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.

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.

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 100, 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.

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 LibraryPhone: 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
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 – *No Class*
T	01	17		
W	01	18		*Introduction of Course:* 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

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

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: <u>Writing workshop</u>: 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 bilinqual 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?