

CURRICULUM PROPOSAL

APPROVAL PAGE

Proposal Title: New Course Additions and Course Name Changes

College: Liberal Arts

Department: Sociology and Anthropology

DEPARTMENT CHAIR- Jeremy Slack

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



09/1/2024

Signature

Date

COLLEGE CURRICULUM COMMITTEE CHAIR – Selfa Chew-Melendez

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



10-3-2024

Signature

Date

COLLEGE DEAN – Anadeli Bencomo

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.



10/4/2024

Signature

Date

CURRICULUM CHANGE MEMO

Date: September 16, 2024

From: Carina Heckert, Department of Sociology and Anthropology

Through: Jeremy Slack, Chair, Department of Sociology and Anthropology

Through: Anadeli Bencomo, Dean, College of Liberal Arts

To: Chair, Undergraduate Curriculum Committee or Graduate Council

Proposal Title: New Course Additions and Course Name Changes

Select the proposal content (select as many as apply) and provide the rationale.

This proposal includes the addition of four new courses in our department. Two of these courses are being proposed as additions to the Core Curriculum, while the other two are being proposed as upper-division electives. We are also proposing to convert one existing course to a Core Curriculum course. The proposal also includes name changes for four courses in our department.

Content

☐ New program or ☒ Program Change

☐ Bachelor's

☐ Master's

☐ Doctoral/Professional

☐ Certificate

☐ Fast Track

☒ Minor

☐ Concentration/Track

☒ New Course

☐ Closure (program, certificate, minor, concentration)

☒ Change

☐ CIP Code

☐ Program/certificate SCH

☒ Course Title

☐ Course Description

☐ Graduate Program Admission Requirements

Rationale

Core Course Addition of ANTH/SOCI 1312: Science and Society:

We are proposing to add this course as a Core Curriculum Component Area option and a course that can also be used to fulfill elective degree requirements in the sociology and anthropology degree plans. This addition responds to a university need for more component area course options, given that these courses fill up quickly and there are often insufficient offerings to meet student demand. In creating this course, one objective is to expose a greater range of students to the fields of anthropology and sociology earlier in their academic careers in an effort to increase the number of majors and minors in our department. We also aim to improve the social science background and sense of social responsibility for students who are pursuing studies in STEM fields. Three faculty members in our department have contributed to developing the syllabus for this course, and they are all prepared to teach the course. Additionally, we may have incoming faculty who could teach the course. Therefore, we will be able to offer the course at a minimum of once per year, but more likely, twice per year. Various advisors in colleges and departments across campus have expressed an interest in this course, which will ensure consistently strong enrollment.

Core Course Addition of ANTH 1313: Human Variation:

We are proposing to add this course as a Core Curriculum Component Area option and as a course that can fulfill the introductory course degree requirements in the anthropology degree plan. This addition responds to a university need for more component area course options, given that these courses fill up quickly and there are often insufficient offerings to meet student demand. The course will expose students to evolutionary theory and biocultural perspectives, blending perspectives and methods from the social and life sciences. The course will expose a greater range of students to biocultural perspectives in anthropology earlier in their academic careers, serving to enhance their exposure to multidisciplinary thinking. This course also fills student demand for core curriculum courses related to anthropology. The department offers multiple sections of "Introduction to Physical Anthropology & Archaeology" and "Introduction to Cultural Anthropology" each semester that frequently fill up. The course will primarily be taught by a tenure track faculty member. A full time lecturer is also prepared to teach the course as needed. As such, the department is committed to offering the class at least once per year.

Core Course Addition of ANTH/SOCI 1305: Conflict in the Americas: This is an existing course in our department that we are proposing to add as a Core Curriculum Component Area option. This addition responds to a university need for more component area course options, given that these courses fill up quickly and there are often insufficient offerings to meet student demand. The course will expose students to a multidisciplinary understanding of the social, political, economic, and historical forces that have contributed to various forms of violence in the region of the Americas. The syllabus has been developed by a tenured faculty member in the department. There are at least two additional faculty members who are prepared to teach this course. Therefore, we can commit to offering the course at least once per year, and possibly every semester if there is sufficient demand.

Course Addition of ANTH/SOCI 3334: Social Networks: This is a new course that will regularly be offered by a tenure track faculty member in the department. It responds to student demand for training in understanding and applying theory and methods for understanding social networks. The course will be offered as a Liberal Arts Block Elective option in Social and Behavioral Sciences as well as an upper division elective option for sociology and anthropology majors and minors.

Course Addition of ANTH/SOCI 3335: AI and Society: This is a new course that will regularly be offered by a tenure track faculty member in the department. It responds to student demand for training in understanding and applying computational methods and theory in the social sciences to understand how artificial intelligence operates and its implications for society. The course will be offered as a Liberal Arts Block Elective option in Social and Behavioral Sciences as well as an upper division elective option for sociology and anthropology majors and minors.

Name Change for ANTH 1301: We propose to change the name from "Intro to Physical Anthropology/Archaeology" to "Origins of Humanity." Physical anthropology is a dated term that is no longer widely used in the discipline. Additionally, we are attempting to make our course titles more understandable and appealing to students unfamiliar with the discipline.

Name Change for SOCI 2312: We propose to change the name from "Measure/Inference-Social Research" to "Stats for Social Science." The current name is unclear to students, so the name change will help students better understand the expectations of our degree plan and what this course entails.

Name Change for SOCI 1301: We propose to change the name from "Introduction to Sociology" to "American Society" in an effort to make our course titles more understandable and appealing to students unfamiliar with the discipline.

Name Change for ANTH 1302: We propose to change the name from "Intro-Cultural Anthropology" to "World Cultures" in an effort to make our course titles more understandable and appealing to students unfamiliar with the discipline.

Updates to Minor Degree Plans: Several new course offerings previously added to our major degree plans were inadvertently left off the minor degree plans. We have updated the minor degree plans so that the new course offerings also appear as options for our minors.

UTEP Core Curriculum Course Addition Proposal

Course Prefix and Number Cross-listed as ANTH 1312 and SOCI 1312

Course Title Science and Society

Course Description This course examines the interaction between science and society through interrogation of the social processes behind scientific endeavors, as well as attention to the societal implications of science and technology. The course attends to pressing ethical questions related to healthcare delivery, engineering, emerging technologies, and environmental degradation, along with the contradictory role scientific innovations have played in both amplifying social problems and facilitating positive social change.

Credit hours: 3

Terms Offered (Fall, Spring, Fall & Spring): Fall and Spring

TCCN:

Prerequisites: N/A

Foundational Component Area (Select one)

- ☐ **Communication** (core curriculum objectives: CT, COM, TW, PR)
- ☐ **Math** (core curriculum objectives: CT, COM, EQS)
- ☐ **Life and Physical Sciences** (core curriculum objectives: CT, COM, EQS, TW)
- ☐ **Language, Philosophy, and Culture** (core curriculum objectives: CT, COM, SR, PR)
- ☐ **Creative Arts** (core curriculum objectives: CT, COM, TW, SR)
- ☐ **American History** (core curriculum objectives: CT, COM, SR, PR)
- ☐ **Government/Political Science** (core curriculum objectives: CT, COM, SR, PR)
- ☐ **Social and Behavioral Sciences** (core curriculum objectives: CT, COM, EQS, SR)
- ☒ **Component Area** (core curriculum objectives: CT, COM, at least one additional objective)

Core Curriculum Objectives

Explain how the course addresses each objective if applicable as determined by the section above. ***All courses must include critical thinking and communication skills.***

Critical Thinking Skills (CT) creative thinking; innovation; inquiry; and analysis, evaluation and synthesis of information

One objective of the course is for students to learn to think critically about the social and societal implications of science and technology. The course includes interrogation of themes such as environmental degradation, the built environment, and bioethical dilemmas posed by medicine. Lectures, readings, class discussion, and assignments pose questions for which there are no clear answers, pushing students to think creatively and analyze what they have learned to think about possible solutions.

Communication Skills (COM) effective development, interpretation, and expression of ideas through written, oral, and visual communication

Students will gain experience communicating their analysis of scientific evidence, as well as their analysis of the societal implications of science and technological innovation, through class discussion, assignments, group work activities, and presentations.

Empirical and Quantitative Skills (EOS) manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork (TW) ability to consider different points of view and to work effectively with other to support a shared purpose or goal

Personal Responsibility (PR) ability to connect choices, actions, and consequences to ethical decision-making

Social Responsibility (SR) intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Students will learn how science and technology are situated in social, cultural, historical, and ethical contexts, encouraging a sense of social responsibility in terms of how science and technology are applied. Given that this course has been developed by two sociologists and one anthropologists, we have included a focus on cross-cultural examination of issues with the aim of encouraging a sense of social responsibility toward the global community.

Course Assessment Plan

Provide examples of the major assignments referenced for each category below, if applicable as determined by the section above. All courses must include critical thinking and communication skills.

Critical Thinking

See "Sample Exam Questions" and "Sample In-Class Assignment" in the accompanying syllabus. The essay questions do not have easy, straightforward answers, instead requiring students to synthesize what they have learned and draw from existing evidence to present a critical analysis of the issues we have covered in the course.

Communication Skills

See "Group Project Assignment 1" in the accompanying syllabus. This assignment requires students to develop a podcast or video that uses scientific evidence to act as science communicators.

Empirical and Quantitative Skills

Teamwork

Personal Responsibility

Social Responsibility

See "Group Project Assignment 2" in the accompanying syllabus. This assignment requires students to think about the built environment from the perspective of someone whose bodily abilities may be different from their own. This project encourages students to understand the world from a different perspective and develop a sense of responsibility toward others.

Contact

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Course Syllabus

ANTH/SOCI 1312: Science and Society

Course Description

This course centers one major premise: *science is social*. Sociologists and anthropologists have rich research and theoretical traditions, which recognize that the creation of science and technology is fundamentally a social process, and that science and technology, in turn, play a critical role in shaping the social world. Thus, in this course, we will examine the interaction between science and society through the perspectives of sociology and anthropology. Topics we will cover include the following: social theories of science and societies, the history of scientific thought and the socialization of scientists, and the impact of science and technology on physical infrastructure and the climate. Throughout the course, we will grapple with pressing ethical questions related to healthcare delivery and environmental degradation, along with the contradictory role scientific innovations have played in both amplifying social problems and facilitating positive social change.

Learning Objectives

- Students will gain an understanding of the multidisciplinary field of Science and Technology Studies.
- Students will learn how science and technology are situated in social, cultural, historical, and ethical contexts, encouraging a sense of social responsibility in terms of how science and technology are applied.
- Students will learn how to think critically about the societal implications of and challenges posed by science and technology.

- Students will gain experience communicating their analysis of scientific evidence.

Required Readings

The two books listed below are required for the course. All other readings will be provided through links or as PDFs on Blackboard.

- Hendren, Sara. 2020. *What Can a Body Do?: How We Meet the Built World*. New York: Penguin Random House.
- Klinenberg, Eric. 2024. *2020: One City, Seven People, and the Year Everything Changed*. New York: Knopf Doubleday.

Course Requirements

Grades for the course will be distributed as follows:

- **3 Exams (worth 15% each).** You will complete three essay exams throughout the semester. Each exam will be worth 15% of your final grade.
- **2 Group Projects (worth 7.5% each).** You will complete two small group projects during the semester, which you will present to the class. Each group project will be worth 7.5% of your final grade.
- **2 Individual Papers (worth 10% each).** You will complete two individual papers. These individual papers will be worth 10% of your final grade.
- **Weekly Quizzes (worth 10%).** You will complete weekly in-class quizzes on the assigned readings. At the end of the semester, your lowest quiz grade will be dropped, and the remaining quiz grades will be averaged to comprise 10% of your final grade.
- **Class Participation and In-Class Assignments (worth 10%).** Class participation grades will be determined by level of contribution to class discussion, as well as participation in small group activities to be completed during class.

COURSE SCHEDULE

Unit 1: Science & Social Processes

Week 1

Topic: Course Introduction

Readings:

- Rutherford, Danilyn. 2022. "What is Anthropology?" *Sapiens*.
- Misra, Joya. 2024. "What is Sociology?" *The Conversation*.
- Wright Mills, Charles. 1959. "Chapter 1: The Promise." From *The Sociological Imagination*.

Week 2

Topic: Social Theories of Science, Part 1

Readings:

- Naughton, John. 2012. "Thomas Kuhn: The Man Who Changed the Way the World Looked at Science." *The Observer*.
- Zimring, James. 2019. "Why Science is a Social Construct." Book excerpt published in *Salon*.

Week 3

Topic: Social Theories of Science, Part 2

Readings:

- Gross, Rachel. 2022. "Feminist Science is Not an Oxymoron." *Undark*.
- Lacy, Sarah and Cara Ocobock. 2024. "Dismantling the 'Man the Hunter' Myth." *The Conversation*.
- Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16(3): 485-501.

Week 4

Topic: Science and Social Agency, Part 1

Readings:

- Jordan, Meggan and Jennifer Whitmer. 2024. "Why Believe Conspiracy Theories?" *Contexts* 23(2): 24-29.
- Lewandowsky, Stephan, et al. 2022. "When Science Becomes Embroiled in Conflict." *Annals of the American Academy of Political and Social Science*.
- Pappas, Stephanie. 2023. "How You Can Fight Conspiracy Theories." *Scientific American*.

Week 5

Topic: Science and Social Agency, Part 2

Readings:

- Garibay, Juan. 2015. "STEM Students' Social Agency and Working for Social Change." *Journal of Research in Science Teaching* 52(5): 610-632.
- Frederick, Angela, et al. 2024. "Care Work, Science Brokering, and Career Motivations." *Journal of Minorities in Science and Engineering* 30(6): 109-128.

Assignment: Exam 1

Unit 2: Science, Health, and the Body

Week 6

Topic: Pandemics

Readings:

- Barrett, Ron. 2024. "Future Pandemics Will Have the Same Human Causes as Ancient Outbreaks." *The Conversation*.
- Chapters from *2020: One City, Seven People, and the Year Everything Changed*

Week 7

Topic: Pandemics

Readings:

- Chapters from *2020: One City, Seven People, and the Year Everything Changed*

Week 8

Topic: Pandemics

Readings:

- Chapters from *2020: One City, Seven People, and the Year Everything Changed*

Assignment: Group Project 1 Presentations

Week 9

Topic: Health and Technology

Readings:

- Adams, Patrick. 2021. "Why Post-Abortion Care is Lacking in Many Countries." *NPR*.
- Hamdy, Sherine. 2010. "The Organ Transplant Debate in Egypt." *Droit et Cultures* 59: 357-365.
- Broom, Alex. 2005. "Medical Specialists' Accounts of the Impact of the Internet on the Doctor/Patient Relationship." *Health* 9(3): 319-338.

Assignment: Paper 1 Due

Week 10

Topic: Science, Power, and the Body

Readings:

- Goodman, Alex. 2020. "Race is Real, but It's Not Genetic." *Sapiens*.
- Peterson, Alan. 2013. "From Bioethics to a Sociology of Bio-knowledge." *Social Science and Medicine* 98: 264-270.

Assignment: Exam 2

Unit 3: Science, Infrastructure, and the Environment

Week 11

Topic: Humans and the Climate

Readings:

- Chahim, Dean. 2018. "Engineers Don't Solve Problems." *Logic(s) Magazine*.
- Graef, Dana. 2017. "Natural Disasters are Social Disasters." *Sapiens*.
- Goodell, Jeff. 2024. "The Heat Wave Scenario that Keeps Climate Scientists Up at Night." *The New York Times*.

Week 12

Topic: Environmental Inequities

Readings:

- Villagran, Lauren. 2016. "Before Flint, Before East Chicago, There was Smeltertown." *Natural Resources Defense Council*.

Week 13

Topic: The Body in the Built Environment

Readings:

- Chapters from *What Can a Body Do?*

Week 14

Topic: The Body in the Built Environment

Readings:

- Chapters from *What Can a Body Do?*

Week 15

Topic: The Body in the Built Environment

Assignment: Group Project 2 Presentations

Week 16

Topic: Science, Technology, and Democracy

Readings:

- Gillam, Carey. 2019. "How Monsanto Manipulates Journalists and Academics." *The Guardian*.
- Teodoro, Manuel, et al. 2022. Introduction from *Profits of Distrust*. Cambridge University Press.

Assignment: Paper 2 Due

Final Exam Week

Assignment: Exam 3

SAMPLE ASSIGNMENTS

Group Project 1 Assignment: Communicating Science, Challenging Conspiracy

In class, we have been discussing how we can be "science communicators" in the face of conspiracy theories and other science-related misconceptions. Your first group project will help you to develop your science communication skills. Each group will develop a video or short podcast challenging one conspiracy theory or science-related misconception related to the COVID-19 pandemic. Group projects will be presented during Week 9; you will also upload your video/audio file to Blackboard. Time will be allotted to work on these projects in class in Weeks 7 and 8; however, it will be necessary to schedule time outside of class to complete the assignment.

Step 1: Form Your Groups and Select Your Topic. Groups should be comprised of three to four students. Decide upon one COVID-related conspiracy theory or misconception you want to debunk.

Step 2: Do Your Research. Research facts about your topic. In other words, clearly identify the scientific evidence you will convey to your audience.

Step 3: Determine Your Audience and Your Media. Decide upon a specific demographic audience you aim to reach in your presentation. Consider dynamics such as age, race/ethnicity, levels of education, etc. Once you decide upon your target audience, determine which medium (video or podcast) would be most effective for reaching your audience.

Step 4: Develop Your Presentation. Develop a five-minute video or podcast segment in which you identify and challenge the conspiracy theory you have chosen. Be sure to follow the guidelines we have discussed for challenging conspiracy theories using effective strategies that do not alienate your target audience. Toward the end of your presentation, be sure to share with your audience how they can identify conspiracy theories they come across in the future. Be sure that every group member plays a meaningful role in the final media product.

Group Project 2 Assignment: Mapping the Built Environment at UTEP

In class we have been considering how disability is created or exaggerated by the built environment. Using UTEP infrastructure as a case study, this group project is designed to help you gain hands-on experience assessing accessibility strengths and weaknesses in the built environment. You will need measuring tape, pen and paper, and your imagination. Each group will present their findings in a seven-minute class presentation during Week 15.

Step One: Form Groups and Select a Building. We will form groups of three to four in class, and each group will select one building on campus to analyze. We will work together to make sure there are no duplications; each group will have a different building to assess.

Step Two: Examine accessibility in three key areas of the building: the entrance, elevator access, and one restroom. It might be helpful to draw a map of your building, noting important measurements as you go. The Department of Justice accessibility checklist will provide you with helpful information to consider, as well as specifications for height, space, etc. At minimum, you should make note of the following architectural designs:

The Entrance:

1. Can you get into the building without walking up a step or threshold ledge?
2. Does the doorway provide enough room for a wheelchair user to enter, exit, and turn around?
3. Does the accessible entrance lead into the main area of the building?
4. Can you open the doors with a closed fist?

Elevator Access:

1. Is there a working elevator in the building?
2. Is the elevator large enough for a wheelchair user to enter and turn around?
3. Are the elevator buttons labeled in Braille?
4. Is each floor marked with a Braille sign immediately outside the elevator?

Restroom (select one to analyze):

1. Is there a Braille sign outside of the restroom near the door handle?
2. Can you open, close, and latch all doors including at least one stall with a closed fist?
3. Is there enough clearance between doors if two are required for entrance?
4. Is there a stall large enough for a wheelchair user to enter and turn around?
5. Are there grab bars on the sides and behind the toilet?
6. Check specifications for height of toilet, sink, soap and paper towel dispensers.
7. Is there enough room for a wheelchair user to move around the restroom, including turning around?
8. Is there a gender-neutral restroom in your building?

Step Three: Share your findings in a dynamic, seven-minute class presentation. Each group member should play a meaningful role in the presentation. In addition to describing your most notable discoveries, provide the audience with your thoughts about the impact the strengths and weaknesses you found in the built environment have for the community. Address at least two of the following questions in your presentation:

1. What might the barriers you identified mean for you if you navigated your typical day as a person with a physical disability? What constraints might the built environment at UTEP place on your ability to move about campus, your time, the energy you expend, and your social life?
2. How do architectural barriers make disability invisible?
3. How does the architecture of your building contribute to the social construction of disability?
4. Who else is excluded by the building design? Consider gender, language, and other identities.
5. In addition to people with permanent disabilities, what other groups (including nondisabled people) might benefit from more inclusive architectural designs?

Sample Exam Questions

Note: What follows are examples of the types of questions we expect to use in the three course exams.

1. The sociologist C. Wright Mills called us to cultivate our sociological imagination as we observe our social world. Discuss how your own sociological imagination has been expanded in the first unit of this course. Select one concept and one reading we have covered so far in the class. Explain the concept or theory in your own words. Then, discuss how the concept or theory has cultivated your sociological imagination by enabling you to recognize that “science is social.”
2. Comparing the U.S. to East Asian countries or the UK, explain why these countries developed different symbolic meanings around masks during the COVID-19 pandemic. In your answer, you should draw from the book *2020* as well as from class lectures and discussions.
3. Select one of the following groups: Asian and Pacific Islanders, Hispanics, or Black Americans. Drawing from the book *2020* and class lectures, discuss how the pandemic both revealed and amplified racial inequities for this group. Identify and discuss the specific types of racism and/or racial inequities members of this group experienced. Are these forms of racism/inequity best explained by individual racism or structural racism? Explain your answer.
4. In what areas of society do we see ideas of genetic determinism being advanced? What scientific proof do we have that genetic determinism is not scientifically sound? In what ways can genetic determinism be dangerous for certain individuals and society more generally? What groups of people feel threatened by ideas that genetic determinism is not scientifically sound?
5. Describe what globalization is and its relation to health in the developing world.
6. Are there instances of using “too much” technology? Please explain, and in your answer, be sure to address if there are viable alternatives to the use of some technologies.
7. Please give examples of how medicalization has been driven by corporations, support groups, and consumers and how these may lead to potential negative consequences.

Sample In-Class Assignment

Questions based on the documentary *Branding Illness*

1. According to the documentary, who is targeted for cholesterol drugs and are the drugs good for all these people? Why are all these people targeted? What might be a better way to avoid heart disease? Answer this question fully and in detail.
2. Why is it important to have a famous person market a drug?
3. Can people be diagnosed with an illness even if they don't qualify for the official number of symptoms that defines the illness? What is the reason for this?
4. What is “mega-marketing?” Fully explain.
5. According to the documentary, is the internet a good source of information about medical diseases? Why or why not?

COURSE ADD

All fields below are required

Add additional Course Add forms as needed

College : Liberal Arts

Department : Sociology and Anthropology

Effective Term: Fall 2025

Rationale for adding the course:

We are proposing to add this course as a Core Curriculum Component Area option and a course that can also be used to fulfill elective degree requirements in the sociology and anthropology degree plans.

All fields below are required

Subject Prefix and # Cross listed as ANTH and SOCI 1312

Title (29 characters or fewer): Science and Society

Dept. Administrative Code : 2610

[CIP Code](#) 45.1301.00

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement?

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 and 2-3 keywords (600 characters maximum):

(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

This course examines the interaction between science and society through interrogation of the social processes behind scientific endeavors as well as attention to the societal implications of science and technology. The course attends to pressing ethical questions related to healthcare delivery, engineering, emerging technologies, and environmental degradation, along with the contradictory role scientific innovations have played in both amplifying social problems and facilitating positive social change.

Keywords: STEM, climate change, bioethics

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)
N/A		

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.

UTEP Core Curriculum Course Addition Proposal

Course Prefix and Number ANTH 1313

Course Title Human Variation

Course Description Introduction to how evolution has shaped contemporary human biological, phenotypic, and demographic variation and diversity using evolutionary and life history theory. The course draws on biocultural perspectives integrating human biology and physiology with social and cultural forces to help understand human variation and diversity in such topics as growth, maturation, reproductive function, and senescence. The course also explores how evolutionary biology, life history theory, and biocultural perspectives illuminate the study of contemporary human health and disease patterns.

Credit hours: 3

Terms Offered (Fall, Spring, Fall & Spring): Fall or Spring

TCCN:

Prerequisites: N/A

Foundational Component Area (Select one)

- ☐ **Communication** (core curriculum objectives: CT, COM, TW, PR)
- ☐ **Math** (core curriculum objectives: CT, COM, EQS)
- ☐ **Life and Physical Sciences** (core curriculum objectives: CT, COM, EQS, TW)
- ☐ **Language, Philosophy, and Culture** (core curriculum objectives: CT, COM, SR, PR)
- ☐ **Creative Arts** (core curriculum objectives: CT, COM, TW, SR)
- ☐ **American History** (core curriculum objectives: CT, COM, SR, PR)
- ☐ **Government/Political Science** (core curriculum objectives: CT, COM, SR, PR)
- ☐ **Social and Behavioral Sciences** (core curriculum objectives: CT, COM, EQS, SR)
- ☒ **Component Area** (core curriculum objectives: CT, COM, at least one additional objective)

Core Curriculum Objectives

Explain how the course addresses each objective if applicable as determined by the section above. ***All courses must include critical thinking and communication skills.***

Critical Thinking Skills (CT) creative thinking; innovation; inquiry; and analysis, evaluation and synthesis of information

- Students will be required to read primary source scientific articles or book chapters and to summarize their contents while engaging with lecture material in weekly discussion question assignments. This will test students' critical thinking skills and their ability to understand and synthesize information from multiple sources. It will also build scientific literacy through reading and evaluating primary source material.
- Students will build and demonstrate critical thinking skills by reading popular media articles of scientific studies. They will evaluate the claims made by the primary source material, as well as how well these claims were presented by the popular media article.

Communication Skills (COM) effective development, interpretation, and expression of ideas through written, oral, and visual communication

- Students will practice communicating complex ideas related to course material through two main activities:
 - Weekly discussion/writing assignments that require students to interpret and synthesize information from course lectures and primary scientific sources.

- Media critique assignment that requires students to read a popular media article covering a scientific study and the primary scientific source. Students will examine the main points or claims of the popular article and go to the primary sources to evaluate the validity of those claims. They will address whether the summary of the claims and the scientific methods and results described in the news piece are accurate representations of those presented in the primary source article.

Empirical and Quantitative Skills (EQS) manipulation and analysis of numerical data or observable facts resulting in informed conclusions

- Students will read and interpret primary source scientific articles. They will also practice interpreting results and graphs from these publications.

Teamwork (TW) ability to consider different points of view and to work effectively with other to support a shared purpose or goal

Personal Responsibility (PR) ability to connect choices, actions, and consequences to ethical decision-making

Social Responsibility (SR) intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

- Students will be introduced to concepts related to the ethical conduct of research with contemporary human populations and the ethics of conducting anthropological field research with living humans in the United States and abroad.
- Students will gain an understanding of how evolutionary and contemporary social and cultural forces shape modern human biology, diversity, and variation.

Course Assessment Plan

Provide examples of the major assignments referenced for each category below, if applicable as determined by the section above. All courses must include critical thinking and communication skills.

Critical Thinking

- Two popular media critiques (See page two of the syllabus for more details)
- Weekly written discussion questions (See page two of the syllabus for more details)
- Midterm and final exams (see page two of the syllabus for more details)

Communication Skills

- Two popular media critiques
- Weekly written discussion questions

Empirical and Quantitative Skills

Teamwork

Personal Responsibility

Social Responsibility

- Two popular media critiques (See page two of the syllabus for more details)
- Exam questions on research ethics and the influence of evolutionary and biocultural forces on human diversity and variation (See page six of the syllabus for sample example questions)

Contact

Name: Kyle Wiley

Department: Sociology & Anthropology

Email: kwiley@utep.edu

Phone:

Course Syllabus

ANTH 1313: Human Variation

Instructor: Kyle Wiley






Course Meetings:

Lectures: Twice per week for 1.5 hours

Course Description:

Introduction to how evolution has shaped contemporary human biological, phenotypic, and demographic variation and diversity using evolutionary and life history theory. We will also draw on biocultural perspectives integrating human biology and physiology with social and cultural forces to help us understand human variation and diversity in topics such as growth, maturation, reproductive function, and senescence. We will also explore how evolutionary biology, life history theory, and biocultural perspectives illuminate the study of contemporary human health and disease patterns.

There is no prerequisite for this course. However, a previous introduction to evolutionary biology, life history theory, and biological anthropology will be beneficial. That said, we will cover all necessary theoretical background material in class.

Student Learning Objective	Outcome
Be able to evaluate the ethics of research being done with contemporary human populations	 Social Responsibility
Gain perspective on the how evolutionary and biocultural forces have shaped human biological variation, health, and disease patterns	 Global Awareness
Critically evaluate biomedical constructions related to race, ethnicity, gender, sex, aging, health, and disease, and describe how evolutionary, life history, and biocultural perspectives informs the study of these topics	 Critical Thinking Skills
Become familiar with peer-reviewed journal articles and critically evaluate their content, as well as how they are presented in popular media	 Critical Thinking Skills
Find effective means of communicating with fellow students about controversial topics or topics for which we have very little data through class discussion	 Communication Skills

Course Requirements:

Grading will rest on:

One midterm exam (20%),

One final exam (30%)

Discussion Questions due at the end of each week (20%)

Evaluation of news coverage of primary source articles (30%)

Class meetings: Twice per week for 1.5 hours

I strongly encourage you to attend all of the lecture meetings. The uploaded PowerPoint slides are developed as supporting material for the oral presentation by the instructor and to facilitate discussion. Interpretation of the uploaded slides will be greatly facilitated by attending lectures and taking notes. I will also include Poll

Everywhere questions and discussion activities during the lectures to vary the mode of instruction and to periodically gauge student knowledge and understanding of the material. All information discussed in class (e.g. questions from students, debate following a lecture) CAN BE included in the exams.

Discussion questions (20% of course grade):

Once a week, I will post a question about one or more of the readings assigned for the week. These questions are designed to make you think about the topics we are discussing in class and you should be able to answer them in one or two short paragraphs. They are due on the Sunday of that week at 11:59 pm (no exceptions). There is a "one-slip rule": I will drop your lowest-graded question, meaning you can fail to turn in one of the questions without penalty.

Critical evaluation of news coverage of a scientific article (30% of course grade):

Students will complete two media evaluation assignments over the semester. Each critical evaluation will consist of a short (2-3 page) critical discussion and critique of a media article (popular magazine, newspaper, popular/lay website, or podcast) that reports on a scientific study related to course material. The idea is to examine the main points or claims of the article and go to the primary sources to evaluate the validity of those claims. You will address whether the summary of the claims and the scientific methods described in the news piece are accurate representations of those presented in the primary source article. I recommend that you choose a piece that covers a primary source that was peer-reviewed and published in an academic journal. However, a primary source preprint hosted on an archive (i.e., bioRxiv) is also acceptable.

The topic of the article that you choose is up to you, but it must be related to the course material. However, the news coverage piece should have been published within the last twelve months. Your evaluation should include a section on what this tells us about human biology or diversity and how it is communicated in the popular press/media.

The first evaluation will be due before spring break and the second during the last week of lectures.

Midterm and Final Exams (20% and 30% of course grade, respectively):

The exams are designed to test your understanding of the course material and your ability to connect and critically evaluate course topics. Thus, the questions will be a combination of identification/summarizing concepts, short answers, and one long-ish essay question. There will not be any multiple-choice questions on the exams. This format provides the most flexibility for me to evaluate your understanding and engagement with the course material.

The final exam will be cumulative in the sense that you will be expected to use the theoretical frameworks introduced in the first few weeks of the course to understand and engage with topics presented in the second half of the course. However, the topical focus of the exams will focus on the content presented in the second half of the course.

Required readings

There is no required textbook for the class. I will post selected chapters and scientific articles on the course website and a preliminary/draft reading schedule is included at the end of the syllabus.

Suggested readings: These are some suggested texts that may help you further understand the course material or that you can check out if you are interested in exploring some of the topics further.

Bribiescas RG. 2006. *Men: Evolutionary and Life History*. Harvard University Press.

Bribiescas, RG. 2016. *How Men Age: What evolution reveals about male health and mortality*. Princeton University Press.

Clancy K. 2023. *Period: The Real Story of Menstruation*. Princeton University Press.

Ellison PT. 2001. *On Fertile Ground: A natural History of Human Reproduction*. Harvard University Press.

Jasienska G. 2013. *The Fragile Wisdom: An Evolutionary View on Women's Biology and Health*. Harvard University Press.

Miller E. 2023. *Thicker Than Water: A Social and Evolutionary Study of Iron Deficiency in Women*. Oxford University Press.

*Shook B, Braff L, Nelson K, Aguilera K. 2023. *Explorations: An Open Invitation to Biological Anthropology*

* This is a useful and open-access textbook that provides an introduction to biological anthropology. We will use several chapters of this book in the first few weeks of the course.

Grading is NOT on the curve and will be based on the following cut-offs:

97- 100% = A+ 87 – 89% = B+ 77 – 79% = C+ 67 – 69% = D+
 93 - 96% = A 83 – 86% = B 73 – 76% = C 63 – 66% = D
 90 – 92% = A- 80 – 82% = B- 70 – 72% = C- 60 – 62% = D- <60% = F

Schedule of Lectures and Assigned Readings:

I reserve the right to update the course readings and schedule over the term to accommodate student interests and the pacing of lectures.

Week	Lecture	Topic	Assigned Reading:
1	1	Course Intro	No assigned reading
	2	Biological Basis of Life	Explorations Chapter 3: Molecular Biology and Genetics
2	3	Intro to Evolutionary Theory 1: Natural Selection	Explorations Chapter 2: A History of Evolutionary Thought
	4	Intro to Evolutionary Theory 2: Genes, Traits, and the Synthesis	Explorations Chapter 4: Forces of Evolution
3	5	Life History Theory 1: Intro and Evolutionary Demography	Bribiescas R. 2006. Ch 2: Birth, Death, and Everything in Between. In <i>Men: Evolutionary and Life History</i> . Hill K. 1993. Life History Theory and Evolutionary Anthropology.
	6	Life History Theory 2: Human and primate life histories	Jones JH. 2011. Primates and the Evolution of Long, Slow Life Histories. Mace R. 2000. Evolutionary Ecology of Human Life History.
4	7	Human Diversity: Evolution, Variation, and Race	Fuentes A et al. 2019. AABA Statement on Race and Racism. Jablonski N & Chaplin G. 2012. Human Skin Pigmentation, Migration, and Disease Susceptibility. Lasisi T et al. 2023. Human scalp hair as a thermoregulatory adaptation.
	8	Energetics: Nutrition, Diet and Energy Expenditure	Dufour D and Pipereta B. 2017. Reflections on Nutrition in Biological Anthropology. Pontzer H et al. 2012. Hunter-Gatherer Energetics and Human Obesity.
5	9	Stress and Human Biology	Ice G and James G. 2012. Ch 10: Stress and Human Biology. Sapolsky R. 2015. Stress and the Brain: Individual Variability and the Inverted U.

			Sapolsky R 2021. Glucocorticoids, the evolution of the stress-response, and the primate predicament.
	10	Immune Function and Ecology	Blackwell A. 2022. The Ecoimmunology of Health and Disease: The Hygiene Hypothesis and Plasticity in Human Immune Function. Garcia A, et al. 2020. Evidence for height and immune function trade-offs among preadolescents in a high pathogen population.
6	11	Adaptation to Extreme Climates and Ecologies	Bigham A. 2016. Genetics Of Human Origin and Evolution: High-Altitude Adaptations. Ocobock C. 2023. Human Bodies in Extreme Environments.
	12	Midterm Exam	*Deadline for the first media evaluation assignment.
7	13	Spring Break	
	14		
8	15	Infancy and Childhood	Gibbons A. 2008. The Birth of Human Childhood. Kuzawa C et al. 2014. Metabolic costs and evolutionary implications of human brain development
	16	Adolescence and Maturity	Bogin B. 2018. Human life course biology: A centennial perspective of scholarship on the human pattern of physical growth and its place in human biocultural evolution. Ellison P et al. 2012. Puberty as a Life History Transition. Walker R et al. 2006. Growth rates and life histories in twenty-two small-scale societies.
9	17	Female Reproductive Ecology: The Ovarian Cycle	Núñez-de la Mora A et al. 2007. Childhood Conditions Influence Adult Progesterone Levels. Valeggia C and Núñez-de la Mora A. 2015. Human Reproductive Ecology.
	18	Female Reproductive Ecology: Pregnancy and Reproduction	Kramer K et al. 2023. Ch 1- Conceiving Reproduction in Biological Anthropology. Nepomnaschy P. 2020. Socio-Ecological Challenges as Modulators of Women's Reproductive Trajectories.
10	19	Male Reproductive Ecology	Bribiescas R et al. 2012. Male Life History, Reproductive Effort, and the Evolution of the Genus <i>Homo</i> : New Directions and Perspectives. Gray P et al. 2002. Marriage and fatherhood are associated with lower testosterone in males

	20	Aging: Male and Female Aging; Degenerative Diseases	Bribiescas R. 2010. An evolutionary and life history perspective on human male reproductive senescence. Fox M. 2018. 'Evolutionary medicine' perspectives on Alzheimer's Disease: Review and new directions Leidy Sievert L and Roy S. 2023. Ch 36: Menopause.
11	21	Evolutionary Medicine 1: Why does disease exist?	Nesse R. 2019. Ch 1: Core Principles for Evolutionary Medicine. Trevathan W. 2007. Evolutionary Medicine.
	22	Evolutionary Medicine 2: Examples and Case Studies	Gurven M et al. 2016. Cardiovascular disease and type 2 diabetes in evolutionary perspective: A critical role for helminths? Dinsdale et al. 2021. The Evolutionary Biology of Endometriosis.
12	23	Social Environments, Determinants, and Human Health	Braverman P and Gottlieb L. 2014. The Social Determinants of Health: It's Time to Consider the Causes of the Causes. Leatherman T and Jernigan C. 2014. Biocultural Contributions to the Study of Health Disparities. Levin B and Browner C. 2005. The social production of health: Critical contributions from evolutionary, biological, and cultural anthropology.
	24	Future of Human Evolution	No assigned reading *Deadline for final media evaluation assignment.

Sample Exam Questions:

Due to the vast importance of culture in shaping our lives, it is important to take a **biocultural approach** to understanding human evolution. Name two concrete examples of how human culture has interacted with biology to influence human evolution.

Briefly describe two life history stages that are unique to humans. In your answer, include (a) a description of a developmental milestone that marks the beginning or end of each stage and (b) an explanation of one relevant life history tradeoff that occurs during each stage

Provide and elaborate on two examples of a human disease, disorder, or symptom that evolutionary medicine identified as a mismatch problem between our evolutionary past and the current conditions.

Name and describe one challenge that will likely affect our species' future. Describe how these future challenges might affect health disparities.

What are two changes observed in the *Nutritional Transition*? How might these be contributing to the obesity crisis?

What are the two models of modern human origins that we discussed in class? What does each model of origin predict about the genetic diversity of modern humans? Which model does the empirical evidence support more fully and why?

How would you distinguish between acclimatization and evolution by natural selection?

UTEP Core Curriculum Course Addition Proposal

Course Prefix and Number Cross-listed as ANTH 1305 and SOCI 1305

Course Title Violence in the Americas

Course Description This course examines the root causes and social science understandings around violence and conflict in Latin America. Despite economic advances, Latin America continues to have the highest murder rates in the world, with significant conflicts that persist despite widespread advances in technology, democratic governance and industry. Students will complete the course with a deeper understanding of the history, politics and culture of the region with an eye toward critical interpretations of the drivers of violence, conflict and revolution. The course attends to pressing ethical questions related to crime, violence prevention, migration, drug trafficking, democratic governance and authoritarianism.

Credit hours: 3

Terms Offered (Fall, Spring, Fall & Spring): Fall and Spring

TCCN:

Prerequisites: N/A

Foundational Component Area (Select one)

- ☐ **Communication** (core curriculum objectives: CT, COM, TW, PR)
- ☐ **Math** (core curriculum objectives: CT, COM, EQS)
- ☐ **Life and Physical Sciences** (core curriculum objectives: CT, COM, EQS, TW)
- ☐ **Language, Philosophy, and Culture** (core curriculum objectives: CT, COM, SR, PR)
- ☐ **Creative Arts** (core curriculum objectives: CT, COM, TW, SR)
- ☐ **American History** (core curriculum objectives: CT, COM, SR, PR)
- ☐ **Government/Political Science** (core curriculum objectives: CT, COM, SR, PR)
- ☐ **Social and Behavioral Sciences** (core curriculum objectives: CT, COM, EQS, SR)
- ☒ **Component Area** (core curriculum objectives: CT, COM, at least one additional objective)

Core Curriculum Objectives

Explain how the course addresses each objective if applicable as determined by the section above. ***All courses must include critical thinking and communication skills.***

Critical Thinking Skills (CT) creative thinking; innovation; inquiry; and analysis, evaluation and synthesis of information

We often view conflicts and violence as simultaneously unique (inextricable from one particular group of people/country/time period), but also natural or inevitable events that were unavoidable. One objective of the course is for students to learn to think critically about the social and cultural roots of conflict and the factors that are known to exacerbate crime and violence such as inequality. By learning the historical and political contexts within Latin America students will be able to apply critical thinking skills and social science theory to the study of violence, crime and conflict. The course includes interrogation of themes such as economic inequality, drug production, the violence of extortion, kidnapping and drug wars, as well as the aftermath of mass disappearances and internal or international displacement. Students will be encouraged through their readings, class work and lectures to engage in critical debates where there are no black and white answers but spaces for critical reflection.

Communication Skills (COM) effective development, interpretation, and expression of ideas through written, oral, and visual communication

Students will present a final project at the end of the semester and demonstrate their original work, speaking to the class. They will also engage in debates in smaller group sections to hone their ability to communicate critical topics.

Empirical and Quantitative Skills (EOS) manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork (TW) ability to consider different points of view and to work effectively with other to support a shared purpose or goal

Personal Responsibility (PR) ability to connect choices, actions, and consequences to ethical decision-making

Social Responsibility (SR) intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

The goal of this course is to better understand the origins and causes of so many of the critical problems facing our region and hemisphere. Political debates rage around the root causes of violence, drug trafficking, crime and mass displacement. However, these debates rarely are able to contextualize the problem and do not rely on the extensive research conducted by social scientists in anthropology, sociology and geography.

Course Assessment Plan

Provide examples of the major assignments referenced for each category below, if applicable as determined by the section above. All courses must include critical thinking and communication skills.

Critical Thinking

See "Sample Exam Questions" and "Sample Group Assignment" in the accompanying syllabus. The essay questions do not have easy, straightforward answers, instead requiring students to synthesize what they have learned and draw from existing evidence to present a critical analysis of the issues we have covered in the course.

Communication Skills

See "Group Project Assignment 1" in the accompanying syllabus. This assignment requires students to work in groups and effectively communicate their analysis of factors contributing to a violent phenomenon in writing and in an in class presentation.

Empirical and Quantitative Skills

Teamwork

Personal Responsibility

Social Responsibility

Through group assignments and exams, students are required to reflect on the social underpinnings of violence and reflect on the implications in terms of how social patterns can change in order to create less violent societies.

Contact

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SYLLABUS

ANTH/SOCI 1305: Conflict in the Americas

Course Description:

Despite rising incomes and improved human development indications, the Americas continues to be the most violent region in the world outside of active war zones. This course will focus on core principles in social science research that help us understand how and why persistently high levels of crime and violence have plagued the region. We will begin with seminal research on inequality and why this is fundamentally linked to crime and violence, before proceeding to modules that outline the historical trajectories of several of the most prominent conflicts in the region. We will begin with the Central American Dirty Wars where the United States supported Guatemalan and Salvadoran regimes, while attempting to overthrow Nicaragua's socialist government. This will introduce core concepts about the region such as the historical impact of the Monroe Doctrine which shaped U.S. involvement in Latin America, as well as introduce the political philosophies that drove these actions. In the next section, we will discuss the Colombian Guerrilla wars and their transition into a criminal insurgency with the rise of Colombian Drug Cartels. By further exploring the dynamics of Marxism and socialist thought that underly insurgencies it will contextualize the problematics around inequality in the region. We will close with discussions related to the evolution of Mexico's drug wars. Aside from educating students about one of the most relevant conflicts that has personally impacted many UTEP students, this will be used to expand upon anthropological notions of violence that have sought to understand how and why violence is such a persistent feature of modern society despite social advances.

Goals:

- You will be able to list the key figures (guerrilla leaders, revolutionaries and politicians), organizations (cartels, gangs and governments), in recent conflicts in the hemisphere.
- You will discuss different sociological and anthropological theories associated with inequality, violence and economic/political philosophies
- You will analyze the different historical factors that led to the current violence
- You will critique the different interpretations of why this conflict is happening and the various proposed solutions from policy makers, politicians, academics and journalists

Requirements:

- Attendance is mandatory!
- Reading is mandatory! There will be an online quiz or group exercise before every class that represents a significant portion of your grade
- Familiarity with Spanish is not required although it will be **highly advantageous** when searching for additional materials

- This is a reading and writing intensive course designed to challenge pre-conceived ideas and understandings
- The subject matter for this course will ***include adult themes***. This is a blanket trigger warning for anyone worried about exposure to images, stories and often videos of violent events. Students are required to be respectful and mature while dealing with this sensitive topic. If, for any reason, anyone becomes uncomfortable in the class, please see me immediately.

Grading:

100 points - In class exercises, reading quizzes and participation

50 points - Mid term

50 points - Portfolio

100 Points – Final Exam

300 points total

Note There are more possible points available in the class

*All assignments may be written **in Spanish or English***

In class exercises and participation will include a professional development component, i.e. how does one present an argument? How to make a “good” power point. What are valid sources for an academic paper and how do you cite for direct quotes and paraphrases. These are universal skills that will be expected of each student.

Reading Quizzes – there will be an exercise or reading quiz **every class period**. These will likely be online and you will have time at the beginning of class to take the quiz. The total for all reading quizzes and exercises is greater than 50 possible points.

The Mid-Term will test understandings of the who, what and where of the drug violence and how it has formed over time. It will also cover your knowledge of concepts that we discuss in class.

Portfolio: Students will follow developments related to one particular country and conflict (Brazilian gangs, Venezuelan exodus, El Salvador’s mano dura crackdown etc.) throughout the semester. This will require setting up google alerts and consistently searching for articles. You will hand in three installments of your portfolio during the semester and each portfolio will contain links and citations for your news article and brief (1-2 page write up describing the issues at hand). You will write an analysis of these events for your paper.

Final Exam: This will be a cumulative review of the semester’s material and key concepts.

Classroom Ethics:

In addition to University of Texas El Paso guidelines, the class requires a level of maturity and sensitivity beyond what is normally expected. This is a difficult, personal and extremely sensitive topic, which requires the greatest level of respect both to the subject and to fellow classmates. I require that we avoid at all cost value laden judgments such as “good guys” and “bad guys.” The purpose of this class is to display the complicated, interwoven nature of violence regardless of how difficult it is to understand. Critical dialogue and debate are essential for us to develop a complex understanding that acknowledges all perspectives. All classmates must be shown the utmost respect. I encourage any student that feels they have been disrespected, or if they are simply having problems with the subject matter, to please see me at once.

REQUIRED READINGS:

Guevara, Che. *The Motorcycle Diaries*.

Justionyte, I. *Exit Wounds: How America's Guns Fuel Violence Across the Border*.

Muehlman, S. *Call the Mothers: Searching for Mexico's Disappeared in the War on Drugs*. University of California Press.

All other readings will be provided on Blackboard in PDF format, or, you will be asked to download the texts from Google Scholar or the UTEP library. However, here are some recommended texts that could be helpful in your course work.

Student responsibilities and obligations:

Regular class participation is expected of all university students. Due to the unique circumstances of this semester in person attendance is not required, however, when attending online lectures, you must participate and ask questions. If this system is being abused, we may reassess during the semester. Attendance is excused, however, on religious holidays for students affiliated with that religion.

Reasonable behavior is also expected of all students. "Reasonable behavior" includes:

No cell phone use. Please turn them off before you enter class.

No email or internet use in class.

No talking over the instructor or other classroom activity.

No reading other materials during class.

Being polite and civil in the classroom.

If you fail to abide by such basic behavioral guidelines you may be asked to leave the classroom. Students found using their cell phones or laptops for nonacademic purposes will have a private meeting with a member of the teaching team. Students who commit a second violation will have their participation grade reduced.

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 one's 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. **EVERYTHING YOU HAND IN WILL BE RUN THROUGH PLAGIARISM SOFTWARE WHICH TELLS ME EXACTLY WHAT PERCENTAGE OF YOUR PAPER IS NOT ORIGINAL.** *I will be forced to take action against anyone who fails to cite sources adequately.*

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:

MODULE1 – INTRODUCTION

Introduction to the course, discussion of goals

Wednesday 01/18 – *Intro, goals and syllabus discussion*

Monday 01/23 – Charles Tilly – Inequality in Latin America

Wednesday 01/25 – David Harvey – Brief History of Capitalism

MODULE2 – Marxist Revolutions

History and Policy

Monday 01/30 – Che Guevara – The Motorcycle Diaries pt. 1

Wednesday 02/01 – Motorcycle Diaries pt. 2

Monday 02/06 – Bourgois 2001 – Continuum of Violence in El Salvador

Wednesday 02/08 –L. Binford response to Bourgois (2002)

MODULE3 – Colombia's Conflict: From the Farc to Pablo Escobar

How drugs move: From the fields to your doorstep!

Monday 02/13 – Hunting for Pablo Escobar - Bowden

Wednesday 02/15 – Plan Colombia to the Plebescito– Disarming the FARC

Drug Production and History

Monday 02/20 – **Mid-Term 1**

Wednesday 02/22 – Group work on Presentation

MODULE 4 – POLITICS, RELIGION AND CONFLICT

Central American Dirty Wars and Liberation Theology

Monday 02/27 – El Mozote Massacre - Binford

Wednesday 03/01 – Manzo – Paradise in Ashes

Dictatorships and Exile

Monday 03/06 – Brazilian Gangs and Leftist Radicals -

Wednesday 03/08 – Argentina and Chile

MODULE5 – DISAPPEARANCES IN LATIN AMERICA

Monday 03/13 – Call the Mothers – Pt1

Wednesday 03/15 – Call the Mothers – Pt2

Searching for the dead

Monday 03/20 – BOOTSTRAP JUSTICE- SEARCHING FOR DIAPPEARED

Wednesday 03/22 – ARGENTINCE FORENSIC TEAM

Searching for the dead continued

Monday – 03/27 – Documentary – El Equipo – pt 1

Wednesday – 03/29 – Documentary – El Equipo - pt 2

MODULE 6: GUNS AND DRUGS

Monday – 04/03 – EXIT WOUNDS pt 1

Wednesday – 04/05 – Exit wounds pt 2

Monday 04/10 – Exit wounds pt 3

Wednesday 04/12 – Zizumbo - *Auto-Defensas* -

Conceptualizing Violence

Monday 04/17 – Perspectives on Violence – Bourgois and Scheper Hughes

Wednesday 04/19 – Michael Taussig – Loic Wacquant

MODULE 7 – WHERE DO WE GO FROM HERE?

Recovering from Violence: Where do we go from here?

Monday 04/24 – Oglesby Ross - Genocide

Wednesday 04/26 – Lessing – Making Peace in Drug Wars

Week 15 - *Recovering continued*

Monday 05/01 – TBA

Wednesday 05/03 - Last day of class

FINAL EXAM – Date - TBA

Sample Group Assignment #1

In small groups, students will be assigned a country in Latin America to focus on a specific time period and event (Sendero Luminoso, Peru; Coca legalization, Bolivia; the Haitian Revolution etc.). Preferably these will be outside of the main conflicts we discuss in class, but could potentially overlap, requiring significant outside research in addition to class work. Groups will do research about the broader context of the issue and apply social science concepts discussed over the course of the semester such as inequality, racial dynamics, political dynamics etc. They will prepare a group paper and presentation on their research.

Each project will contain:

1. Historical and factual background information on the conflict
2. Interpretation and analysis of the root causes of the conflict
3. A discussion about how to prevent future issues like this one.

Sample in class activity

Based on the readings for *Call the Mothers*:

The use of mothers as a political force to stand up against political oppression and demand answers has an important and complex history. Discuss in groups how gender norms can create opportunity to demand answers and challenge oppressive regimes or violent criminal groups. Use examples from the book. Think of other examples of similar strategies.

Sample Exam questions

1. Describe the theoretical underpinnings of Cuban Revolutionary figures such as Che Guevara, and Fidel Castro. Make sure to reference their own motivations as well as economic theories that influenced them.
2. What are the key motives of the Chicago school of economics?
3. Describe two notable activities of the School of the Americas.

4. What are the underlying principals of free trade as a strategy for economic development?

The CIA has had extensive involvement in Latin America. What are two memorable and documented instances of CIA activity in Latin America. Describe the significance of these events.

COURSE ADD

All fields below are required

Add additional Course Add forms as needed

College : Liberal Arts

Department : Sociology and Anthropology

Effective Term : Fall 2025

Rationale for adding the course:

The course will be listed as a Core Component Area option as well as an option to fulfill introductory course requirements for anthropology majors and minors.

All fields below are required

Subject Prefix and # ANTH 1313

Title (29 characters or fewer): Human Variation

Dept. Administrative Code : 2610

[CIP Code](#) 45.0202.00

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement?

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 and 2-3 keywords (600 characters maximum):

(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

Introduction to how evolution has shaped contemporary human biological, phenotypic, and demographic variation and diversity using evolutionary and life history theory. The course draws on biocultural perspectives integrating human biology and physiology with social and cultural forces to help understand human variation and diversity in such topics as growth, maturation, reproductive function, and senescence. The course also explores how evolutionary biology, life history theory, and biocultural perspectives illuminate the study of contemporary human health and disease patterns.

Keywords: Biological anthropology, adaptation, evolution

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)
N/A		

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.

COURSE ADD

All fields below are required

Add additional Course Add forms as needed

College : Liberal Arts

Department : Sociology and Anthropology

Effective Term: Fall 2025

Rationale for adding the course:

This course responds to student demands and is in the area of expertise of a new faculty member. It will be offered as a Liberal Arts Block Elective in Social and Behavioral Sciences as well as an upper division elective under the sociology and anthropology degree plans.

All fields below are required

Subject Prefix and # Cross listed under ANTH and SOCI 3334

Title (29 characters or fewer): Social Networks

Dept. Administrative Code : 2610

[CIP Code](#) 45.1301.00

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement?

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 and 2-3 keywords (600 characters maximum):

(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

Students will learn basic tools to understand the world of networks and social complexity. Sociological concepts and quantitative techniques will offer new insights on a variety of social phenomena, ranging from understanding how epidemics spread to the circulation of news.

Keywords: Social media, Network theory, research methods

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)
N/A		

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.

SYLLABUS

Social Networks

Oscar Contreras Velasco
Assistant Professor of Sociology
Office: Old Main 301
ocontrerasvel@utep.edu
Office Hours: TBA

Lecture: TBA **Classroom:** TBA

The social world is complex. We, people, aren't identical and our paths through space and time are influenced by more than a few fundamental forces. Instead, we live in rich networks of relationships. We shape the structure of these networks through our actions; in turn, networks structure our access to ideas, resources, and opportunities. In the 21st century, the network perspective on social reality has moved to center stage. New transportation and communication technologies put more people in contact than ever before. Companies like Google, Meta(Facebook), TikTok, and Twitter work in large part by leveraging the structure and dynamics of networks: who links to whom, and who Likes what (and whom). In this course, you will learn the basic tools to understand this world of networks and social complexity. You will find that the concepts and quantitative techniques that you learn here will give you new insight on a staggering range of social phenomena.

II. Required & Recommended Readings

The textbook for this course is Easley & Kleinberg's *Networks, Crowds, and Markets: Reasoning about a Highly Connected World*. It is an excellent and comprehensive introduction to networks and social complexity, written by leaders in the field. **It should be available from Amazon or your favorite online bookseller.** *Owning a physical copy of the textbook will encourage you to read in an engaged and critical manner.* Mark the textbook up with questions, problems, frustrations, doodles— anything that helps you come to grips with the material! You will find that if you do the reading before coming to lecture, you will get a lot more out of lecture.

If you are keen for a challenge, read *Social and Economic Networks* by Matthew O. Jackson.

III. Course Requirements

A. CLASS PARTICIPATION (10%)

You should attend each class. This is important, and bears repeating.

B. HOMEWORK (45%)

The homework is very important. Please do it. I cannot underscore this enough! You will have 4 assignments over the 10 weeks, due roughly every two weeks (see the schedule for deadlines). These assignments will give you an opportunity to use the concepts and techniques from the course to analyze various social systems, as well as testing your understanding of basic definitions and procedures. Think of them like exercises; they are there to build your network muscles! **I encourage you to work in groups (of no more than 5),** but each student should prepare her or his own solution, along with a note crediting other members of the working group.

C. MIDTERM (15%)

The midterm will allow us to assess your progress. It'll consist of some short answer questions and quantitative exercises similar to the ones you've been doing in the homework. If you've done the homework, there should be few surprises here. As we've learned, however, the world is full of surprises, so who knows—we might have to do remote learning again! Because of such uncertainty, I reserve the right to change the format of the midterm exam, though I will give you plenty of notice.

D. FINAL EXAM (25%)

The final exam will be much like the midterm, only cumulative. I will also provide you with some opportunities to stretch yourself on the final exam: to show off your newly acquired network thinking skills, and to tackle an interesting new problem on the fly. As with the midterm, I reserve the right to change the format of the final exam, though I will give you plenty of notice.

WEEK 1

What are social networks? What is social complexity?

Read: Syllabus; Easley & Kleinberg, Chapter 1 (if you have time)

Learning the lingo of network analysis

Read: Easley & Kleinberg, Chapter 2

WEEK 2

Lingo/Ties of many types (strong ties, weak ties, and triadic closure)

Read: Easley & Kleinberg, 3.1 – 3.4

WEEK 3

Hole-y capital! (structural holes, social capital, and communities)

Read: Easley & Kleinberg, 3.5, skim 3.6. Articles by Coleman and Burt, posted to Canvas FIRST HOMEWORK DUE

WEEK 4

Birds of a feather: homophily and affiliation

Read: Easley & Kleinberg, Chapter 4.1-4.3

Affiliation and segregation

Read: Easley & Kleinberg, Chapter 4.3-4.5

WEEK 5

John Nash walks into a bar, or, Basic Game Theory

Read: Easley & Kleinberg, Chapter 6.1-6.5

WEEK 6

Game Theory wrap-up; Power/Networks

Read: Easley & Kleinberg, Chapter 6.5-6.6; 6.9. Chapter 12.1-12.3; 12.5
SECOND HOMEWORK

WEEK 7

MIDTERM EXAM

WEEK 8

The Web (3.0)/How Google works

Read: Easley & Kleinberg, Chapter 13; Chapter 14.1-14.3

WEEK 9

Information cascades

Read: Easley & Kleinberg, Chapter 16.1-16.4

THIRD HOMEWORK DUE **WEEK 9**

WEEK 10**Network effects and Threshold Models**

Read: Easley & Kleinberg, Chapter 17 (skim 17.2-17.6); Granovetter on threshold models

WEEK 11**Going viral: How ideas spread; Fake news, bots, and deep fakes**

Read: Easley & Kleinberg, Chapter 19.1-19.4; 19.6

WEEK 12**Modeling epidemics and Network Inequality**

Read: Easley & Kleinberg, Chapter 21

Read: DiMaggio & Garip, LAST HOMEWORK DUE.

WEEK 13

Similarity indices

Read: TBA

WEEK 14

Node embedding techniques

READ: TBA

FINALS WEEK:

Final Exam

All fields below are required

College : Liberal Arts

Effective Term : Fall 2025

This course responds to student demands and is in the area of expertise of a new faculty member. It will be offered as a Liberal Arts Block Elective in Social and Behavioral Sciences as well as an upper division elective under the sociology and anthropology degree plans.

Subject Prefix and # Cross listed as ANTH/SOCI 3335

Title (29 characters or fewer): AI and Society

Dept. Administrative Code : 2610

CIP Code 45.1301.00

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒UG ☐GR ☐DR ☐SP

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

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement?

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 and 2-3 keywords (600 characters maximum):

(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

As social scientists explore data of increasing size and complexity, they have turned to techniques from machine learning to *find patterns in* and *make predictions from* these rich traces of social life. But what is artificial intelligence? This course will introduce the basic ideas and techniques of artificial intelligence while emphasizing connections between machine learning models and sociological questions about culture and cognition.

Keywords: Computational methods, mathematical theory

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)
N/A		

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.

SYLLABUS

AI and Society

Oscar Contreras Velasco
Assistant Professor of Sociology
Office: Old Main 301
ocontrerasvel@utep.edu
Office Hours: TBA

Lecture: TBA **Classroom:** TBA

The Course

As social scientists explore data of increasing size and complexity, they have turned to techniques from machine learning to *find patterns in* and *make predictions from* these rich traces of social life. But what is artificial intelligence? This course will introduce some of the basic ideas and techniques of machine learning. I will begin with a gentle introduction to the key mathematical ideas underpinning the most popular methods, as well as a review of the relevant mathematical notation. I will then survey both supervised and unsupervised methods, including Naïve Bayes, k-means, logistic regression, decision trees (classification and regression), topic models, and neural networks. I will discuss the mathematical foundations of these methods as well as the practicalities of implementation, using Python, scikit-learn, and Jupyter Notebooks. Because machine learning techniques were often inspired by and attempt to model learning in the natural world (e.g., human learning and cognition), I will also emphasize connections between machine learning models and sociological questions about culture and cognition. Hence you may find machine learning useful both for understanding data and for building theory and explanations.

Goal

To produce original, important sociological scholarship, you'll need a collection of powerful analytical tools. You'll need to know their advantages and disadvantages; which can be layered successfully, and which are incompatible. And perhaps you'll need to be able to make your own tools, shaped by your understanding of the problem; with those tools, you may be able to uncover aspects of the social world that no one has seen before.

II. Required & Recommended Readings

The “first” math textbook for this course (required) is *Machine Learning for Humans* by Vishal Maini and Samer Sabri. This is a short, free, online book that covers many of the major ideas in machine learning, with just enough mathematical detail to be interesting. You can get it here:
https://www.dropbox.com/s/e38ni1dni7481q/machine_learning.pdf?dl=0

The “second” math textbook for this course (also required, also free) is *An Introduction to Statistical Learning* by James et al. There's a fair amount of math here, but it is relatively accessible, and worked out in some detail. For some (but not all) of the material in the course, we'll direct you to the appropriate sections of this book. You can get it for free here:

<http://www-bcf.usc.edu/~gareth/ISL/>

The programming book for this course (required) is *Hands-On Machine Learning with Scikit-Learn and TensorFlow*. This book introduces two of the major platforms for machine learning, and has pretty detailed descriptions of many of the core algorithms (so you're getting these ideas from many perspectives). If you want a copy of your own, you'll have to buy it, but UCLA has access to a ton of O'Reilly books through the library. We recommend picking up an electronic copy from Amazon, as you can just cut-and-paste code with relative ease.

III. Course Requirements

In my experience it is rarely helpful (and often challenging) to make distinctions in performance beyond the following: check-plus (fantastic work); check (typical performance); and check-minus (needs improvement). While I will give more granular feedback on your homework, writing assignments, presentations, etc., quantitative evaluations will fall into these three broad categories.

A1. CLASS PARTICIPATION, NATURAL LANGUAGE (10%)

You should attend each class and participate; miss too many, and you'll find it hard to catch up.

B. PRESENTATION (10%)

You will select a paper from the sociological (or allied social science) literature that uses machine learning techniques and present it to the class. This will **tentatively** be a lightning talk, of just 10 minutes in duration. (More info in class).

C. HOMEWORK (40%)

You will have (roughly) one short assignment every other week in Jupyter Notebook (each will make for 5% of your final grade). These assignments will give you (and me) quick feedback on your understanding of basic concepts, procedures, calculations, etc. They will also give you an opportunity to use the concepts and techniques from the course to analyze real and synthetic data. You are welcome to discuss the homework (in general terms) with your classmates, but please solve the problems yourself and write up the solutions independently.

D. FINAL PAPER (25%)

Your final assessment in the course will be a research proposal (12-15 pages). In this proposal, you should address a social scientific question of interest to you using machine learning. You will state the question, including a brief review of the relevant literature; you will describe the relevant data; you will present the machine learning approach or approaches (how they work, how they will be implemented, and why they are appropriate).

Abbreviations for books:

Machine Learning for Humans = MLH

Introduction to Statistical Learning = ISL

Machine Learning for Predictive Data Analytics = MLPDA;

Hands-On Machine Learning with Scikit-Learn and TensorFlow = HOML

WEEK 1

What is machine learning?

Required: Skim MLH this week!

WEEK 2:

Introductory probability; expectation; conditional probability

Required: You should check out the MIT Open Courseware *Intro to Probability and Statistics*, Chapters & Lectures 1-3. Don't look at the solutions 'til you've tried the problems! HOML, Chapter 1.)

WEEK 3 :

Probability (continued): Independence, Bayes' Theorem; Cost functions, decision theory, and Bayesian rationality.

Required: Keep following the MIT Open Courseware Intro to Probability reading, Chapters & Lectures 4 and 7.

WEEK 4:

Models and generative models; Naive Bayes

Required: HOML, Chapter 2 (get started on this). Also start reading ISL Chapter 1 and keep going.

WEEK 5:

Points in space, distance functions, and features; Introduction to Clustering (k-means); Hierarchical Clustering.

Required: MLH, pp. 43-45, 55-59; ISL, pp. 373, 385-390.

WEEK 6:

Weighted linear combinations, least squares, and Principal Component Analysis (PCA)

Required: MLH, pp. 61-67; HOML pp. 213-223. **PROBLEM SET 3 DUE**

WEEK 7:

Quantitative prediction & linear models

Required: MLH, pp. 16-29; ISL, pp. 59-102; HOML, Chapter 8 (pp. 236-248); Chapter 4 (pp. 129-151).

WEEK 8:

Classification: k-nearest neighbor

Required: MLH, pp. 41-48; ISL, pp. 39-42; HOML Chapter 3. **Optional:** MLPDA, 5.1-5.3, 5.4 (drop 5.4.2), start Chapter 8 **PROBLEM SET 4 DUE**

Classification: Logistic regression; support vector machines

Required: MLH, pp. 30-40; ISL, pp. 127-138, 337-359; HOML, finish Chapter 4, Chapter 5

WEEK 9

Decision trees; CART

Required: MLH, pp. 48-52; ISL, pp. 300-316; HOML, Chapter 6. **Optional:** MLPDA, 4.1-4.4.5

PROBLEM SET 5 DUE

Class 12 (5/8): Ensemble learning & random forests

Required: MLH, pp. 52-55; ISL, pp. 316-323; HOML, Chapter 7. **Optional:** MLPDA, finish Chapter 4

WEEK 10

Introduction to optimization; Metropolis-Hastings

Required: Duncan Watts, "Should social science be more solution-oriented?" *Nature Human Behaviour* (2017)

WEEK 11:

Word2vec and other latent space embeddings

Required: TBA

WEEK 12:

Introducing Deep learning and Artificial Neural Networks

Required: David Blei, "Probabilistic Topic Models," *Communications of the ACM* (2012) **Optional:** James A. Evans and Pedro Aceves, "Machine Translation: Mining Text for Social Theory," *Annual Review of Sociology* (2016)

WEEK 13:

ChatGPT and the Transformers' revolution.

Required: TBA

WEEK 14:

Final Presentations

FINALS WEEK:

Final Paper Due

COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Liberal Arts Department : Sociology and Anthropology
Effective Term : Fall 2025

Rationale for changing the course:

Physical Anthropology is an outdated term in the discipline. We are also trying to make our course names more understandable and appealing to students unfamiliar with the discipline.

All fields below are required

Subject Prefix and number ANTH 1301

Course Title Intro to Physical Anthropology/Archaeology
(Course descriptions are limited to 600 characters)
(Course titles are limited to 29 characters)

Change	From	To
Course Name	Intro to Physical Anthropology/Archaeology	Origins of Humanity

These changes will be reflected in Banner, Goldmine, and the catalog

COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Liberal Arts Department : Sociology and Anthropology
Effective Term : Fall 2025

Rationale for changing the course:

The existing course title is confusing for students. The new course title will allow students to more clearly understand the content of the course and the requirements of our degree plan.

All fields below are required

Subject Prefix and number SOCI 2312

Course Title Measure/Inference-Social Research
(Course descriptions are limited to 600 characters)
(Course titles are limited to 29 characters)

Change	From	To
Course Name	Measure/Inference-Social Research	Statistics for Social Science

These changes will be reflected in Banner, Goldmine, and the catalog

COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Liberal Arts Department : Sociology and Anthropology
Effective Term : Fall 2025

Rationale for changing the course:
We are trying to make our course names more understandable and appealing to students unfamiliar with the discipline.

All fields below are required

Subject Prefix and number SOCI 1301

Course Title Introduction to Sociology
(Course descriptions are limited to 600 characters)
(Course titles are limited to 29 characters)

Change	From	To
Course Name	Introduction to Sociology	American Society

These changes will be reflected in Banner, Goldmine, and the catalog

COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Liberal Arts Department : Sociology and Anthropology
Effective Term : Fall 2025

Rationale for changing the course:
We are trying to make our course names more understandable and appealing to students unfamiliar with the discipline.

All fields below are required

Subject Prefix and number ANTH 1302

Course Title Intro-Cultural Anthropology
(Course descriptions are limited to 600 characters)
(Course titles are limited to 29 characters)

Change	From	To
Course Name	Intro-Cultural Anthropology	World Cultures

These changes will be reflected in Banner, Goldmine, and the catalog

Sociology Degree Plan

Required Credits: 120

Code	Title	Hours
Minor Required		
This program requires the selection of a minor.		
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
Sociology Major		
Required Courses:		
SOCI 1301	Introduction to Sociology American Society	3
SOCI 2312	Measure/Inference Social Resea Stats for Social Science	3
SOCI 3311	Methods of Research	3
SOCI 4301	General Sociological Theory	3
Upper-Division Requirement:		
Select fifteen hours of the following:		15
SOCI 3300	Ecological Sociology	
SOCI 3305	Puerto Rican Society	
SOCI 3306	Cultural Diversity	
SOCI 3307	Sports, Society and Culture	
SOCI 3309	Mesoamerican Cultures	
SOCI 3312	Drug Use, Abuse, Trafficking	
SOCI 3315	Urban Sociology	
SOCI 3318	Culture of Caribbean	
SOCI 3317	Indig Cultures of Latin Amer	
SOCI 3320	Indig Cultures of North Amer	
SOCI 3321	Indians of the Southwest	
SOCI 3322	Sex, Culture, and Evolution	
SOCI 3323	Advanced Social Problems	
SOCI 3324	Deviance	
SOCI 3325	Chicanos & Mexicans in the U.S	
SOCI 3326	Migration	
SOCI 3327	Social Inequality	
SOCI 3330	Language/Power on the Border	
SOCI 3331	Family Violence	
SOCI 3332	Intro to GIS-Social Sciences	
SOCI 3333	Juvenile Delinquency	
SOCI 3334	Social Networks	
SOCI 3335	AI and Society	
SOCI 3341	Special Undergraduate Topics	
SOCI 3348	Criminology	
SOCI 3358	Ethnographic Methods	

Code	Title	Hours
SOCI 3361	Contemporary Mexican Culture	
SOCI 3362	Medical Sociology	
SOCI 3370	Gender Roles and Society	
SOCI 4303	Internship in Sociology	
SOCI 4304	Envir. Just. & Min. Comm U.S.	
SOCI 4308	U.S.-Mex Border Society/Cult	
SOCI 4312	Thinking Spatially	
SOCI 4313	Advanced Spatial Analysis	
SOCI 4346	Global Health	
SOCI 4347	Population Analysis & Problems	
SOCI 4348	Sociology of Disability	
SOCI 4349	Visual Sociology	
SOCI 4390	Independent Study	
Major Electives:		
Select three hours of the following:		3
SOCI 1302	Social Problems	
SOCI 1305	Conflict in the Americas	
SOCI 1310	Cultural Geography	
SOCI 1312	<u>Science and Society</u>	
SOCI 2315	Soci of Marriage and Family	
SOCI 2317	Intro to Indigenous Studies	
SOCI 3300	Ecological Sociology	
SOCI 3306	Cultural Diversity	
SOCI 3307	Sports, Society and Culture	
SOCI 3309	Mesoamerican Cultures	
SOCI 3312	Drug Use, Abuse, Trafficking	
SOCI 3315	Urban Sociology	
SOCI 3317	Indig Cultures of Latin Amer	
SOCI 3320	Indig Cultures of North Amer	
SOCI 3321	Indians of the Southwest	
SOCI 3322	Sex, Culture, and Evolution	
SOCI 3323	Advanced Social Problems	
SOCI 3324	Deviance	
SOCI 3325	Chicanos & Mexicans in the U.S	
SOCI 3326	Migration	
SOCI 3327	Social Inequality	
SOCI 3330	Language/Power on the Border	
SOCI 3331	Family Violence	
SOCI 3332	Intro to GIS-Social Sciences	
SOCI 3333	Juvenile Delinquency	
SOCI 3334	<u>Social Networks</u>	
SOCI 3335	<u>AI and Society</u>	
SOCI 3341	Special Undergraduate Topics	

Code	Title	Hours
SOCI 3348	Criminology	
SOCI 3358	Ethnographic Methods	
SOCI 3361	Contemporary Mexican Culture	
SOCI 3362	Medical Sociology	
SOCI 3370	Gender Roles and Society	
SOCI 4303	Internship in Sociology	
SOCI 4304	Envir. Just. & Min. Comm U.S.	
SOCI 4308	U.S.-Mex Border Society/Cult	
SOCI 4312	Thinking Spatially	
SOCI 4313	Advanced Spatial Analysis	
SOCI 4346	Global Health	
SOCI 4347	Population Analysis & Problems	
SOCI 4350	Social Class in the U.S.	
SOCI 4390	Independent Study	
Open Electives		
Select additional hours to complete a total of one hundred twenty hours		
Foreign Language		
Select six credit of Foreign Language. All six credits must be in the same language sequence.		6
Block Electives		
Complete twelve upper-division hours from the blocks below, with three to six hours in each		12
Total Hours		120
1 French and Spanish majors must fulfill this requirement in a language other than their major.		
Course List		

University Core Curriculum

Block Electives

Anthropology Degree Plan

Required Credits: 120

Code	Title	Hours
Minor Required		
This program requires the selection of a minor.		18
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
Anthropology Major		
This major requires a total of thirty hours, with at least eighteen being upper-division.		
Required Courses:		
ANTH 1301	Intro Phys Anth/Archeolog Origins of Humanity	
ANTH 1302	Intro Cultural Anthropology World Cultures	

Commented [HC1]: Or ANTH 1313: Human Variation. Students may take either ANTH 1301 or the new ANTH 1313 course to fulfill this requirement.

Code	Title	Hours
ANTH 4380	Theory in Anthropology	3

Physical Anthropology:

Select two courses of the following:

ANTH 1313	Human Variation	6
ANTH 3303	Ecological Anthropology	
ANTH 3304	Biological Anthropology	
ANTH 3309	Mesoamerican Cultures	
ANTH 3310	Southwestern Archeology	
ANTH 3340	Popular Archeology	
ANTH 3347	Archaeological Field Studies	
ANTH 3359	Archeological Methods	
ANTH 3360	Lab Methods in Archeology	
ANTH 3380	Cult. & Environ Resource Mgmt	
ANTH 3647	Archeological Field Studies ¹	
ANTH 4304	Envir. Just. & Min. Comm U.S.	
ANTH 4312	Thinking Spatially	
ANTH 4313	Advanced Spatial Analysis	
ANTH 4346	Global Health	
ANTH 4362	Anth of Food,Culture & Society	
ANTH 4363	Cross-Cultural Pers. on Health	
ANTH 4365	Material Culture and Museums	

Commented [HC2]: If students take both ANTH 1xxx: Human Variation and ANTH 1301, one can be used for the required course option while the other one can be used to fulfill 3 credit hours of the Physical Anthropology requirement.

Cultural Anthropology:

Select two courses of the following:

ANTH 1312	Science and Society	6
ANTH 3303	Ecological Anthropology	
ANTH 3305	Puerto Rican Society	
ANTH 3306	Cultural Diversity	
ANTH 3309	Mesoamerican Cultures	
ANTH 3311	Applied Cultural Anthropology	
ANTH 3312	Drug Use, Abuse, Trafficking	
ANTH 3315	Urban Anthropology	
ANTH 3318	Culture of Caribbean	
ANTH 3319	Indig Cultures of Latin Amer	
ANTH 3320	Indig Cultures of North Amer	
ANTH 3321	Indians of the Southwest	
ANTH 3322	Sex, Culture, and Evolution	
ANTH 3325	Chicanos & Mexicans in the U.S	
ANTH 3326	Migration	
ANTH 3330	Language/Power on the Border	
ANTH 3334	Social Networks	
ANTH 3335	AI and Society	
ANTH 3358	Ethnographic Methods	
ANTH 3361	Contemporary Mexican Culture	

Code	Title	Hours
ANTH 4304	Envir. Just. & Min. Comm U.S.	
ANTH 4308	U.S.-Mex. Border Society/Cult	
ANTH 4346	Global Health	
ANTH 4362	Anth of Food,Culture & Society	
ANTH 4363	Cross-Cultural Pers. on Health	
Additional Major Electives:		
Select additional hours of Anthropology to have a major total of thirty, with at last eighteen being upper division:		6
ANTH 1305	Conflict in the Americas	
ANTH 1312	Science and Society	
ANTH 1313	Human Variation	
ANTH 1310	Cultural Geography	
ANTH 2317	Intro to Indigenous Studies	
ANTH 2320	Intro to Linguistics	
ANTH 3303	Ecological Anthropology	
ANTH 3304	Biological Anthropology	
ANTH 3305	Puerto Rican Society	
ANTH 3306	Cultural Diversity	
ANTH 3307	Sports, Society and Culture	
ANTH 3309	Mesoamerican Cultures	
ANTH 3310	Southwestern Archeology	
ANTH 3311	Applied Cultural Anthropology	
ANTH 3312	Drug Use, Abuse, Trafficking	
ANTH 3315	Urban Anthropology	
ANTH 3318	Culture of Caribbean	
ANTH 3319	Indig Cultures of Latin Amer	
ANTH 3320	Indig Cultures of North Amer	
ANTH 3321	Indians of the Southwest	
ANTH 3322	Sex, Culture, and Evolution	
ANTH 3325	Chicanos & Mexicans in the U.S	
ANTH 3326	Migration	
ANTH 3330	Language/Power on the Border	
ANTH 3332	Intro to GIS-Social Sciences	
ANTH 3334	Social Networks	
ANTH 3335	AI and Society	
ANTH 3340	Popular Archeology	
ANTH 3347	Archaeological Field Studies	
ANTH 3357	Sociolinguistics	
ANTH 3358	Ethnographic Methods	
ANTH 3359	Archeological Methods	
ANTH 3360	Lab Methods in Archeology	
ANTH 3361	Contemporary Mexican Culture	
ANTH 3379	Independent Study	
ANTH 3380	Cult. & Environ Resource Mgmt	

Code	Title	Hours
ANTH 3647	Archeological Field Studies	
ANTH 4303	Internship in Anthropology	
ANTH 4304	Envir. Just. & Min. Comm U.S.	
ANTH 4308	U.S.-Mex. Border Society/Cult	
ANTH 4312	Thinking Spatially	
ANTH 4313	Advanced Spatial Analysis	
ANTH 4346	Global Health	
ANTH 4362	Anth of Food,Culture & Society	
ANTH 4363	Cross-Cultural Pers. on Health	
ANTH 4365	Material Culture and Museums	
ANTH 4370	Studies in Anthropology	
Methods List Menu:		
Select one of the following: ²		3
ANTH 3358	Ethnographic Methods	
ANTH 3359	Archeological Methods	
ANTH 3360	Lab Methods in Archeology	
Open Electives		
Select additional hours to complete a total of one hundred twenty hours		
Foreign Language		
Select six credit of Foreign Language. All six credits must be in the same language sequence. ³		6
Block Electives		
Complete twelve upper-division hours from the blocks below, with three to six hours in each		12
Total Hours		120
Course List		

¹

Satisfies both courses

²

A course used towards a menu above can be reused here

³

French and Spanish majors must fulfill this requirement in a language other than their major

University Core Curriculum

Block Electives

Minor in Sociology

Code	Title	Hours
Required Courses:		
SOC11301	Introduction to Sociology American Society	3

Code	Title	Hours
SOCI3311	Methods of Research	3
SOCI4301	General Sociological Theory	3
Electives:		
Select nine hours of the following, with at least three being upper division:		9
SOCI1302	Social Problems	
SOCI1305	Conflict in the Americas	
SOCI1310	Cultural Geography	
SOCI1312	Science and Society	
SOCI2312	Measure/Inference-Social Resea	
SOCI2315	Soci of Marriage and Family	
SOCI 2317	Intro to Indigenous Studies	
SOCI3300	Ecological Sociology	
SOCI3305	Puerto Rican Society	
SOCI3306	Cultural Diversity	
SOCI3307	Sports, Society and Culture	
SOCI3309	Mesoamerican Cultures	
SOCI3312	Drug Use, Abuse, Trafficking	
SOCI3315	Urban Sociology	
SOCI3317	Indig Cultures of Latin Amer	
SOCI3318	Culture of Caribbean	
SOCI3320	Indig Cultures of North Amer	
SOCI3321	Indians of the Southwest	
SOCI3322	Sex, Culture, and Evolution	
SOCI3323	Advanced Social Problems	
SOCI3324	Deviance	
SOCI3325	Chicanos & Mexicans in the U.S	
SOCI3326	Migration	
SOCI3327	Social Inequality	

Code	Title	Hours
SOCI3330	Language/Power on the Border	
SOCI3331	Family Violence	
SOCI3332	Intro to GIS-Social Sciences	
SOCI3333	Juvenile Delinquency	
SOCI3334	Social Networks	
SOCI3335	AI and Society	
SOCI3341	Special Undergraduate Topics	
SOCI3348	Criminology	
SOCI3358	Ethnographic Methods	
SOCI3361	Contemporary Mexican Culture	
SOCI3362	Medical Sociology	
SOCI3370	Gender Roles and Society	
SOCI4303	Internship in Sociology	
SOCI4304	Envir. Just. & Min. Comm U.S.	
SOCI4308	U.S.-Mex Border Society/Cult	
SOCI4312	Thinking Spatially	
SOCI4313	Advanced Spatial Analysis	
SOCI4346	Global Health	
SOCI4347	Population Analysis & Problems	
SOCI4348	Sociology of Disability	
SOCI4349	Visual Sociology	
SOCI4390	Independent Study	
Total Hours		18

[Course List](#)

Anthropology Minor

Code	Title	Hours
Required Courses:		
ANTH 1301	Intro-Phys Anth/Archeolog Origins of Humanity	3
ANTH 1302	Intro-Cultural Anthropology World Cultures	
ANTH 4380	Theory in Anthropology	
Electives:		
Select nine hours of the following, with at least six being upper division:		9
ANTH 1310	Cultural Geography	3
ANTH 1312	Science and Society	
ANTH 1305	Conflict in the Americas	
ANTH 1313	Human Variation	
ANTH 2317	Intro to Indigenous Studies	
ANTH 2320	Intro to Linguistics	3
ANTH 3303	Ecological Anthropology	
ANTH 3304	Biological Anthropology	
ANTH 3305	Puerto Rican Society	
ANTH 3306	Cultural Diversity	
ANTH 3307	Sports, Society and Culture	3
ANTH 3309	Mesoamerican Cultures	
ANTH 3310	Southwestern Archeology	
ANTH 3311	Applied Cultural Anthropology	
ANTH 3312	Drug Use, Abuse, Trafficking	
ANTH 3315	Urban Anthropology	3
ANTH 3318	Culture of the Caribbean	
ANTH 3319	Indig Cultures of Latin Amer	
ANTH 3320	Indig Cultures of North Amer	
ANTH 3321	Indians of the Southwest	
ANTH 3322	Sex, Culture, and Evolution	3
ANTH 3325	Chicanos & Mexicans in the U.S	

Commented [HC3]: OR ANTH 1313: Human Variation

Commented [HC4]: OR ANTH 1301. If a student takes both 1301 and 1313, one may count as the required course and the other may count as an elective course.

Code	Title	Hours
ANTH 3326	Migration	
ANTH 3330	Language/Power on the Border	
ANTH 3332	Intro to GIS-Social Sciences	
ANTH 3334	Social Networks	
ANTH 3335	AI and Society	
ANTH 3340	Popular Archeology	
ANTH 3347	Archaeological Field Studies	
ANTH 3357	Sociolinguistics	
ANTH 3358	Ethnographic Methods	
ANTH 3359	Archeological Methods	
ANTH 3360	Lab Methods in Archeology	
ANTH 3361	Contemporary Mexican Culture	
ANTH 3379	Independent Study	
ANTH 3380	Cult. & Environ Resource Mgmt	
ANTH 3647	Archeological Field Studies	
ANTH 4303	Internship in Anthropology	
ANTH 4304	Envir. Just. & Min. Comm U.S.	
ANTH 4308	U.S.-Mex. Border Society/Cult	
ANTH 4312	Thinking Spatially	
ANTH 4313	Advanced Spatial Analysis	
ANTH 4346	Global Health	
ANTH 4362	Anth of Food, Culture, and Society	
ANTH 4363	Cross-Cultural Pers. on Health	
ANTH 4365	Material Culture and Museums	
ANTH 4370	Studies in Anthropology	
Total Hours		18
Course List		

