

The University of Texas at El Paso

Curriculum Change Proposal

Approval Page

Proposal Title: Changes to Anthropology & Sociology Curriculum - Sociology Graduate Program

Department Chair

I have read the enclosed proposal and approve this proposal on behalf of the department.

Howard Campbell
Signature

Nov. 29, 2017
Date

College Curriculum Committee Chairperson

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

College Dean

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

Graduate Council/Undergraduate Curriculum Committee

Council Action: Approved Returned to the College

Date of Action Report: _____

Signature, Chairman

Date

Graduate Curriculum Change Memo

Date: November, 2017

From: Aurolyn Luykx, Department of Sociology & Anthropology

Through: Department Chair, Howard Campbell

Through: Steve Crites

To: Crystal G. Herman

Subject: Add the following new Courses:

SOCI 5360 Gender

SOCI 5361 Sociology of Health

SOCI 5362 Border Research

SOCI 5363 Environmental Justice: Theories, Methods, and Policy

These courses have been offered on a consistent basis and so need to have their own stand-alone course numbers instead of being listed as generic special topics courses.

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Sociology & Anthropology

Rationale for adding the course:

This course has been offered on a consistent basis and so needs to have its own stand-alone course number instead of being listed as a generic special topics course.

All fields below are required

Subject Prefix and # SOCI 5360

Title (29 characters or fewer): Gender

Dept. Administrative Code : 2610

CIP Code 45.1101

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

In this seminar, we will explore the social experiences of gender and sexuality from a cross-cultural and historical perspective. The first portion of the course is dedicated to developing a theoretical and methodological grounding for understanding gender and sexuality. We will then move into an exploration of a range of topics including reproduction; sexuality and identity; family, marriage and kinship; gendered hierarchies and power; religion; globalization; social movements; and health.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

SOCI 5360/WS 5390
Special Topics: Gender

Class Time: Thursdays, 6:00-8:50 pm

Class Location: Old Main Conference Room

Instructor: Dr. Carina Heckert, Assistant Professor of Anthropology

Email: checkert@utep.edu

Phone: 915-747-6528

Office: 308 Old Main

Office Hours: Thursdays 2:00-4:00 pm, or by appointment

Course Overview

In this seminar, we will explore the social experiences of gender and sexuality from a cross-cultural and historical perspective. The first portion of the course is dedicated to developing a theoretical and methodological grounding for understanding gender and sexuality. We will then move into an exploration of a range of topics including reproduction; sexuality and identity; family, marriage and kinship; gendered hierarchies and power; religion; globalization; social movements; and health.

Required Texts

- *Searching for Life: The Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina* by Rita Arditti
- *Addicted.Pregnant.Poor* by Kelly Ray Knight
- *The Meanings of Macho: Being a Man in Mexico City* by Matthew Gutmann
- *Writing Women's Worlds: Bedouin Stories* by Lila Abu-Lughod
- *Straight to Jesus: Sexual and Christian Conversions in the Ex-Gay Movement* by Tanya Erzen
- All other readings will be posted as links or PDFs on Blackboard.

Course Requirements

Class Discussion (20%)

- This is a seminar style class, which means you will be expected to come to class fully prepared to participate in class discussions. You are also expected to attend every class session, unless you have reasonable excuse (i.e. severe illness, death in the family).

Discussion Moderation (5%)

- You will sign up to be the discussion moderator during one class period during the semester. As the discussion moderator, you will be responsible for leading the first part (~20-30 minutes) of the class discussion on the assigned readings.
- Here is a rough guideline for being the discussion moderator (feel free to get more creative than this though):

- I recommend that you provide a handout for fellow classmates (if you email this to me with sufficient time before class, I can print them).
- You should begin by presenting the major contributions and themes from the readings in order to lay the groundwork for class discussion. Within this, you should provide an analysis and critique of the readings.
- You should then move into a set of questions for launching the class discussion.

Weekly Response Papers (25%)

- You will turn in weekly response papers reflecting on the assigned readings. These papers should be approximately 2 pages double-spaced in Times New Roman 12-pt. font. Within each paper, I will be looking for you to do the following:
 - Response papers should not simply summarize the readings. Instead, I am looking for you to analyze and critique the assigned readings. Think about the following questions: What are the major contributions of the author(s)? What are the strengths/weaknesses of the overall argument? What is the broader relevance of the work?
 - You should end your response paper with 1-2 discussion questions that you think will be useful to incorporate into our class discussion.
- I will only count your top 10 response paper grades. Use your “drop” grades wisely.

Research Paper (40%)

- See the end of the syllabus for instructions

Presentation of Research Paper (10%)

- During the final class session on May 4th, you will briefly present your research paper to the class.

Late Policy: Assignments that are turned in late will receive a full letter-grade penalty (equivalent to 10%) for each day that they are late. I may waive this penalty under certain circumstances.

Course Schedule

January 19: Foundations in Feminist Theory

- **Blackboard:**
 - “History and Theory of Feminism”
 - “Sociology and Feminist Scholarship”
 - “Gender Hegemonies”
 - “Ain’t I a Woman?”

January 26: Contemporary Feminist Thought Part 1

- **Blackboard:**
 - “Toward a Chicana Feminist Epistemological Standpoint”
 - “Racism, Birth Control, and Reproductive Rights”
 - “Under Western Eyes”
 - “The Five Sexes”

February 2: Contemporary Feminist Thought Part 2

- *Writing Women’s Worlds*, Preface, Introduction, and Ch. 1-2

February 9: Gendering Research Methods

- *Writing Women’s Worlds*, Ch. 3-5
- **Blackboard:** “How Does One Do Feminist Ethnography?”

Paper topic due via email!

February 16: Bringing in Masculinity

- *The Meanings of Macho*, Preface, Introduction, and Ch. 1-5

February 23: Gender Relations

- *The Meanings of Macho*, Ch. 6-10

March 2: Embodiment

- *Addicted.Pregnant.Poor*, Introduction and Ch. 1-2

March 9: Gender and Disability

- *Addicted.Pregnant.Poor*, Ch. 3-6 and Conclusion

March 16 – NO CLASS – Spring Break!!

March 23: Queer Theory

- *Straight to Jesus*, Introduction and Ch. 1-3

Annotated bibliography due via email!

March 30

No Formal Class Meeting due to SfAA Conference

If you are not going to the conference, use this time to work on your paper!

April 6: Religion, Gender, and Sexuality

- *Straight to Jesus*, Ch. 4-6 and Conclusion
- **Blackboard:** “When I was a *Travesti*”

Paper outline due via email!

April 13: Sex, Gender, and Violence

- *Searching for Life*, Introduction and Ch. 1-3
- **Blackboard:** “Female Combatants and the Perpetration of Violence”

April 20: Resistance

- *Searching for Life*, Ch. 4-8 and Afterword

April 27: Gender and Globalization

- **Blackboard:**
 - “Masculinities and Globalization”
 - “Women on the Market: Marriage, Consumption, and the Internet in Urban Cameroon”

Rough Draft Due – Bring 2 Copies for Peer Review Activity!

May 4: Course Wrap-Up

- Presentations of final papers!

Research Paper Guidelines

You will choose a topic to investigate in-depth and submit a 15-20 page research paper (double spaced, Times New Roman 12-point font with 1-inch margins) on this topic at the end of the semester. I encourage you to choose a topic that will help you as you begin developing ideas for and/or conducting research on your thesis. You have two options in terms of how to approach this paper.

Option 1: Library Based Research Paper

This is a more traditional term paper that requires using at least 15 sources to write a sociological analysis of an issue of your choice. This issue should somehow be connected to the broader themes of the course.

Option 2: Original Data Based Research Paper

This will involve writing a paper based on a combination of original data and scholarly sources. If using original data, you will only be required to use 10 outside sources within the paper. I encourage you to select this option if you have already started, or will be starting this semester, data collection for your thesis.

To keep you working on this paper throughout the semester (instead of saving it all until the end of the semester!), I have set a series of deadlines throughout the semester. We will discuss the details of each of these stages in class.

Please note, failure to submit a rough draft as a part of the peer-editing session on April 27 will result in a 10 point deduction from your final paper grade.

Due Dates

Paper Topic: February 9

Annotated Bibliography: March 23

Outline: April 6

Rough Draft: April 27

Final Draft (via email): May 10

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Sociology & Anthropology

Rationale for adding the course:

These courses have been offered on a consistent basis and so need to have their own stand-alone course numbers instead of being listed as generic special topics courses.

All fields below are required

Subject Prefix and # SOCI 5361

Title (29 characters or fewer): Sociology of Health

Dept. Administrative Code : 2610

CIP Code 45.1101

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

In this seminar in medical sociology, we will explore how understandings and experiences of health, illness, healing, and the body are shaped by culture, power, and moral concerns in society. We will also consider how race, gender, class, ethnicity, and sociopolitical status shape the politics of life, illness, healing, and dying. We will approach these questions primarily, but not exclusively, within biomedical contexts.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
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SOCI 5361/MAIS 5360/WS 5390

Special Topics: Medical Sociology (Title will be changed to Sociology of Health)

Class Time: Tuesdays, 3-5:50 pm

Class Location: Classroom Building C201

Instructor: Dr. Carina Heckert, Assistant Professor of Anthropology

Email: checkert@utep.edu

Phone: 915-747-6528

Office: 308 Old Main

Office Hours: Tuesdays 1:30-2:45, Thursdays 9:30-10:30 am, or by appointment

Course Overview

In this seminar in medical sociology, we will explore how understandings and experiences of health, illness, healing, and the body are shaped by culture, power, and moral concerns in society. We will also consider how race, gender, class, ethnicity, and sociopolitical status shape the politics of life, illness, healing, and dying. We will approach these questions primarily, but not exclusively, within biomedical contexts.

Required Texts

- *The Pastoral Clinic: Addiction and Dispossession along the Rio Grande*, Angela Garcia
- *Recovery's Edge: An Ethnography of Mental Health Care and Moral Agency*, Neely Myers
- *Fat Talk Nation: The Human Costs of America's War on Fat*, Susan Greenhalgh
- *White Coat, Black Hat: Adventures on the Dark Side of Medicine*, Carl Elliot
- All other readings will be posted as links or PDFs on Blackboard.

Course Requirements

Class Discussion (20%)

- This is a seminar style class, which means you will be expected to come to class fully prepared to participate in class discussions.

Discussion Moderation (5%)

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- I will only count your top 10 response paper grades. Use your “drop” grades wisely.

Research Paper (40%)

- See the end of the syllabus for instructions

Presentation of Research Paper (10%)

- During the final exam session on December 6, you will present your final paper to the class

Late Policy: Assignments that are turned in late will receive a full letter-grade penalty (equivalent to 10%) for each day that they are late. I may waive this penalty under certain circumstances.

Course Schedule

August 23: Historical Antecedents

To read before first class session:

- Rudolf Virchow, “The Charity Physician”
- Waitzkin et al., “Social Medicine Then and Now: Lessons from Latin America”

August 30: The Culture of Biomedicine

- Mary-Jo DelVecchio Good, “The Biotechnical Embrace”
- Arthur Kleinman, “Medicine’s Symbolic Reality”
- Janelle Taylor, “Confronting ‘Culture’ in Medicine’s ‘Culture of No Culture’”
- Byron Good, “Medical Anthropology and the Problem of Belief”

September 6: The US Healthcare System

- *White Coat, Black Hat*, pgs. IX-73

September 13: Bioethical Debates

- *White Coat, Black Hat*, pgs. 75-175

September 20: Phenomenological Approaches to Health

- Nancy Scheper-Hughes and Margaret Lock, "The Mindful Body"
- Norah Anita Schwartz and Jong-Deuk Baek, "Contested Spaces"
- Anja Jensen, "Make Sure Somebody Will Survive from This"

Research Paper Topic Due!

September 27: Structural Vulnerability and Health Disparities

- Paul Farmer, "On Suffering and Structural Violence"
- Merrill Singer, "Syndemics and Public Health"
- *The Pastoral Clinic*, pgs. 1-68

October 4: Structural Vulnerability and Health Disparities

- *The Pastoral Clinic*, pgs. 69-210

October 11: Disordered States

- *Recovery's Edge*, pgs. 1-86

October 18: The Logic of Care

- *Recovery's Edge*, pgs. 87-164

In class Skype session with author Neely Myers.

October 25: Power and Social Control in Medicine

- *Fat Talk Nation*, pgs. 1-126

Annotated Bibliography Due!

November 1: Social Constructions of Disease, Stigma, and Medicalization

- *Fat Talk Nation*, pgs. 127-287

November 8 (Election Day – Please vote if you are able!): Thinking about Disability

- Angela Frederick, "Between Stigma and Mother-Blame"
- Robert Murphy, "The Damaged Self" from *The Body Silent*
- Nancy Waxler, "Learning to be a Leper"
- Gay Becker, "Coping with Stigma: Lifelong Adaptation of Deaf People"

Research Paper Outline Due!

November 15: The Politics of Life

- *Aiding Women*, chapters TBA

November 22: Global Health Governance

- *Aiding Women*, chapters TBA

Research Paper Rough Draft Due – bring 2 copies to class for peer review workshop!

November 29: Health Advocacy

- Paul Farmer, “Health, Healing, and Social Justice: Insights from Liberation Theology”
- Stephen Schensul et al., “Participatory Methods and Community-Based Collaborations” in *Handbook of Methods in Cultural Anthropology*
- Emily Martin et al., “Enhancing the Public Impact of Ethnography”

December 6 (Final Exam Period)

- Presentations of Final Papers

Research Paper Guidelines

You will choose a topic to investigate in-depth and submit a 15-20 page research paper (double spaced, Times New Roman 12-point font with 1-inch margins) on this topic at the end of the semester. I encourage you to choose a topic that will help you as you begin developing ideas for and/or conducting research on your thesis. You have two options in terms of how to approach this paper.

Option 1: Library Based Research Paper

This is a more traditional term paper that requires using at least 15 sources to write a sociological analysis of an issue of your choice. This issue should somehow be connected to the broader themes of the course.

Option 2: Original Data Based Research Paper

This will involve writing a paper based on a combination of original data and scholarly sources. If using original data, you will only be required to use 10 outside sources within the paper. I encourage you to select this option if you have already started, or will be starting this semester, data collection for your thesis.

To keep you working on this paper throughout the semester (instead of saving it all until the end of the semester!), I have set a series of deadlines throughout the semester. We will discuss the details of each of these stages in class.

Due Dates

Paper Topic: September 20

Annotated Bibliography: October 25

Outline: November 8

Rough Draft: November 22

Final Draft (via email): December 2

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Sociology & Anthropology

Rationale for adding the course:

These courses have been offered on a consistent basis and so need to have their own stand-alone course numbers instead of being listed as generic special topics courses.

All fields below are required

Subject Prefix and # SOCI 5362

Title (29 characters or fewer): Border Research

Dept. Administrative Code : 2610

CIP Code 45.1101

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

This is an experimental graduate seminar devoted to border research. The goal is for this course to be a mix of in class, social science methodology and border related theoretical readings, combined with fieldwork experience. We will discuss the basic fundamental debates, interpretations, ethical implications and techniques of research for the social sciences as it has typically related to the U.S. Mexico border. We will focus on the nuts of and bolts of participant observation, field notes and interview techniques.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

Professor: Jeremy Slack Office Hours: 4:30 to 6:00 Tuesdays or by appointment (or by appointment) Old Main 307 (915) 747-6530 jmslack@utep.edu

LABS 5390 and SOCI 5362 and MAIS 5360 Tuesdays 6:00pm – 9:00pm

Border Research

Course Description:

This is an experimental graduate seminar devoted to border research. The goal is for this course to be a mix of in class, social science methodology and border related theoretical readings, combined with fieldwork experience. We will discuss the basic fundamental debates, interpretations, ethical implications and techniques of research for the social sciences as it has typically related to the U.S. Mexico border. We will focus on the nuts of and bolts of participant observation, field notes and interview techniques. However, the major focus of this class will be the development of specific understandings of how to conduct research on the border that fits with the larger debates and methodological trends.

This is an experimental course and will require out of class participation in research. I will try to give options that accommodate a number of schedules but outside participation is MANDATORY. I anticipate that about half of this course will take place outside of the classroom.

We will divide our attention between three primary goals and their subsequent final projects: 1) develop an advanced understanding of methodological techniques, 2) demonstrate a command of theoretical debates about the U.S. Mexico border, and 3) conduct research with one of our community partners, producing a final report and presentation.

Course components:

For the first goal we will structure the class around your field methods journal where you will be given a number of assignments designed to give you practical skills for conducting fieldwork. You will be able to choose between different options in order to hone your skills with the most useful and appropriate methodologies for your own research interests. The second component will be evaluated based on your reading responses. You will be expected to write a one-page response each week based on the readings. Each student will also guide class discussion in small groups once during the semester. This will require meeting with me before the class to discuss your plan. Finally, each person will be required to craft a research proposal that will be broken down into a

variety of components during the semester. Your final paper will demonstrate an acceptable research problem, research question and appropriate methodological section that will adequately address your research. You will present your proposal before the class at the end of the semester.

Course Goals:

Define the different methodological approaches to border research Understand basic debates and Evaluate the theoretical and ethical debates surrounding research Assess the impact these debates have on your own research

Course Objectives:

By the end of the course you will be able to: Implement a variety of qualitative research methods in the field Analyze qualitative data in a variety of styles Present a coherent research proposal including 1) research problem 2) research questions and 3) the appropriate methodological choices to answer your questions. Be prepared to conduct original research and write your graduate thesis!

Required Texts:

O'Leary, Anna Ochoa, Colin M Deeds, and Scott Whiteford. 2013. *Uncharted Terrains: New Directions in Border Research Methodology, Ethics, and Practice*: University of Arizona Press.

Mountz, Alison. *Seeking asylum: Human smuggling and bureaucracy at the border*. U of Minnesota Press, 2010.

Recommended Text:

Denzin, Norman K., and Yvonna S. Lincoln. 2011. *The sage handbook of qualitative research*. Thousand Oaks: Sage. (excerpts are taken from the 4th edition but all editions will contain useful information pertinent to research if you are interested...older editions are cheaper on Amazon)

Grading:

Attendance and Participation – 32 points

You will be graded on your attendance and preparedness for class including demonstration that you did the required readings.

Reading Responses - 18 points

You will be graded on each reading response based on thoughtfulness and demonstration that you did the assigned reading (3pts). You may miss one reading response without it hurting your grade (subsequently completing all assignments results in extra credit!). Each reading response should be between 250-500 words.

Field Journal – 50 points

You must document your research over the semester. Generally, you will keep detailed field notes of all research activities, as well as interview notes. This will make up the bulk of your field journal.

Final Paper– 50 points

You will write a research proposal for your MA Thesis. This prospectus will help you apply the methodological work that we learn in class to your chosen research project. This will develop throughout the semester and will include a literature review, methods section, data analysis and conclusions.

Class Presentations - 25 points each

You will present your research proposal at the end of the class. This will essentially be a workshop session where your classmates will provide comments and feedback after a short summary of your work.

Depending on the success of our research project, there will be group presentations regarding our research project. We may invite outside members of the community to attend.

IRB Certification – 2 points

TOTAL POINTS: 200 (=100%)

Academic Honesty Statement The course will follow the University of Texas at El Paso's policies on academic honesty. These policies can be found at <http://studentaffairs.utep.edu/Default.aspx?tabid=4386>

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly

represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated.

All material submitted must be the student's own work. Ideas and expressions cited from the work of others must be credited appropriately. Avoid plagiarism by giving credit where credit is due, using quotation marks when using words directly from another source, and preferably putting things in your own words. I prefer your own phrasing, even if it is imperfect, to a beautifully phrased statement that is borrowed from some other source. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic Assistance and Disability Statement In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Center for Accommodations and Support Services located at UTEP need to be contacted. If you have a condition that may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services. You may call (915) 747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. You also can visit the CASS website at <http://sa.utep.edu/cass/> or the CASS office in Room 106 East Union Building. Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and the Center for Accommodations and Support Services at The University of Texas at El Paso.

Tentative Schedule

08/29 – Introduction to Border Methods and Course Goals

09/07 –

Cancelled – No class – work on proposal

09/14 - Border Methods Uncharted Terrains – Introduction Denzin and Lincoln: Introduction: The Discipline and Practice of Qualitative Research. (PDF) D& L - Erickson: A History of Qualitative Inquiry in Social and Educational Research. (PDF) Mitchell - Ethnography Prepare 2 page prospectus on your research interests

09/21 – Mountz – Seeking Asylum

Discussion and lecture on asylum

09/28 – Mixed Methods, Case Study and Feminist Research Denzin and Lincoln (D&L) – Mixed Methods D&L – Case Study Research D&L – Feminist Research D&L – Human Rights Research

10/05 – Participatory Action Research and other alternative approaches

Austin-Partnerships not Projects Fals Borda; Rahman – 1991 Pulido-09 D & L - PAR EXERCISE #4 DUE

10/12 – Research Ethics and Politics

Hale -2005 Uncharted Terrains - TBD Bowman Expedition Editorials (Bryan10; Herlihy10; Cruz10; Agnew10) COMPLETE IRB TRAINING

10/19 – Field Work

10/26 – Field Work

11/02 – Field Work Hand in Field Journal

11/09 – Data Management and Coding Denzin and Lincoln – Chap 32 Foucault – Discourse and Method
Gill- Discourse analysis FIELD Journal #3 DUE

EXERCISE #6 DUE Discuss Field Journal #3

11/16 – Field Work

11/23 – Thanksgiving

11/30 – Workshop proposals

12/07 – Present Research

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Sociology & Anthropology

Rationale for adding the course:

This course has been offered on a consistent basis and so needs to have its own stand-alone course number instead of being listed as a generic special topics course.

All fields below are required

Subject Prefix and # SOCI 5363

Title (29 characters or fewer): Environmental Justice

Dept. Administrative Code : 2610

CIP Code 45.1101

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

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Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

The purpose of the course is to: Understand the nature and geography of specific environmental hazards, such as industrial chemicals, pesticides, hazardous waste, electronic waste, air pollution, and nuclear waste, as well as explore public policy initiatives for managing such hazards and their adverse impacts. • Explore the racial/ethnic and socioeconomic dimensions of various environmental issues, as well as the environmental aspects of economic and social justice concerns. • Provide a comprehensive and critical overview of the empirical research literature on EJ analysis.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

SOC 5363: Special Graduate Topics Environmental Justice: Theories, Methods, and Policy Spring 2017
Course Syllabus

Time: 6:00 pm to 8:50 pm Wednesday Place: Old Main 110 Office Hours: 10:30 to 11:30 am Mon & Wed
(or, by appointment)

Instructor: Dr. Jayajit Chakraborty Office: Old Main 318 Email: jchakraborty@utep.edu

Phone: 915-747-6577

In the last few decades, environmental justice (EJ) has evolved into an essential component of the language of environmental activism, academic research, political debate, and policy making within the U.S. and around the world. The recent water crisis in Flint, Michigan, where the toxic burden of lead pollution fell disproportionately on low-income African American families, has again drawn national attention to racial, ethnic, and socioeconomic inequalities in the impacts and distribution of environmental health hazards and risks. This graduate seminar course will examine concepts, theories, debates, methodologies, analytic tools, policies, and case studies that contribute to our understanding of EJ and equity issues. We will also explore the diverse ways in which environment and social difference are intertwined, and the social justice implications of their interrelationship. The course is thus intended to serve as a means for conceptualizing the racial, ethnic, and socioeconomic dimensions of environmental issues, as well as the environmental aspects of economic and social justice concerns. The syllabus is partitioned into two thematic phases. The first phase of the course will provide an introduction to the nature, character, geography, and social dimensions of technological hazards. Advances in technology have created a variety of environmental hazards that affect the health and welfare of people. The dangers may come in many forms: toxic chemical releases from industrial plants, spills from hazardous cargoes on highways and railroads, nuclear power plant accidents, or contamination by hazardous waste in landfills. Technological hazards are a product of human technology and human decisions and present a very different set of problems and public responses than natural disasters. We will begin by examining the research literature on the perception of environmental risks, social amplification of risk, and behavioral responses (week 1), risk communication, public policy formation, and determination of acceptable levels of risk (weeks 1 and 2), as well as management systems and constraints in mitigating risks and hazards (week 2). These themes will be illustrated through examples that focus on specific hazards such as toxic chemicals (week 3), hazardous waste and electronic waste (week 4), air pollution (week 5), and nuclear power hazards (week 6). The second phase of the course (weeks 7 to 10) will examine the social and spatial inequities in the distribution of environmental hazards and related health risks. As mentioned before,

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EJ has increasingly become part of the language of environmental activism, political debate, academic research, and policy making within the U.S. and around the world. It raises questions about the inequitable impact of environmental risk burdens on people and places. Are toxic waste facilities or landfills significantly more likely to be located in minority or low-income communities? What are the racial/ethnic and socioeconomic characteristics of neighborhoods that are disproportionately exposed to hazardous air pollutants? Does pollution follow the economically disadvantaged? The second phase of this course focuses on such questions and the complexities involved in answering them. We will review the proliferating research literature on EJ analysis, with an emphasis on methodological issues, problems, and prospects. We will also examine the application of various analytic techniques, ranging from simple statistical measures to geographic information systems (GIS), pollution plume models, and geostatistical techniques that have been used in EJ research for assessing environmental inequalities.

We will end by exploring newly emerging issues and trends, as well as the future of EJ research and policy (week 10).

Course Objectives • Understand the nature and geography of specific environmental hazards, such as industrial chemicals, pesticides, hazardous waste, electronic waste, air pollution, and nuclear waste, as well as explore public policy initiatives for managing such hazards and their adverse impacts. • Explore the racial/ethnic and socioeconomic dimensions of various environmental issues, as well as the environmental aspects of economic and social justice concerns. • Provide a comprehensive and critical overview of the empirical research literature on EJ analysis. • Examine the use of qualitative and quantitative methods, including GIS and internetbased tools, for EJ and environmental health risk assessment. • Discuss emerging trends and directions, including climate justice, energy justice, food justice, and access to urban greenspaces.

Course Requirements and Evaluation There are no formal prerequisites for this course, although prior knowledge of basic statistical concepts and/or GIS would be helpful in understanding a few of the assigned readings. The course will be run as an interactive seminar at the graduate level. In other words, it is structured around a set of readings from academic books and peer-reviewed journals that will form the basis for class discussions and assignments. This course assumes all students will take active roles in their own learning, and interact with each other to form a collaborative and supportive learning environment. My role as instructor is to serve as an effective guide in the learning process.

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Class attendance and participation: Students are expected to both attend and actively participate in the class. This means that you are required to complete all reading assignments prior to class and be prepared to engage in thoughtful discussion of the assigned readings in class. The course does require an intensive and substantial level of engagement with the reading material. All students are expected to participate in each class in a manner that demonstrates adequate reflection and understanding of the subject matter, respect for your colleagues in the class, and a willingness to learn and grow. I expect that each student will speak a minimum of several times during each class session. Everyone should feel comfortable sharing their thoughts freely. Students who read material that are not on the syllabus but are relevant to the discussion should feel free to contribute this knowledge to the discussion; the class as a whole will benefit from the specialized knowledge of all participants. Missing a graduate seminar is not acceptable. Attendance is required at every class session, as a single day in the seminar equals an entire week of the class. Leading class discussion: Each student is expected to team up with other students to lead class discussion, at least twice during the semester. In these presentations, they are required to: (a) summarize, synthesize, and critically evaluate the assigned readings; and (b) outline key issues and questions that can be used to generate class discussion. The use of class handouts (paper or hard copy version) is required. Students who lead class discussion must email the handout for the class meeting to the instructor at least 3 hours before class begins, to allow sufficient time for printing/photocopying. Students will be graded on: 1) submitting their handout document on time; 2) preparing an adequate number of meaningful questions that encompass all the assigned readings (to cover at least 2 hours and 30 minutes of class time); 3) the quality of their questions (in terms of stimulating thinking, accuracy, and depth); and 4) their leadership during the discussion. Weekly assignments: Students in the class who are not leading the weekly discussions are required to actively participate in the class discussions and submit a written commentary (not to exceed 3 pages with font size of 12 points) of the readings assigned for that week to the instructor. This weekly commentary must be prepared in Word and uploaded through the 'Assignments' link on the Blackboard course website by 6:00 pm every Wednesday. The weekly commentary should include the following components: 1. First

section: summarize (in your own words) the central thesis/ideas/arguments of each assigned article. Each central argument should be no more than a few sentences. What is the most significant idea(s) that each author is trying to communicate? 2. Second section: integrate the key ideas provided by the assigned readings for that week and assess their broader relevance. You should briefly describe the theme or topic that links the readings together and discuss this theme(s). Use ideas, examples, or data from the authors to explain and support your points. You could also discuss what you have learned about the theme/topic, and how the material is relevant or meaningful to you.

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3. Third section: provide a critical assessment of ideas, arguments, and/or data presented in the readings. You do not necessarily have to critically evaluate all of the readings, but discuss what specific authors could have done to strengthen her/his arguments, whether there are other perspectives that could have better addressed the topic, and if you agree with the assumptions and/or implications of the arguments provided, with adequate justification. You may tie your critical assessment with your own views or experiences. Research paper: The final course requirement is the preparation and submission of a research paper. Students are expected to work individually on a topic of their own choosing that is related to one of the research themes or topics explored in class. Students are expected to use peer-reviewed journal articles and academic books as their sources. The paper should contribute to your own research agenda (i.e., MA thesis or PhD dissertation), but this is not a requirement. Completion of the final research paper will proceed in three steps: 1. A one-page proposal must be submitted approximately a month (date to be announced in class) before the final paper due date, to enable me to provide guidance and suggestions. You are also encouraged to meet with me earlier in the semester to discuss your research topic. 2. Each student will make a formal, conference-style presentation of her/his research proposal to the class on Wednesday, April 26. The ability to present research is something that is expected of students who receive graduate degrees. You will complete an approximately 10-minute presentation of your research, to be followed by about 5 minutes of questions and answers. You will be required to provide constructive feedback on the other presentations. Questions, comments, and suggestions received during the presentation should be addressed and incorporated in the written research paper. 3. The final research paper needs to be submitted by 6:00 pm on Wednesday, May 3 (unless the deadline is changed later). The text should be double-spaced, 12-point font, with 1 inch margins, and at least 3,500 words in length (but no more than 5,000). It also needs a reference list (in addition to the 3,500 or more words of text) and in-text citations (using APA style). You are expected to use peer-reviewed journal articles and scholarly books as your sources.

All formal written work for this class should adhere to the APA style as described in the Publication Manual of the American Psychological Association (6th edition). Information on the APA style has been summarized in a PDF document (APA Guide) that can be found under 'Course Documents' on the Blackboard course website.

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Course Evaluation and Grading The final course grade* will be awarded on the basis of: • class attendance and participation (10%), • weekly commentaries of assigned readings (25%), • leading class discussions/presenting assigned readings (25%), • oral presentation of final research paper (10%), and • written version of final research paper (30%). *A= 90%-100% / B= 80%-89% / C= 70%-79% / D= 60%-69% / F= 59% and lower.

Textbook There are no textbooks for this course. All the assigned readings will be available for viewing or downloading as PDF documents in appropriate folders on the Blackboard course website. Course Calendar: Spring 2017 Date Topic 18-Jan Week 0. Course introduction 25-Jan Week 1. Environmental risk perception and social amplification* 1-Feb Week 2. Environmental risk assessment and communication*

8-Feb Week 3. Toxic chemical hazards* 15-Feb Week 4. Hazardous waste* 22-Feb Week 5. Air pollution* 1-Mar Week 6. Nuclear hazards and radioactive waste* 8-Mar Week 7. Introduction to the EJ movement, research, and policy* 15-Mar No class: Spring Break! 22-Mar Week 8. EJ case studies: Cross-sectional analysis* 29-Mar Week 9. EJ case studies: Longitudinal and historical analysis* 5-Apr No class: 2017 Annual Meeting of the American Association of Geographers 12-Apr Week 10. New directions and emerging trends* 19-Apr No class: Research paper/presentation preparation 26-Apr Week 11. Research paper: Student presentations 3-May No class: Research paper: Written version due *Class sessions with students leading discussion of assigned readings

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Supplementary Course Information

Class Environment It is important to recognize that the classroom is an environment that requires respect for all participants. Therefore, students are expected to conduct themselves in a considerate manner. All participants in the class must respect the classroom environment by being on time, turning off cellphones, earphones, and headphones, avoiding extraneous talking, refraining from reading non-class material, and by not eating during class time.

Academic Dishonesty Academic dishonesty is prohibited. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action, as per UT Board of Regents' Rules and Regulations and UTEP's Handbook of Operating Procedures. Students may be suspended or expelled from UTEP for such actions. Refer to <http://sa.utep.edu/osccr/student-conduct/> for more information.

Late and Missing Work Assignments will be allowed to be turned in late only in the event of a documented medical or family emergency. If you do encounter an emergency, you must notify the instructor on or before the due date. Documentation could include a note from a physician, a hospital admittance slip, or correspondence from an academic advisor or the Dean of Students. Foreseeable excused absences (such as participation in university-sanctioned events) also require documentation as well as notifying the instructor at least one week in advance. In the case of foreseeable absences, you must turn work in early rather than late. In each of these situations it is the student's responsibility to communicate with the instructor.

Incomplete Grades Incomplete grades (I) will not be given in the course except under exceptional circumstances, based on written documentation, and at the discretion of the instructor.

Special Facilities Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, must inform the instructor at the start of the semester. Adaptations of methods, materials, or testing may be made as required for equitable participation.

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Help with Writing The University Writing Center (UWC) (Library Building, Room 227 [adjacent to the Collaborative Learning Center], ph: 747-5112) provides walk-in assistance with writing to all UTEP students at no cost (including walk-in assistance and on-line assistance with writing and citations). Please check their website – <http://academics.utep.edu/writingcenter> – for their Fall 2016 schedule and more information.

Religious Preference Absence Students who anticipate being absent from class due to the observation of a major religious activity must provide written notice of the dates to the instructor by the second week of the semester.

Audio/Video Recording It is not permitted to record (via audio or visual media) class lectures or discussions without the expressed written consent of the instructor.

M.A. in Sociology

Requirements for Admission

1. Admission is based on the entire record of the applicant and availability of departmental resources.
2. Students must submit a completed admissions form to the UTEP graduate school, including references and statement of purpose, as well as transcripts.
3. A bachelor's degree from an accredited U.S. university or proof of equivalent education at a foreign institution. Generally, students should have a 3.0 (B) grade point average, or equivalent, particularly in Sociology courses and over the last 60 hours of undergraduate work.
4. The department also grants a limited number of teaching and research assistantships to selected graduate students. Other forms of financial assistance are also available. For further information, please contact the graduate advisor.

Requirements for the Degree

The following are the requirements of the 33-hour MA in Sociology degree program:

The following are the requirements of the 33-hour MA in Sociology degree program:

1. Each candidate must take:

Code	Course List	Title	Hours
<u>SOCI 5311</u>	Prof Development in Sociology		3
<u>SOCI 5312</u>	Sem-Advanced Measure/Inference		3
<u>SOCI 5320</u>	Seminar in Research Methods		3
<u>SOCI 5328</u>	Social Theory		3
Plus three semester hours of sociology methods			3
Plus twelve semester hours of sociology or anthropology approved for graduate credit			12
<u>SOCI 5398</u>	Thesis		3
or <u>SOCI 5396</u>	Non-Thesis Project I		
<u>SOCI 5399</u>	Thesis		3
or <u>SOCI 5397</u>	Non-Thesis Project II		
Total Hours			33

2. Students are required to enroll in one methods elective, based on their interests. This includes SOCI 5322 Seminar in Qualitative Methods and other special topics methods electives such as, but not limited to, advanced statistics or Geographic Information Systems.

3. No later than the completion of 24 credits in the program, the student shall declare to the Graduate Advisor in writing her or his intention to choose the thesis plan or the applied non-thesis plan. Students may change between plans, but should be aware that this may result in taking additional credit hours to complete the degree. More information on the specific expectations of the thesis plan and the applied non-thesis plan is available from the Graduate Advisor.

4. Students enrolled in the thesis plan must enroll at least one semester in SOCI 5398 Thesis and SOCI 5399 Thesis and successfully propose and defend the thesis before a committee while enrolled in SOCI 5399. Each thesis course can only count once toward the total number of hours needed for the degree. Thesis committees consist of at least two departmental representatives and one member from outside the department.

5. Students enrolled in the applied non-thesis plan must enroll at least one semester in SOCI 5396 Non-Thesis Project I and SOCI 5397 Non-Thesis Project II 11 and successfully propose and defend the thesis before a committee while enrolled in SOCI 5397 Non-Thesis Project II. Each non-thesis project course can only count once toward the total number of hours needed for the degree. Project committees consist of at least two departmental representatives and one member from outside the department.

6. Candidates may pursue a minor in Anthropology. Candidates taking this option must obtain the consent of the graduate advisor and his/her thesis director, and may take up to 9 hours of anthropology courses from the list of advanced undergraduate courses approved for graduate credit. The plan of anthropology courses must be approved by the graduate advisor and thesis advisor, once assigned. Additional requirements are listed in item 6 below.

7. Undergraduate courses and independent studies approved for graduate credit will count toward the degree only by permission of the graduate advisor and thesis advisor, once assigned. To use an undergraduate course for graduate credit, the following additional work is required: additional reading of original scholarly books and articles above and beyond textbooks; additional written work such as research on specific topics or hypotheses, literature reviews, or identifying research problems in specific areas; and at least five additional meetings with the professor to discuss the added requirements and their completion. The extra requirement must be specified by the instructor in a syllabus.

8. Each candidate will submit a PDF that must be approved by the candidate's committee and submitted to the graduate school following their requirements.

9. Candidates will be allowed only one grade lower than a "B" in coursework taken for graduate credit. No grade lower than a "B" will be accepted in a required course. Candidates must maintain a minimum 3.0 GPA.

Degree Plan

Required Credits: 33

Code	Course List Title	Hours
MA in Sociology ¹		
Required Courses (All courses require a grade of B or better):		
<u>SOCI 5311</u>	Prof Development in Sociology	3
<u>SOCI 5312</u>	Sem-Advanced Measure/Inference	3
<u>SOCI 5320</u>	Seminar in Research Methods	3
<u>SOCI 5328</u>	Social Theory	3
Three hours of sociology methods		3
Students are required to enroll in one methods elective, based on their interests. This includes <u>SOCI 5322</u> (Seminar in Qualitative Methods) and other special topics methods electives such as, but not limited to, advanced statistics or Geographic Information Systems.		
Electives (All courses require a grade of C or better):		
Select twelve additional hours from graduate SOCI or ANTH: ²		12
<u>SOCI 5190</u>	Individual Studies	
<u>SOCI 5290</u>	Individual Studies	
<u>SOCI 5303</u>	Grad Internship in Sociology	

Course List

Code	Title	Hours
<u>SOCI 5340</u>	Seminar - Demography	
<u>SOCI 5341</u>	Special Graduate Topics	
<u>SOCI 5348</u>	Seminar-Criminology	
<u>SOCI 5355</u>	US-Mexico Borderlands in Chang	
<u>SOCI 5360</u>	Gender	
<u>SOCI 5361</u>	Sociology of Health	
<u>SOCI 5362</u>	Border Research	
<u>SOCI 5363</u>	Environmental Justice: Theories, Methods and Policy	
<u>SOCI 5365</u>	Seminar-Sociology of Education	
<u>SOCI 5390</u>	Individual Studies	
<u>SOCI 5396</u>	Non-Thesis Project I	
<u>SOCI 5397</u>	Non-Thesis Project II	
Applied or Thesis Option (All courses require a grade of C or better):		
Select applied non-thesis option of <u>SOCI 5396 & 5397</u> or thesis option of <u>SOCI 5398 & 5399</u>		6
<u>SOCI 5396</u> & <u>SOCI 5397</u>	Non-Thesis Project I and Non-Thesis Project II	
<u>SOCI 5398</u> & <u>SOCI 5399</u>	Thesis and Thesis	
Total Hours		33

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Only one grade lower than a "B" in coursework taken for graduate credit will be allowed.

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Undergraduate courses with additional work approved for graduate credit are also available for use as electives.

