learned during their first two years towards shaping their own perspectives on how to answer these questions. The overall goal of the course will be to equip UCM students with the knowledge and tools necessary to grapple with the complex problems that they will encounter in a rapidly changing world. By its "real life," issue-based approach, the course will challenge students to think about ways in which the problems facing society might be amenable to solution, through modules varying in length from one to three-weeks, on topics such as energy, water, regional conflict, cultural intersection, and immigration. The emphasis throughout the course will be upon active, rather than passive, learning.

Assignments

The work products of each group will be as follows:

1. Pre-proposal (due 03/01/06)
2. Final presentations (in final weeks of class)
3. Final project (due 05/10/06)
4. Individual Diaries (due 05/10/06)

The **five**-page pre-project proposal consist of a title, project description, bibliography, and budget with justification (only if funds are requested). The entire document will be single-spaced using a 12 pt font with 1 inch margins. The final project report will be composed of a summary (no more than 5 pages) and project details (no more than 15 pages). Pros and cons of proposed solutions should be incorporated into the document and minority opinions incorporated into the document as an appendix if necessary. A bibliography is also required. The entire document will be single-spaced using a 12 pt font with 1 inch margins. The public presentation will be a maximum of 20 minutes plus 5 minutes for questions and can optionally be supplemented by a web-site. The diaries will be used to provide evidence of individual participation. More detailed descriptions of the assignments will be provided in class.

Team Roles

Students will be assigned roles which will be used to assess individual grades. Sample roles include: team leader, editor, art director, library researcher/archivist, policy interviewer, website designer / manager, statistician, and economist. Students can tailor a set of roles to their specific project. Roles should be thought of as a team-member's primary area, but all team members collaborate on every aspect of the project.

Grading

Grading will be based on group assignments and individual contributions. The breakdown is as follows:

Group assignments: 60 points

Pre-proposal:	10
Presentation:	15
Final Project:	35

Individual assignments: 30 points

Based on journals[#] (10), attendance* (10), and student-designated sections of final project (10).

Group member ratings / peer evaluation: 10 points

Your journals should contain the following components:

1) Brief statements describing what work you did for the group. Highlight or underline these statements.

2) Brief statements describing what your objectives are for the coming week. Highlight or underline these statements as well.

3) Longer paragraphs in which you reflect on your project, develop ideas, write draft materials, and brainstorm.

Write at least 1-page per week (1-3 pages recommended). From time to time you will be given specific questions to answer in your journals.

* You are expected to attend every lecture. Some lectures have not yet been scheduled but will be scheduled in the normal lecture time. Students should check for schedule updates on the course website (via an updated syllabus on UCMCrops). Announcements of any changes or additions in scheduling will be made by email and at lectures. Assume all Mondays and Wednesday lecture slots will be filled unless notified otherwise.

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- fabricating data or references
- using false excuses to obtain extensions of time or to skip coursework

The ultimate success of a code of academic conduct depends largely on the degree to which the students fulfill their responsibilities towards academic integrity.

Faculty Office Hours

- Henry Jay Forman **by appointment only – send email to hjf.ucmerced@gmail.com**
- Kenji Hakuta Tues 5-6 Library Blue Wing, 4th Floor, outside the seminar rooms areas or by appointment (call Sandra Mora: 724-4335)
- Valerie Leppert Mon 9-10 K264, Tues 9-10 K264
- Jeff Yoshimi Tues 3-5 Classroom Building 313 (or by appointment until the room is ready)

For CORE 100 questions and College One general information please contact:

Karl James Lorenzen, Ph.D. – Administrative Specialist – College One Offices – 167 Kolligian Library Phone: 209.724.4248 – Email: klorenzen@ucmerced.edu – Webpage: <https://ucmeng.net/college1>

COURSE SCHEDULE

Spring Semester 2006

Spring Semester Begins		January 10, 2006	Tuesday
Martin Luther King, Jr. Holiday		January 16, 2006	Monday
Fall Instruction Begins	70 days	January 17, 2006	Tuesday
Presidents' Day Holiday		February 20, 2006	Monday
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Cesar Chavez Day Holiday		March 31, 2006	Friday
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Spring Finals Exam Prep	3 days	May 11-12 & 14, 2006	Thursday - Friday, Sunday
Spring Final Examinations	4 days	May 13, 15-16, 2006	Saturday, Monday-Tuesday
Spring Semester Ends		May 16, 2006	Tuesday

Week-to-Week Schedule

1. January 16 - 20

M	01	16	MARTIN LUTHER KING JR. HOLIDAY – <i>No Class</i>
T	01	17	
W	01	18	<i>Introduction of Course:</i> Case study methodology. Discuss roles. Introduce instructors. Lecturer: Henry Forman
R	01	19	
F	01	20	

2. January 23 - 27

Discussion topics: Introductions, Team-building exercises with Valerie and Rosalina

M	01	23	Team building, project selection, conflict resolution (valuing diverse perspectives) Lecturer: Valerie Leppert
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T	01	24	
W	01	25	Collaborative writing Lecturers: Tom Hothem and Anne Zanzucchi
R	01	26	
F	01	27	

3. January 30 – February 3

Discussion topics: Problem solving a sample case 1.

M	01	30	Introduction to a sample case: Process Lecturer: Valerie Leppert
T	01	31	
W	02	01	Introduction to a sample case: Content / Specific case Lecturer: Henry Jay Forman
R	02	02	
F	02	03	

4. February 6 – 10

Discussion topics: Problem solving a sample case 2. Writing workshop: team building and collaborative writing. Begin to identify a problem.

M	02	06	Resources 1: The Library Lecturer: Michelle Leigh Jacobs
T	02	07	
W	02	08	The scientific method applied to public policy Lecturer: Christopher Viney
R	02	09	
F	02	10	

5. February 13 - 17

Discussion: Picking a problem and roles. Reflections in journals on the process.
Writing workshop: bibliography and background.

M	02	13	Surveys: use and misuse in public policy Lecturer: Evan Heit
T	02	14	
W	02	15	Assessing the history and status of a complex issue Lecturer: Jeff Yoshimi
R	02	16	
F	02	17	

6. February 20 - 24

Discussion: Writing Workshop: Pre-proposal writing.

M	02	20	PRESIDENT'S DAY – HOLIDAY
T	02	21	
W	02	22	Economics of public policy Lecturer: Shawn Kantor
R	02	23	
F	02	24	

7. February 27 – March 3

M	02	27	Ethics of public policy Lecturer: Jeff Yoshimi
T	02	28	
W	03	01	Due: Pre-proposal
R	03	02	
F	03	03	

8. March 6 – 10

M	03	06	Lecture: Interview techniques Guest lecturer: A.G. Block, Director, Public Affairs Journalism Program, University of California Center Sacramento
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T	03	07	
W	03	08	Real example: The Role of Public Policy in the Competitiveness of the Semiconductor Industry Guest Speaker: Daryl Hatano, UC Merced Foundation Trustee, Vice President, Public Policy Semiconductor Industry Association
R	03	09	
F	03	10	

9. March 13 - 17

Discussion topic: Statistical Analysis

M	03	13	Real example: Hetch Hetchy Guest Speaker: Steve Shackleton, Chief Ranger, Yosemite National Park
T	03	14	
W	03	15	Real example: Regulation of nanotechnology Speaker: Valerie Leppert
R	03	16	
F	03	17	

10. March 20 – 24

Discussion topic: Writing workshop: presentation.

M	03	20	Real example: Bilingual education Speaker: Kenji Hakuta
T	03	21	
W	03	22	Real example: National health care Guest speaker: Dr. Philip Hinton, former CEO of Community Medical Centers, Central California
R	03	23	
F	03	24	

11. March 27 - 31

**Spring Recess
CESAR CHAVEZ DAY – HOLIDAY**

12. April 3 - 7

M	04	03		How to give an effective presentation Lecturer: Christopher Viney
T	04	04		
W	04	05		Real example 4: Should we go to Mars? Speaker: Wil van Breugel
R	04	06		
F	04	07		

13. April 10 – 14

Discussion topic: Writing workshop: Final project.

M	04	10		Real example: Technology, Privacy, and Big Brother Speaker: Gregg Herken
T	04	11		
W	04	12		To be announced
R	04	13		
F	04	14		

14. April 17 - 21

M	04	17		Team Presentations
T	04	18		
W	04	19		Team Presentations
R	04	20		
F	04	21		

15. April 24 - 28

M	04	24		Team Presentations
T	04	25		
W	04	26		Team Presentations
R	04	27		
F	04	28		

16. May 1 - 5

M	05	01		Team Presentations
T	05	02		
W	05	03		Team Presentations
R	05	04		
F	05	05		

17. May 8 - 12

M	05	08		Team Presentations
T	05	09		
W	05	10		Team Presentations
				DUE: Final Project / Journals
R	05	11		
F	05	12		

18. May 15 - 19

M	05	15		SPRING FINAL EXAMINATIONS
T	05	16		SPRING FINAL EXAMINATIONS – END OF SPRING SEMESTER

Recommended projects:

Stem cells- Should extra embryos from in vitro fertilization be used for stem cell research?

Mass Transportation (e.g. high speed rail) - What are the costs and benefits for high speed rail for the San Joaquin Valley?

Terrorism / National Security - Is technologic spying on individuals justified for national security?

Genetically Modified Foods - Are genetically modified foods safe?

Space Exploration & Its Current Feasibility - Should we go to Mars?

Health care - What are the costs and benefits for a national health care system?

A Vision for UC Merced - How should UC Merced grow?

Nanotechnology - Should the government regulate nanotechnology?

Energy / Global warming - What alternative energy sources should be developed?

Air Pollution - How do we deal with air pollution to improve public health?

Science education - What investment should the government make in science education?

Science education - Should intelligent design be taught in the public high schools?

Water- What should be the balance between maintaining farming and city development in the San Joaquin Valley?

Bilingual education - Should bilingual education be used in public education?

Hetch Hetchy. Should we restore Hetch Hetchy?

Urban (& Suburban?) Development - Should there be limits on the size of urban or suburban development?

Smoking- Should there be an absolute ban on smoking?