

College of Liberal Arts and Sciences, Committee on Curricula and Courses, October 11, 2011

Agenda

Selection of the secretary

Minutes of the meeting of Sept. 13, 2011

Report of the chair

Proposals approved by the chair before the meeting - none

Proposals from prior meetings, for reconsideration

New proposals submitted to the chair for consideration

Reports of committees

Old business

Faculty governance, accreditation, and the College C&C committee

Environmental Studies Proposal

New business

Adjournment until October 25th, 2011, 3:30 pm Dodd Center Room 162

Proposals for reconsideration

Docket	Dept.	Course	Nature of change
2011-59	HDFS	Major	Add 9 existing courses to "12 cr" requirement
2011-60	AASI	Minor	Add 3 existing courses to "group C" requirements
2011-62	ECON	5312	New course: Econometrics II

Proposals for consideration

Docket	Dept.	Course	Nature of change
2011-64	AFAM	Major	Add required course to Major
2011-65	LCL	2XXX	New course: The Environment in German Culture
2011-66	ENGL	3625	Change wording of title/course description
2011-67	BIOL	Major	Restrict independent study and transfer credits allowable
2011-68	ENGL	Major	Change to information literacy plan GEOC Program Plan
2011-69	JOUR	30XX	Add Honors Thesis Preparation Seminar
2011-70	JOUR	4091	Change prerequisite
2011-71	JOUR	3020	Change title of course
2011-72	GEOG	4095	New special topic course title: Geography of the African American Experience(s)

2011-73	HIST	3995	New special topic course title: History of American Capitalism
2011-74	HIST	3995	New special topic course title: Asian Diasporas in the Americas
2011-75	HIST/ CLACS /AASI	3995	Proposal to cross-list HIST 3995: Asian Diasporas... with CLACS and AASI

Proposal to Change an existing Major – HDFS

2011-59	HDFS	Major	Add 9 existing courses to “12 cr” requirement
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1. Date: May 18, 2011
2. Department requesting this change: HDFS
3. Title of Major: Human Development and Family Studies
4. Nature of Change: Add the following existing courses to the courses listed under “This major also must include at least 12 credits from the following courses:” 3042, 3095, 3110, 3250, 3341, 3343, 3433, 4133, 4255

5. Existing catalog Description of the Major:

This major must include all of the following required courses: HDFS 2001, 2004W, 2100, 2200, 2300 and either 4007W or 4087W.

This major must include the completion of one of the following courses: HDFS 3520, 3530, 3540, 3550

This major also must include at least 12 credits from the following courses.

HDFS 3083, 3087, 3092, 3098, 3101, 3102, 3103, 3120, 3122, 3123, 3125, 3126, 3130, 3240, 3249, 3252, 3261, 3268, 3277, 3310, 3311, 3319, 3340, 3342, 3420, 3421, 3423, 3430, 3431, 3432, 3442, 3510, 3520, 3530, 3540, 3550, 4004, 4087W, 4097. These 12 credits may include elections from among the four courses listed above (HDFS 3520, 3530, 3540, 3550), if not applied to satisfaction of the foregoing requirement.

6. Proposed catalog Description of the Major:

This major must include all of the following required courses: HDFS 2001, 2004W, 2100, 2200, 2300 and either 4007W or 4087W.

This major must include the completion of one of the following courses: HDFS 3520, 3530, 3540, 3550

This major also must include at least 12 credits from the following courses.

HDFS **3042**, 3083, 3087, 3092, **3095**, 3098, 3101, 3102, 3103, **3110**, 3120, 3122, 3123, 3125, 3126, 3130, 3240, 3249, **3250**, 3252, 3261, 3268, 3277, 3310, 3311, 3319, 3340, **3341**, 3342, **3343**, 3420, 3421, 3423, 3430, 3431, 3432, **3433**, 3442, , 3510, 3520, 3530, 3540, 3550, 4004, 4087W, 4097, **4133**, **4255**. These 12 credits may include elections from among the four courses listed above (HDFS 3520, 3530, 3540, 3550), if not applied to satisfaction of the foregoing requirement.

7. Effective Date (semester, year -- see Note R): Immediate

Justification

1. Why is a change required?

The courses in this list all are existing courses that were approved by the HDFS faculty and by either the School of Family Studies or by CLAS C and C. However due to differing procedures related to changing Schools a motion is needed to include these courses in the “at least 12 credit” list.

2. What is the impact on students? Increases the options for students in meeting this 12-credit requirement.

3. What is the impact on regional campuses? Same impact on majors at the tri-campus and at Stamford. We do not have majors at Avery Point.
4. Dates approved by (see Note Q): Dept. Curriculum Committee: May 11, 2011
Department Faculty: May 11, 2011
5. Name, Phone Number, and e-mail address of principal contact person:
Jane Goldman 6-4728 jane.goldman@uconn.edu

Proposal to Change an existing Minor – AASI

2011-60	AASI	Minor	Add 3 existing courses to “group C” requirements
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Last revised: Friday, April 6, 2010

1. Date: 06/22/2011

2. Department requesting this change: Asian American Studies Institute

3. Title of Minor: Asian American Studies Institute Minor

4. Nature of Change: Adding three courses to our minor – AASI/ART/IND3375 – Indian Art and Popular Culture; History 3832 Modern Japan, History 3863 War and diplomacy in East Asia (to fulfill requirements for Group C)

5. Existing catalog Description of the Minor: Asian American Studies

Asian American Studies is an interdepartmental, interdisciplinary program devoted to the study of the Asian American experience within the larger context of an increasingly diverse American society. Although the primary focus of the minor is upon Asian Americans, attention is also given to the study of the global context, especially Asia, since this larger context informs the Asian American experience.

Completion of the minor requires students to complete fifteen credits at the 2000-level and above by completion of Groups A, B, and C, below; but with consent of the minor advisor, one course from Group D may be substituted for a course in Group C. No other substitutions are permitted. Students must earn a grade of C or better in each of the courses applied to the minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

Group A, three credits: AASI 3201. Group B, six credits chosen from: AASI 3220/ARTH 3020; AASI/ENGL 3212; AASI/HIST 3531, AASI 3578/HIST 3530; AASI 3221/HRTS 3571/SOCI 3221; AASI 3295*, AASI 4999* Variable Topics, AASI 3998. Group C, six credits chosen from: AASI 3222/HRTS 3573/SOCI 3222, AASI/HIST 3808, 3809, 3812; HIST 3822; POLS 3472; AASI 3295*, AASI 4999* Variable Topics, AASI 3998. *Group D: AFAM/ENGL 3214W; AFAM/HIST/HRTS 3563; ANTH 3041/PRLS 3241; AFAM/HRTS/SOCI 3505, 3825; COMM/PRLS 4320; AFAM/DRAM 3131; AFAM/HIST 3564; HIST/ WS 3562; PRLS 3298. * Must be approved by the Asian American Studies Minor Advisor

6. Proposed catalog Description of the Minor: Asian American Studies

Asian American Studies is an interdepartmental, interdisciplinary program devoted to the study of the Asian American experience within the larger context of an increasingly diverse American society. Although the primary focus of the minor is upon Asian Americans, attention is also given to the study of the global context, especially Asia, since this larger context informs the Asian American experience.

Completion of the minor requires students to complete fifteen credits at the 2000-level and above by completion of Groups A, B, and C, below; but with consent of the minor advisor, one course from Group D may be substituted for a course in Group C. No other substitutions are permitted. Students must earn a grade of C or better in each of the courses applied to the minor. A maximum of 3 credits towards the minor may be

transfer credits of courses equivalent to University of Connecticut courses.

Group A, three credits: AASI 3201. **Group B**, six credits chosen from: AASI 3220/ARTH 3020; AASI/ENGL 3212; AASI/HIST 3531, AASI 3578/HIST 3530; AASI 3221/HRTS 3571/SOCI 3221; AASI 3295*, AASI 4999* Variable Topics, AASI 3998. **Group C**, six credits chosen from: AASI/ART/IND 3375, AASI 3222/HRTS 3573/SOCI 3222, AASI/HIST 3808, 3809, 3812; HIST 3822; POLS 3472; AASI 3295*, AASI 4999* Variable Topics, AASI 3998. * HIST 3832, HIST 3863 Group D: AFAM/ENGL 3214W; AFAM/HIST/HRTS 3563; ANTH 3041/PRLS 3241; AFAM/HRTS/SOCI 3505, 3825; COMM/PRLS 4320; AFAM/DRAM 3131; AFAM/HIST 3564; HIST/ WS 3562; PRLS 3298. * Must be approved by the Asian American Studies Minor Advisor
7. Effective Date: Fall 2011

Justification

1. Why is a change required? These courses are within the programmatic scope of AASI and would allow more choices for students to complete the minor. In particular, these courses would enhance the Institute's commitment to global citizenship and engagement.
2. What is the impact on students? It will allow a more diverse body of students to take our minor
3. What is the impact on regional campuses? Same

5. Dates approved by May 17, 2011
Department Faculty: Alexis Dudden, Kathryn Myers, Shirley Roe, Cathy Schlund-Vials, Margo Machida, Bandana Purkayastha

6. Name, Phone Number, and e-mail address of principal contact person:
Maxine Haines- Maxine.smestad-haines@uconn.edu 486-4751
Cathy Schlund-Vials – Cathy. Schlund-Vials@uconn.edu 486-9412
(note added by Chair – plan of study brochure submitted by AASI with same information)

Proposal To Add A New Graduate Course – ECON

2011-62	ECON	5312	New course: Econometrics II
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Date: September 15, 2011

Department Requesting the Course: Economics

Semester and Year in which the Course will be first offered: Spring 2012

Final Catalog Listing:

Econ 5312. Econometrics II

3 Credits. Lecture. Prerequisite: ECON 5311.

Model estimation and hypothesis testing when standard assumptions of the classical regression model are violated. Pooled cross section and time series data; simultaneous equations; univariate and multivariate time series models; qualitative choice models.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ECON

2. Course Number (see Note B): 5312

If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No

3. Course Title: Econometrics II

4. Course description:

Model estimation and hypothesis testing when standard assumptions of the classical regression model are violated. Pooled cross section and time series data; simultaneous equations; univariate and multivariate time series models; qualitative choice models.

5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3

6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")

Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): ECON 5311

8. Recommended Preparation, if applicable (see Note G): N/A

9. Consent of Instructor, if applicable (see Note T): N/A

10. Exclusions, if applicable (see Note H): N/A

11. Repetition for credit, if applicable (see Note I): N/A

12. S/U grading, if applicable (see Note X): N/A

Justification.

1. Reasons for adding this course: (see Note L)

Over the recent decades there has been tremendous advancement in econometric theory. Side by side development of extremely versatile and yet user friendly software (like Stata or E-Views) has made it possible for the applied researcher to implement the state of the art methodology in empirical applications. As a result,

students need to learn much more material than what was once considered adequate for a graduate level training in applied econometrics. An additional semester length course is now needed to cover the new topics.

2. Academic Merit (see [Note L](#)):

The primary focus of the MA level courses in econometrics is on empirical applications. At the same time, the student is expected to acquire a broad understanding of the underlying theoretical foundations of the applied methodology.

The following is a broad outline of the topics to be covered in this course:

1. Large Sample Properties of OLS Estimators
 2. Heteroscedasticity and Serial Correlation:
 - Testing
 - Generalized Least Squares and Robust Variance-Covariance Matrix
 3. Endogeneity and Simultaneous Equation Bias
 - Two-stage Least Squares
 - Generalized Method of Moments
 4. Qualitative Choice Models
 - Linear probability, Logit, and Probit Models
 - Sample Selection Bias
 5. Regression with Panel Data
 - Fixed and Random Effects Models
 - Hausman Test
 6. Time Series Analysis
 - Stationarity and Unit Root Tests
 - Vector Autoregression and Granger Causality
 - Cointegration and Error Correction Models
- Some of the topics from the list above (especially Time Series Analysis and Sample Selection Bias) may be covered only briefly.

3. Overlapping Courses (see [Note M](#)):

The department offers two separate but parallel sequences of courses in econometrics – one at the MA level and the other at the Ph D level. All of the topics listed above are also covered in the Ph D sequence but at more Advanced level. While the emphasis in the MA sequence is primarily on applications, the Ph D courses put much more emphasis on theoretical derivations and proofs. Effectively, there is no duplication.

As for overlap with courses in other departments: statistical analysis of linear models is taught in a number of departments, but each with its own emphasis.

There are some overlaps of topics with contents of pure methods courses offered by the Statistics Department, but Econ 5312 is primarily an applications-oriented course that includes Econometrics analyses of economic data.

4. Number of Students Expected: Between 20 and 30 (from Economics, ARE, and other departments)
5. Number and Size of Section: 1 section; average 25 students.

6. Effects on Other Departments (see Note N): This is essentially an extension of this department's MA econometrics course from a 1-semester to a 2-semester sequence. We have received the support of Statistics Department on 9/15/2011 through an email exchange between the two Department Heads.

7. Staffing (see Note P): Ray, Lee, An, Huang

8. Dates approved by (see Note Q):

Department Curriculum Committee: 8/26/2011

Department Faculty: 9/2/2011

Principal Contact Person: Subhash C Ray, 486-3967; subhash.ray@uconn.edu

Syllabus: ECON 5312: ECONOMETRICS II

Continued from 5311, this course introduces students to the building blocks of econometric theory. Students will review OLS under various violations of classical assumptions and will learn corresponding alternatives of regression methods. Students will also learn various topics which are widely used in empirical analysis in economics. By the end of the course, students should be able to: (i) understand the use and the limitation of OLS, (ii) critically interprets empirical studies, (iii) find out the right empirical method for their research and (iv) do econometric analysis using real economic data.

1 large-sample properties of OLS

1.1 asymptotic distribution theory

1.2 large-sample properties of OLS

1.3 hypothesis testing in large-samples

2. heteroscedasticity and serial correlation

2.1 treating heteroscedasticity: generalized least squares estimation and the robust estimation of the variance

2.1 testing for heteroscedasticity

2.1 testing for serial correlation

3. single equation GMM

3.1. simultaneous equation bias and two stage least squares estimation

3.2. examples in applied econometrics

3.3 generalized method of moments

4. panel data analysis

4.1. unobserved effects in panel data models

4.2. random effects methods

4.3. fixed effects methods

4.4. first differencing methods

4.5. comparison of estimators

5. basic time series models (optional)

5.1. stationarity

5.2. autoregressive and moving average models

5.3. nonstationary data and unit roots

6. nonlinear models (optional)

6.1. discrete response models

6.2. censored regression

6.3. sample selection

Proposal to Change an existing Major – AFAM

2011-64	AFAM	Major	Add required course to Major.
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1. Date: Sept. 12, 2011
2. Department requesting this change: AFAM
3. Title of Major: African American Studies
4. Nature of Change: Make the Senior Seminar class AFAM 4994W required. Change the wording of the writing and information literacy requirements in the catalog description of the Major.

5. Existing catalog Description of the Major:

The African American Studies major is an interdisciplinary study of African people on the continent and Diaspora through the humanities, social sciences and the arts, with particular emphasis on African Americans. Its broad educational objectives are to engender among all students an intellectual appreciation of black life, to encourage students to develop critical and analytical skills, as well as to appreciate ideals of equality, democracy and humane values. The Institute for African American Studies strives to provide the student body, in general, with substantive knowledge of the varied experiences of black people in the United States and abroad and to facilitate understanding and diversity. The Institute, thereby, extends the mission of the University of Connecticut and strategic plan to provide the people of the state and elsewhere with a high standard of education that is relevant to a diverse and dynamic world.

To satisfy the African American Studies major, the student must complete twenty- seven credits in AFAM courses, with at least one three-credit course in each of groups A, B, and C. Students must also complete 12 credits of related courses from Group D. All majors must take AFAM 3211.

Group A - History: AFAM/HIST 3564, 3568, 3620, 3752, 3753; AFAM 3224; AFAM/HIST/HRTS 3563

Group B - Social and Political Inquiry: AFAM/ANTH 3025, 3152; AFAM/ HRTS/SOCI 3505, 3825; AFAM/POLS 3252, 3642, 3647; AFAM/POLS/WS 3652; AFAM/PSYC 3106; AFAM/SOCI 3501, 3703

Group C - Literature and the Arts: AFAM/DRAM 3131/W; AFAM/ENGL 3214W, 3216W; MUSI 3611

Group D - Related Courses

History: HIST 3510, 3554; HIST/HRTS 3201, 3202; HIST 3575/HRTS 3221/ PRLS 3221; HIST 3674/PRLS 3220; HIST/URBN 3541; HIST/WS 3561, 3562

Literature and the Arts: ANTH 3450; ARTH 3645, AASI/ENGL 3212; COMM 4422; COMM/PRLS 4320; ECON 2444; ENGL 3210, 3218/W, 3609, 4203W; FREN 3218; MUSI 3421W

Social and Political Inquiry: AASI 3221/HRTS 3571/SOCI 3221; AASI 3222/ HRTS 3573/SOCI 3222; COMM 3321/PRLS 3264/WS 3260; ECON 2444; HDFS 2001; HRTS/POLS 3807; HRTS/SOCI 3421, 3429; INTD 3584; POLS 2998, 3406, 3255; POLS 3662/PRLS 3270; POLS/URBN 3632W; POLS/WS 3216; SOCI 2827, 3503, 3701, 3905; WS 3266, 3267

AFAM 3214W, 3216W, or 3131W satisfies the Information Literacy Competency and Writing in the Major requirements.

A minor in African American Studies is described in the “Minors” section.

6. Proposed catalog Description of the Major:

The African American Studies major is an interdisciplinary study of African people on the continent and Diaspora through the humanities, social sciences and the arts, with particular emphasis on African Americans. Its broad educational objectives are to engender among all students an intellectual appreciation of black life, to encourage students to develop critical and analytical skills, as well as to appreciate ideals of equality, democracy and humane values. The Institute for African American Studies strives to provide the student body, in general, with substantive knowledge of the varied experiences of black people in the United States and abroad and to facilitate understanding and diversity. The Institute, thereby, extends the mission of the University of Connecticut and strategic plan to provide the people of the state and elsewhere with a high standard of education that is relevant to a diverse and dynamic world.

To satisfy the African American Studies major, the student must complete twenty- seven credits in AFAM courses, with at least one three-credit course in each of groups A, B, and C. Students must also complete 12 credits of related courses from Group D. All majors must take AFAM 3211, **and in their Senior Year AFAM 4994W.**

Group A - History: AFAM/HIST 3564, 3568, 3620, 3752, 3753; AFAM 3224; AFAM/HIST/HRTS 3563

Group B - Social and Political Inquiry: AFAM/ANTH 3025, 3152; AFAM/ HRTS/SOCI 3505, 3825; AFAM/POLS 3252, 3642, 3647; AFAM/POLS/WS 3652; AFAM/PSYC 3106; AFAM/SOCI 3501, 3703

Group C - Literature and the Arts: AFAM/DRAM 3131/W; AFAM/ENGL 3214W, 3216W; MUSI 3611

Group D - Related Courses

History: HIST 3510, 3554; HIST/HRTS 3201, 3202; HIST 3575/HRTS 3221/
PRLS 3221; HIST 3674/PRLS 3220; HIST/URBN 3541; HIST/WS 3561, 3562

Literature and the Arts: ANTH 3450; ARTH 3645, AASI/ENGL 3212; COMM 4422; COMM/PRLS 4320; ECON 2444;
ENGL 3210, 3218/W, 3609, 4203W; FREN 3218; MUSI 3421W

Social and Political Inquiry: AASI 3221/HRTS 3571/SOCI 3221; AASI 3222/ HRTS 3573/SOCI 3222; COMM 3321/PRLS
3264/WS 3260; ECON 2444; HDFS 2001; HRTS/POLS 3807; HRTS/SOCI 3421, 3429; INTD 3584; POLS 2998, 3406, 3255;
POLS 3662/PRLS 3270; POLS/URBN 3632W; POLS/WS 3216; SOCI 2827, 3503, 3701, 3905; WS 3266, 3267

AFAM 4994 satisfies the Information Literacy Competency and Writing in the Major requirements. **AFAM 3214W, or 3216W, or 3131W satisfy the W in the Major requirement.**

A minor in African American Studies is described in the “Minors” section.

7. Effective Date:

Justification

1. Why is a change required?

This is a required capstone course for the Major.

2. What is the impact on students?

None. Students have been told by AFAM to take this class and they have been taking it, so all current majors are enrolled.

3. What is the impact on regional campuses?

None.

4. Dates approved by (see Note Q):

Department Curriculum Committee: N/A—AFAM does not have a Curriculum committee.

Department Faculty: 9/12/11

5. Name, Phone Number, and e-mail address of principal contact person:

Martha J. Cutter

Associate Professor of English and African American Studies

Interim Director, the Institute for African American Studies

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Proposal to Add a New Undergraduate Course – LCL

2011-65	LCL	2XXX	The Environment in German Culture
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1. Date: 9/8/2011
2. Department requesting this course: LCL
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing (see Note A):

Germ 2xxx. The Environment in German Culture

Either semester. Three credits. Open to sophomores. Weidauer

An investigation of ecological thinking in German culture from the Greeks (Plato) to the Greens (Amery). The second half of the semester consists of student projects on current environmental policies in the European Union.

Items included in catalog Listing:

1. Standard abbreviation for Department or Program (see Note O): GERM

2. Course Number (see Note B): 2xxx

If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? __ Yes __ No

3. Course Title: The Environment in German Culture

4. Semester offered (see Note C): either

5. Number of Credits (see Note D): 3

6. Course description

An investigation of ecological thinking in German culture from the Greeks (Plato) to the Greens (Amery). The second half of the semester consists of student projects on current environmental policies in the European Union.

7. Number of Class Periods, if not standard (see Note E):

8. Prerequisites, if applicable (see Note F):

9. Recommended Preparation, if applicable (see Note G): Germ 1169

10. Consent of Instructor, if applicable (see Note T)

11. Exclusions, if applicable (see Note H):

12. Repetition for credit, if applicable (see Note I):

13. Instructor(s) names if they will appear in catalog copy (see Note J): Weidauer

14. Open to Sophomores (see Note U): open to sophomores or higher

15. Skill Codes "W", "Q", or "C" (see Note T):

16. S/U grading (see Note W):

Justification

1. Reasons for adding this course:

There is currently no course on environmental issues in the German undergraduate curriculum and only one in Gen Ed content area 1, but none that approaches the issue from a cross-cultural perspective. Sophomore standing is required as students should already

have good writing/presentation skills and a foundation in critical thinking in respect to topics in the humanities. The course should help address the demand for content area 1 courses and will be of help in discussing similar issues in the students' major field of study. The course addresses a current lacuna in the German curriculum and the General Education requirements as it approaches a subject relevant to many other fields (engineering, the social sciences, natural resources) and addresses the interests of several UConn constituencies (Eco House, Global House, Eurotech House, EcoHusky among others) that seek to broaden their knowledge of ecological thinking beyond US culture.

2. Academic Merit :

The course seeks to guide students towards an understanding of ecological thinking as both a universally pressing issue as well as something that is imbedded in the diverse philosophical traditions of the world. Students will understand that a concern for the environment is of practical concern in today's world, but has also always been at the root of ethical and philosophical concerns such as the search for a life in balance, social justice, human rights, and humans' interaction with their environment. The first half of the semester will focus on gaining knowledge in the traditions of ecological thinking in German culture and will thus primarily focus on in-class discussions of weekly 20 - 40 page reading assignments followed by a midterm on the topics addressed. In the second half of the semester students will apply their acquired knowledge to projects on current issues in Germany's and the European Union's environmental policies resulting in a 30 minute group presentation. Students will turn their group's presentation into individually prepared 12 page term papers. The first half of the semester will cover the history of ecological thinking from the Greeks (Aristotle) to the Greens (Jean Amery) covering milestones in between such as medieval dreams of a life in balance, the German Romantics' views of an Arcadia and Elysium, expressionist dystopias of a technology controlled world, Germany's imperial ideology as an ecological mission, the Nazi's ideology of a return to the country's roots and the theories of East German dissident thinkers that viewed ecologically informed government as a third way between socialism and capitalism.

The second half of the semester will allow students to evaluate current policies in view of these traditions of thinking and give them a chance to assess them critically from a practical as well as ideological point of view.

3. Overlapping Courses (see Note M): none

4. Number of Students Expected: 30 - 40

5. Number and Size of Section: 40

6. Effects on Other Departments (see Note N): may be included into the new environmental studies major and thus alleviate teaching staff shortages

7. Effects on Regional Campuses: none

8. Staffing (see Note P): Weidauer

9. Dates approved by (see Note Q):

Department Curriculum Committee: 9/13/11

Department Faculty: 9/13/11

10. Name, Phone Number, and e-mail address of principal contact person:

Friedemann Weidauer, 6-1533, friedemann.weidauer@uconn.edu

Syllabus

Friedemann Weidauer, MCL (Arjona 122, 486 1533, friedemann.weidauer@uconn.edu)
M/W/F

This course provides a survey of ecological thinking in German culture from the influences of Greek philosophy to the present day program of the political party the Greens. It will also give you an opportunity to investigate to what extent these traditions have influenced current environmental policy in the European Union as well as the effectiveness of and political thinking behind specific policies.

Readings: As assigned each week on HuskyCT

Requirements:

Regular Active participation (20%)

Position papers on each reading (15%)

Midterm (20%)

Group presentation (20%)

Term paper (12 – 15 pp; 25%)

Please refer to the Student Conduct Code for policies regarding academic integrity (http://www.community.uconn.edu/student_code_appendixa.html), in other words: the rules about cheating and plagiarism.

Week 1 – 7: class meetings will focus on discussions of the assigned readings

Week 1

Classical Antiquity and Medieval Times: Images of the Simple Life

Plato's Republic II and X, Memento Mori poems, poems on the medieval notion of vanitas and chivalresque values such as staete, mâze and milte

Week 2

German Enlightenment, Classicism and Romanticism: From Arcadia to Elysium

Gessner, Idylls, Schiller, On Naïve and Sentimental Poetry, Goethe, Faust II and "Metamorphosis of the Plant," the paintings of Caspar David Friedrich, film: Werner Herzog, Heart of Glass

Week 3

Expressionist Dystopias

Poems by Hoddiss, Benn and Heym, Georg Kaiser, Gas, Theodor Heinrich Meyer, The Earth is Burning ("Die Erde brennt" from Von Menschen und Maschinen)

Week 4

Imperial Green: Ecology as Colonial Mission in the German Empire

Speeches by William II, articles from the family magazine Die Gartenlaube, William Rollins, "Imperial Shades of Green," film: Werner Herzog, Where the Green Ants Dream

Week 5

Brown Green: The Nazis between Vegetarianism and the Autobahn

Film: “The Building of the Autobahn”, Hans Grimm, People without Space, Hitler, Mein Kampf, Richard Walther Darré, Peasantry as Life Source of the German Race and New Nobility from Blood and Soil

Week 6

Red Green: Environmentalism as the “Third Way”

Friedrich Engels, “The Dialectics of Nature”, Horkheimer/Adorno, The Dialectics of the Enlightenment, Rudolf Bahro, Die Alternative, Robert Havemann, Tomorrow. Industrial Society at the Crossroads

Week 7

European Greens in Comparison

Carl Amery, “Interview” and “The Great Blind Spot”, Manon Maren Griesbach, The Philosophy of the Greens, Slavoj Zizek, Ecology—The New Opiate of the Masses, H.M. Enzensberger, “Towards a Critique of Political Ecology,” Gayil Talshir, The Political Ideology of Green Parties

Week 8 – 14: class meetings will focus on group presentations on the suggested topics and the assigned readings

Week 8

Transportation

Suggested Project Topics: Citizens’ initiatives “Startbahn West,” “Stuttgart 21” and others, bicycling, public transportation systems

Brian Ladd, Autophobia

Week 9

Urban Planning

Suggested Project Topics: The squatters’ movement, the shaping of the reunited Berlin and others, Weissenhof-Siedlung (Stuttgart), Hansa-Viertel and Siemensstadt (Berlin) and other urban projects, “green” building

Film: What to do in Case of Fire, writings by the Bauhaus architects, Brian Ladd, The Ghosts of Berlin

Week 10

Energy

Suggested Project Topics: The Anti-Nuclear Movement in Germany, responses to the 2011 Japan Earthquake and Tsunami, acceptance/resistance against wind turbines and other large scale projects

Christ Wolf, News of a Day, Robert Jungk, The Nuclear State

Week 11

War and the Environment

Suggested Project Topics: The German Peace Movement from the 50s to the 80s, the Green Party’s position on the civil war in Yugoslavia, the first and second Gulf War, analyses of the military-industrial complex, German military exports

Essays by Joschka Fischer, Martin Walser and Hans Magnus Enzensberger

Week 12

Tourism

Suggested Project Topics: German "Tourists" from Humboldt to Modern Mass Tourism, German travel writing from the 19th century to the present, changing tourist destinations from the 50s to the 2010s, "alternatives Reisen"

Hans Magnus Enzensberger, "A Theory of Tourism," Dean MacCannell, Empty Meeting Grounds

Week 13

Recycling

Suggested Project Topics: Consumer activism and habits, recycling systems in cross-cultural perspective and regional comparisons

Monika Maron, Flight of the Ashes, the photography of Walker Evans and Robert Adams

Week 14

Conspectus of Projects and Discussions

Proposal to Change an Existing Course – ENGL

2011-66	ENGL	3625	Change wording of title/course description without change in content
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1. Date: 13 December 2010
2. Department: English
3. Nature of Proposed Change: Change title to "Literary Theory" and revise description to "History of and recent developments in literary theory."

4. Current Catalog Copy:

3625. Studies in Criticism

(266) Either semester. Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [3800](#); open to juniors or higher.

Studies in the history and theories of literary criticism.

5. Proposed Catalog Copy:

3625. Literary Theory

(266) Either semester. Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [3800](#); open to juniors or higher.

History of and recent developments in literary theory.

6. Effective Date (semester, year -- see [Note R](#)): Fall 2011

Justification

1. Reasons for changing this course:

The current title is vague and the description is misleading (in part due to a change in the use of the words "criticism" and "theory" over the last fifty years). This is and has been a course on literary theory, presenting an overview of the history of theory that includes attention to recent developments. The change in title and description simply brings them in line with the way the course is and has been taught.

2. Effect on Department's Curriculum: none

None.

3. Other Departments Consulted (see [Note N](#)): none

4. Effects on Other Departments:

None.

5. Effects on Regional Campuses: none

None.

6. Staffing:

Unchanged.

7. Dates approved by (see [Note Q](#)):

Department Curriculum Committee: 1/26/11

Department Faculty: 2/9/11

8. Name, Phone Number, and e-mail address of principal contact person: Margaret Breen, 6-2873, Margaret.Breen@uconn.edu

Proposal to Change an existing Major - BIOL

2011-67	BIOL	Major	restrict independent study and transfer credits allowable
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1. Date: October 3, 2011
2. Department requesting this change: EEB, MCB and PNB
3. Title of Major: Biological Sciences
4. Nature of Change: restrict independent study and transfer credits allowable

5. Existing catalog Description of the Major:

The requirements for the major in Biological Sciences are designed to ensure a sound and broad background in biology, with opportunities to explore related fields. Biological Sciences majors should take [BIOL 1107](#) and [1108](#), but majors interested primarily in botany may wish to take [BIOL 1110](#) in addition or may substitute [BIOL 1110](#) for [BIOL 1108](#). Students wishing to complete this major must take at least 24 credits of 2000's-level courses from [EEB](#), [MCB](#), and [PNB](#). It is strongly recommended that at least four courses include laboratory or field work. In addition to laboratory work associated directly with courses, an Independent Study course in any of the three biology departments will provide majors with a means of gaining specific research experience. Courses chosen for the major must include at least one course or course sequence from each of the following three groups:

- A. [MCB 2000](#), [2210](#), [2410](#), [2413](#), [2610](#) or [3010](#)
- B. [EEB 2244/W](#) or [EEB 2245/W](#)
- C. [PNB 2250](#) or [2274-2275](#) (Note: PNB 2274-2275 must be taken in sequence to be counted towards the Biology major).

To satisfy the writing in the major and information literacy competency requirements, all students must pass at least one of the following courses: [EEB 2244W](#), [2245W](#), [3209W](#), [3220W](#), [4230W](#), [4251W](#), [4253W](#), [4276W](#), [4896W](#), 5335W; [MCB 3640W](#), [3841W](#), [4026W](#), [4997W](#); [PNB 3263WQ](#), [4296W](#); or any W course approved for this major.

A minor in Biological Sciences is described in the [Minors](#) section.

Majors are also offered in [Ecology and Evolutionary Biology](#), [Molecular and Cell Biology](#), [Physiology and Neurobiology](#), and [Structural Biology and Biophysics](#). These majors are described in separate sections in the *Catalog*.

6. Proposed catalog Description of the Major:

The requirements for the major in Biological Sciences are designed to ensure a sound and broad background in biology, with opportunities to explore related fields. Biological Sciences majors should must take [BIOL 1107](#) and [1108](#), but majors interested primarily in botany may wish to take [BIOL 1110](#) in addition or may substitute [BIOL 1110](#) for [BIOL 1108](#). Students wishing to complete this major must take at least 24 credits of 2000's-level courses from [EEB](#), [MCB](#), and [PNB](#). It is strongly recommended that at least four courses include laboratory or field work. In addition to laboratory work associated directly with courses, an Independent Study course in any of the three biology departments will provide majors with a means of gaining specific research experience. **A maximum of 3 independent study credits from among EEB 3899, MCB 3899, MCB 3989, MCB 4989, and PNB 3299 may count toward the 24-credit requirement.**

Courses chosen for the major must include at least one course or course sequence from each

of the following three groups:

A. [MCB 2000](#), [2210](#), [2410](#), [2413](#), [2610](#) or [3010](#)

B. [EEB 2244/W](#) or [EEB 2245/W](#)

C. [PNB 2250](#) or [2274-2275](#) (Note: PNB 2274-2275 must be taken in sequence to be counted towards the Biology major).

To satisfy the writing in the major and information literacy competency requirements, all students must pass at least one of the following courses: [EEB 2244W](#), [2245W](#), [3209W](#), [3220W](#), [4230W](#), [4251W](#), [4253W](#), [4276W](#), [4896W](#), 5335W; [MCB 3640W](#), [3841W](#), [4026W](#), [4997W](#); [PNB 3263WQ](#), [4296W](#); or any W course approved for this major.

A maximum of eight 2000-level or above transfer credits in EEB, MCB, or PNB may count toward the major with approval of the respective department.

A minor in Biological Sciences is described in the [Minors](#) section.

Majors are also offered in [Ecology and Evolutionary Biology](#), [Molecular and Cell Biology](#), [Physiology and Neurobiology](#), and [Structural Biology and Biophysics](#). These majors are described in separate sections in the *Catalog* .

7. Effective Date :

Justification

1. Why is a change required? Students are graduating from UConn with a degree in Biological Sciences that does not reflect a solid foundation in biology courses from this institution.
2. What is the impact on students? Students will be required to take more major courses at UConn.
3. What is the impact on regional campuses? None
4. Dates approved by (see [Note Q](#)):
Department Faculty: EEB (16-Feb-2011), MCB (10-Dec-2010), PNB (9-Sep-2011)
5. Name, Phone Number, and e-mail address of principal contact person:
Eldridge Adams, 6-5894, eldridge.adams@uconn.edu

GEOC Program Plan for Information Literacy (Not a Catalog change)

2011-68	ENGL	Major	Change to information literacy plan GEOC Program Plan
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GEOC Program Plan for Information Literacy (for review by CC&C)

Information Literacy: *the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.* (<http://www.infolit.org/>)

For English majors, Information Literacy will be the special focus of a range of the following upper-division courses, each of which emphasizes the collective nature of creating knowledge and the technological means of its transmission.

- **Engl 3265W. Seminar in American Studies:** An in-depth study of an event, historical period, or cultural production from an interdisciplinary perspective.
- **Engl 4600W. Seminars in Literature:** Intensive study of various limited topics, such as a particular literary theme, form, or movement, to be announced from semester to semester.
- **Engl 4405W. Advanced Study: Drama:** Intensive study of particular topics in dramatic literature.
- **Engl 4401W. Advanced Study: Poetry:** Intensive study of particular topics in poetry.
- **Engl 4407W. Advanced Study: Prose:** Intensive study of particular topics in literary prose.
- **Engl 4601W. Advanced Study: Literary Criticism and Theory:** Intensive study of particular topics in literary criticism and theory.
- **Engl 4101W. Advanced Study: British Literature:** Intensive study of particular topics in the literature of the British Isles.
- **Engl 4201W. Advanced Study: American Literature:** Intensive study of particular topics in the literature of the United States.
- **Engl 4203W. Advanced Study: Ethnic Literature:** Intensive study of particular topics in British or American literature written by ethnic writers.
- **Engl 4301W. Advanced Study: Anglophone Literature:** Intensive study of particular topics in the English literature of one or more regions, such as South Asia, Africa, or the Caribbean .
- **Engl 4613W. Advanced Study: Lesbian, Gay, Bisexual and Transgendered Literature:** Intensive study of particular topics in the literary expression of lesbian, gay, bisexual and transgendered identity.
- **Engl 4965W. Advanced Studies in Early Literature in English:** Advanced studies in literature written in English before 1800.

Each of the above twelve courses is a designated "capstone" experience, fulfilling both the Information Literacy and the Writing in the Major requirements for the English major. In capstone courses, English majors develop sophisticated reading, writing, and technological skills by consulting with professors, librarians, and sometimes fellow students. This work guides the student in compiling an annotated bibliography, surveying archival holdings when appropriate, analyzing research websites and databases, and attending library instruction sessions and workshops.

Standard One

" ***The information-literate student determines the nature and extent of the information needed.***"* In the capstone courses, the students are assigned to write a research paper of 15-20 pages or, where appropriate, a series of shorter research assignments, using critical methodologies specific to the course. Students learn to interrogate their chosen topic so as to generate the questions that need to be asked and answered in the course of their research. Creating annotated bibliographies give

students an appreciation of the wide varieties of scholarly discussion. In developing their research products, students learn to identify and access information from primary texts and from secondary sources pertinent to literary analysis (for example, source-studies, interviews, scholarly databases, and archival papers).

Standard Two

"The information-literate student accesses needed information effectively and efficiently." In the capstone courses, English majors will be trained in advanced research methods in literary analysis, including the use of a variety of field-specific scholarly books and journals (in either print or electronic format), specialized internet search engines, and electronic databases (for example, the MLA Bibliography, LexisNexis Academic, ProQuest Historical Newspapers, and so forth). They will also attend library workshops and information sessions that explore the development and structure of scholarly information.

Standard Three

"The information-literate student evaluates information and its sources critically and incorporates selected information into his/her knowledge base and value system." In the capstone courses, all students are assigned secondary reading as well as the primary texts; they may also be expected to evaluate each other's writing through such venues as WebCT. Exploring relevant secondary sources may require using ILL, archival sources, interviews, and so forth. English majors learn to trace information to its original source, establish which sources are most authoritative and suitable for scholarly discussion, and to identify political and cultural biases, logical fallacies, and inconsistencies in arguments. They learn how to adjust their own knowledge base and value systems to accommodate new information and concepts that they find persuasive, but also gain strength as critical thinkers by learning to draw on their own cognitive systems to articulate reasons for rejecting misinformation and conceptual error.

Standard Four

"The information-literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose." In the capstone courses, the English majors learn the research process by pursuing research projects as noted above (see Standard One). Throughout the research process, students will be aware of the needs and purposes of their audience. They learn to narrow the scope of their research topic, formulate a viable thesis, organize their argument, and in addressing a scholarly reader, produce a paper that contributes to a specific debate. As they evaluate previous scholarly work on their topic, they learn to discover how their understanding of and approach toward a literary text may differ from prevailing views.

Standard Five

"The information-literate student understands many of the economic, legal, and social issues surrounding the use of information, and accesses and uses information ethically and legally." The capstone courses emphasize rigorously ethical research; the principles of academic honesty are prominent in each course. Part of the research assignment is to learn the proper method of citation according to the MLA Style Manual or The Chicago Manual of Style . In this way, the English major learns that

acknowledging earlier sources not only gives credit to another scholar but also furthers the critical debate.

To satisfy the general education requirement for information literacy in the major, students must pass at least one capstone course as listed above.

***The first sentence of each section is quoted from the document distributed by Association of College and Research Libraries: "Faculty Guidelines: Information Literacy Standards for Higher Education."**

Proposal to Add a New Undergraduate Course

2011-69	JOUR	30XX	Add Honors Thesis Preparation Seminar
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1. Date: 9/23/11
2. Department requesting this course: Journalism
3. Semester and year in which course will be first offered: As soon as approved

Final catalog Listing (see [Note A](#)):

JOUR 30XX. Honors Thesis Preparation Seminar

Both semesters. One credit. Prerequisite: J2000W, 2001W and at least three other journalism credits at the 2000-level or above.

Honors students choose topics for their theses or projects, develop research proposals and apply for funding if needed. Students work as a community of scholars to discuss and support each other's work. Usually taken the semester before Journalism 3097, Honors Thesis. Consent of instructor is required.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): JOUR
2. Course Number (see [Note B](#)): 30XX
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___ Yes ___ No
3. Course Title: Honors Thesis Preparation Seminar
4. Semester offered (see [Note C](#)): both
5. Number of Credits (see [Note D](#)): 1
6. Course description (second paragraph of catalog entry -- see [Note K](#)):

Honors students choose topics for their theses or projects and plan strategies for their successful completion. They develop research proposals and apply for funding if needed. Students work as a community of scholars to discuss and support each other's work. This course is usually taken the semester before Journalism 3097, Honors Thesis.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): 1
8. Prerequisites, if applicable (see [Note F](#)): J2000W, 2001W and at least three other journalism credits at the 2000-level or above.
9. Recommended Preparation, if applicable (see [Note G](#)):
10. Consent of Instructor, if applicable (see [Note T](#)) Open only with consent of instructor.
11. Exclusions, if applicable (see [Note H](#)):
12. Repetition for credit, if applicable (see [Note I](#)):
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)):

Croteau

14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): No
16. S/U grading (see Note W): No

Justification

1. Reasons for adding this course: (see Note L) Preparation for the honors thesis is now handled as a one-credit Independent Study. This will allow the course to be listed in the catalog, which will make it easier for students to understand what is expected of them and what guidance is available as they complete their honors work.
2. Academic Merit (see Note L): Experience with our honors students has proven to us that students are much more likely to have a well-planned, well-researched, well-written honors thesis if they explore topics and write a research plan in the previous semester. By allowing students to work together in a small group to vet research proposals, they gain valuable insight and experience.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 1 to 6
5. Number and Size of Section: one section; 1 to 6 students
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P): Maureen Croteau, who supervises the current Independent Studies in this area, will teach the course.
9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/23/11
Department Faculty: 9/23/11
10. Name, Phone Number, and e-mail address of principal contact person:
Robert Wyss, 486-3030, Robert.Wyss@uconn.edu; Maureen Croteau, 486-4221, maureen.croteau@uconn.edu

Proposal to Change an Existing Course

2011-70	JOUR	4091	Change prerequisite
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1. Date: Sept. 23, 2011
2. Department: Journalism
3. Nature of Proposed Change: Change prerequisite, description

4. Current Catalog Copy:

4091. Supervised Field Internship

(297) One to three credits. Hours by arrangement. Prerequisite: [JOUR 2000](#), [2001](#) and [3020](#); open only with consent of Department Head.

Students research, report and write for newspapers, news departments of radio and television stations, and public relations offices under supervision of professionals.

5. Proposed Catalog Copy:

4091. Supervised Field Internship

(297) One to three credits. Hours by arrangement. Prerequisite: [JOUR 2000](#) and [2001](#); open only with consent of Department Head.

Students research, report and write for news organizations under supervision of professionals.

6. Effective Date (semester, year -- see [Note R](#)):

(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for changing this course:

Prerequisite: We routinely waive the Journalism 3020 requirement because students are not able to enroll in Journalism 3020 until their last semester due to enrollment pressures. Students have suffered no ill effect due to the waiver. This will eliminate the waiver issue.

Description: Our current description was written before online news providers were an important part of the news industry and of our internship program. This accurately reflects the nature of internships offered.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see [Note N](#)):
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: No change.
7. Dates approved by (see [Note Q](#)):

Department Curriculum Committee: 9/23/11

Department Faculty: 9/23/11

8. Name, Phone Number, and e-mail address of principal contact person: Robert Wyss, 486-3030, Robert.Wyss@uconn.edu; Maureen Croteau, 486-4221, Maureen.Croteau@uconn.edu

Proposal to Change an Existing Course

2011-71	JOUR	3020	Change title of course
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1. Date: 9/23/11
2. Department: Journalism
3. Nature of Proposed Change: Name Change

4. Current Catalog Copy:

3020. Law of Libel and Communications

(220) Three credits. Prerequisite: Open to juniors or higher.

Typical subjects: libel, slander, invasion of privacy, obscenity, legal problems of newsgathering, protecting the political process, protecting state secrets, protecting the public welfare.

5. Proposed Catalog Copy:

3020. Journalism Law

(220) Three credits. Prerequisite: Open to juniors or higher.

Typical subjects: libel, slander, invasion of privacy, obscenity, legal problems of newsgathering, protecting the political process, protecting state secrets, protecting the public welfare.

6. Effective Date (semester, year -- see Note R):
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for changing this course: This more accurately reflects the comprehensive content of the course. Libel is only one of many topics covered in a course that deals with legal aspects of modern journalism. Our accrediting body has suggested to us that the current name is archaic.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: No change
7. Dates approved by (see Note Q):
Department Curriculum Committee: 9/23/11
Department Faculty: 9/23/11
8. Name, Phone Number, and e-mail address of principal contact person: Robert Wyss, 486-3030, Robert.Wyss@uconn.edu; Maureen Croteau, 486-4221, Maureen.Croteau@uconn.edu

Proposal for 'Special Topics' course title.

2011-72 GEOG 4095 New special topic course: Geography of the African American Experience(s)

1. Date of this proposal: **October 5, 2011**
2. Semester and year this 4095 course will be offered: **Spring 2012**
3. Department: **Geography**

4. Proposed course Title :

4095 Geography of the African American Experience(s)

5. Number of Credits: **3**
6. Instructor: **Priscilla McCutcheon**
7. Instructor's position: **Assistant Professor**
8. Has this topic been offered before? **No** If yes, when?
9. Is this a (**x**) 1st-time, () 2nd-time, () 3rd-time request to offer this topic?
10. Short description: This course exposes students to a body of work that connects the experiences of African Americans to space. Specifically, this course will explore the spatiality of the African American experience(s) across rural and urban land, the significance of the Great Migration in the United States, and the ways in which class, gender, sexuality, and space are tied to the experiences of African Americans in this country. This course requires a critical engagement with the texts both verbally and in writing. Students will come away from this course with a better understanding of how race is socially constructed and intimately tied to space.
11. Please attach a sample/draft syllabus to first-time proposals

Geography 4095: Geography of the African American Experience(s)
Spring Semester 2012

Instructor: Priscilla McCutcheon, PhD

Office: CLAS Room 433

Email: [HuskyCT](#) Email

Telephone: 860-486-5952

Office Hours: TBA

Required Text:

Course reader available at University Readers, and will consist of excerpts from the texts listed on page five of this syllabus.

Additional readings will be available on HuskyCT (huskyct.uconn.edu) and are indicated on the syllabus.

Course Description and Objectives:

In this course, we will examine the experiences of African Americans as a racial and ethnic group living within the racialized landscape of the United States. We will explore the many ways through which race is socially constructed and intimately tied to space and place both historically and contemporarily. We will interrogate how the experiences of blacks vary across urban and rural spaces, recognizing the importance of events like the Great Migration. We will

then move beyond the dual connection between race and space to examine how other nodes of identity including class, gender, and sexuality are interlocking and intimately tied to the experiences of African Americans in the United States.

The readings in this class are meant to expose you to a breadth of work on the connection between space and black racial identity. During the “Great Migration” section, for example, we will read excerpts from Wilkerson’s *The Warmth of our Suns*, a book that chronicles the lives of black families who were a part of this historic migration. In our “gender” section, we will read portions of McKittrick’s *Demonic Grounds*, a work that connects black women’s struggles to spatial theory. These are only two samples of readings from sections of the class. As you can note on page five, the readings are diverse, and will challenge you to consider numerous facets of this connection between race and space.

You will have a range of opinions about the topics that we will discuss in this class. Thinking critically does not mean abandoning your positions, but rather interrogating where all of our ideas come from and their value in the world. You may arrive at conclusions that are different from mine or your other classmates. I expect you to discuss these conclusions in a mature manner in class taking into account the wide array of opinions from your peers and from me. Your grade in this class is in no way dependent on whether or not you agree or disagree with my arguments. It is based on your ability to think critically about the arguments presented in the readings and to express your own views both verbally and in writing.

Grading:

Midterm: 25%

Final exam: 30%

Reading Responses: 30%

Participation = 15%

Course Sections:

Section 1: Introduction to “Race” and Racism

Section 2: Rural Space and Black Racial Identity

Section 3: Urban Space and Black Racial Identity

Section 5: The Great Migration and the Rural/Urban Dialectic

Section 6: “Race,” Class, and Space

Section 7: “Race,” Gender, and Space

Section 8: “Race,” Sexuality, and Space

Selected Texts: Excerpts from the sample of selected texts below will be included in the reader.

Bailey, M. 2011. “Gender/Racial Realness: Theorizing the Gender System in Ballroom Culture.” *Feminist Studies*. 37(2).

Collins, P.H. 2000. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge.

Delaney, D. 1998. *Race, Place, & the Law*. Austin: University of Texas Press.

Dubois, W.E.B. 1903. *The Souls of Black Folks*. New York: W.W. Norton and Company.

Dubois, W.E.B. 1996. *The Philadelphia Negro: A Social Study*. Philadelphia: University of Pennsylvania Press.

Harris-Lacewell, M. 2004. *Barbershops, Bibles, and BET: Everyday Talk and Black Political Thought*. Princeton: Princeton University Press.

Massey and Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge: Harvard University Press.

- McKittrick, K. 2006. *Demonic Grounds: Black Women and the Cartographies of Struggle*. Minneapolis: University of Minnesota Press.
- Smith, K.K. 2007. *African American Environmental Thought*. Lawrence: University of Kansas Press.
- Stack, Carol. 1996. *Call to Home: African Americans Reclaim the Rural South*.
- Tyner, J. 2006. *The Geography of Malcolm X: Black Radicalism and the Remaking of American Space*. New York: Routledge, Taylor & Francis Group.
- Wilkerson, I. 2010. *The Warmth of Other Suns: The Epic Story of America's Great Migration*. New York: Random House Press.
- Wilson, W.J. 1987. *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy*. Chicago: University of Chicago Press.
12. Comments, if comment is called for:
13. Dates approved by ([see Note Q](#)): Department Curriculum Committee: 10/4/2011
Department Faculty: 10/5/2011
14. Name, Phone Number, and e-mail address of principal contact person:
Robert Cromley x-2059, Robert.cromley@uconn.edu

Proposal for 'Special Topics' course title

2011-73	HIST	3995	New special topic course title: History of American Capitalism
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1. Date of this proposal: September 7, 2011
2. Semester and year this xx95 course will be offered: Second, Spring 2012
3. Department: History

4. Course Title proposed:

3995 History of American Capitalism

5. Number of Credits: 3
6. Instructor: Eduardo Canedo
7. Instructor's position: Assistant Professor
8. Has this topic been offered before? No
9. Is this a (X) 1st-time, () 2nd-time, () 3rd-time request to offer this topic?

10. Short description:

This course offers a broad overview of American capitalism from colonial times up to the present. Focusing on the reasons for and effects of economic growth, it follows the transformation of North America from a rural, colonial outpost of the British Empire to the largest industrial power in the world, and considers how this in turn shaped the ways Americans produced and lived. The course will examine the political, social, cultural, geographical, legal, moral, environmental, and technological dimensions of economic life, capturing the historical dynamics of American capitalism.

11. Please attach a sample/draft syllabus to first-time proposals. See attached.
12. Comments, if comment is called for: No comments.
13. Dates approved by (see Note Q): dept. C&C :9/30/2011; Dept: 10/6/2011
14. Name, Phone Number, and e-mail address of principal contact person:
Micki McEly, 6-2085, micki.mcelya@uconn.edu

American Capitalism

Prof. Eduardo Canedo; Email: eduardo.canedo@uconn.edu; Office: 224 Wood Hall
This course offers a broad overview of American capitalism from the colonies to the present. Focusing on the reasons for and effects of economic growth, it follows the transformation of North America from a rural, colonial outpost of the British Empire to the largest industrial power in the world, and considers how this in turn shaped the ways Americans produced and lived. The course will examine the political, social, cultural, geographical, legal, moral, environmental, and technological dimensions of economic life, capturing the complex historical dynamics of American capitalism.

Course requirements consist of the following:

- Participation: thoughtful contributions to discussion (10% of your final grade)
- Midterm Exam: DATE (20%)

First Paper: due online on or before DATE (20%)

Second Paper: due online on or before DATE (25%)

Final Exam: date to be announced (25%)

Readings: Readings may include selections from:

Joyce Appleby, *Capitalism and a New Social Order: The Republican Vision of the 1790s* (1984).

Christopher Clark, *The Roots of Rural Capitalism: Western Massachusetts, 1780-1860* (1990)

Adam Rothman, *Slave Country: American Expansion and the Origins of the Deep South* (2005)

Sven Beckert, *The Monied Metropolis: New York City and the Consolidation of the American Bourgeoisie, 1850-1896* (2001).

Richard White, *Railroaded: The Transcontinentals and the Making of Modern America* (2011)

Nelson Lichtenstein, *The Retail Revolution: How Wal-Mart Created a Brave New World* (2009).

Exams: Exams will consist of a combination of short-answer identifications and longer essay questions.

Papers: The first and second papers involve the same basic assignment. Both papers should be 5-8 pages in length and utilize 2-3 scholarly sources (academic books and journal articles).

SCHEDULE & READINGS

WEEK 1

A) Introduction

B) The Origins of Capitalism

WEEK 2

A) Plantation Agriculture

B) Household Production

WEEK 3

A) Commerce & Manufacturing

B) American Revolution

WEEK 4

A) King Cotton

B) The First Industrial Revolution

WEEK 5

A) Bank War

B) Free Labor, Free Soil, Free Men

WEEK 6

A) American Civil War

B) **MIDTERM EXAM**

WEEK 7

A) Steel and Oil

B) Western Expansion

*** **FIRST PAPER** due at the beginning of class.

WEEK 8

A) American Bourgeoisie

B) American Working Class

WEEK 9

- A) Agrarian Revolt
- B) Fordism & Mass Production

WEEK 10

- A) Great Depression
- B) New Deal

WEEK 11

- A) Big Business, Big Government
- B) White Collar, Blue Collar, Pink Collar

WEEK 12

- A) Consumerism & its Critics
- B) Age of Free Markets

WEEK 13

- A) Wall Street
- B) Globalization & its Discontents

WEEK 14

- A) New Economy
- B) Financial Crisis

*** **SECOND PAPER** due at the beginning of class.

FINAL EXAM (date to be announced)

Proposal for 'Special Topics' course title

2011-73	HIST	3995	New special topic course title: Asian Diasporas in the Americas
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1. Date of this proposal: 9/14/2011
2. Semester and year this xx95 course will be offered: Second, Spring 2012
3. Department: History

4. Course number and Title proposed:

3995 "Asian Diasporas in the Americas"

5. Number of Credits: 3
6. Instructor: Jason Oliver Chang
7. Instructor's position: Assistant Professor
8. Has this topic been offered before: NO
9. Is this a (X) 1st-time, () 2nd-time, () 3rd-time request to offer this topic
10. Short description:
A course to examine the transnational history of individual Asian diasporas across North America, South America, and the Caribbean.
11. See Attached Syllabus.
12. Comments: Cross-listed with AASI and CLACS. Please see attached cross list proposal.
13. Approval Dates:
Department Curriculum Committee: 9/30/2011
Department Faculty: 10/6/2011
14. Principal contact person:
Micki McElya, 6-2085, micki.mcelya@uconn.edu

Description and Syllabus

Spring 2012

HIST 3995 Asian Diasporas in the Americas

Instructor: Dr. Jason Oliver Chang

Office: Wood Hall 331

Course Description

This course examines the transnational history of multiple Asian diasporas across North, Central, and South America, in addition to the Caribbean from the 1500s to the present. The study of Asian diasporas in the western hemisphere has focused almost exclusively on the U.S. and Canada. These countries represent the largest populations of Asians in the two American continents, but less attention has been paid to the presence and connections to Asians in Latin America and the Caribbean. Through a framework that conceives of diaspora as a transnational identity and social process grounded in material and cultural systems of exchange that transcend national boundaries, students will learn the histories of different Asian populations (Chinese, Japanese, Korean, Indian, Filipino, among others) and the migration and settlement patterns that often link multiple destinations (Mexico, Cuba, Peru, Haiti, the U.S., Canada, Brazil, and many others) across several generations. They will

also gain an understanding of the reasons for migration, the worldview of those migrants, and their living conditions. Ultimately, students will question the terms of belonging, incorporation, and integration to analyze the differences and similarities among Asian ethnic groups, as well as, between different colonial and national contexts. In this examination, the course contributes to a multi-racial/multi-ethnic understanding of identity formation in which Asians occupy shifting and dynamic relations to indigenous, white, black, and mestizo populations, for example. Through this subject matter, students will be evaluated on their analysis of historical knowledge and application of critical thinking skills to consider how social structures (e.g. states, economies, institutions) and ideologies (e.g. race, gender, sexuality, and nationality) have shaped the experiences of Asian migration and settlement and conditioned their choices. In written assignments and classroom discussion, students will gain an appreciation for the long history of contact that weaves the Pacific region together along with the different articulations of power that are revealed by focusing on Asian diasporas across the Americas.

Proposed Readings

- Selections from *Asian Diasporas: New Formations, New Conceptions*. eds. Parreñas, R. and Siu, L. (Stanford: Stanford University Press, 2007)
- Selections from Mignolo, Walter. *The Idea of Latin America*. (London: Wiley-Blackwell Publishing, 1991)
- Selections from Jeffrey Lesser. *Negotiating National Identity: Immigrants, Minorities, and the Struggle for Ethnicity in Brazil*. (Durham: Duke University Press, 1999).
- Selections from Floro L. Mercene. *Manila Men in the New World: Filipino Migration to Mexico and the Americas from the Sixteenth Century*. (Honolulu: University of Hawai'i Press, 2007).
- Selections from *Race and Nation in Modern Latin America*, edited by Nancy P. Applebaum, et. al. (Chapel Hill: University of North Carolina, 2003).
- Selections from Endoh, Toake. *Exporting Japan: Politics of Emigration Toward Latin America*. (Urbana: University of Illinois Press, 2009).
- Selections from Lee, Erika. *At America's Gates: Chinese Immigration During the Exclusion Era, 1882-1943*. (Chapel Hill: University of North Carolina Press, 2003).
- Selections from *The Idea of Race in Latin America, 1870-1940*. eds. Graham, R., A. Helg, and A. Knight. (Austin: University of Texas Press, 1990).
- Selections from Paek, P. H. "The Koreans in Mexico: 1905-1911." PhD diss., University of Texas, 1968.
- Selections from *Chinese in the Caribbean*. ed. Wilson, Andrew. (Princeton: Markus Wiener Publications, 2004).
- Selections from Leonard, Karen. *Making Ethnic Choices: California's Punjabi-Mexican Americans*. (Philadelphia: Temple University Press, 1992).
- Lee, Erika. "Orientalisms in the Americas: A Hemispheric Approach to Asian American History." *Journal of Asian American Studies* 8 (2005): 235-256.
- Slack Jr, Edward R. "The Chinos in New Spain: A Corrective Lens for a Distorted Image." *Journal of World History* 20, no. 1 (2009): 35-67.
- Lisa Yun and Ricardo Rene Laremont. "Chinese Coolies and African Slaves in Cuba, 1847-74." *Journal of Asian American Studies* 4: 2 (2001): 99-122.

- Chang, Jason Oliver. "Racial Alterity in the Mestizo Nation." *Journal of Asian American Studies*. 14:3 (2011).
- Hu-DeHart, Evelyn. "Coolies, Shopkeepers, Pioneers: The Chinese of Mexico and Peru (1849-1930)." *Amerasia Journal* 15 (1989): 91-116.
- Guevarra Jr, R. P. "Multiethnic Identity In San Diego, California." In *Crossing Lines: Race and Mixed Race Across the Geohistorical Divide*, edited by Marc Coronado and et al., 73, 2003.
- Kyeyoung Park. "'10,000 Señora Lees': The Changing Gender Ideology of Korean-Latina-American Women in the Diaspora." *Amerasia Journal* 28: 2 (2002): 161-180.
- Camacho, Julia Schiavone. "Crossing Boundaries, Claiming a Homeland: The Mexican Chinese Transpacific Journey to Becoming Mexican, 1930s-1960s." *Pacific Historical Review* 78, no. 4 (2009): 545-577.
- Schell, William, Jr. "Silver Symbiosis: ReOrienting Mexican Economic History." *Hispanic American Historical Review* 81, no. 1 (2001): 89-134.
- Gonzales, Michael. "Chinese Plantation Workers and Social Conflict in Peru in the Late Nineteenth Century." *Journal of Latin American Studies* 21, no. 3 (1989): 385-424.

Proposed Films

Chinese Stories (1997)

Ancestors in the Americas (1998)

Gaijin (1980)

Chinese Restaurants (2005)

Note: No knowledge of the Spanish language is required. All readings will be in English or translated into English.

Proposed Course Units and Themes

Introduction / Overview

Diasporas and Empires

The Hispanic Pacific: Encounters and Inventions 1500s-1750s

Silver, Silk, and Sailors

Spaniards in the Philippines and Manila Men in New Spain

The Chinese Empire: Qing Dynasty (1644-1912)

The British Empire: Asian Imperialism and American Colonies (1500-1815)

African Emancipation and Racial Labor

Producing Coolies (China and India)

The French and Portuguese Empires

Asian Américas: The Caribbean and the Continent

Comparative Settler- and Administrative-Colonialisms

Independence Struggles Across Asia and Latin America

Changing Politics and Enduring Structures

Asian Freedom Fighters in Latin America

Comparing National Identities

Recreating Whiteness

The Mestizo Renaissance

The Gendered Nation

Colonial Legacies: Racial Niche of Asians in Latin American

U.S. Empire: The Colonial Inheritance

"Reinventing the Wheel"

Connections between Asian and American Fronts of U.S. Imperialism
Dependencies
The Japanese Empire: Mandated Diaspora
Structured Emigration
Japanese Colonial Subjects: Korean Diaspora
WWII and U.S. Internment
Asian-Latino Families and Serial Migration
Cold War Revisions
Asian Revolutionaries in Latin America
Latino Soldiers and U.S. Empire in Asia
Dragon Economies and Banana Republics
New Investment Patterns
Revived Immigration

Proposal to Cross List HIST 3995 “Asian Diasporas in the Americas”

2011-75	HIST/ CLACS /AASI	3995	Proposal to cross-list HIST 3995: Asian Diasporas... with CLACS and AASI
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1. Date: 9/14/2011
2. Department Initiating this Proposal: History
3. Current Catalog Copy: HIST 3995 (pending approval)
4. Proposed Catalog Copy: HIST/CLACS/AASI 3995
5. Effective Date: Upon approval of above 3995 course proposal

Justification

1. Reason for adding course: This course teaches new theories, methods, and knowledge of Latin American, North American, and Caribbean History by focusing on the migrations, settlements, and patterns of integration of Asian peoples across the Western Hemisphere. This course organizes, synthesizes, and questions new research across the fields of Latin American Studies, Asian American Studies, U.S. History, and Asian Studies. It presents a new way to understand Asian diasporas as well as colonial and national histories across the Americas.
2. Reasons for cross listing this course: This course should be cross-listed to enable students to use this course to fulfill requirements for minors/majors in both Asian American Studies and Latin American Studies. In addition, the course should be cross-listed to recognize the contribution of the material to multiple fields of study.
3. Clear Description of Title: Yes
4. Other Departments Consulted: Yes, Approved on 9/15/2011
5. Effects on Regional Campus: None
6. Staffing: Jason Chang

Approvals

History Department; Asian American Studies Institute (AASI); Latin American Studies (LAMS)

History Department

Department Curriculum Committee: 9/30/2011

Department Faculty: 10/6/2011

Asian American Studies Institute (AASI) – Approved 9/15/2011

Latin American Studies (LAMS) – Approved 9/15/2011

3. Principle Contact Person

Micki McElya, 6-2085, micki.mcelya@uconn.edu