January 8, 2007

Office of Academic Affairs
W. Randy Smith, Vice Provost
203 Bricker Hall, 190 N. Oval Mall

February 9, 2007

Dear members of the Council on Academic Affairs:

In May 2006, the Colleges of Arts and Sciences submitted the attached proposal to create a new interdisciplinary undergraduate minor in Societal Perspectives in Science and Technology. It is a minor that investigates the ways science and technology interact with other aspects of society and culture. The courses in the minor explore the production of scientific and technical knowledge in varied historical and cultural contexts; the role of science, technology, and medicine in shaping modern societies; and the social, political, and ethical implications of new sciences and technologies. Completion of the minor does not imply competency in science or technological disciplines.

The enclosed packet of materials includes communications with the College of Engineering regarding the College's concerns about the minor, the minor sheet, program proposal, concurrences, and sample syllabi. Please note that the categories for the electives on the minor sheet were a result of a request from the Subcommittee in order to make advising of the minor more cohesive. The minor has undergone two name changes in response to concerns from the College of Engineering.

The minor was vetted by the Arts and Sciences Committee on Curriculum and Instruction (CCI) Subcommittee A in May, 2006. It was unanimously approved by the Arts and Sciences Committee on Curriculum and Instruction (CCI) at the December 1, 2006 meeting. The CCI respectfully recommends that the Council on Academic Affairs approves this minor.

The contact for this program is Linda Schoen, Assistant Executive Dean, Office of Interdisciplinary. She can be reached at schoen.16@osu.edu.

Additional information, including the original version of the proposal, can be found on our website, at http://artsandsciences.osu.edu/currofctracking.cfm?TrackingID=460. Please let me know if you have any questions.

Sincerely,

Jessica Mercerhill
Director

CC: Linda Schoen

Enc: Communications with the College of Engineering
Societal Perspectives in Science and Technology Minor sheet
Proposal to create a minor in Societal Perspectives in Science and Technology
Concurrences
Sample Syllabi
Response to Engineering’s College Curriculum Committee on Academic Affairs
Comments on “A Proposal for an Interdisciplinary Minor in Science and Technology in Society”

Dear Committee Members,

Thank you for your second review of our proposed minor “Science and Technology in Society” and comments which I received on May 30, 2006. We have revised the minor in light of the expressed concerns and hope that these revisions will resolve your concerns. The revised proposal addresses the concerns noted below.

1. The title of the minor has been renamed to “Societal Perspectives in Science and Technology” to more effectively convey that it is the interaction between society and science/technology that is the prime focus of study. An additional statement has been added to the proposal (revisions are in red) to inform students that “Completion of the minor does not imply competency in science or technological disciplines.” This statement will appear on the Arts and Sciences minor sheet as well.

2. The minor has been developed with more breadth than some disciplinary minors in order to provide a structure that allows for multiple outcomes dependent on students’ academic backgrounds and interests. Sample goals and curricula have been included in the proposal to clarify possible learning goals and curricula dependent on student interest. Interdisciplinarity allows for students to be exposed to multiple methods and measures for scholarly examination of a topic.

3. The information about the minor from the University of Minnesota that was included in the proposal can be found at:
   http://groups.physics.umn.edu/hsci/academics/undergrad.html and
   http://onestop2.umn.edu/programCatalog/viewCatalogProgram.do?programID=603&strm=1059. Their undergraduate minor complements a graduate program in History of Science and Technology, which will merge with the History of Medicine graduate program in Autumn 2007 to form a new graduate program in History of Science, Technology, and Medicine.

4. In your comments there was a statement that no one was invited from the College of Engineering to participate subsequent to the first review. I have attached email correspondence to indicate that I contacted all faculty who were identified as having possible interest in this endeavor. Within a several month time period, only responses were received from the School of Architecture. We would be
happy to receive further submissions of coursework in the future. Also, we would
be happy to remove the names of any faculty from the listing in Appendix B:
Faculty which indicates research and/or teaching interests in this area if so
desired.

5. There were concerns expressed about the waiving of prerequisites for courses and
also the number of prerequisites for some courses. The possible waiving of
prerequisites is left up to each instructor. There may be occasions where a
student’s academic background in a related field may be adequate preparation for
a course. We did review the course prerequisites. Courses with significant
prerequisites were not automatically excluded from the minor. Although fewer
students may be able to utilize these courses for the minor, we wanted to allow for
such a possibility given the appropriateness of the coursework to the minor. The
wide range of elective coursework should allow students to choose courses such
that the completion of prerequisites is not burdensome.

Please review the revised proposal for an interdisciplinary undergraduate minor in
Societal Perspectives in Science and Technology. We look forward to your comments
and hope for your concurrence with this endeavor.

Linda G. Schoen
Assistant Executive Dean
Office of Interdisciplinary Programs

November 7, 2006
Dear Colleagues,

The Colleges of Arts and Sciences have been developing a new interdisciplinary undergraduate minor in Science and Technology in Society. Your College Committee on Academic Affairs suggested that you have expertise in this area and that you may have interest in being involved in this development. I am happy to share this proposal with you and welcome your feedback. If you have additional coursework that you think might be appropriate, please send me the syllabi and I would be happy to share it with the development committee. If you are interested, I am happy to add you to our development committee. At this point, we are not likely to meet physically but will continue to share via email. Please let me know if you have any questions.

Linda

Linda G. Schoen
Assistant Executive Dean
The Colleges of the Arts and Sciences
The Ohio State University
105 Brown Hall
190 West Seventeenth Avenue
Columbus, OH 43210
(614) 247-8277
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Engineering's College Committee on Academic Affairs
Comments on
"A Proposal for an Interdisciplinary Minor in Science and Technology in Society"

We have been asked to comment on the above proposal (Rev 4/27/06). As with the original version (Rev 3/3/05), we do not concur. The objections raised in our response to the first version of this proposal have not been addressed adequately.

In the first round of comments, we began by noting:

We like the idea of a minor in this area, and expect that there may be a significant audience for it. Our primary reason for non-concurrence is that, as proposed, this minor does not require even one course in "technology". Having OSU graduates with "Science, Technology, and Society" listed on their transcripts or diplomas, who may not know anything in depth about any actual technology, seems like false advertising. A similar case could be made for depth in science.

The primary change in the new proposal seems to be the name change to "Science and Technology in Society". This change is appropriate, but the title still may be misleading to students and employers. How can a student grasp the interaction between science and technology and society without understanding something about technology beyond its mere existence? The name change does not alleviate our concern about students advertised as graduating with some understanding of "technology" when there is no requirement for even a single technology course. Moreover, the name of the minor would imply to a prospective employer that it deals with modern technology. Yet, it is possible for a student to take all 15 elective hours in courses that deal with the impact of "technologies" that existed before 1900 (e.g., "Magic in the Ancient World", "Greek and Roman Science and Technology", "The Age of Modernity in the 19th Century"). Not only is no essential understanding of modern technology required, little knowledge of the interactions among modern science and modern technology and modern society—only whatever is in Comparative Studies 272—is required.

The proposal also now emphasizes in several places that the minor is intended for students "particularly in science and engineering fields". Our concern is not about these students, but rather that students majoring in other fields need not learn about technology. When we said "there may be a significant audience for it", we were not referring to engineering students, but rather to students who currently are not required to take any courses about technology. Every student has a GEC science requirement but there is no parallel requirement regarding technology. This minor could, therefore, be completed by a student whose understanding of technology consisted of little more than the ability to drive a car and to use a computer.

We suggest that there would be serious objections within ASC to a proposed minor in "Art and Music in Society" in which depth in art derived from the GEC visual and performing arts requirement, and in which music requirements were nil on the grounds that most students would already know how to operate an iPod. Though we do not want to take this analogy too far, we hope it helps clarify our refusal to concur because technology content is essentially non-existent.
Our response to the initial proposal included two other observations:

Our understanding of the nature of a "minor" (as opposed to, say, the GEC) is that a student should achieve some depth of knowledge in a focused topic area. This minor offers a smorgasbord of courses connected to each other by very little prerequisite structure. So, it seems unlikely a student will get much depth in the nominal topic area of the minor; perhaps breadth, surely different points of view from various disciplines about some aspects of the topic area, but not much depth. It may be that studying multiple points of view about some topic—explicitly at the expense of depth—is what distinguishes a "multidisciplinary minor" from an ordinary "minor". We are not aware of a clear definition of either term.

We find in the new proposal no response or attention to this concern. At this point, then, it seems there is no accepted definition of "multidisciplinary minor" (or "interdisciplinary minor" as it is called in this version). We submit that focus and depth beyond what is obtained in a single course or in a cafeteria-style selection of courses should be a requirement for any OSU minor, interdisciplinary or not.

A statement is made that this proposal parallels curricular offerings in Science, Technology and Society\(^1\) at three institutions. The University of Michigan and the University of Texas at Austin do have minors with somewhat similar structure. However, both appear of be directed primarily to liberal arts students, and the latter is about the social impact of information technology rather than the more general "science and technology". No such minor was found via an internet search at the University of Minnesota web site. This proposal would benefit from further comparison to these exemplars for similarities and differences. Perhaps some indication of the success of these minors could be included.

Our final observation regarding the original proposal was:

Page 2 of the proposal implies that faculty from other units with jurisdictional interest in the apparent intellectual content of the minor were invited to participate in development of this minor. To our knowledge, no one from the College of Engineering was consulted—though Engineering is widely considered the "technology" college at OSU and offers courses that an external observer would expect to be part of a minor with competence in "technology" implied in its name. Several courses offered in Engineering should be appropriate for students (including non-Engineering students) in this minor, e.g., ENG 181, ENG 183, ENG 367, and several discipline-specific courses. In addition, there are several faculty members in Engineering whose intellectual, professional, and teaching interests include the general topic area of this minor, e.g., Kathy Flores (Materials Science and Engineering), Gary Kinzel and Seppo Korpela (Mechanical Engineering), Blaine Lilly (Industrial, Welding, and Systems Engineering), and Lisa Tilder (Architecture). We would be interested in contributing to this minor.

The new proposal now lists the names of the above Engineering faculty members and even a couple others. To date, however, apparently none of them outside Architecture has been

\(^1\) The proposal reads "... and Science", but it is assumed this is mistyped.
contacted to invite their participation in contributing to the proposed minor. The Engineering courses listed are Engineering 367 (a second writing course) and a few from the School of Architecture. No one has yet asked us which other courses might be appropriate.

We have one additional concern that was not mentioned in our response to the initial proposal. The courses listed in the minor may not have been carefully screened to determine how difficult it would be for students to meet the prerequisites, based on the 2005-2006 Course Offerings Bulletin. If a student wants to take a course as part of the minor and does not need to meet the prerequisites but is able to get permission of the instructor, then what is the purpose of the prerequisites? Some examples are:

- Philosophy 455, one of the four core courses, has the following prerequisites: Philosophy 250 and either a major in philosophy or 15 credit hours of philosophy course work exclusive of Philosophy 150; or permission of instructor.
- Communication 341, an elective course, has a prerequisite of journalism or communications major with no mention of permission of instructor.
- Entomology 531, an elective course, has prerequisites of 5 credit hours in organic chemistry and 10 credit hours in biological sciences at the 200 level or above.
- Natural Resources 400, an elective course, has prerequisites of Natural Resources 201 and 203.
- Philosophy 655, an elective course, has prerequisites of Philosophy 250 and 10 credit hours of philosophy work at the 300 level or above (preferably 460); or graduate standing; or permission of instructor.
- Psychology 695.04, an elective course, has prerequisites of written permission of instructor; either Psychology 219 or 220 or 320, or Statistics 145 or 245; and 17 credit hours of psychology course work above the 200 level; or graduate standing.
- Three elective courses require that the student be in the major or receive permission of the instructor.

The College of Engineering remains willing to contribute to the development of the proposed minor in assuring that students have the foundational knowledge needed to meet the goals of the minor, and that technology plays a role similar to those of science and society in the study of their mutual interactions. However, without such contribution and collaboration, Engineering does not concur with the current proposal.

Engineering's College Committee on Academic Affairs
Ed McCaul
Secretary

26 May 2006
Engineering's College Committee on Academic Affairs
Comments on
"A Proposal for a Multidisciplinary Minor in Science, Technology, and Society"

We have been asked to comment on the above proposal (Rev 3/3/05). We do not concur with the proposal for the following reason:

We like the idea of a minor in this area, and expect that there may be a significant audience for it. Our primary reason for non-concurrence is that, as proposed, this minor does not require even one course in "technology". Having OSU graduates with "Science, Technology, and Society" listed on their transcripts or diplomas, who may not know anything in deep about any actual technology, seems like false advertising. A similar case could be made for depth in science.

We make the following additional observations:

1. Our understanding of the nature of a "minor" (as opposed to, say, the GEC) is that a student should achieve some depth of knowledge in a focused topic area. This minor offers a smorgasbord of courses connected to each other by very little prerequisite structure. So, it seems unlikely a student will get much depth in the nominal topic area of the minor; perhaps breadth, surely different points of view from various disciplines about some aspects of the topic area, but not much depth. It may be that studying multiple points of view about some topic—explicitly at the expense of depth—is what distinguishes a "multidisciplinary minor" from an ordinary "minor". We are not aware of a clear definition of either term.

2. Page 2 of the proposal implies that faculty from other units with jurisdictional interest in the apparent intellectual content of the minor were invited to participate in development of this minor. To our knowledge, no one from the College of Engineering was consulted—though Engineering is widely considered the "technology" college at OSU and offers courses that an external observer would expect to be part of a minor with competence in "technology" implied in its name. Several courses offered in Engineering should be appropriate for students (including non-Engineering students) in this minor, e.g., ENG 181, ENG 183, ENG 367, and several discipline-specific courses. In addition, there are several faculty members in Engineering whose intellectual, professional, and teaching interests include the general topic area of this minor, e.g., Kathy Flores (Materials Science and Engineering), Gary Kinzel and Seppo Korpela (Mechanical Engineering), Blaine Lilly (Industrial, Welding, and Systems Engineering), and Lisa Tilder (Architecture). We would be interested in contributing to this minor.

Ed McCaul
Secretary
Engineering's College Committee on Academic Affairs
6 May 2005
Colleges of the Arts and Sciences  
http://artsandsciences.osu.edu  
Please see an advisor in Arts and Sciences Academic Advising and Academic Services in 115 Denney Hall to declare the minor.

The Societal Perspectives in Science and Technology minor is an interdisciplinary field that investigates, from a variety of disciplinary and interdisciplinary perspectives, the ways science and technology interact with other aspects of society and culture. The courses in the minor explore the production of scientific and technical knowledge in varied historical and cultural contexts; the role of science, technology, and medicine in shaping modern societies; and the social, political, and ethical implications of new sciences and technologies. Completion of the minor does not imply competency in science or technological disciplines.

The minor in Societal Perspectives in Science and Technology requires completion of 25 credit hours. Students must successfully complete a foundational course and one of four core courses. The remaining credit hours may be taken from a range of advanced courses. Elective coursework must come from at least two different departments. Dependent on their interests and goals for the minor, students may choose to take advanced courses in a particular topic specialization to complement a major or across specializations to achieve a breadth across topics as well as disciplines. Students must discuss their choice of electives with an advisor an file an approved minor form with their college office.

Foundational Course  
Comparative Studies 272: Science and Society (5)

Core course (5 credit hours)  
Students are required to take one of the following:  
Comparative Studies 597.01 (5)  
Philosophy 455 (5)  
Physics 367 (5)  
Sociology 302 (5)

Electives  
Students must complete an additional 15 hours from the courses listed below:

Environmental/Ecological Issues  
ANTHRO 610 (5)  
ARCH 700 (3)  
CRP 722 (3), 724 (4)  
ENT 460 (5), 531 (3)  
EEOB 370 (3), 502 (4)  
GEO SCI 203 (5), 204 (5), 210 (5)  
HIST 366.01 (5), 366.02 (5)  
LARCH 597 (5)  
MICROBIO 301 (2), 509 (5)  
NAT RES 400 (5)  
PHIL 533 (5)  
PHYSICS 367 (5)  
SOC 460 (5)

Ethical, Political, and Policy Issues  
COMP STD 535 (5)  
COM 341 (5), 659 (5), 666 (5)  
CRP 724 (4)  
EEOB 710 (5)  
INTL ST 554 (5)  
NAT RES/LARCH 367 (5)  
PHIL 533 (5), H580 (5)  
WOMEN'S ST 535 (5)

Food and Population Issues  
AED ECON 335 (5), 597.01 (5)  
HORT & CROP SCI 200 (5), 597 (5)  
INTL ST 335 (5), H597.01 (5)  
SOC 597.02 (5)

Health Care Resources and Medical Technologies  
ANTHRO 601.01 (5), 601.04 (5)  
CLASSICS 230 (5)  
COMP STD 305 (5)  
HIST 562 (5)  
PHIL H580 (5)  
SOC 450 (5)  
WOMEN'S ST 325 (5)

History of Science and Scientific Development  
ARCH 601 (4), 602 (4)  
CLASSICS 230 (5), 324 (5), 506 (5)  
CRP 643 (4)  
HIST 366.01 (5), 366.02 (5), 561 (5), 562 (5)  
PHIL 455 (5), 460 (5), 655 (5)

Interaction of Technology and Science  
ANTHRO 597.04 (5)  
COM 240 (5), 640 (5), 654 (5)  
COMP STD 204/H204 (5), 367.01/H367.01 (5), 597.01 (5)  
CRP 310 (4)  
ENG 367 (5)  
INTL ST 554 (5)  
PSYCH 695.04 (2)  
SOC 302 (5)

Arts and Sciences minor program guidelines  
The following guidelines govern minors.

Required for graduation  No
Credit hours required  A minimum of 25 for Societal Perspectives in Science and Technology
Transfer credit hours allowed  A maximum of 10
Overlap with the GEC  Permitted, unless specifically disallowed by an individual minor program
Overlap with the major  Not allowed and  
• The minor must be in a different subject than the major.  
• The same courses cannot count on the minor and on the major.
Overlap between minors  Each minor completed must contain at least 20 unique hours.
Grades required  
• Minimum C- for a course to be listed on the minor.  
• Minimum 2.00 cumulative point-hour ratio required for the minor.  
• Course work graded Pass/Non-Pass cannot count on the minor.
Approval required  The minor program description sheet indicates if the minor course work must be approved by:  
• The academic unit offering the minor, or  
• A college/school counselor.
Filing the minor program form  The minor program form must be filled out at least by the time the graduation application is submitted to a college/school counselor.
Changing the minor  Once the minor program is filed in the college office, any changes must be approved by:  
• The academic unit offering the minor, or  
• A college/school counselor (depending on the minor).

Arts and Sciences Curriculum Office  http://artsandsciences.osu.edu  
The Ohio State University  
105 Brown Hall, 190 W. 17th Ave.  
JLM 12/19/2006
Proposal for an Interdisciplinary Minor in Societal Perspectives in Science and Technology
The Colleges of the Arts and Sciences

Development Committee:

Edward Adelson                      Colleges of the Arts and Sciences
E. Scott Bair                       School of Earth Sciences
Neil Baker                          Department of Microbiology
Kyle Benner                         Undergraduate Student, EEOB/Spanish
Alan Beyerchen                      Department of History
Ed Crenshaw                         Department of Sociology
Peter Curtis                        Department of Evolution, Ecology and Organismal Biology
Will Froilan                        Undergraduate Advising, Department of Psychology
David Horn                          Department of Comparative Studies
Larry Krissek                       School of Earth Sciences
Gene Mumy                           Department of Economics, College of Social and Behavioral Sciences
Matthew Nisbet                      School of Communication
George Pappas                       Department of Philosophy
John Parson                         Department of Chemistry
Alisa Paulsen                       Undergraduate Advising, Department of Psychology
Jill Pfister                        College of Food, Agricultural, and Environmental Sciences
Linda Schoen                        Colleges of the Arts and Sciences
Frank Schwartz                      School of Earth Sciences
Linn Van Woerkom                    Department of Physics
Bruce Weinberg                      Department of Economics
Proposal for an Interdisciplinary Minor in Societal Perspectives in Science and Technology

This proposal is to establish a new undergraduate minor in Societal Perspectives in Science and Technology. The minor will enable students to investigate, from a variety of disciplinary and interdisciplinary perspectives, the ways science and technology interact with other aspects of society and culture. The courses in the minor explore the production of scientific and technical knowledge in varied historical and cultural contexts; the role of science, technology, and medicine in shaping modern societies; and the social, political, and ethical implications of new sciences and technologies. Completion of the minor does not imply competency in science or technological disciplines. The field of Science, Technology and Society is a recognized academic discipline that examines these areas. At The Ohio State University, this discipline is represented in a curricular form presently by the existing undergraduate major concentration in Science Studies in the Department of Comparative Studies. This minor parallels curricular offerings in Science, Technology, and Society at other peer institutions, such as the University of Michigan, the University of Minnesota, and the University of Texas.

Development of the Minor

An invitation to participate in the development of this interdisciplinary minor was sent to all chairs and undergraduate studies chairs within the Colleges of the Arts and Sciences. The resulting structure and curriculum of the minor were developed by a group of interested faculty and an undergraduate student from the departments of Chemistry; Comparative Studies; Evolution, Ecology, and Organismal Biology; Geological Sciences; History; Microbiology; Philosophy; Physics; Psychology; and Sociology, as well as from the College of Food, Agricultural, and Environmental Sciences. Comments and suggestions were solicited from the chairs of all academic units with courses listed on the curriculum, and involvement was encouraged from throughout the Arts and Sciences and other colleges on campus.

Curriculum

The proposed undergraduate minor in Societal Perspectives in Science and Technology requires completion of 25 credit hours. Students must successfully complete a foundational course and one of four core courses. The remaining credit hours may be taken from a range of advanced courses. Elective coursework must come from at least two different departments. Elective courses have been categorized to help advise students (see Appendix A). Dependent on their interests and goals for the minor, students may choose take advanced courses in a particular topic specialization to complement a major or across specializations to achieve a breadth across topics as well as disciplines. In addition, students may not take more than two courses at the 200-level to ensure in-
depth coverage. Students are encouraged to complete their General Education Curriculum Natural Science requirements prior to embarking on the minor in order to provide some understanding of a science discipline.

**Foundational Course:**

All students must take **Comparative Studies 272: Science and Society** (5 credit hours), which is classified as a GEC Arts and Humanities-Culture and Ideas course. This course introduces students to core concepts within the field of science, technology and culture. This course also serves as the foundational course for the concentration in Science Studies. Comparative Studies 272 is taught one quarter per year with a limit of 45 seats. In the last two years, there have been 10-13 open seats. Enrollment will be monitored to assess if there is adequate seat availability after the creation of the minor.

**Core Courses:**

Students are required to take one of the following:

- **Comp Std 597.01**  Global Studies of Science and Technology (GEC Contemporary World) (5 crs)
- **Phil 455**  Philosophy of Science (5 crs)
- **Physics 367**  Uses of Science in Solving Problems of Society (GEC 2nd level Writing; Physical Science) (5 crs)
- **Soc 302**  Technology and Global Society (5 crs)

These core courses provide students with a further foundation in different aspects of the science and society field, for example, in the philosophy or history of science. Philosophy 455, Physics 367, and Sociology 302 are offered one quarter per year. Comparative Studies 597.01 is offered every quarter. It is not expected that students will encounter any barriers in registering for core courses as there are multiple options for this requirement.

**Electives:**

Students must complete an additional 15 hours from the courses listed below. Coursework must come from two different academic units. Courses are categorized into specialization areas to assist students in choosing courses to meet their interests or complement their major (see Appendix A for a listing of courses categorized by academic unit). Students may elect to take any combination of courses listed below in order to reflect their particular academic interests. Prerequisites (listed in Appendix C) may be waived for minors, so students are advised to consult regularly with their advisor.

**Environmental/Ecological Issues**

- **Anthro 610**  Ethnobotany (5 crs)
- **ARCH 700**  Allied Arts: Green Matters (3 crs)
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CRP 722</td>
<td>Introduction to Analysis and Use of Environmental Factors in City and Regional Planning (3 crs)</td>
</tr>
<tr>
<td>CRP 724</td>
<td>Introduction to Planning for Sustainable Development (4 crs)</td>
</tr>
<tr>
<td>Ent 460</td>
<td>Economic Entomology and Insect Pest Management (5 crs)</td>
</tr>
<tr>
<td>Ent 531</td>
<td>Pesticides, the Environment, and Society (3 crs)</td>
</tr>
<tr>
<td>EEOB 370</td>
<td>Extinction (3 crs)</td>
</tr>
<tr>
<td>EEOB 502</td>
<td>Plants and People (4 crs)</td>
</tr>
<tr>
<td>Geo Sci 203</td>
<td>Geology and the Environment (GEC phys sci) (5 crs)</td>
</tr>
<tr>
<td>Geo Sci 204</td>
<td>Water Resources (5 crs) (Exploring Water Issues-new title proposed)</td>
</tr>
<tr>
<td>Geo Sci 210</td>
<td>Energy and Mineral Resources in Society (GEC phys sci) (5 crs)</td>
</tr>
<tr>
<td>Hist 366.01</td>
<td>Global Environmental History (5 crs)</td>
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<tr>
<td>Hist 366.02</td>
<td>American Environmental History (5 crs)</td>
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<tr>
<td>LARCH 597</td>
<td>Stewardship Issues in Environmental Design and Development (GEC Contemporary World) (5 crs)</td>
</tr>
<tr>
<td>Microbio 301</td>
<td>The Biology of Pollution (2 crs)</td>
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<tr>
<td>Microbio 509</td>
<td>Basic and Practical Microbiology (GEC Biological Science) (5 crs)</td>
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<tr>
<td>Nat Res 400</td>
<td>Natural Resources Policy (GEC Social Science-Organizations &amp; Polities) (5 crs)</td>
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<tr>
<td>Phil 533</td>
<td>Environmental Ethics (5 crs)</td>
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<tr>
<td>Physics 367</td>
<td>Uses of Science in Solving Problems of Society (GEC 2nd Level Writing: Physical Science) (5 crs)</td>
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<tr>
<td>Soc 460</td>
<td>Environmental Sociology (5 crs)</td>
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**Ethical, Political, and Policy Issues**

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<th>Course Code</th>
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<tr>
<td>Comp Std 535</td>
<td>Gender and Science (cross-listed with Women’s Studies 535) (5 crs)</td>
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<tr>
<td>COM 341</td>
<td>Introduction to Telecommunications and Electronic Media</td>
</tr>
<tr>
<td>COM 659</td>
<td>Communication Systems and Society (5 crs)</td>
</tr>
<tr>
<td>COM 666</td>
<td>Communication Perspectives on Contemporary Cultural Products (5 crs)</td>
</tr>
<tr>
<td>CRP 724</td>
<td>Introduction to Planning for Sustainable Development (4 crs)</td>
</tr>
<tr>
<td>EEOB 710</td>
<td>Creation and Evolution: Differing World Views (5 crs)</td>
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<tr>
<td>Intl St 554</td>
<td>Science, Technology and the Cold War (5 crs)</td>
</tr>
<tr>
<td>Nat Res/LARCH 367</td>
<td>The Making and Meaning of the American Landscape (GEC 2nd Writing, Arts &amp; Humanities-Culture &amp; Ideas for BS degree only) (5 crs) (Cross-listed in Landscape Architecture)</td>
</tr>
<tr>
<td>Phil 533</td>
<td>Environmental Ethics (5 crs)</td>
</tr>
<tr>
<td>Phil H580</td>
<td>Ethical Conflicts in Health Care Research, Policy, and Practice (cross-listed with Nursing 580) (5 crs)</td>
</tr>
<tr>
<td>Women’s St 535</td>
<td>Gender and Science (5 crs)</td>
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Food and Population Issues

AED Econ 335  Feast or Famine: The Global Business of Food (5 crs)
(cross-listed in International Studies)
AED Econ 597.01  Problems and Policies in World Population, Food, and
Environment (GEC Contemporary World) (5 crs) (cross-listed with
International Studies 597.01)
Hort & Crop Sci 200  Crop Science (GEC bio sci) (5 crs)
Hort & Crop Sci 597  Issues in Biotechnology (GEC Contemporary World) (5 crs)
Intl St 335  Feast or Famine: The Global Business of Food (5 crs)
(cross-listed in AED Econ)
Intl St 597.01 (H)  Problems and Policies in World Population, Food, and
Environment (GEC Contemporary World) (5 crs) (cross-listed with
AED Econ 597.01)
Soc 597.02  World Population Problems (5 crs)

Health Care Resources and Medical Technologies

Anthro 601  Medical Anthropology (5 crs)
Anthro 601.01  Biosocial Aspects of Health
Anthro 601.04  Global Perspectives on Women's Health
Classics 230  Medicine in the Ancient World (5 crs)
Comp Std 305  Medicine and the Humanities (GEC Arts & Humanities-Culture &
Ideas) (5 crs)
Hist 562  History of American Medicine (5 crs)
Phil H580  Ethical Conflicts in Health Care Research, Policy, and Practice
(cross-listed with Nursing 580) (5 crs)
Soc 450  Illness and Social Behavior (5 crs)
Women's St 325  Issues in Women's Health (5 crs)

History of Science and Scientific Development

ARCH 601  History of Architecture: Renaissance to Crystal Palace (4 crs)
ARCH 602  History of Modern Architecture (4 crs)
Classics 230  Medicine in the Ancient World (5 crs)
Classics 324  Magic in the Ancient World (5 crs)
Classics 506  Greek and Roman Science and Technology (5 crs)
CRP 643  American City Planning since 1900 A.D. (4 crs)
Hist 366.01  Global Environmental History (5 crs)
Hist 366.02  American Environmental History (5 crs)
Hist 561  History of American Science (5 crs)
Hist 562  History of American Medicine (5 crs)
Phil 455  Philosophy of Science (5 crs)
Phil 460  Introduction to Theory of Knowledge (5 crs)
Phil 655  Advanced Philosophy of Science (5 crs)
Interaction of Technology and Society

Anthro 597.04  The Molecular Revolution: Heredity, Genome Mapping, and Genomania (GEC Contemporary World) (5 crs)
COM 240  Introduction to Communication Technology (5 crs)
COM 640  Science Communication (5 crs)
COM 654  Social Implications of Telecommunications and Electronic Media Structures (5 crs)
Comp Std 204/H204  Literature, Science, and Technology (GEC Arts & Humanities – Literature) (5 crs)

Comp Std 367.02/ H367.02  Science and Technology in American Culture (GEC 2nd Writing) (5 crs)
Comp Std 597.01  Global Studies of Science and Technology (GEC Contemporary World) (5 crs)
CRP 310  Introduction to City and Regional Planning (4 crs)
Eng 367  American Attitudes about Technology (GEC 2nd Writing) (5 crs)
Intl St 554  Science, Technology and the Cold War (5 crs)
Psych 695.04  Seminars in Psychology: Technology, Efficiency, and Happiness (2 crs)
Soc 302  Technology and Global Society (5 crs)

See Appendix F for examples of syllabi from both foundational and advanced elective courses.

Sample Minor Curricula

The minor has been developed with more breadth than some disciplinary minors in order to provide a structure which allows for multiple outcomes dependent on students' academic backgrounds and interests. Students will be required to meet with an advisor for approval of their minor program curriculum to ensure coherence and focus within the choice of elective coursework. Sample goals and curricula for a variety of prospective students are provided below:

- a student majoring in engineering may want to focus on the interaction of society and science and technology and a sample of resultant ethical and policy issues. A possible curriculum might include:
  o Comparative Studies 272: Science and Society
  o Sociology 302: Technology and Global Society
  o Engineering 307: American Attitudes about Technology
  o International Studies 554: Science, Technology and the Cold War
  o Philosophy 533: Environmental Ethics

- a biological sciences major who is pre-med may want to focus on the societal perspectives between science and society and focus on health care resources and medical technologies. A sample curriculum might include:
  o Comparative Studies 272: Science and Society
o Comparative Studies 597: Global Studies of Science and Technology
o History 562: History of American Medicine
o Philosophy H580: Ethical Conflicts in Health Care Research, Policy, and Practice
o Women's Studies 325: Issues in Women's Health

A communications major may want to focus on the interaction of society and science and technology around environmental and ecological issues. Such a student might take:

- Comparative Studies 272: Science and Society
- Philosophy 455: Philosophy of Science
- Architecture 700: Allied Art: Green Matters
- Entomology 531: Pesticides, the Environment, and Society
- History 366.02: American Environmental History
- Sociology 460: Environmental Sociology

Administration and Advising

The minor will be listed in the OSU Bulletin as "an interdisciplinary minor offered by The Colleges of the Arts and Sciences." An interdisciplinary Faculty Advisory Committee will be formed with representatives from the major departments offering coursework within the minor and will include a representative from the university academic advising community. The Committee will be appointed by the Associate Executive Dean of the Colleges of the Arts and Sciences according to the guidelines approved for interdisciplinary programs by the Colleges of the Arts and Sciences Committee on Curriculum and Instruction (CCI). This committee will evaluate the minor curriculum and course offerings and meet at least once per year in order to make recommendations to the CCI Subcommittee A regarding policy rules, the addition of courses to the minor, the status of the minor, and the assessment of learning outcomes. The CCI will have curricular oversight of the program.

Active advising is essential to students reaping the greatest benefits from this curricular program. Advising will be done by professional departmental advisors, in conjunction with Arts and Sciences advisors. The minor will be administered through the Colleges of the Arts and Sciences Office of Interdisciplinary Programs, which will coordinate and disseminate program materials, facilitate and support the work of the Faculty Advisory Committee, and resolve any student issues. Program materials will be available through the Arts and Sciences Curriculum Office, the Arts and Sciences Advising Service, and through the interdisciplinary program website of the Colleges of the Arts and Sciences. Advisors, in particular those within the Arts and Sciences Advising mathematical and science cluster, will be provided with any needed education re the requirements of the minor and the selection of courses.

Enrollment Projection

It is expected that this minor will be attractive to a wide variety of majors, but specifically students within science and technology majors. It is expected that students
majoring within the biological, physical, and health sciences, as well as those in engineering and agricultural fields may find this minor attractive. The minor will be advertised to students via several ways: through the creation of a minor requirement sheet maintained by the Colleges of the Arts and Sciences Curriculum Office, which will be circulated to advisors and relevant faculty, through the posting of curricular information on the Office of Interdisciplinary Programs within the Colleges of the Arts and Sciences website, and through establishing links on participating departments' websites. It is expected that the minor will initially attract a total of 20-30 students and grow to attract 10-15 sophomores and 5 upper-class students per year within five years. The Faculty Advisory Committee will monitor growth of student participation in the minor and make recommendations about possible increases in seat availability.

**Student Learning Outcome Assessment Plan**

The specific student learning goals for this minor include:

1. Students should be able to articulate an understanding of scientific method and the protocols of science.

2. Students should be able to articulate an awareness of the impact of science and technology on society.

3. Students should be able to articulate an understanding of the ways in which societal problems drive developments in science and technology.

**Assessment Plan:**

The Faculty Advisory Committee will be charged with assessing student learning outcomes. Initially, a focus group of junior and senior students will be convened in the Spring Quarter. To be included in the group, students must have completed at least three courses within the minor, including the foundational course and one of the core courses. The group will explore student perceptions of: (1) the attainment of the above goals, and (2) the structure, availability, and sequencing of courses in the minor. As enrollments increase, graduating seniors only will be assessed and survey methodology will be employed. In addition, the Faculty Advisory Committee will analyze the enrollment pattern within the minor on a yearly basis and address any issues affecting enrollment. The annual report which will include assessment information will be submitted to the Arts and Sciences Committee on Curriculum and Instruction Subcommittee A and to the participating faculty and academic units.

**Resources**

Current facilities and staff resources are adequate to support this minor. The interdisciplinary cooperation of units allows students to benefit from the resources that exist in disparate units in such a way that enhances the networking amongst units. Students may take advantage of the unique interdisciplinary nature of the field of science,
technology, and society and the many existing courses that already exist at The Ohio State University.

**Expenses**

Current faculty levels are adequate to staff the courses as the minor relies on existing courses for foundational and advanced courses. As the minor aids in connecting interested students to specific courses, it is expected that new courses can be developed as there will be a body of students to populate them. Our current budgetary system should reinforce the development of new courses as the interested student body grows. See Appendix B for a listing of faculty who regularly teach courses and conduct research in this area.

**Competitiveness With Other Institutions**

With the development of a minor, Ohio State joins a number of its benchmark and peer institutions that have programs, majors, or minors in this area. Existing programs within Ohio have not been found, yet similar programs are offered, for example, at the University of Michigan, the University of Minnesota, and at the University of Texas. See Appendix D for sample programs at other institutions.

**Administrative Support for the Minor**

The establishment of this minor is supported at various levels. It has the support of the Executive Dean of the Colleges of Arts and Sciences, Jacqueline Royster. Additional program concurrence and support has been obtained from many academic units and administrators (see Appendix E).

**Implementation Date**

The minor in Science and Technology in Society is proposed for implementation in Winter Quarter 2007.
APPENDIX A: Elective Courses Categorized by Academic Unit

Elective Coursework

Students must complete an additional 15 hours from the courses listed below. Coursework must come from two different academic units. Courses are categorized for student interest and advising purposes. Students may elect to take any combination of courses listed below that reflect their particular academic interests.

**Agricultural, Environmental, and Developmental Economics**

- AED Econ 335  
  Feast or Famine: The Global Business of Food (5 crs)  
  (cross-listed in International Studies)
- AED Econ 597.01  
  Problems and Policies in World Population, Food, and Environment (GEC Contemporary World) (5 crs) (cross-listed with International Studies 597.01)

**Anthropology**

- Anthro 597.04  
  The Molecular Revolution: Heredity, Genome Mapping, and Genomania (GEC Contemporary World) (5 crs)
- Anthro 601  
  Medical Anthropology (5 crs)
- Anthro 601.01  
  Biosocial Aspects of Health
- Anthro 601.04  
  Global Perspectives on Women’s Health
- Anthro 610  
  Ethnobotany (5 crs)

**Architecture**

- ARCH 601  
  History of Architecture: Renaissance to Crystal Palace (4 crs)
- ARCH 602  
  History of Modern Architecture (4 crs)
- ARCH 700  
  Allied Arts: Green Matters (3 crs)

**City and Regional Planning**

- CRP 310  
  Introduction to City and Regional Planning (4 crs)
- CRP 643  
  American City Planning since 1900 A.D. (4 crs)
- CRP 722  
  Introduction to Analysis and Use of Environmental Factors in City and Regional Planning (3 crs)
- CRP 724  
  Introduction to Planning for Sustainable Development (4 crs)

**Classics**

- Classics 230  
  Medicine in the Ancient World (5 crs)
- Classics 324  
  Magic in the Ancient World (5 crs)
- Classics 506  
  Greek and Roman Science and Technology (5 crs)

**Communication**

- COM 240  
  Introduction to Communication Technology (5 crs)
- COM 341  
  Introduction to Telecommunications and Electronic Media Theories and Policies (5 crs)
- COM 640  
  Science Communication (5 crs)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject Area</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 654</td>
<td>Social Implications of Telecommunications and Electronic Media Structures</td>
<td>5 crs</td>
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<tr>
<td>COM 659</td>
<td>Communication Systems and Society</td>
<td>5 crs</td>
<td></td>
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<tr>
<td>COM 666</td>
<td>Communication Perspectives on Contemporary Cultural Products</td>
<td>5 crs</td>
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<td></td>
<td><strong>Comparative Studies</strong></td>
<td></td>
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<tr>
<td>Comp Std 204/H204</td>
<td>Literature, Science, and Technology (GEC Arts &amp; Humanities - Literature)</td>
<td>5 crs</td>
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<tr>
<td>Comp Std 305</td>
<td>Medicine and the Humanities (GEC Arts &amp; Humanities-Culture &amp; Ideas)</td>
<td>5 crs</td>
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<tr>
<td>Comp Std 367.02/ H367.02</td>
<td>Science and Technology in American Culture (GEC 2nd Writing)</td>
<td>5 crs</td>
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<tr>
<td>Comp Std 535</td>
<td>Gender and Science (cross-listed with Women's Studies 535)</td>
<td>5 crs</td>
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<tr>
<td>Comp Std 597.01</td>
<td>Global Studies of Science and Technology (GEC Contemporary World)</td>
<td>5 crs</td>
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<td></td>
<td><strong>Engineering</strong></td>
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<tr>
<td>Eng 367</td>
<td>American Attitudes about Technology (GEC 2nd Writing)</td>
<td>5 crs</td>
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<td></td>
<td><strong>Entomology</strong></td>
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<tr>
<td>Ent 460</td>
<td>Economic Entomology and Insect Pest Management</td>
<td>5 crs</td>
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<td>Ent 531</td>
<td>Pesticides, the Environment, and Society</td>
<td>3 crs</td>
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<td></td>
<td><strong>Evolution, Ecology, and Organisal Biology</strong></td>
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<tr>
<td>EEOB 370</td>
<td>Extinction</td>
<td>3 crs</td>
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<tr>
<td>EEOB 502</td>
<td>Plants and People</td>
<td>4 crs</td>
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<tr>
<td>EEOB 710</td>
<td>Creation and Evolution: Differing World Views</td>
<td>5 crs</td>
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<td></td>
<td><strong>Geological Sciences</strong></td>
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<tr>
<td>Geo Sci 203</td>
<td>Geology and the Environment (GEC phys sci)</td>
<td>5 crs</td>
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<tr>
<td>Geo Sci 204</td>
<td>Water Resources (5 crs) (Exploring Water Issues-new title proposed)</td>
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<tr>
<td>Geo Sci 210</td>
<td>Energy and Mineral Resources in Society (GEC phys sci)</td>
<td>5 crs</td>
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<tr>
<td></td>
<td><strong>History</strong></td>
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<tr>
<td>Hist 366.01</td>
<td>Global Environmental History</td>
<td>5 crs</td>
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<tr>
<td>Hist 366.02</td>
<td>American Environmental History</td>
<td>5 crs</td>
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<tr>
<td>Hist 561</td>
<td>History of American Science</td>
<td>5 crs</td>
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<tr>
<td>Hist 562</td>
<td>History of American Medicine</td>
<td>5 crs</td>
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<tr>
<td></td>
<td><strong>Horticulture and Crop Science</strong></td>
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<tr>
<td>Hort &amp; Crop Sci 200</td>
<td>Crop Science (GEC bio sci)</td>
<td>5 crs</td>
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<tr>
<td>Hort &amp; Crop Sci 597</td>
<td>Issues in Biotechnology (GEC Contemporary World)</td>
<td>5 crs</td>
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### International Studies

- **Intl St 335**  
  Feast or Famine: The Global Business of Food (5 crs)  
  (cross-listed in AED Econ)

- **Intl St 554**  
  Science, Technology and the Cold War (5 crs)

- **Intl St 597.01 (H)**  
  Problems and Policies in World Population, Food, and Environment (GEC Contemporary World) (5 crs)  
  (cross-listed with AED Econ 597.01)

### Landscape Architecture

- **LARCH 367**  
  The Making and Meaning of the American Landscape (GEC 2nd Writing, Arts & Humanities-Culture & Ideas for BS degree only) (5 crs)  
  (cross-listed in Natural Resources)

- **LARCH 597**  
  Stewardship Issues in Environmental Design and Development (GEC Contemporary World) (5 crs)

### Microbiology

- **Microbio 301**  
  The Biology of Pollution (2 crs)

- **Microbio 509**  
  Basic and Practical Microbiology (GEC Biological Science) (5 crs)

### Natural Resources

- **Nat Res 367**  
  The Making and Meaning of the American Landscape (GEC 2nd Writing, Arts & Humanities-Culture & Ideas for BS degree only) (5 crs)

- **Nat Res 400**  
  Natural Resources Policy (GEC Social Science-Organizations & Politics) (5 crs)

### Philosophy

- **Phil 455**  
  Philosophy of Science (5 crs)

- **Phil 460**  
  Introduction to Theory of Knowledge (5 crs)

- **Phil 533**  
  Environmental Ethics (5 crs)

- **Phil H580**  
  Ethical Conflicts in Health Care Research, Policy, and Practice (cross-listed with Nursing 580) (5 crs)

- **Phil 655**  
  Advanced Philosophy of Science (5 crs)

### Physics

- **Physics 367**  
  Uses of Science in Solving Problems of Society (GEC 2nd Level Writing; Physical Science) (5 crs)

### Psychology

- **Psych 695.04**  
  Seminars in Psychology: Technology, Efficiency, and Happiness (2 crs)

### Sociology

- **Soc 302**  
  Technology and Global Society (5 crs)

- **Soc 450**  
  Illness and Social Behavior (5 crs)

- **Soc 460**  
  Environmental Sociology (5 crs)
Soc 597.02  World Population Problems (5 crs)

Women's Studies
Women's St 325  Issues in Women's Health (5 crs)
Women's St 535  Gender and Science (5 crs)
APPENDIX B: FACULTY

Faculty listed below have research and/or teaching interests in Science, Technology, and Society or related areas at The Ohio State University.

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>Neil Baker</td>
<td>Department of Microbiology</td>
</tr>
<tr>
<td>James R. Bartholomew</td>
<td>Department of History</td>
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<tr>
<td>Robert Bateman</td>
<td>Department of Philosophy</td>
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<td>Alan Beyerchen</td>
<td>Department of History</td>
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<tr>
<td>Brenda Jo Brueggerman</td>
<td>Department of English</td>
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<tr>
<td>Timothy Choy</td>
<td>Department of Comparative Studies</td>
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<tr>
<td>Maria Manta Conroy</td>
<td>Austin E. Knowlton School of Architecture</td>
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<tr>
<td>Ed Crenshaw</td>
<td>Department of Sociology</td>
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<tr>
<td>Peter Curtis</td>
<td>Department of Evolution, Ecology &amp; Organismal Biology</td>
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<td>John Finer</td>
<td>Department of Horticulture and Crop Science</td>
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<tr>
<td>Katharine Flores</td>
<td>Department of Materials Science and Engineering</td>
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<tr>
<td>Jacqueline Gargus</td>
<td>Austin E. Knowlton School of Architecture</td>
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<td>Claudio Gonzalez-Vega</td>
<td>Department of Agricultural, Environmental, and Developmental Economics</td>
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<tr>
<td>David Horn</td>
<td>Department of Comparative Studies</td>
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<tr>
<td>Motomu Ibaraki</td>
<td>School of Earth Sciences</td>
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<td>Shahrzad. A. Irani</td>
<td>Department of Psychology</td>
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<td>Richard Jagacinski</td>
<td>Department of Comparative Studies</td>
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<td>Nancy Jesser</td>
<td>Department of Horticulture and Crop Science</td>
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<td>Pablo Jourdan</td>
<td>Department of History</td>
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<tr>
<td>Gary Kinzel</td>
<td>Department of Mechanical Engineering</td>
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<tr>
<td>Scppo Korpela</td>
<td>School of Earth Sciences</td>
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<tr>
<td>Lawrence Krisske</td>
<td>Department of Industrial, Welding, and Systems Engineering</td>
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<tr>
<td>Blaine Lilly</td>
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<td>Garry McKenzie</td>
<td>Department of Geological Sciences</td>
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<tr>
<td>Gene Mumy</td>
<td>Department of Economics</td>
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<td>Matthew Nisbet</td>
<td>School of Communication</td>
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<td>John Parson</td>
<td>Department of Chemistry</td>
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<td>Douglas Pride</td>
<td>School of Earth Sciences</td>
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<td>John Simpson</td>
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<tr>
<td>Douglas Southgate</td>
<td>Department of Agricultural, Environmental, and Developmental Economics</td>
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<td>Maurice Stevens</td>
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<tr>
<td>Lonnie Thompson</td>
<td>School of Earth Sciences</td>
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<td>Lisa Tilder</td>
<td>Austin E. Knowlton School of Architecture</td>
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<tr>
<td>Thuy Linh Tu</td>
<td>Department of Comparative Studies</td>
</tr>
<tr>
<td>Bruce Weinberg</td>
<td>Department of Economics</td>
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<tr>
<td>Kristi Williams</td>
<td>Department of Sociology</td>
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</tbody>
</table>
Linn Van Woerkom
Victoria Wohl

Department of Physics
Department of Greek and Latin
APPENDIX C: Prerequisites for Courses

Foundational Course
Comp Std 272  English 110 or equivalent

Core Courses
Comp Std 597.01  Sr standing and completion of GEC 2nd writing course, quantitative and logical skills req. and natural science sequence or perm
Phil 455  Phil 250 and either major or 15 crs of Phil (may be waived)
Physics 367  Math Placement S or higher; 1 5-hr 100-level course in either astron, bio sci, geol sci, or physics; English 110 or 111 or equiv
Soc 302  None

Electives
Agricultural, Environmental, and Developmental Economics
AED Econ 335  None
AED Econ 597.01  None

Anthropology
Anthro 597.04  Jr or Sr standing
Anthro 601.01  None
Anthro 601.04  Anthro 200 or permission of instructor
Anthro 610  One course I anthro or plant bio at the 200-level or above or perm

Architecture
ARCH 601  None
ARCH 602  None
ARCH 700  Arch 4th year or grad standing or permission of instr

City and Regional Planning
CRP 310  None
CRP 643  None
CRP 722  CRP 745 or permission of instr
CRP 724  None

Classics
Classics 230  None
Classics 324  None
Classics 506  None

Communication
COM 240  None
COM 341  Journalism or communication major
COM 640  Jr or Sr standing
COM 654  Journalism or communication major or perm
COM 659  Journalism or communication major or perm
COM 666  Journalism or communication major or perm

Comparative Studies
Comp Std 204/H204  English 110 or equivalent
Comp Std 367.02/  English 110 or equivalent, and soph standing
    H367.02
Comp Std 305  Soph standing and English 110 or equiv
Comp Std 535  One course in comp std or wom stds
Comp Std 597.01  Sr standing and completion of GEC 2nd writing course.
                quantitative and logical skills req. and natural science sequence or
                perm

Engineering
Eng 367  English 110 or 111 and soph standing

Entomology
Ent 460  Biology 101 or 113 or H115
Ent 531  5 crs in organic chem. & 10 in bio sci at 200–level

Evolution, Ecology, and Organismal Biology
EEOB 370  5 crs of biological sciences course work
EEOB 502  5 cr hrs of biological sciences
EEOB 710  10 cr hrs of biology

Geological Sciences
Geo Sci 203  Geo Sci 100 or 121
Geo Sci 204  Geo Sci 121
Geo Sci 210  Geo Sci 100 or 121

History
Hist 366.01  None
Hist 366.02  Soph standing
Hist 561    Sr standing
Hist 562    None

Horticulture and Crop Science
Hort & Crop Sci 200  Bio 101 or Bio 113 or Plant Bio 101
Hort & Crop Sci 597  Bio 101 or Bio 113 or Plant Bio 101 or equiv. srn standing

International Studies
Intl St 335  None
Intl St 554  None
Intl St 597.01 (H)  None
Landscape Architecture
LARCH 597 Senior standing

Microbiology
Microbio 301 None
Microbio 509 Bio 101 or 113 or H115 or 201

Natural Resources
Nat Res 367 English 110 or 111 or equiv
Nat Res 400 Nat Res 201 & 203

Philosophy
Phil 455 Symbolic Logic and major or 15 hrs of phil
Phil 460 major or 15 hrs of phil
Phil 533 Phil 130 or 431 or perm
Phil H580 Phil 130
Phil 655 Phil 250 and 10 crs of phil

Physics
Physics 367 Math Placement S or higher; 1 5-hr 100-level course in either astron, bio sci, geol sci, or physics; English 110 or 111 or equiv

Psychology
Psych 695.04 Written permission of instructor

Sociology
Soc 302 None
Soc 450 5 cr hrs in sociology
Soc 460 Soc 101 or perm of instr
Soc 597.02 5 cr hrs of social science course work, GEC data analysis requirement

Women's Studies
Women's St 325 5 cr hrs of wom stds course work or perm
Women's St 535 One course in comp std or wom stds
APPENDIX D: SIMILAR PROGRAMS AT OTHER INSTITUTIONS

Bulletin: Residential College of Literature, Science, and the Arts

Academic Minors: Science, Technology, and Society

effective date of academic minor: February 17, 2001

Students wishing to pursue an academic minor in Science, Technology, and Society must develop a specific plan for its completion in consultation with the program's designated advisor. Appointments may be scheduled by sending email to mailto:sts.minor.advisor@umich.edu Students may not declare the STS minor later than the first week of the first term of their senior year.

No course may be counted simultaneously toward both STS and any other academic minor.

Courses on science, technology, and society are offered by many different departments and programs in LS&A as well as in other colleges of the university. Only courses specifically approved by the STS Program may be counted toward the minor. There are presently no provisions for exceptions to this rule. An up-to-date list of currently approved courses is available at the STS Program web site.

Prerequisites to the Academic Minor: None for the Academic Minor per se, although individual courses elected to meet the requirements of the Academic Minor may have course prerequisites.

Academic Minor Program: At least 5 courses for a minimum of 18 credits of courses, to be elected from the categories as stated below:

B. Electives. A minimum of 3 courses for at least 11 credits, subject to the following conditions:

A maximum of one elective at the 100 level is permitted (up to 4 credits).

At least two electives must be at the 300 level or above.

Students may also count any research seminar (see below) as an elective.

At least two of the student's three electives must be drawn from one of the focus clusters: science and society, technology and society, or medicine and society.
C. One research course or seminar at the 200- or 400-level in the student's chosen focus cluster, chosen in consultation with and approved by the advisor. The research course or seminar will normally be completed in the student's junior or senior year. To be approved for this requirement a course must include a major research project (typically a long term paper) and a significant body of work.

<table>
<thead>
<tr>
<th>Subject/Title</th>
<th>Code</th>
<th>Research Seminar</th>
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<tbody>
<tr>
<td>ENVIRON</td>
<td>Science</td>
<td>496 Science and Politics</td>
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<tr>
<td>ENGLISH</td>
<td>Literature</td>
<td>497 Colloquium, Seminar, and Health and the Media in American Culture and Other Approaches Appropriate</td>
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<td>Technology</td>
<td>495 History of Computers and Language</td>
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<td>HISTORY</td>
<td>Technology</td>
<td>497 Technology, Communication, and Development</td>
</tr>
<tr>
<td>HONORS</td>
<td>Presentation</td>
<td>&quot;The Ethics of Evidence in Research&quot;</td>
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<tr>
<td>PHYSICS</td>
<td>481</td>
<td>481 Physics and National Science Policy</td>
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<tr>
<td>RECORE</td>
<td>403</td>
<td>403 Senior Independent Study, taken with a member of the SIS Program core faculty</td>
</tr>
<tr>
<td>GEOG</td>
<td>444</td>
<td>444 Forest, Land, and Society</td>
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<tr>
<td>KINESCI</td>
<td>444</td>
<td>444 History of Computers and Information</td>
</tr>
</tbody>
</table>

Historical Note:
D. Science/Technology/Medicine Cognate (lab based). Students electing this academic minor must complete one cognate, consisting of a laboratory-based course in a natural science, computer science, or engineering. This cognate may count toward the LS&A distribution requirement (if it is approved for that requirement). Ideally, this course should relate to the student's chosen focus cluster.
History of Science and Technology

Program in History of Science and Technology

College of Liberal Arts (CLA): Catalog Web Site Advising

Minor Only

Courses for this minor address the history of science and technology, including the cultural and social contexts of their development.

Requirements

Students take at least 14 credits of 3xxx-5xxx HSci courses; at least 3 of these credits must be at or above 4xxx. Not more than 25 percent of the total 3xxx-5xxx credits in the minor program may consist of directed study, directed instruction, or independent study credits. All courses in the minor must be completed with a grade of C- or better.

Courses—For course descriptions, see University courses.
What is STS?

Science, Technology and Society is an interdisciplinary concentration in the College of Liberal Arts. Our goal is to explore the social impacts of rapid scientific and technological change by integrating approaches from the liberal arts, social sciences, and humanities with developments in science and technology.

Key areas of study for STS include:
- Nanotechnology
- Gaming
- Collaborative work and work-life
- Education
- Bio-health
- Computer-mediated communication

back to top
APPENDIX E:

Program Concurrence Forms
The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form and the programmatic proposal to each of the academic units that might have related interests in the program. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the College of the Arts and Sciences Curriculum Office.

A. Information from the academic unit initiating the request

The Colleges of the Arts and Sciences

Initiating Academic Unit

Science, Technology, and Society

Program Title

Minor

Program Type (Major or Major Track/Minor or Minor Track/Certificate)

Undergraduate

Level

Type of Request (Circle): \(\times\) New Program \(\square\) Program Change

School of Allied Medical Professions

Academic unit asked to review the request

April 20, 2005

Date response is needed

B. Information from the academic unit reviewing the request

\(\times\) The academic unit supports the proposal.

\(\square\) The academic unit does not support the proposal. (Comments are required if the unit does not support the proposal.)

Attach your comments.

Signatures

1. Academic Unit Undergraduate Studies Committee Chair

2. Academic Unit Graduate Studies Committee Chair

3. Academic Unit Chair/Director

Colleges of the Arts and Sciences Curriculum Office. 07/01/04
The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form and the programmatic proposal to each of the academic units that might have related interests in the program. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the College of the Arts and Sciences Curriculum Office.

A. Information from the academic unit initiating the request

The Colleges of the Arts and Sciences
Initiating Academic Unit
Science, Technology, and Society
Program Title
Minor
Program Type (Major or Major Track/Minor or Minor Track/Certificate)

Undergraduate

Level

Type of Request (Circle): X New Program  Program Change

Department of Anthropology
Academic unit asked to review the request

April 20, 2005
Date response is needed

B. Information from the academic unit reviewing the request

X The academic unit supports the proposal.

_____ The academic unit does not support the proposal. (Comments are required if the unit does not support the proposal.)

Attach your comments.

Signatures

1. Academic Unit Undergraduate Studies Committee Chair
   Printed Name
   Date

2. Academic Unit Graduate Studies Committee Chair
   Printed Name
   Date

3. Academic Unit Chair/Director
   Printed Name
   Date

Colleges of the Arts and Sciences Curriculum Office. 07/01/04
The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form and the programmatic proposal to each of the academic units that might have related interests in the program. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the College of the Arts and Sciences Curriculum Office.

A. Information from the academic unit initiating the request

<table>
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<th>The Colleges of the Arts and Sciences</th>
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Science, Technology, and Society

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Type of Request (Circle): x New Program  Program Change

School of Communication

Academic unit asked to review the request

April 20, 2005

Date response is needed

B. Information from the academic unit reviewing the request

x The academic unit supports the proposal.

_____ The academic unit does not support the proposal. (Comments are required if the unit does not support the proposal.)

Attach your comments.

Signatures

1. Academic Unit Undergraduate Studies Committee Chair
   Printed Name
   Date

2. Academic Unit Graduate Studies Committee Chair
   Printed Name
   Date

3. Academic Unit Chair/Director
   Printed Name
   Date

Colleges of the Arts and Sciences Curriculum Office. 07/01/04
The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form and the programmatic proposal to each of the academic units that might have related interests in the program. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the College of the Arts and Sciences Curriculum Office.

### A. Information from the academic unit initiating the request

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<tr>
<td>Date response is needed</td>
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### B. Information from the academic unit reviewing the request

- The academic unit **supports** the proposal.
- The academic unit **does not support** the proposal. (Comments are **required** if the unit does not support the proposal.)

**Attach your comments.**

---

### Signatures

<table>
<thead>
<tr>
<th></th>
<th>Academic Unit Undergraduate Studies Committee Chair</th>
<th>Printed Name</th>
<th>Date</th>
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<td>DAVID G. HEN</td>
<td>4/24/05</td>
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<tr>
<th></th>
<th>Academic Unit Chair/Director</th>
<th>Printed Name</th>
<th>Date</th>
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Colleges of the Arts and Sciences Curriculum Office. 07/01/04
The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form and the programmatic proposal to each of the academic units that might have related interests in the program. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the College of the Arts and Sciences Curriculum Office.

A. Information from the academic unit initiating the request

The Colleges of the Arts and Sciences
Initiating Academic Unit
Science, Technology, and Society
Program Title
Minor
Program Type (Major or Major Track/Minor or Minor Track/Certificate)
Undergraduate
Level

Type of Request (Circle): x New Program  Program Change

Department of Classics
Academic unit asked to review the request
April 20, 2005
Date response is needed

B. Information from the academic unit reviewing the request

x The academic unit supports the proposal.

The academic unit does not support the proposal. (Comments are required if the unit does not support the proposal.)

Attach your comments.

Signatures

1. Academic Unit Undergraduate Studies Committee Chair  Printed Name  Date
   [Signature]
   Bruce Heiden  4/27/05

2. Academic Unit Graduate Studies Committee Chair  Printed Name  Date
   [Signature]
   [Signature]
   4/27/05

3. Academic Unit Chair/Director  Printed Name  Date
   [Signature]
   [Signature]
   4/27/05

Colleges of the Arts and Sciences Curriculum Office. 07/01/04
The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form and the programmatic proposal to each of the academic units that might have related interests in the program. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the College of the Arts and Sciences Curriculum Office.

A. Information from the academic unit initiating the request

The Colleges of the Arts and Sciences 4/5/05
Initiating Academic Unit Date

Science, Technology, and Society
Program Title

Minor Undergraduate

Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): x New Program Program Change

Department of Entomology
Academic unit asked to review the request

April 20, 2005
Date response is needed

B. Information from the academic unit reviewing the request

✓ The academic unit supports the proposal.

The academic unit does not support the proposal. (Comments are required if the unit does not support the proposal.)

Attach your comments.

Signatures

1. Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. Academic Unit Graduate Studies Committee Chair Printed Name Date

3. Academic Unit Chair/Director Printed Name Date
The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form and the programmatic proposal to each of the academic units that might have related interests in the program. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the College of the Arts and Sciences Curriculum Office.

A. Information from the academic unit initiating the request

The Colleges of the Arts and Sciences
Initiating Academic Unit
Science, Technology, and Society
Program Title

<table>
<thead>
<tr>
<th>Minor</th>
<th>Undergraduate</th>
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<tbody>
<tr>
<td>Program Type (Major or Major Track/Minor or Minor Track/Certificate)</td>
<td>Level</td>
</tr>
</tbody>
</table>

Type of Request (Circle): x New Program Program Change

[Signature]

College of Food, Agric., Env. S. A.

Academic unit asked to review the request

April 20, 2005
Date response is needed

B. Information from the academic unit reviewing the request

☑ The academic unit supports the proposal.

☐ The academic unit does not support the proposal. (Comments are required if the unit does not support the proposal.)

Attach your comments.

Signatures

1. [Signature] Jill A. Pfister 4-11-05
   Academic Unit Undergraduate Studies Committee Chair

2. [Signature] Jill A. Pfister 4-11-05
   Academic Unit Graduate Studies Committee Chair

3. [Signature] Jill A. Pfister 4-11-05
   Academic Unit Chair/Director

Colleges of the Arts and Sciences Curriculum Office. 07/01/04
The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form and the programmatic proposal to each of the academic units that might have related interests in the program. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the College of the Arts and Sciences Curriculum Office.

A. Information from the academic unit initiating the request

The Colleges of the Arts and Sciences
Initiating Academic Unit
Science, Technology, and Society
Program Title

Minor
Program Type (Major or Major Track/Minor or Minor Track/Certificate)
Undergraduate
Level

Type of Request (Circle): x New Program
Program Change

Department of Psychology
Academic unit asked to review the request
April 20, 2005
Date response is needed

B. Information from the academic unit reviewing the request

✓ The academic unit supports the proposal.

☐ The academic unit does not support the proposal. (Comments are required if the unit does not support the proposal.)

Attach your comments.

Signatures

1. Academic Unit Undergraduate Studies Committee Chair
   Printed Name
   Date

2. Academic Unit Graduate Studies Committee Chair
   Printed Name
   Date

3. Academic Unit Chair/Director
   Printed Name
   Date

Colleges of the Arts and Sciences Curriculum Office 07/01/04
The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form and the programmatic proposal to each of the academic units that might have related interests in the program. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the College of the Arts and Sciences Curriculum Office.

A. Information from the academic unit initiating the request

<table>
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<td>Level</td>
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</table>

Type of Request (Circle): × New Program  Program Change

Department of Sociology

Academic unit asked to review the request

April 20, 2005

Date response is needed

B. Information from the academic unit reviewing the request

× The academic unit supports the proposal.

____ The academic unit does not support the proposal. (Comments are required if the unit does not support the proposal.)

Attach your comments.

Signatures

Paul E. Bell  Paul E. Bell

1. Academic Unit Undergraduate Studies Committee Chair  Printed Name  Date

2. Academic Unit Graduate Studies Committee Chair  Printed Name  Date

3. Academic Unit Chair/Director  Printed Name  Date

Colleges of the Arts and Sciences Curriculum Office. 07/01/04
We concur with the minor. However, we think there are additional sociology courses that are directly relevant to the objectives of the minor and should be added to the list of electives: Soc 464 “Work, Employment, and Society,” Soc 629 “Sociology of Health,” and Soc 630 “Medical Sociology.” We also have a course in development, Soc 460 “Environmental Sociology”, that should be added as an elective. Please add Professor Kristi Williams to the list of faculty interested in the minor (appendix A).
The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form and the programmatic proposal to each of the academic units that might have related interests in the program. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the College of the Arts and Sciences Curriculum Office.

A. Information from the academic unit *initiating* the request

<table>
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<tr>
<th>The Colleges of the Arts and Sciences</th>
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<td>Level</td>
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<tr>
<td>Type of Request (Circle): x New Program Program Change</td>
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Undergraduate International Studies Program

Academic unit asked to review the request

April 20, 2005

Date response is needed

B. Information from the academic unit *reviewing* the request

[ ] The academic unit *supports* the proposal.

[ ] The academic unit *does not support* the proposal. (Comments are *required* if the unit does not support the proposal.)

Attach your comments.

---

Signatures

1. Academic Unit Undergraduate Studies Committee Chair  
   Printed Name: Anthony Muchan  
   Date: 4/23/05

2. Academic Unit Graduate Studies Committee Chair  
   Printed Name: Anthony Muchan  
   Date: 4/23/05

3. Academic Unit Chair/Director  
   Printed Name: Anthony Muchan  
   Date: 4/23/05