

# College of Liberal Arts and Sciences, Committee on Curricula and Courses, October 25, 2011

---

## Agenda

Selection of the secretary

Minutes of the meeting of October 11, 2011

Report of the chair

Proposals approved by the chair before the meeting

Proposals from prior meetings, for reconsideration

New proposals submitted to the chair for consideration

Reports of committees

Old business

Environmental Studies

New business

Adjournment until November 8<sup>th</sup>, 2011, 3:30 pm Dodd Center Room 162

## Table of Contents

<b><u>AGENDA</u></b>	<b>1</b>
<b><u>PROPOSALS PRE-APPROVED BY THE CHAIR</u></b>	<b>3</b>
2011-76 ADD ANTH 3095 SPECIAL TOPICS: ARCHAEOLOGICAL / FORENSIC SCIENCE LAB	3
<b><u>PROPOSALS FOR RECONSIDERATION</u></b>	<b>5</b>
2011 - 40 GSCI 1052 ADD COURSE PREREQUISITE (REVISED BY GEOC)	5
<b><u>PROPOSALS FOR CONSIDERATION</u></b>	<b>7</b>
2011-77 ADD MCB 5445 GENOME DYNAMICS AND EPIGENETICS	7
2011-78 COMM CHANGE EXISTING MAJOR	8
2011-79 ADD CDIS 2XXXA ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISM	13
2011-80 ADD CDIS 2XXXB. SPEECH AND LANGUAGE ACQUISITION	14
2011-81 ADD CDIS 2XXXQ SPEECH AND HEARING SCIENCE	15
2011-82 ADD CDIS 4XXXA NEUROSCIENCE FOR THE STUDY OF COGNITIVE AND COMMUNICATION DISORDERS.	17
2011-83 ADD CDIS 4XXXAW. NEUROSCIENCE FOR THE STUDY OF COGNITIVE AND COMMUNICATION DISORDERS.	18
2011-84 ADD CDIS 4XXXB. INTRODUCTION TO LANGUAGE DISORDERS IN CHILDREN	19
2011-85 ADD CDIS 4XXXBW. INTRODUCTION TO LANGUAGE DISORDERS IN CHILDREN	21

<b>2011-86 CHANGE CDIS 3247 INTRODUCTION TO PHONETIC PRINCIPLES – ADD PREREQUISITES</b>	<b>22</b>
<b>2011-87 CHANGE CDIS 3248 INTRODUCTION TO AUDIOLOGY – ADD PREREQUISITES</b>	<b>23</b>
<b>2011-89 CHANGE CDIS 4249/4249W INTRODUCTION TO AURAL REHABILITATION – ADD PREREQUISITES</b>	<b>23</b>
<b>2011-90 CHANGE CDIS 4251. INTRODUCTION TO ARTICULATION, VOICE, AND FLUENCY DISORDERS – MAKE REQUIRED</b>	<b>24</b>
<b>2011-91 DROP CDIS 1155Q APPLIED SOUND SCIENCE</b>	<b>25</b>
<b>2011-92 DROP CDIS 3201 SPEECH SCIENCE</b>	<b>26</b>
<b>2011-93 DROP CDIS 3202W. SPEECH AND LANGUAGE ACQUISITION</b>	<b>26</b>
<b>2011-94 DROP CDIS 3202W. SPEECH AND LANGUAGE ACQUISITION</b>	<b>26</b>
<b>2011-95 DROP CDIS 3250 STRUCTURE AND FUNCTION OF THE AUDITORY SYSTEM</b>	<b>27</b>
<b>2011-96 DROP CDIS 4242 DIRECTED OBSERVATIONS</b>	<b>27</b>
<b>2011-97 DROP CDIS 4244. INTRODUCTION TO NEUROGENIC COMMUNICATION DISORDERS</b>	<b>28</b>
<b>2011-98 DROP CDIS 4244W. INTRODUCTION TO NEUROGENIC COMMUNICATION DISORDERS</b>	<b>28</b>
<b>2011-99 DROP CDIS 4253. INTRODUCTION TO LANGUAGE PATHOLOGIES IN CHILDREN</b>	<b>29</b>
<b>2011-100 CHANGE EXISTING MAJOR WS</b>	<b>29</b>
<b>2011-101 DROP WS 3266 WOMEN AND ETHNICITY: CHANGING ROLES IN A CHANGING SOCIETY</b>	<b>31</b>
<b>2011-102 CHANGE SOCI MAJOR – CHANGE IN REQUIRED COURSES</b>	<b>32</b>
<b>2011-103 CHANGE SOCI 3201 METHODS OF SOCIAL RESEARCH – CHANGE IN PREREQUISITES</b>	<b>33</b>
<b>2011-104 CHANGE SOCI 3251 SOCIAL THEORY – CHANGE PREREQUISITES</b>	<b>34</b>
<b>2011-105 CHANGE SOCI 3251W SOCIAL THEORY – CHANGE PREREQUISITES</b>	<b>35</b>
<b>2011-106 ADD W VARIANT OF POLS 2607</b>	<b>36</b>
<b>POLS CHANGES 2011-107 TO 2011-23</b>	<b>36</b>
<b>2011-107 CHANGE POLS 3062 – OPEN TO JUNIORS OR HIGHER</b>	<b>37</b>
<b>2011-108 CHANGE POLS 3208 – OPEN TO JUNIORS OR HIGHER</b>	<b>37</b>
<b>2011-109 CHANGE POLS 3208W – OPEN TO JUNIORS OR HIGHER</b>	<b>38</b>
<b>2011-110 CHANGE POLS 3210 – OPEN TO JUNIORS OR HIGHER</b>	<b>38</b>
<b>2011-111 CHANGE POLS 3210W – OPEN TO JUNIORS OR HIGHER</b>	<b>38</b>
<b>2011-112 CHANGE POLS 3218 – OPEN TO JUNIORS OR HIGHER</b>	<b>39</b>
<b>2011-113 CHANGE POLS 3218W – OPEN TO JUNIORS OR HIGHER</b>	<b>39</b>
<b>2011-114 CHANGE POLS 3237 – OPEN TO JUNIORS OR HIGHER</b>	<b>39</b>
<b>2011-115 CHANGE POLS 3237W – OPEN TO JUNIORS OR HIGHER</b>	<b>40</b>
<b>2011-116 CHANGE POLS 3428 – OPEN TO JUNIORS OR HIGHER</b>	<b>40</b>
<b>2011-117 CHANGE TO POLS 3430 – OPEN TO JUNIORS OR HIGHER</b>	<b>40</b>
<b>2011-118 CHANGE TO POLS 3464 – OPEN TO JUNIORS OR HIGHER</b>	<b>41</b>
<b>2011-119 CHANGE TO POLS 3464W – OPEN TO JUNIORS OR HIGHER</b>	<b>41</b>
<b>2011-120 CHANGE TO POLS 3476 – OPEN TO JUNIORS OR HIGHER</b>	<b>41</b>
<b>2011-121 CHANGE TO POLS 3604 – OPEN TO JUNIORS OR HIGHER</b>	<b>42</b>
<b>2011-122 CHANGE TO POLS 3622 – OPEN TO JUNIORS OR HIGHER</b>	<b>42</b>
<b>2011-123 CHANGE TO POLS 3667 – OPEN TO JUNIORS OR HIGHER</b>	<b>42</b>
<b>2011-124 CHANGE GSCI 4390 – CHANGE NUMBER OF CREDITS</b>	<b>42</b>
<b>2011-125 ADD ANTH 5305 GLOBALIZATION AND TRANSNATIONAL ANTHROPOLOGY</b>	<b>44</b>
<b>2011-126 CHANGE CHEM 3563-3564 PHYSICAL CHEMISTRY</b>	<b>47</b>

## Proposals pre-approved by the Chair

### 2011-76 Add ANTH 3095 Special Topics: Archaeological / Forensic Science Lab

1. Date of this proposal: October 14, 2011
2. Semester and year this 3095 course will be offered: Spring 2012
3. Department: Anthropology

#### **4. Course number and Title: Anth 3095, Special Topics – Archaeological and Forensic Science Lab Methods**

5. Number of Credits: 1 per each module; 6 modules or sections
6. Instructor: Gideon Hartman
7. Instructor's position: Assistant Professor in Anthropology
8. Has this topic been offered before? NO      If yes, when?
9. Is this a ( X ) 1st-time, ( ) 2<sup>nd</sup>-time, ( ) 3<sup>rd</sup>-time request to offer this topic?

#### **10. Short description:**

Archaeology and forensic science share many goals and techniques. Both disciplines strive to understand past events for which evidence is often sparse and fragmentary. Recent developments in scientific methods offer opportunities to fill voids in our understanding of archaeological sites, crime scenes, and the past events they represent. This interdisciplinary course introduces students to a wide range of lab methods taught as weekend modules. Enrollment for each unit is independent and students are not required to enroll in all modules, but should talk to the instructor for details (see below).

The course will be taught to advanced undergraduate and graduate students as a series of six modules offered during the Spring semester of 2012. The modules include: Genetics I,II,III; Human Osteology; Micro-Botany and Microscopy; and Stable Isotope Analysis. Each module is worth one credit. Each module consists of 15 contact hours comprised of labs and lectures and takes place during a single weekend.

Enrollment is capped at 12 undergraduate students and requires the consent of the instructor for each module.

11. Please attach a sample/draft syllabus to first-time proposals.
12. Comments, if comment is called for:
13. Dates approved by (see [Note Q](#)):

Department Curriculum Committee: 10/17/2011

Department Faculty: 10/17/2011

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

Gideon Hartman

486- 4850

[Gideon.hartman@uconn.edu](mailto:Gideon.hartman@uconn.edu)

### **Syllabus**

Archaeology and forensic science share many goals and techniques. Both disciplines strive to understand past events for which evidence is often sparse and fragmentary. Recent developments in scientific methods offer opportunities to fill voids in our understanding of archaeological sites, crime scenes, and the past events they represent. This interdisciplinary course introduces students to a wide range of lab methods taught as weekend modules. Enrollment for each unit is independent and students are not required to enroll in all modules, but should talk to the relevant instructor for details. The course will be taught to advanced undergraduate and graduate students as a series of six modules. The modules include: Genetics I,II,III; Human Osteology; Microscopy and Botany; and Stable Isotope Analysis. Each module is worth one credit. Each module consists of 15 contact hours comprised of labs and lectures and takes place during a single weekend.

**Genetics I: Introduction to Molecular Biology:** This course introduces the novice to the basics of molecular biology, including proper pipetting techniques, basic equipment operation, preparing and handling reagents and solutions, and setting up small volume reactions.

**Genetics II: Molecular Amplification:** This course provides students hands-on training with DNA extraction and PCR amplification. Students will extract their own DNA from buccal swabs and amplify the HV1 region of mitochondrial DNA.

**Genetics III: DNA Sequencing & Haplogroups:** Students will prepare their own sequencing reactions, and sequence mitochondrial DNA fragments using the ABI 3130 XL automated sequencer from Applied Biosystems. Use of basic analysis programs to assign haplogroups and explore deep ancestry will be covered.

**Human Osteology:** This module will provide a concise overview of human skeletal anatomy. Students will learn to identify the bones of the human skeleton and identify major anatomical landmarks required for forensic identification. Students will be instructed in the basic methods for attributing sex and ancestry, estimation of age at death, and calculation of stature. The effects of trauma and pathology will also be reviewed in brief. Class time will begin with lecture followed by hands on laboratory in which students will apply methods discussed in lecture to diagnose skeletal material.

**Botany and Microscopy:** Phytoliths and starch grains are microscopic plant remains that can survive for millions of years. The durability of these microscopic plant remains, along with the ability to identify them to the species level, allows researchers to answer questions relating to both modern and ancient plants. This course will provide an introduction to the taxonomy of identifiable plant remains (seed; stem; fruit), the extraction and analysis of phytoliths and starch grains, and how they are used to answer archaeological and forensic questions. The lab component will include an introduction to basic optical microscopy as well as an introduction to phytolith and starch grain extraction from archaeological contexts and modern plant comparative samples.

**Stable isotopes:** Stable isotopes can be used to trace the environmental and geographic origin and migration of modern and archaeological humans and animals; they can also provide valuable information about human diet. The module will introduce students to stable isotope analysis and data interpretation. The lab component will include the extraction and preparation of bone collagen and keratinous body tissue for isotopic analysis and radiocarbon dating.

**Module requirements:**

While students are not required to enroll to all six modules, their attendance in modules to which they are enrolled is mandatory.

At the beginning of each module the students will receive a lab notebook and an assignment sheet that will be filled out by the students during lectures and lab.

The lab notebook and assignment sheet will be submitted to the instructor at the end of the module. Student performance will be evaluated based on this submission. Grade breakdown: The content of lab notebook and assignment sheet makes 80% of the module grade. Student participation and engagement makes 15% of the module grade. The organization of the lab notebook makes 5% of the grade.

<b>Module</b>	<b>Date</b>	<b>Hours</b>	<b>Location</b>
Genetics I	January 28 <sup>th</sup>	9am – 5pm	Center for Applied Genetics and Technology
	January 29 <sup>th</sup>	9am – 5pm	Center for Applied Genetics and Technology
Human Osteology	February 2 <sup>nd</sup>	6pm-8pm	Beach Hall Room #452
	February 3 <sup>rd</sup>	6pm-8pm	Beach Hall Room #452
	February 4 <sup>th</sup>	10am-4pm	Beach Hall Room #452
	February 5 <sup>th</sup>	10am-4pm	Beach Hall Room #452
Genetics II	February 18 <sup>th</sup>	9am – 5pm	Center for Applied Genetics and Technology
	February 19 <sup>th</sup>	9am – 5pm	Center for Applied Genetics and Technology
Genetics III	March 3 <sup>rd</sup>	9am – 5pm	Center for Applied Genetics and Technology
	March 4 <sup>th</sup>	9am – 5pm	Center for Applied Genetics and Technology
Botany & Microscopy	March 24 <sup>th</sup>	9am-5pm	Beach Hall Room#453
	March 25 <sup>th</sup>	9am-5pm	Beach Hall Room#453
Stable isotopes	April 6 <sup>th</sup>	4pm-6pm	Annex#4 building CESE
	April 7 <sup>th</sup>	9pm-4pm	Annex#4 building CESE
	April 8 <sup>th</sup>	9pm-4pm	Annex#4 building CESE

**Proposals for reconsideration****2011 – 40 GSCI 1052 Add course prerequisite (revised by GEOC)**

Originally approved by CC&C April 26<sup>th</sup>, 2011. Change requested by GEOC)

1. Date: 10/13/2011
2. Department: Geoscience
3. Nature of Proposed Change: Add prerequisite

**4. Current Catalog Copy:**

GSCI 1052. Laboratory Earth and Life through Time

(107) (Formerly offered as GEOL 1052.) Both semesters. One credit. Not open to students enrolled in or having passed GSCI 1050. Students who complete both GSCI 1051 and 1052 may request GSCI 1051 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Laboratory complement to GSCI 1051. Provides an opportunity to work with specimens (minerals, fossils, rocks), terrain images, maps, physical models, and simulation experiments. Includes two local field trips.

#### **5. Proposed Catalog Copy:**

GSCI 1052. Laboratory Earth and Life through Time

(107) (Formerly offered as GEOL 1052.) Both semesters. One credit. Not open to students enrolled in or having passed GSCI 1050. Prerequisite: GSCI 1051. Students who complete both GSCI 1051 and 1052 may request GSCI 1051 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Laboratory complement to GSCI 1051. Provides an opportunity to work with specimens (minerals, fossils, rocks), terrain images, maps, physical models, and simulation experiments. Includes two local field trips.

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

#### **Justification**

1. Reasons for changing this course: GSCI 1052 is intended for students who either (1) enjoy GSCI 1051 (the lecture component of GSCI 1050) and want to take the lab component (GSCI 1052) in a later semester so as to complete their lab science requirement (GSCI 1050 = GSCI 1051 + GSCI 1052) or (2) enjoy GSCI 1051 and decide to major in geoscience (most courses in the major have GSCI 1050 or both GSCI 1051 and GSCI 1052 as a prerequisite). Successful completion of GSCI 1052 requires knowledge of material in GSCI 1051.

The prerequisite of GSCI 1051 for GSCI 1052 was not included when GSCI 1052 was first proposed. The omission of the prerequisite has not caused any issues until recently. Because of enrollment pressure, students are looking for non-standard ways to complete coursework, and some students have asked to take GSCI 1052 before taking GSCI 1051. Thus, the prerequisite needs to be formally listed.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted (see Note N): N/A

4. Effects on Other Departments: N/A

5. Effects on Regional Campuses: None – not offered regionally

6. Staffing: N/A

7. Dates approved by (see Note Q):

Department Curriculum Committee: 10/13/11

Department Faculty: 10/13/11

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

Jean Crespi

860-486-0601

[jean.crespi@uconn.edu](mailto:jean.crespi@uconn.edu)

## Proposals for consideration

### 2011-77 Add MCB 5445 Genome Dynamics and Epigenetics

1. Date: 8/16/2011
2. Department requesting this course: Molecular and Cell Biology
3. Semester and year in which course will be first offered: Spring 2012

#### *Final catalog Listing:*

#### **MCB 5445 Genome Dynamics and Epigenetics**

3 credits. Lecture.

An examination of the mechanisms of eukaryotic genome function and dynamics. Topics include, but are not limited to, chromatin organization, chromosome structure and function, and nuclear architecture.

#### **Items included in catalog Listing:**

##### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): MCB
2. Course Number (see Note B): 5445

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: Genome Dynamics and Epigenetics

#### **4. Course description**

An examination of the mechanisms of eukaryotic genome function and dynamics. Topics include, but are not limited to, chromatin organization, chromosome structure and function, and nuclear architecture.

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):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X):

#### **Justification**

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

Currently, there are no courses offering an exploration of the topics listed in the description in the depth that this course will provide. A more general survey course, MCB 5449, covers many more topics in this general area and is designed for students with less background in the subject.

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

1. The objective of the course is for students to gain an in-depth understanding of key concepts that are at the basis of current research in the fields of chromosome structure and dynamics, epigenetics and nuclear architecture. This will be accomplished through formal lectures and primary literature article discussions. After a brief review of basic concepts such as the definition of epigenetics, chromatin and chromosome structure, the course will explore the molecular mechanisms underlying several genome dynamics processes such as the modulation of gene expression through chromatin modifications, DNA repair, chromosome dynamics in mitosis and meiosis. The integration of theoretical lectures and the exploration of primary research literature will provide students with an appreciation of the experimental approaches used in the field. Learning will be assessed both through formal exams, which include the solution of experimental problems, as well as class participation.

2.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 25-30

5. Number and Size of Section: one section

6. Effects on Other Departments (see Note N): None

7. Staffing (see Note P): Prof. Mellone

8. Dates approved by (see Note Q):

Department Curriculum Committee: Oct. 14, 2011

Department Faculty: Oct. 14, 2011

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

Barbara Mellone 6-9223 barbara.mellone@uconn.edu

MCB C&C: Kenneth Noll, 6-4688

## 2011-78 COMM Change existing Major

1. Date: October 13, 2011

2. Department requesting this change: Communication Sciences

3. Title of Major: Communication Science

4. Nature of Change: Requiring acceptance to major to fulfill degree requirements.

Change Pre-Communication major to include only those with 70 or fewer credits. We are deleting references to graduate program in catalog description of undergraduate major and changing the word concentration to focus.

For Communication Disorders, change the MATH and BIOL requirements and courses required within track.

### 5. Existing catalog Description of the Major:

#### Communication Sciences

The Department of Communication Sciences is concerned with the human communication process and its analysis. Undergraduate students may major in Communication Sciences with a concentration in either Communication or



Communication Disorders. The Department offers the following graduate degrees in the field of Communication Sciences: the M.A. with concentrations in Speech, Language and Hearing, and in Communication, and the Ph.D. with concentrations in Speech, Language and Hearing, and in Communication and Marketing Communication and the Doctor of Audiology, Au.D. degree.

**Communication Disorders.** The undergraduate concentration is a preprofessional program within the liberal arts curriculum. It permits the student to apply for graduate studies in one of two specialty areas: audiology or speech-language pathology. Following requirements of the American Speech, Language, and Hearing Association, students must take one course in each of the following areas.

Mathematics/statistics: [MATH 1040Q](#) or [1060Q](#) or [STAT 1100Q](#)

Biological science: [BIOL 1102](#) or [BIOL 1103](#) or [BIOL 1107/1108](#)

Physical science: [PHYS 1010Q](#) or [PHYS 1075Q](#)

More advanced level courses may be substituted for the courses listed above.

Students who elect the concentration in Communication Disorders must take: [CDIS 3201](#), [3202](#) or [3202W](#), [3247](#), [3248](#), [3250](#), [4242](#) and [4249](#) or [4249W](#)

In addition, students must take at least two (2) of the following courses:

[CDIS 4244](#) or [4244W](#), [4251](#) or [4253](#)

The information literacy competency is met by the successful completion of required courses.

To satisfy the writing in the major requirement, students must pass at least one course from [CDIS 3202W](#), [4244W](#), or [4249W](#)

The Master's degree programs in Speech and Language and the Au.D. degree in Audiology are accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. The University of Connecticut Speech and Hearing Clinic complies with the quality indicators for professional service programs in audiology and speech-language pathology issued by the American Speech-Language-Hearing Association.

### **Communication.**

The undergraduate concentration in Communication is designed to produce students capable of analyzing human communication behavior from a scientific standpoint. It concentrates on the empirical investigation of human communication, stressing developments in communication theory and research. The concentration emphasizes interpersonal, mass, new communication technologies, nonverbal, organizational and intercultural and international communication.

Students must apply to the department to become a Communication Sciences major with a concentration in Communication. The deadline for applications during a semester is the end of the second week of classes. Applications are accepted for Fall and Spring semesters. Students typically apply Spring semester of their Sophomore year. Forms can be obtained outside Room 223 Phillips Communication Sciences Building, on the department website, and from Communication faculty members at the Stamford Regional Campus.

The decision to admit will depend on several criteria:

Successful completion of at least 54 credits, or successful completion of 40 credits plus current enrollment that should result in at least 54 credits by the end of the current semester.

Cumulative GPA, and  
Successful completion of COMM 1000.

The applicant's academic record and space availability will also be considered. Prior to acceptance into the Communication Sciences major, students so identified may designate themselves as Pre-Communications, by declaring the Pre-Communications major at the College of Liberal Arts and Sciences Academic Services Center ([www.services.clas.uconn.edu](http://www.services.clas.uconn.edu)).

The Pre-Communications designation, however, will only indicate an intention to apply and will not ensure acceptance into the concentration. Nor will the designation give students priority in registering for 1000-level Communication courses. In addition, Pre-Communications majors must still apply to become Communications Sciences majors with a Communication concentration at the appropriate time. Students may apply directly to the Communications major from other academic programs.

We recommend that students interested in the Communication concentration complete [COMM 1100](#) and [COMM 1300](#) before junior year, if possible. [COMM 1300](#) is a prerequisite for many 2000-level media courses, and is advised for all students interested in media production, communication technology, marketing, public relations, or advertising.

Students who elect to take the Communication concentration must pass: [COMM 1000](#), [1100](#), [3000Q](#).

In addition, students must pass at least two (2) of the following Core courses: [COMM 3100](#), [3200](#), [3300](#).

Students must pass at least five (5) more 2000-level courses in Communication. No more than two of the five can be applied courses: [COMM 4800](#), [4820](#), [4940](#), [4991](#) and [4992](#). Three of the five must be theory courses, which are all other COMM courses numbered 2000 or above. As long as students have met the above requirements, they may also pass additional applied courses. We strongly recommend that everyone take at least one internship ([COMM 4991](#)).

To satisfy the information literacy competency, all students must pass [COMM 1000](#), [1100](#), and [3000Q](#). Other courses that will further enhance competency in information literacy include [COMM 1300](#), [3100](#), [3103](#), [3200](#), [3300](#), [3321](#), [3400](#), [3450](#), [3600](#), [4089](#), [4100](#), [4120](#), [4220W](#), [4230](#), [4320](#), [4330](#), [4410W](#), [4420](#), [4450W](#), [4451W](#), [4460](#), [4500](#), [4551W](#), and [4620](#). To satisfy the writing in the major requirement, students must pass at least one course from [COMM 2310W](#), [4220W](#), [4410W](#), [4450W](#), [4451W](#), [4551W](#), [4930W](#), [4996W](#), or any 2000-level or above W course approved for this major. For students interested in media and public relations careers, journalism courses are recommended for additional writing competency.

#### *6. Proposed catalog Description of the Major:*

##### **Communication Sciences**

The Department of Communication Sciences is concerned with the human communication process and its analysis. Undergraduate students may major in Communication Sciences with a track in either Communication or Communication Disorders.

**Communication Disorders.** Communication Disorders. The undergraduate track is a preprofessional program within the liberal arts curriculum. It permits the student to apply for graduate studies in one of two specialty areas: audiology or speech-language

pathology.

Following requirements of the American Speech, Language, Hearing Association, students must take one course in each of the following areas:

Mathematics/Statistics: [STAT 2215Q](#)

Biological science: [BIOL 1102](#) or [BIOL 1107](#)

Physical science: [PHYS 1010Q](#) or [PHYS 1075Q](#)

More advanced level courses may be substituted for the courses listed above.

Students who elect the track in Communication Disorders must take:

[CDIS 2XXXa](#), [2XXXb](#), [2XXXQ](#), [3247](#), [3248](#), [4XXXa](#) or [4XXXaW](#), [4249](#) or [4249W](#), [4251](#), or [4XXXb](#) or [4XXXbW](#).

The information literacy competency is met by the successful completion of required courses.

To satisfy the writing in the major requirement, students must pass at least one course from [CDIS 3202W](#), [4244W](#), or [4249W](#).

### **Communication.**

The undergraduate track in Communication is designed to produce students capable of analyzing human communication behavior from a scientific standpoint. It concentrates on the empirical investigation of human communication, stressing developments in communication theory and research. The track emphasizes interpersonal, mass, new communication technologies, nonverbal, intercultural, and international communication.

Students must apply to the department to become a Communication Sciences in Communication. Applications are accepted for Fall and Spring semesters and the deadline for applications is the end of the second week of classes. Forms can be obtained outside Room 223 PCSB, on the department website, and from Communication faculty members at the Stamford Regional Campus.

The decision to admit will depend on several criteria:

Successful completion of at least 54 credits, or successful completion of 40 credits plus current enrollment that should result in at least 54 credits by the end of the current semester.

- Cumulative GPA, and
- Successful completion of COMM 1000.
- The applicant's academic record and space availability are also considered.

Prior to acceptance into the Communication Sciences major, students with fewer than 70 credits may declare themselves Pre-Communication majors at the College of Liberal Arts and Sciences Academic Services Center ([www.services.clas.uconn.edu](http://www.services.clas.uconn.edu)). The Pre-Communication designation indicates an intention to apply to the major. It does not ensure acceptance into the Communication major or give students priority in registering for Communication courses. Pre-Communication majors must still apply to become Communication Sciences majors with a Communication concentration by following the process described above.

Students interested in the Communication concentration should complete [COMM 1100](#) and [COMM 1300](#) before junior year, if possible. [COMM 1300](#) is a prerequisite for many 2000-level media courses and is advised for all students, particularly those interested in media production, communication technology, marketing, public relations, or advertising.

Successful completion of a BA degree in Communication Sciences with a Communication concentration requires the following:

1. Acceptance as a Communication major.
2. [COMM 1000](#), [1100](#), [3000Q](#).

3. At least two (2) of the following Core courses: [COMM 3100](#), [3200](#), [3300](#). Students are welcome to take all 3 Core courses.
4. A total of 24 credits in Communication at the 2000 or above level (typically 8 courses).
5. A minimum of 5 theory courses including a W course in Communication at the 2000 or above level. There are applied and theory courses in Communication.
  - Applied courses include the following: COMM 4800, 4820, 4940, 4991 and, 4992.
  - Theory courses are the remaining COMM courses numbered 2000 or above including the Core courses.
6. Applied courses are optional and students are not required to take any applied courses, though they are highly recommended for a variety of career paths. As long as students have met the above requirements, they may take additional applied courses but only 2 can count towards the minimum 24 credits required for the major.
7. All students are encouraged to do at least one internship (COMM 4991). Internships can be done during the academic year or summer. Students must have 12 credits in Communication at the 2000 level or above before eligible for internship credit.

To satisfy the information literacy competency, all students must pass [COMM 1000](#), [1100](#), and [3000Q](#). Other courses that will further enhance competency in information literacy include [COMM 1300](#), [3100](#), [3103](#), [3200](#), [3300](#), [3321](#), [3400](#), [3450](#), [3600](#), [4089](#), [4100](#), [4120](#), [4220W](#), [4230](#), [4320](#), [4330](#), [4410W](#), [4420](#), [4450W](#), [4451W](#), [4460](#), [4500](#), [4551W](#), and [4620](#). To satisfy the writing in the major requirement, students must pass at least one course from [COMM 2310W](#), [4220W](#), [4410W](#), [4450W](#), [4451W](#), [4551W](#), 4660W, [4930W](#), [4996W](#), or any 2000-level or above W course approved for this major. For students interested in media and public relations careers, journalism courses are recommended for additional writing competency.

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

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

#### *Justification*

1. Why is a change required? Communication is a major in high demand with a competitive application process to be accepted into the major. Some students take all courses to fulfill degree requirements and are given the degree, which violates the process and disadvantages those who follow the procedure. The Pre-Communication designation is for those who are not yet able to apply for the major. Many students remain in Pre-Communication until their 8<sup>th</sup> semester, leaving them without a major and unable to graduate. Those who do not have the GPA by the time they have 70 credits should find another major. The final change to remove references to the graduate program and to change the word concentration to track was done to reduce confusion and comply with University norms for use of these terms. For Communication Disorders, faculty feel the updated courses better prepare students for graduate studies and fulfill the intended American Speech, Language, Hearing Association requirements.
2. What is the impact on students? We hope it will reduce confusion and eliminate the back door major and decrease pressure on Comm classes from non majors. It will force Pre-Communication students who will not be accepted into the major to find alternatives where they can get into classes. For CDIS, students will be required to

enroll in an additional STAT course (STAT 1000 or STAT 1100) as a prerequisite for STAT 2215Q. The STAT department will be offering two additional sections per year of STAT 2215Q for the CDIS students (per Joe Glaz, Dept. Head).

The increase in required CDIS courses adds two additional credits to the overall track for a total of 28.

3. What is the impact on regional campuses? All students in regional campuses will be Pre-Communication majors and they will have to apply to the major in Storrs when they are ready to complete the major. The faculty in Stamford do not see this as a problem.

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

Department Curriculum Committee: October 12, 2011; CDIS: 2/3/11

Department Faculty: October 12, 2011, CDIS: 4/5/11

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

Kristine Nowak, 860-486-4080, [Kristine.nowak@uconn.edu](mailto:Kristine.nowak@uconn.edu); Carl Coelho 486-4482  
[coelho@uconn.edu](mailto:coelho@uconn.edu)

### **2011-79 Add CDIS 2XXXa Anatomy and Physiology of the Speech and Hearing Mechanism**

1. Date: 10/11/11

2. Department requesting this course: Communication Sciences – Communication Disorders (CDIS)

3. Semester and year in which course will be first offered: Fall 2012

#### ***Final catalog Listing:***

Anatomy and Physiology of the Speech and Hearing Mechanism

CDIS 2XXXa. Either semester. Three credits. Prerequisite: Open to sophomores or higher.

Anatomical, neurological and physiological principles fundamental to the understanding of speech and hearing.

#### **Items included in catalog Listing:**

##### **Obligatory Items**

1. Standard abbreviation for Department or Program: CDIS

2. Course Number: 2XXXa

3. Course Title: Anatomy and Physiology of the Speech and Hearing Mechanism

4. Semester offered: Either

5. Number of Credits: Three

6. Course description: Anatomical, neurological and physiological principles fundamental to the understanding of speech and hearing.

##### **Optional Items**

7. Number of Class Periods, if not standard: NA

8. Prerequisites, if applicable: NA

9. Recommended Preparation, if applicable: NA

10. Consent of Instructor, if applicable: NA

11. Exclusions, if applicable: NA

12. Repetition for credit, if applicable: NA

13. Instructor(s) names if they will appear in catalog copy: Staff
14. Open to Sophomores: Yes
15. Skill Codes "W", "Q", or "C": NA
16. S/U grading: NA

#### *Justification*

1. Reasons for adding this course: This course brings together content from two other courses one of which has been dropped (CDIS 2250) and another dropped (CDIS 3201) and substantially changed.
2. Academic Merit: Course will serve as one of the first students take within the CDIS major. It will provide an introduction to anatomy and physiology of the speech and hearing mechanism.
3. Overlapping Courses: NA
4. Number of Students Expected: 100-150 per year
5. Number and Size of Section: 50-75
6. Effects on Other Departments: NA
7. Effects on Regional Campuses: NA
8. Staffing: NA
9. Dates approved by:
  - Department Curriculum Committee: 2/3/11
  - Department Faculty: 4/5/11
10. Name, Phone Number, and e-mail address of principal contact person:
  - Carl Coelho, 62817, coelho@uconn.edu

#### **2011-80 Add CDIS 2XXXb. Speech and Language Acquisition**

1. Date: 10/11/11
2. Department requesting this course: Communication Sciences – Communication Disorders (CDIS)
3. Semester and year in which course will be first offered: Fall 2012

#### *Final catalog Listing:*

##### CDIS 2XXXb. Speech and Language Acquisition

Both semesters. Three credits. Prerequisite: Open to sophomores or higher.  
How children learn their first language, and the effects of language on their thinking and behavior.

#### **Items included in catalog Listing:**

##### **Obligatory Items**

1. Standard abbreviation for Department or Program: CDIS
2. Course Number: 2XXXb
3. Course Title: Speech and Language Acquisition
4. Semester offered: Either
5. Number of Credits: Three
6. Course description: How children learn their first language, the effects of language on their thinking and behavior.

##### **Optional Items**

7. Number of Class Periods, if not standard: NA
8. Prerequisites, if applicable: NA
9. Recommended Preparation, if applicable: NA
10. Consent of Instructor, if applicable: NA
11. Exclusions, if applicable: NA
12. Repetition for credit, if applicable: NA
13. Instructor(s) names if they will appear in catalog copy: Staff
14. Open to Sophomores: Yes
15. Skill Codes "W", "Q", or "C": NA
16. S/U grading: NA

**Justification**

1. Reasons for adding this course: This course will be open to sophomores so that they will be able to begin courses within the major earlier in their degree progress. Currently, no courses required for the major are offered until their junior year. This is relatively late for students to get a "feel" for their major and to learn more about the professions of speech language pathology and audiology.
2. Academic Merit: Course will serve as one of the first students take within the CDIS major. It will provide an introduction to speech and language development.
3. Overlapping Courses: NA
4. Number of Students Expected: 100-150 per year
5. Number and Size of Section: 50-75
6. Effects on Other Departments: NA
7. Effects on Regional Campuses: NA
8. Staffing: NA
9. Dates approved by:
  - Department Curriculum Committee: 2/3/11
  - Department Faculty: 4/5/11
10. Name, Phone Number, and e-mail address of principal contact person: Carl Coelho, 62817, coelho@uconn.edu

**2011-81 Add CDIS 2XXXQ Speech and Hearing Science**

1. Date: 2/11/11
2. Department requesting this course: Communication Sciences – Disorders (CDIS)
3. Semester and year in which course will be first offered: Fall 2012

**Final catalog Listing:**

**CDIS 2XXXQ Speech and Hearing Science**

Either semester. Three credits. Recommended preparation: Math 1060Q or higher.

Prerequisite: open to sophomores or higher.

Fundamentals of acoustics specifically oriented to voice, speech production, and hearing. Human response to sound and its measurement. Introduction to

acoustic instrumentation and software used in communication sciences.

Examples of concepts to be covered include frequency, intensity, decibels, filters, pitch, loudness, formants, critical bands, and masking.

### **Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: CDIS
2. Course Number: 2XXXQ
3. Course Title: Speech and Hearing Science
4. Semester offered: Either
5. Number of Credits: Three
6. Course description: Fundamentals of acoustics specifically oriented to voice, speech production, and hearing. Human response to sound and its measurement. Introduction to acoustic instrumentation and software used in communication sciences. Examples of concepts to be covered include frequency, intensity, decibels, filters, pitch, loudness, formants, critical bands, and masking.

#### **Optional Items**

7. Number of Class Periods, if not standard: NA
8. Prerequisites, if applicable: NA
9. Recommended Preparation, if applicable: MATH 1060 or the equivalent
10. Consent of Instructor, if applicable: NA
11. Exclusions, if applicable: NA
12. Repetition for credit, if applicable: NA
13. Instructor(s) names if they will appear in catalog copy: Staff
14. Open to Sophomores: Yes
15. Skill Codes "W", "Q", or "C": Q
16. S/U grading: NA

#### *Justification*

1. Reasons for adding this course: This course brings together content from two other courses one of which has been dropped (CDIS 2250) and another dropped (CDIS 1155Q) and substantially changed.
2. Academic Merit: Course will serve as one of the first students take within the CDIS major. It will provide an introduction to acoustics necessary for understanding voice, speech production and hearing.
3. Overlapping Courses: NA
4. Number of Students Expected: 100-150 per year
5. Number and Size of Section: 50-75
6. Effects on Other Departments: NA
7. Effects on Regional Campuses: NA
8. Staffing: NA
9. Dates approved by:
  - Department Curriculum Committee: 2/3/11
  - Department Faculty: 4/5/11
10. Name, Phone Number, and e-mail address of principal contact person:



Carl Coelho, 62817, coelho@uconn.edu

### 2011-82 Add CDIS 4XXXa Neuroscience for the Study of Cognitive and Communication Disorders.

1. Date: 10/11/11
2. Department requesting this course: Communication Sciences – Communication Disorders (CDIS)
3. Semester and year in which course will be first offered: Fall 2012

#### *Final catalog Listing:*

CDIS 4XXXa. Neuroscience for the Study of Cognitive and Communication Disorders. (4244) (Formerly offered as CDIS 4244.) Either semester. Three credits. Prerequisite: Open to juniors or higher.

Anatomy and physiology of the central nervous system. Brain mechanisms that underlie speech, language, hearing, and cognition. Neurogenic communication disorders.

#### **Items included in catalog Listing:**

##### **Obligatory Items**

1. Standard abbreviation for Department or Program: CDIS
2. Course Number: 4XXXa
3. Course Title: Neuroscience for the Study of Cognitive and Communication Disorders.
4. Semester offered: Either
5. Number of Credits: Three
6. Course description: Anatomy and physiology of the central nervous system. Brain mechanisms that underlie speech, language, hearing, and cognition. Neurogenic communication disorders.

##### **Optional Items**

7. Number of Class Periods, if not standard: NA
8. Prerequisites, if applicable: NA
9. Recommended Preparation, if applicable: NA
10. Consent of Instructor, if applicable: NA
11. Exclusions, if applicable: NA
12. Repetition for credit, if applicable: NA
13. Instructor(s) names if they will appear in catalog copy: Staff
14. Open to Sophomores: No
15. Skill Codes "W", "Q", or "C": NA
16. S/U grading: NA

#### *Justification*

1. Reasons for adding this course: The proposed course title and description more accurately describe the contents of the course as it has been taught for over a decade - since 2000. Students have complained that the current catalog entry does not accurately describe the course contents, in particular leading them to believe that its

central focus is on disorders.

2. Academic Merit: Course will be an upper division course within the CDIS major. It will provide an overview of the central nervous system and brain mechanisms involved in speech, language, hearing and cognition.
3. Overlapping Courses: NA
4. Number of Students Expected: 100-150 per year
5. Number and Size of Section: 50-75
6. Effects on Other Departments: NA
7. Effects on Regional Campuses: NA
8. Staffing: NA
9. Dates approved by:
  - Department Curriculum Committee: 2/3/11
  - Department Faculty: 4/5/11
10. Name, Phone Number, and e-mail address of principal contact person:
  - Carl Coelho, 62817, coelho@uconn.edu

### **2011-83 Add CDIS 4XXXaW. Neuroscience for the Study of Cognitive and Communication Disorders.**

1. Date: 10/11/11
2. Department requesting this course: Communication Sciences – Communication Disorders (CDIS)
3. Semester and year in which course will be first offered: Fall 2012

#### ***Final catalog Listing:***

CDIS 4XXXaW. Neuroscience for the Study of Cognitive and Communication Disorders. (4244W) (Formerly offered as CDIS 4244W.) Either semester. Four credits. Prerequisite: Open to juniors or higher.

Anatomy and physiology of the central nervous system. Brain mechanisms that underlie speech, language, hearing, and cognition. Neurogenic communication disorders.

#### **Items included in catalog Listing:**

##### **Obligatory Items**

1. Standard abbreviation for Department or Program: CDIS
2. Course Number: 4XXXaW
3. Course Title: Neuroscience for the Study of Cognitive and Communication Disorders.
4. Semester offered: Either
5. Number of Credits: Four
6. Course description: Anatomy and physiology of the central nervous system. Brain mechanisms that underlie speech, language, hearing, and cognition. Neurogenic communication disorders.

**Optional Items**

7. Number of Class Periods, if not standard: NA
8. Prerequisites, if applicable: NA
9. Recommended Preparation, if applicable: NA
10. Consent of Instructor, if applicable: NA
11. Exclusions, if applicable: NA
12. Repetition for credit, if applicable: NA
13. Instructor(s) names if they will appear in catalog copy: Staff
14. Open to Sophomores: No
15. Skill Codes "W", "Q", or "C": W
16. S/U grading: NA

**Justification**

1. Reasons for adding this course: The proposed course title and description more accurately describe the contents of the course as it has been taught for over a decade - since 2000. Students have complained that the current catalog entry does not accurately describe the course contents, in particular leading them to believe that its central focus is on disorders.
2. Academic Merit: Course will be an upper division "W" course within the CDIS major. It will provide an overview of the central nervous system and brain mechanisms involved in speech, language, hearing and cognition.
3. Overlapping Courses: NA
4. Number of Students Expected: 19-57 per year
5. Number and Size of Section: 19
6. Effects on Other Departments: NA
7. Effects on Regional Campuses: NA
8. Staffing: NA
9. Dates approved by:
  - Department Curriculum Committee: 2/3/11
  - Department Faculty: 4/5/11
10. Name, Phone Number, and e-mail address of principal contact person:
  - Carl Coelho, 62817, coelho@uconn.edu

**2011-84 Add CDIS 4XXXb. Introduction to Language Disorders in Children**

1. Date: 10/11/11
2. Department requesting this course: Communication Sciences – Communication Disorders (CDIS)
3. Semester and year in which course will be first offered: Fall 2012

**Final catalog Listing:**

CDIS 4XXXb. Introduction to Language Disorders in Children  
(Formerly offered as COMS 253.) First Semester. Four credits. CDIS 3202; open to juniors or higher

Development, measurement, and function of language in children. Emphasis on

child language disorders and their causes. Introduction to assessment and management strategies in settings including public schools and private clinics.

### **Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: CDIS
2. Course Number: 4XXXb
3. Course Title: Introduction to Language Disorders in Children.
4. Semester offered: First
5. Number of Credits: Four
6. Course description: Development, measurement, and function of language in children. Emphasis on child language disorders and their causes. Introduction to assessment and management strategies in settings including public schools and private clinics.

#### **Optional Items**

7. Number of Class Periods, if not standard: NA
8. Prerequisites, if applicable: NA
9. Recommended Preparation, if applicable: NA
10. Consent of Instructor, if applicable: NA
11. Exclusions, if applicable: NA
12. Repetition for credit, if applicable: NA
13. Instructor(s) names if they will appear in catalog copy: Staff
14. Open to Sophomores: No
15. Skill Codes "W", "Q", or "C": NA
16. S/U grading: NA

#### *Justification*

1. Reasons for adding this course: The change from pathologies to disorders reflects the content of the material covered in the course. Since language disorders comprise the largest population of individuals with communication disorders, students need a background in language disorders to work in birth to 3 agencies, preschools, and schools.
2. Academic Merit: Course is an upper division course within the CDIS major. It will provides an overview of child language disorders, and their assessment and management strategies.
3. Overlapping Courses: NA
4. Number of Students Expected: 100-150 per year
5. Number and Size of Section: 50-75
6. Effects on Other Departments: NA
7. Effects on Regional Campuses: NA
8. Staffing: NA
9. Dates approved by:  
 Department Curriculum Committee: 2/3/11  
 Department Faculty: 4/5/11
10. Name, Phone Number, and e-mail address of principal contact person:

Carl Coelho, 62817, coelho@uconn.edu

**2011-85 Add CDIS 4XXXbW. Introduction to Language Disorders in Children**

1. Date: 10/11/11
2. Department requesting this course: Communication Sciences – Communication Disorders (CDIS)
3. Semester and year in which course will be first offered: Fall 2012

***Final catalog Listing:***

CDIS 4XXXbW. Introduction to Language Disorders in Children  
(Formerly offered as COMS 253.) First Semester. Four credits. CDIS 2XXXb;  
open to juniors or higher

Development, measurement, and function of language in children. Emphasis on  
child language disorders and their causes. Introduction to assessment and  
management strategies in settings including public schools and private clinics.

**Items included in catalog Listing:**

**Obligatory Items**

1. Standard abbreviation for Department or Program: CDIS
2. Course Number: 4XXXbW
3. Course Title: Introduction to Language Disorders in Children.
4. Semester offered: First
5. Number of Credits: Four
6. Course description: Development, measurement, and function of language in children. Emphasis on child language disorders and their causes. Introduction to assessment and management strategies in settings including public schools and private clinics.

**Optional Items**

7. Number of Class Periods, if not standard: NA
8. Prerequisites, if applicable: NA
9. Recommended Preparation, if applicable: NA
10. Consent of Instructor, if applicable: NA
11. Exclusions, if applicable: NA
12. Repetition for credit, if applicable: NA
13. Instructor(s) names if they will appear in catalog copy: Staff
14. Open to Sophomores: No
15. Skill Codes "W", "Q", or "C": W
16. S/U grading: NA

***Justification***

1. Reasons for adding this course: The change from pathologies to disorders reflects the content of the material covered in the course. Since language disorders comprise the largest population of individuals with communication disorders, students need a background in language disorders to work in birth to 3 agencies, preschools, and schools.

2. Academic Merit: Course will be an upper division "W" course within the CDIS major. It will provides an overview of child language disorders, and their assessment and management strategies.
3. Overlapping Courses: NA
4. Number of Students Expected: 100-150 per year
5. Number and Size of Section: 50-75
6. Effects on Other Departments: NA
7. Effects on Regional Campuses: NA
8. Staffing: NA
9. Dates approved by:  
     Department Curriculum Committee: 2/3/11  
     Department Faculty: 4/5/11
10. Name, Phone Number, and e-mail address of principal contact person:  
     Carl Coelho, 62817, coelho@uconn.edu

**2011-86 Change CDIS 3247 Introduction to Phonetic Principles – add prerequisites**

1. Date: 10/11/11
2. Department: Communication Sciences/Communication Disorders
3. Nature of Proposed Change: Revise prerequisites

**4. Current Catalog Copy:**

CDIS 3247 Introduction to Phonetic Principles (formerly offered as COMS 247)  
 Prerequisite: CDIS 3201; open to juniors or higher.  
 The analysis of speech through the application of phonetic theory.

**5. Proposed Catalog Copy:**

CDIS 3247 Introduction to Phonetic Principles (formerly offered as COMS 247)  
 Prerequisite: CDIS 2XXXa and 2XXXQ.  
 The analysis of speech through the application of phonetic theory.  
 6. Effective Date: fall, 2012

**Justification**

1. Reasons for changing this course: The two prerequisites are important for a thorough understanding of phonetic theory.
2. Effect on Department's Curriculum: N/A
3. Other Departments Consulted: N/A
4. Effects on Other Departments: N/A
5. Effects on Regional Campuses: N/A
6. Staffing: N/A
7. Dates approved by:  
     Department Curriculum Committee: 2/3/11  
     Department Faculty: 4/5/11
8. Name, Phone Number, and e-mail address of principal contact person:

Carl Coelho, 62817, coelho@uconn.edu

**2011-87 Change CDIS 3248 Introduction to Audiology – add prerequisites**

1. Date: 10/11/11
2. Department: Communication Sciences/Communication Disorders
3. Nature of Proposed Change: Revise prerequisites

**4. Current Catalog Copy:**

CDIS 3248 Introduction to Audiology (formerly offered as COMS 248 Prerequisite: CDIS 3250; open to juniors or higher.

An introduction to the nature, causation, assessment and management of hearing impairment and the principles and techniques of public school conservation programs.

**5. Proposed Catalog Copy:**

CDIS 3248 Introduction to Audiology (formerly offered as COMS 248 Prerequisite: CDIS 2XXXa and 2XXXQ; open to juniors or higher.

An introduction to the nature, causation, assessment and management of hearing impairment and the principles and techniques of public school conservation programs.

6. Effective Date: fall, 2012

**Justification**

1. Reasons for changing this course: The two prerequisites are important for a thorough understanding of audiology.
2. Effect on Department's Curriculum: N/A
3. Other Departments Consulted: N/A
4. Effects on Other Departments: N/A
5. Effects on Regional Campuses: N/A
6. Staffing: N/A
7. Dates approved by:  
Department Curriculum Committee: 2/3/11  
Department Faculty: 4/5/11
8. Name, Phone Number, and e-mail address of principal contact person:  
Carl Coelho, 62817, coelho@uconn.edu

**2011-89 Change CDIS 4249/4249W Introduction to Aural Rehabilitation – add prerequisites**

1. Date: 10/11/11
2. Department: Communication Sciences/Communication Disorders (CDIS)
3. Nature of Proposed Change: Revise prerequisites

**4. Current Catalog Copy:**

CDIS 4249/4249W Introduction to Aural Rehabilitation (formerly offered as COMS 249/249W). Prerequisite: CDIS 3248; open to juniors or higher.

An introduction to the effects of hearing impairment on communication.

Communication strategies for adults and children with impaired hearing are discussed.

**5. Proposed Catalog Copy:**

CDIS 4249/4249W Introduction to Aural Rehabilitation (formerly offered as COMS 249/249W). Recommended preparation: CDIS 3248; Prerequisite: open to juniors or higher.

An introduction to the effects of hearing impairment on communication.

Communication strategies for adults and children with impaired hearing are discussed.

6. Effective Date: fall, 2012

**Justification**

1. Reasons for changing this course: The prerequisite of CDIS 3248 is not critical to the understanding of the content in 4249. It is changed to recommended preparation.

2. Effect on Department's Curriculum: N/A

3. Other Departments Consulted: N/A

4. Effects on Other Departments: N/A

5. Effects on Regional Campuses: N/A

6. Staffing: N/A

7. Dates approved by:

Department Curriculum Committee: 2/3/11

Department Faculty: 4/5/11

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

Carl Coelho, 62817, coelho@uconn.edu

**2011-90 Change CDIS 4251. Introduction to Articulation, Voice, and Fluency Disorders – make required**

1. Date: April 25, 2011

2. Department: Communication Sciences – Disorders (CDIS)

3. Nature of Proposed Change: make it a required course, not an elective.

**4. Current Catalog Copy:**

CDIS 4251. Introduction to Articulation, Voice, and Fluency Disorders (Formerly offered as COMS 251.) Second Semester. Three credits.

Prerequisites: CDIS 3201, 3202, 3247; open to juniors or higher

Communication problems resulting from disorders of speech, voice, and fluency. Assessment and management strategies in settings including public schools, hospitals, and rehabilitation centers.

**5. Proposed Catalog Copy**

CDIS 4251. Introduction to Articulation, Voice, and Fluency Disorders (Formerly offered as COMS 251.) Second Semester. Three credits.

Recommended preparation: CDIS 3247; Prerequisite: open to juniors or higher.

Communication problems resulting from disorders of speech, voice, and fluency. Assessment and management strategies in settings including public schools, hospitals, and rehabilitation centers.



## 6. Effective Date: Fall 2012

*Justification*

1. Reasons for changing this course:  
**Description Change:** Primary change is that CDIS 3201, 3202 and 3247 are no longer prerequisites for this course. Instead 3247 is recommended preparation. This will facilitate students who enter the major during their junior year to still graduate in a timely fashion.
2. Effect on Department's Curriculum: none
3. Other Departments Consulted: none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: CDIS staffing. No changes.
7. Dates approved by:  
 Department Curriculum Committee: 02/3/11  
 Department Faculty: 04/5/11
8. Name, Phone Number, and e-mail address of principal contact person:  
 Carl Coelho, Chair, Undergrad Curriculum committee, 486-4482,  
 coelho@uconn.edu

**2011-91 Drop CDIS 1155Q Applied Sound Science**

1. Date: 10/11/11
2. Department: Communication Sciences – Disorders (CDIS)
3. catalog Copy: CDIS 1155Q. Applied Sound Science  
 (Formerly offered as 155Q) Either semester. Three credits. Recommended preparation: MATH 1060 or the equivalent.  
 Fundamentals of physical acoustics specifically oriented to speech and audiology: frequency, intensity, decibels, critical bands, filters, masking, noise and vibration. Introduction to acoustic instrumentation and software used in communication sciences, animal science, biology, architectural acoustics and ecology, and bioacoustic analyses.
4. Effective Date: Fall 2012

*Justification*

1. Reasons for dropping this course: Substantial change to course content.
2. Other Departments Consulted: NA
3. Effects on Other Departments: NA
4. Effects on Regional Campuses: NA
5. Dates approved by (see Note Q):  
 Department Curriculum Committee: 2/3/11  
 Department Faculty: 4/5/11
6. Name, Phone Number, and e-mail address of principal contact person:  
 Jennifer Tufts, 486-4082, Jennifer.tufts@uconn.edu

**2011-92 Drop CDIS 3201 Speech Science**

1. Date: 10/11/11
2. Department: Communication Sciences/Communication Disorders (CDIS)
3. catalog Copy: CDIS 3201. Speech Science  
(201) (Formerly offered as COMS 201.) First semester. Three credits. Prerequisite:  
Open to juniors or higher.  
Acoustic, anatomical, neurological and physiological principles fundamental to the  
understanding of voice and speech production.
4. Effective Date: Fall, 2012

**Justification**

1. Reasons for dropping this course: Content of course is being substantially changed.
2. Other Departments Consulted: N/A
3. Effects on Other Departments: N/A
4. Effects on Regional Campuses: N/A
5. Dates approved by:  
Department Curriculum Committee: 2/3/11  
Department Faculty: 4/5/11
6. Name, Phone Number, and e-mail address of principal contact person:  
Carl Coelho, 62817, coelho@uconn.edu

**2011-93 Drop CDIS 3202W. Speech and Language Acquisition**

1. Date: 4/25/11
2. Department: Communication Sciences/Communication Disorders (CDIS)
3. Catalog Copy: CDIS 3202W. Speech and Language Acquisition  
(202W) Four credits. ENGL 1010 or 1101 or 3800; open to juniors or higher  
How children learn their first language, the effects of language on their thinking  
and behavior.
4. Effective Date: Fall, 2012

**Justification**

1. Reasons for dropping this course: Course will no longer be offered as a W.
2. Other Departments Consulted: This change has been discussed with the Director of Undergraduate Studies for Cognitive Science, Dr. Bernard Grela. It will have no impact on the COGS program.
3. Effects on Other Departments: N/A
4. Effects on Regional Campuses: N/A
5. Dates approved by:  
Department Curriculum Committee: 2/3/11  
Department Faculty: 4/5/11
6. Name, Phone Number, and e-mail address of principal contact person:  
Carl Coelho, 62718, coelho@uconn.edu

**2011-94 Drop CDIS 3202W. Speech and Language Acquisition**

1. Date: 4/25/11
2. Department: Communication Sciences/Communication Disorders (CDIS)

3. Catalog Copy: CDIS 3202W. Speech and Language Acquisition (202W) Four credits. ENGL 1010 or 1101 or 3800; open to juniors or higher How children learn their first language, the effects of language on their thinking and behavior.
4. Effective Date: Fall, 2012

**Justification**

1. Reasons for dropping this course: Course will no longer be offered as a W.
2. Other Departments Consulted: This change has been discussed with the Director of Undergraduate Studies for Cognitive Science, Dr. Bernard Grela. It will have no impact on the COGS program.
3. Effects on Other Departments: N/A
4. Effects on Regional Campuses: N/A
5. Dates approved by:  
Department Curriculum Committee: 2/3/11  
Department Faculty: 4/5/11
6. Name, Phone Number, and e-mail address of principal contact person:  
Carl Coelho, 62718, coelho@uconn.edu

**2011-95 Drop CDIS 3250 Structure and Function of the Auditory System**

1. Date: 10/11/11
2. Department: Communication Sciences/Communication Disorders (CDIS)
3. catalog Copy: CDIS 3250 Structure and Function of the Auditory System (Formerly offered as COMS 250) The response to sound, including methodology and instrumentation as well as the anatomy and physiology of hearing.
4. Effective Date: Fall, 2012

**Justification**

1. Reasons for dropping this course: The content of this course is being shifted to two other proposed courses CDIS 2XXX and CDIS 2XXXQ.
2. Other Departments Consulted: N/A
3. Effects on Other Departments: N/A
4. Effects on Regional Campuses: N/A
5. Dates approved by:  
Department Curriculum Committee: 2/3/11  
Department Faculty: 4/5/11
6. Name, Phone Number, and e-mail address of principal contact person:  
Carl Coelho, 62718, coelho@uconn.edu

**2011-96 Drop CDIS 4242 Directed Observations**

1. Date: 10/12/11
2. Department: Communication Sciences/Communication Disorders
3. catalog Copy: CDIS 4242 Directed Observations (Formerly offered as COMS 242) Directed observations of speech-language pathology and audiology diagnostic and treatment procedures. How such procedures change with various etiologies.

## 4. Effective Date: fall 2012

**Justification**

1. Reasons for dropping this course: The course has not achieved its intended purpose within the CDIS curriculum and has become difficult to staff and schedule.
2. Other Departments Consulted: N/A
3. Effects on Other Departments: N/A
4. Effects on Regional Campuses: N/A
5. Dates approved by:  
Department Curriculum Committee: 2/3/11  
Department Faculty: 4/5/11
6. Name, Phone Number, and e-mail address of principal contact person:  
Carl Coelho, 62718, coelho@uconn.edu

**2011-97 Drop CDIS 4244. Introduction to Neurogenic Communication Disorders**

1. Date: 10/11/11
2. Department: Communication Sciences/Communication Disorders (CDIS)
3. catalog Copy:  
CDIS 4244. Introduction to Neurogenic Communication Disorders (4244)  
(Formerly offered as COMS 244.) First semester. Three credits. Prerequisites:  
CDIS 3201 and 3202; open to juniors or higher.  
Acquired and developmental neurogenic communication disorders. Brain  
mechanisms that underlie speech and language, and their disorders.
4. Effective Date: Fall, 2012

**Justification**

1. Reasons for dropping this course: Content and title of this course is being changed.
2. Other Departments Consulted: N/A
3. Effects on Other Departments: N/A
4. Effects on Regional Campuses: N/A
5. Dates approved by:  
Department Curriculum Committee: 2/3/11  
Department Faculty: 4/5/11
6. Name, Phone Number, and e-mail address of principal contact person:  
Carl Coelho, 62718, coelho@uconn.edu

**2011-98 Drop CDIS 4244W. Introduction to Neurogenic Communication Disorders**

1. Date: 10/11/11
2. Department: Communication Sciences/Communication Disorders (CDIS)
3. catalog Copy:  
CDIS 4244W. Introduction to Neurogenic Communication Disorders (4244)  
(Formerly offered as COMS 244.) First semester. Four credits. Prerequisites:  
CDIS 3201 and 3202; open to juniors or higher.  
Acquired and developmental neurogenic communication disorders. Brain

- mechanisms that underlie speech and language, and their disorders.  
4. Effective Date: Fall, 2012

**Justification**

1. Reasons for dropping this course: Content and title of this course is being changed.
2. Other Departments Consulted: N/A
3. Effects on Other Departments: N/A
4. Effects on Regional Campuses: N/A
5. Dates approved by:  
     Department Curriculum Committee: 2/3/11  
     Department Faculty: 4/5/11
6. Name, Phone Number, and e-mail address of principal contact person:  
     Carl Coelho, 62718, coelho@uconn.edu

**2011-99 Drop CDIS 4253. Introduction to Language Pathologies in Children**

1. Date: 10/11/11
2. Department: Communication Sciences/Communication Disorders (CDIS)
3. Catalog Copy:  
     CDIS 4253. Introduction to Language Pathologies in Children (253) (Formerly offered as COMS 253.) First Semester. Three credits. CDIS 3202; open to juniors or higher  
     Development, measurement, and function of language in children. Emphasis on child language disorders and their causes. Introduction to assessment and management strategies in settings including public schools and private clinics.
4. Effective Date: Fall, 2012

**Justification**

1. Reasons for dropping this course: Course title change.
2. Other Departments Consulted: This change has been discussed with the Director of Undergraduate Studies for Cognitive Science, Dr. Bernard Grela. It will have no impact on the COGS program.
3. Effects on Other Departments: N/A
4. Effects on Regional Campuses: N/A
5. Dates approved by:  
     Department Curriculum Committee: 2/3/11  
     Department Faculty: 4/5/11
6. Name, Phone Number, and e-mail address of principal contact person:  
     Carl Coelho, 62718, coelho@uconn.edu

**2011-100 Change existing Major WS**

1. Date: **October 17, 2011**
2. Department requesting this change: **Women's Studies Program**
3. Title of Major: **Women's, Genders, and Sexuality Studies**
4. Nature of Change: **add a fourth track in the WGSS Major description: Arts, History, and Culture.**

### *5. Existing catalog Description of the Major:*

#### **Women's, Gender, and Sexuality Studies**

The Women's Studies Program is a flexible interdisciplinary academic program devoted to pursuit of knowledge concerning women and the critical analysis of the production of gender and sexuality within transnational and cross-cultural contexts. Combining the methods and insights of traditional academic disciplines with the special insights of feminist studies, gender studies, and sexuality studies, our courses focus on understanding the origins of and changes in diverse cultural and social arrangements. The Women's, Gender, and Sexuality Studies major is broad as well as flexible.

Students may focus their studies on one or more concentrations: Gender and Globalization/Transnational Feminisms; Sexualities; or Gender, Science, and Health. These areas of concentration can readily reflect individual interests or complement a course of study in a second major.

The Program is committed to a vision of people of diverse sexualities and genders that is truly transnational and cross-cultural and that recognizes the diversity of sexual and gender desires, practices, and identifications, as well as racial, ethnic, class and religious differences.

The Program prepares students to employ critical learning in their private lives, in their public roles as citizens and as members of the work force, and enhances their ability to advocate for gender and sexual justice. Women's, Gender, and Sexuality Studies fosters interdisciplinary breadth and critical thinking and thus opens the way to a wide variety of career choices and graduate programs. Our students are flourishing in social service agencies, business, law, education, and journalism, and employers appreciate the broad interdisciplinary perspective of a Women's, Gender, and Sexuality Studies education.

#### **Core Courses**

Students are required to pass the following Core Courses: One 1000-level WS Introductory Course; WS 3265W; WS 2250 or PHIL 3218; WS 3891/3894; WS 4994W.

#### **Supporting Courses**

Students are required to pass five 2000-level or above Supporting Courses (15 credits). At least three of these courses will be Women's Studies or cross-referenced courses. Two of the five supporting courses may include cross-referenced courses that cover special topics relevant to feminist scholarship in various departments. Such cross-referenced courses will be applied to the major with approval of the Program Director or Academic Advisor.

#### **Related Courses**

Students must pass an additional 12 credits at the 2000-level or above in fields closely related to the major. No required course in the major or in the related area may be taken pass/fail.

#### **General Education Competencies**

Information Literacy and Writing in the Major: Passing the core courses WS 3265W and WS 4994W will fulfill these competencies.

A minor in Women's, Gender, and Sexuality Studies is described in the "Minors" section.

### *6. Proposed catalog Description of the Major:*

#### **Women's, Gender, and Sexuality Studies**

The Women's Studies Program is a flexible interdisciplinary academic program devoted to pursuit of knowledge concerning women and the critical analysis of the production of gender and sexuality within transnational and cross-cultural contexts. Combining the methods and insights of traditional academic disciplines with the special insights of feminist studies, gender studies, and sexuality studies, our courses focus on understanding the origins of and changes in diverse cultural and social arrangements. The Women's, Gender, and Sexuality Studies major is broad as well as flexible.

Students may follow one or more tracks: Gender and Globalization/Transnational Feminisms; Sexualities; Gender, Science, and Health; or Arts, History, and Culture. These four tracks can readily

reflect individual interests or complement a course of study in a second major.

The Program is committed to a vision of people of diverse sexualities and genders that is truly transnational and cross-cultural and that recognizes the diversity of sexual and gender desires, practices, and identifications, as well as racial, ethnic, class and religious differences.

The Program prepares students to employ critical learning in their private lives, in their public roles as citizens and as members of the work force, and enhances their ability to advocate for gender and sexual justice. Women's, Gender, and Sexuality Studies fosters interdisciplinary breadth and critical thinking and thus opens the way to a wide variety of career choices and graduate programs. Our students are flourishing in social service agencies, business, law, education, and journalism, and employers appreciate the broad interdisciplinary perspective of a Women's, Gender, and Sexuality Studies education.

#### **Core Courses**

Students are required to pass the following Core Courses: One 1000-level WS Introductory Course; WS 3265W; WS 2250 or PHIL 3218; WS 3891/3894; WS 4994W.

#### **Supporting Courses**

Students are required to pass five 2000-level or above Supporting Courses (15 credits). At least three of these courses will be Women's Studies or cross-referenced courses. Two of the five supporting courses may include cross-referenced courses that cover special topics relevant to feminist scholarship in various departments. Such cross-referenced courses will be applied to the major with approval of the Program Director or Academic Advisor.

#### **Related Courses**

Students must pass an additional 12 credits at the 2000-level or above in fields closely related to the major. No required course in the major or in the related area may be taken pass/fail.

#### **General Education Competencies**

Information Literacy and Writing in the Major: Passing the core courses WS 3265W and WS 4994W will fulfill these competencies.

A minor in Women's, Gender, and Sexuality Studies is described in the "Minors" section.

7. Effective Date (semester, year -- see Note R): Fall 2012

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

#### **Justification**

1. Why is a change required? **WS recently developed the Arts, History and Culture major track and would like to add it to the official program description.**
2. What is the impact on students? **Allows students to broaden their academic horizons beyond the social and medical science tracks and expand into the humanities for a focused area of study.**
3. What is the impact on regional campuses? **None**
4. Dates approved by (see Note Q):
  - Department Curriculum Committee: **9/12/11**
  - Department Faculty: **9/12/11**
5. Name, Phone Number, and e-mail address of principal contact person:  
**Nancy A. Naples, x6-1131, [nancy.naples@uconn.edu](mailto:nancy.naples@uconn.edu).**

### **2011-101 Drop WS 3266 Women and Ethnicity: Changing Roles in a Changing Society**

1. Date: **October 17, 2011**
2. Department: **Women's Studies Program**
3. catalog Copy:

**3266. Women and Ethnicity: Changing Roles in a Changing Society**

(266) Three credits.

An examination of the intersections of gender, race and culture as these are played out in women's studies, oral histories, and other forms of testimony. Readings and discussions will explore the myths and realities of Asian-American, Latin, and African- American women's experiences using a sociohistorical perspective.

4. Effective Date (semester, year -- see Note R): **Fall 2012**

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

**Justification**

1. Reasons for dropping this course: **This course was developed 20 years ago – the body of research that is now Women's Studies has changed and this class is outdated. We have not offered this class in nearly 4 years as it does not fit the WS curriculum any longer.**

2. Other Departments Consulted: **n/a**3. Effects on Other Departments: **none**

4. Effects on Regional Campuses: **we polled the regional campuses, and none of them have offered this class in years. They have all agreed that it can be removed from the catalog.**

5. Dates approved by (see Note Q):Department Curriculum Committee: **10/10/11**Department Faculty: **10/10/11**

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

**Nancy A. Naples, x6-1131, [nancy.naples@uconn.edu](mailto:nancy.naples@uconn.edu).****2011-102 Change SOCI Major – change in required courses**

1. Date: July 7, 2011

2. Department requesting this change: Sociology

3. Title of Major: Sociology

4. Nature of Change: Change in required courses

**5. Existing catalog Description of the Major:**

Sociology is an analytic discipline concerned with understanding people as creators of, and participants in, society. The field is broadly concerned with the study of modern society and its social organizations, institutions, groups, and social roles. Sociologists study social influences on human behavior, such as sexuality, ethnic identity, and religious belief, and how individuals become members of families and communities. The field is also concerned with social problems, especially all forms of prejudice, discrimination, and inequality, and with poverty, crime, violence, and the threatened environment. Sociologists emphasize sources of social problems in the organization of society, public policies for their alleviation, and today's questions of social justice. Finally, they study how individuals, both alone and working in groups, can change the society in which they live. A major in sociology opens many doors for careers and is excellent background for advanced training in a variety of other fields.

At least 24 credits of SOCI courses at the 2000-level or above are required:

Three specific courses are required of all majors: [SOCI 3201](#), [3211Q](#), [3251](#). (Note: Students must take [SOCI 1001](#), [1251](#), or [1501](#) prior to taking [SOCI 3201](#), [3211Q](#), and [3251](#)

Passing SOCI 3201 satisfies the information literacy competency, and passing SOCI 3211Q satisfies the computer technology competency. To satisfy the writing in the major requirement, students must pass one of the following courses: SOCI 2301W, 2827W, 3251W, 3307W, 3311W, 3315W, 3351W, 3401W, 3403W, 3407W, 3421W, 3429W, 3451W, 3457W, 3459W, 3471W, 3501W, 3503W, 3511W, 3521W, 3621W, 3651W, 3601W, 3701W, 3703W, 3801W, 3821W, 3841W, 3901W, 3903W, 3905W, 3907W, 3971W, 3996W.

At least one course must be taken from the following group: Inequality, Diversity, and Change (SOC 2827, 3221, 3222, 3421, 3429, 3501, 3503, 3505, 3511, 3601, 3621, 3701, 3703, 3801, 3821, 3825 or 3905)

Twelve additional credits (usually four courses) must be taken from any 2000- level or above courses offered by the department, including those listed above.(Note: No more than three credits of SOCI 3990 can apply to the major).



A minor in Sociology is described in the “Minors” section.

### **6. Proposed catalog Description of the Major:**

Sociology is an analytic discipline concerned with understanding people as creators of, and participants in, society. The field is broadly concerned with the study of modern society and its social organizations, institutions, groups, and social roles. Sociologists study social influences on human behavior, such as sexuality, ethnic identity, and religious belief, and how individuals become members of families and communities. The field is also concerned with social problems, especially all forms of prejudice, discrimination, and inequality, and with poverty, crime, violence, and the threatened environment. Sociologists emphasize sources of social problems in the organization of society, public policies for their alleviation, and today’s questions of social justice. Finally, they study how individuals, both alone and working in groups, can change the society in which they live. A major in sociology opens many doors for careers and is excellent background for advanced training in a variety of other fields.

At least 24 credits of SOCI courses at the 2000-level or above are required:

Three specific courses are required of all majors: [SOCI 3201](#), [3211Q](#), [3251](#). (Note: Students must take [SOCI 1001](#), [1251](#), [1501](#) or [1701](#) prior to taking [SOCI 3201](#), [3211Q](#), and [3251](#)

Passing SOCI 3201 satisfies the information literacy competency, and passing SOCI 3211Q satisfies the computer technology competency. To satisfy the writing in the major requirement, students must pass one of the following courses: SOCI 2301W, 2827W, 3251W, 3307W, 3311W, 3315W, 3351W, 3401W, 3403W, 3407W, 3421W, 3429W, 3451W, 3457W, 3459W, 3471W, 3501W, 3503W, 3511W, 3521W, 3621W, 3651W, 3601W, 3701W, 3703W, 3801W, 3821W, 3841W, 3901W, 3903W, 3905W, 3907W, 3971W, 3996W.

At least one course must be taken from the following group: Inequality, Diversity, and Change (SOCI 2827, 3221, 3222, 3421, 3429, 3501, 3503, 3505, 3511, 3601, 3621, 3701, 3703, 3801, 3821, 3825 or 3905)

Twelve additional credits (usually four courses) must be taken from any 2000- level or above courses offered by the department, including those listed above. (Note: No more than three credits of SOCI 3990 can apply to the major).

A minor in Sociology is described in the “Minors” section.

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

#### **Justification**

1. Why is a change required? Faculty judgment that Sociology 1701 is suitable as an introduction to the major
2. What is the impact on students? Allows students who have taken 1701 to begin taking required courses for major immediately
3. What is the impact on regional campuses? None
4. Dates approved by (see [Note Q](#)):  
 Department Curriculum Committee: 1/26/11  
 Department Faculty: 2/9/11
5. Name, Phone Number, and e-mail address of principal contact person:  
 David Weakliem, 486-3693, weakliem@uconn.edu

### **2011-103 Change SOCI 3201 Methods of Social Research – change in prerequisites**

1. Date: July 7, 2011
2. Department: Sociology
3. Nature of Proposed Change: Change in prerequisites

#### **4. Current Catalog Copy:**

##### **3201. Methods of Social Research**

(205) Three credits. Prerequisite: SOCI 1001, 1251, or 1501; open to juniors or higher.

Quantitative and qualitative methods used in sociological research: designs for

gathering data, problems of measurement, and techniques of data analysis. Lectures and laboratory work. Majors in sociology should take this required course in their junior year.

**5. Proposed Catalog Copy:**

**3201. Methods of Social Research**

(205) Three credits. Prerequisite: [SOC 1001](#), [1251](#), [1501](#), or 1701; open to juniors or higher.

Quantitative and qualitative methods used in sociological research: designs for gathering data, problems of measurement, and techniques of data analysis. Lectures and laboratory work. Majors in sociology should take this required course in their junior year.

**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: Faculty judgment that Sociology 1701 is suitable as an introduction to the major
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: Sociology 1701 has been taught by both regular faculty and APIRs in recent years
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:  
 David Weakliem, 486-3693, [weakliem@uconn.edu](mailto:weakliem@uconn.edu)

**2011-104 Change SOC 3251 Social Theory – change prerequisites**

1. Date: July 7, 2011
2. Department: Sociology
3. Nature of Proposed Change: Change in prerequisites

**4. Current Catalog Copy:**

**3251. Social Theory**

(270) Three credits. Prerequisite: [SOC 1001](#), [1251](#), or [1501](#); open to juniors or higher.

Sociological theory for advanced undergraduates.

**5. Proposed Catalog Copy:**

**3251. Social Theory**

(270) Three credits. Prerequisite: [SOC 1001](#), [1251](#), [1501](#) or 1701; open to juniors or higher.

Sociological theory for advanced undergraduates.

(see information in the "add a course" form if you have any questions regarding specific items.)

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: Faculty judgment that Sociology 1701 is suitable as an introduction to the major

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: Sociology 1701 has been taught by both regular faculty and APIRs in recent years

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:

David Weakliem, 486-3693, weakliem@uconn.edu

**2011-105 Change SOCI 3251W Social Theory – change prerequisites**

1. Date: July 7, 2011

2. Department: Sociology

3. Nature of Proposed Change: Change in prerequisites

**4. Current Catalog Copy:**

**3251W. Social Theory**

(270W) Three credits. Prerequisite: [SOCI 1001](#), [1251](#), or [1501](#); ; [ENGL 1010](#) or [1011](#) or [3800](#); open to juniors or higher.

**5. Proposed Catalog Copy:**

**3251W. Social Theory**

(270W) Three credits. Prerequisite: [SOCI 1001](#), [1251](#), [1501](#) or 1701; [ENGL 1010](#) or [1011](#) or [3800](#); open to juniors or higher.

(see information in the "add a course" form if you have any questions regarding specific items.)

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: Faculty judgment that Sociology 1701 is suitable as an introduction to the major

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: Sociology 1701 has been taught by both regular faculty and APIRs in recent years
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: David Weakliem, 486-3693, [weakliem@uconn.edu](mailto:weakliem@uconn.edu)

#### **2011-106 Add W variant of POLS 2607**

1. Date: September 13, 2011
2. Department: Political Science
3. Nature of Proposed Changes: Add a W variant

#### **4. Current Catalog Copy (none W variant):**

POLS 2607 American Political Parties  
 Either semester. Three credits. Prerequisite: POLS 1602.  
 An analysis of the aims, organization, and growth of parties in the United States.

#### **5. Proposed Catalog Copy:**

POLS 2607 W American Political Parties  
 Either semester. Three credits. Prerequisite: POLS 1602.

#### **Justification**

1. Reasons for adding this course: A W variant of this course will allow us to provide additional options for W courses in the major. The W version of the course will incorporate the GEOC requirements for W courses, including 15 pages of writing that is reviewed and redrafted, along with specific instruction on, and attention to, matters of style and grammar.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted ( [see Note N](#) ): None. Course already exists and this proposal allows for a W variant to be taught.
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing, if different than current (otherwise list "same"): Same
7. Dates approved by ( [see Note Q](#) ):
  - Department Curriculum Committee: October 12, 2011
  - Department Faculty: October 12, 2011
8. Name, Phone Number, and e-mail address of principal contact person(s): Matthew Singer, 6-2615, [matthew.singer@uconn.edu](mailto:matthew.singer@uconn.edu)

#### **POLS changes 2011-107 to 2011-23**

1. Date: September 13, 2011
2. Department: Political Science

### 3. Nature of Proposed Changes: Change prerequisites to “open to juniors or higher”.

#### *Justification*

1. Reasons for changing these courses: All these courses were enacted in the last few years and it recently came to our attention that the lack of a formal prerequisite to juniors or higher was allowing freshman and sophomores to enroll in the classes. These courses are designed for our upper division students and so we would like to standardize the practice of having this prerequisite as we do for the other 3000+ classes in our catalog.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted ( [see Note N](#) ): None. Courses already exist and this proposal allows for us to restrict them to the students they were designed for.
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing, if different than current (otherwise list "same"): Same
7. Dates approved by ( [see Note Q](#) ):  
 Department Curriculum Committee: October 12, 2011  
 Department Faculty: October 12, 2011
8. Name, Phone Number, and e-mail address of principal contact person(s): Matthew Singer, 6-2615, [matthew.singer@uconn.edu](mailto:matthew.singer@uconn.edu)

### 2011-107 Change POLS 3062 – open to juniors or higher

#### *Current catalog copy*

3062. Democratic Theory

Three credits. Recommended preparation: POLS 1002, POLS 3002, or POLS 3012. Survey of theories of democracy from classical times to the present; analysis of defenders and critics of democracy.

#### *Proposed catalog copy*

3062. Democratic Theory

Three credits. **Prerequisite: Open to juniors or higher.** Recommended preparation: POLS 1002, POLS 3002, or POLS 3012.

Survey of theories of democracy from classical times to the present; analysis of defenders and critics of democracy.

### 2011-108 Change POLS 3208 – open to juniors or higher

#### *Current catalog copy*

3208. Politics of Oil

Three credits. Recommended preparation: POLS 1202 or 1207.

Historical and contemporary role of oil in comparative politics and international relations. CA 2.

#### *Proposed catalog copy*

3208. Politics of Oil

Three credits. **Prerequisite: Open to juniors or higher.** Recommended

preparation: POLS 1202 or 1207.

Historical and contemporary role of oil in comparative politics and international relations. CA 2.

### 2011-109 Change POLS 3208W – open to juniors or higher

#### *Current catalog copy*

3208W. Politics of Oil

Prerequisite: ENGL 1010 or 1011 or 3800. Recommended preparation: POLS 1202 or 1207. CA 2.

#### *Proposed catalog copy*

3208W. Politics of Oil

Prerequisite: ENGL 1010 or 1011 or 3800, **Open to juniors or higher..**  
Recommended preparation: POLS 1202 or 1207. CA 2.

### 2011-110 Change POLS 3210 – open to juniors or higher

#### *Current catalog copy*

3210. Ethnic Conflict and Democracy in Comparative Perspective

Three credits. Recommended preparation: POLS 1202 or 1207.

Conflicts among ethno-national groups in democratic and democratizing states and conflict management strategies. Theoretical approaches to understanding origin-of-identity conflicts

#### *Proposed catalog copy*

3210. Ethnic Conflict and Democracy in Comparative Perspective

Three credits. **Prerequisite: Open to juniors or higher.** Recommended preparation: POLS 1202 or 1207.

Conflicts among ethno-national groups in democratic and democratizing states and conflict management strategies. Theoretical approaches to understanding origin-of-identity conflicts

### 2011-111 Change POLS 3210W – open to juniors or higher

#### *Current catalog copy*

3210W. Ethnic Conflict and Democracy in Comparative Perspective

Prerequisite: ENGL 1010 or 1011 or 3800. Recommended preparation: POLS 1202 or 1207.

#### *Proposed catalog copy*

3210W. Ethnic Conflict and Democracy in Comparative Perspective

Prerequisite: ENGL 1010 or 1011 or 3800, **Open to juniors or higher..**  
Recommended preparation: POLS 1202 or 1207.

### 2011-112 Change POLS 3218 – open to juniors or higher

#### *Current catalog copy*

3218. Indigenous Peoples' Politics and Rights

Three credits. Recommended preparation: POLS 1202 or 1207.

Governments, political behavior, human rights and constitutional rights of indigenous peoples of North America and Latin America. Impact of international law and globalization on indigenous peoples.

#### *Proposed catalog copy*

3218. Indigenous Peoples' Politics and Rights

Three credits. **Prerequisite: Open to juniors or higher.** Recommended preparation: POLS 1202 or 1207.

Governments, political behavior, human rights and constitutional rights of indigenous peoples of North America and Latin America. Impact of international law and globalization on indigenous peoples.

### 2011-113 Change POLS 3218W – open to juniors or higher

#### *Current catalog copy*

3218W. Indigenous Peoples' Politics and Rights

Prerequisite: ENGL 1010 or 1011 or 3800. Recommended preparation: POLS 1202 or 1207.

#### *Proposed catalog copy*

3218W. Indigenous Peoples' Politics and Rights

Prerequisite: ENGL 1010 or 1011 or 3800, **Open to juniors or higher.** Recommended preparation: POLS 1202 or 1207.

### 2011-114 Change POLS 3237 – open to juniors or higher

#### *Current catalog copy*

3237. Democratic Culture and Citizenship in Latin America

(238) Three credits.

The development of democratic attitudes, norms, and behavior in Latin America. CA 2.

#### *Proposed catalog copy*

3237. Democratic Culture and Citizenship in Latin America

(238) Three credits.

**Prerequisite: Open to juniors or higher.**

The development of democratic attitudes, norms, and behavior in Latin America. CA 2.

**2011-115 Change POLS 3237W – open to juniors or higher***Current catalog copy*

3237W. Democratic Culture and Citizenship in Latin America (238W) Prerequisite: ENGL 1010 or 1011 or 3800. CA 2.

*Proposed catalog copy*

3237W. Democratic Culture and Citizenship in Latin America (238W) Prerequisite: ENGL 1010 or 1011 or 3800. CA 2, **Open to juniors or higher..**

**2011-116 Change POLS 3428 – open to juniors or higher***Current catalog copy*

3428. The Politics of Torture (Also offered as HRTS 3428.) Three credits. Examination of the usage of torture by state and non-state actors. Questions include, “Why is torture perpetrated?” “What domestic and international legal frameworks and issues related to the use of torture?” “How effective are existing legal prohibitions and remedies?” “Who tortures?” and “How does torture affect transitional justice?”

*Proposed catalog copy*

3428. The Politics of Torture (Also offered as HRTS 3428.) Three credits. **Prerequisite: Open to juniors or higher.** Examination of the usage of torture by state and non-state actors. Questions include, “Why is torture perpetrated?” “What domestic and international legal frameworks and issues related to the use of torture?” “How effective are existing legal prohibitions and remedies?” “Who tortures?” and “How does torture affect transitional justice?”

**2011-117 Change to POLS 3430 – open to juniors or higher***Current Catalog copy*

3430. Evaluating Human Rights Practices of Countries (Also offered as HRTS 3430.) Three credits. Examination of the ways in which governments, businesses, NGOs, IGOs, and scholars assess which human rights are being respected by governments of the world. Hands-on experience in rating the level of government respect for human rights in countries around the world.

*Proposed catalog copy*

3430. Evaluating Human Rights Practices of Countries (Also offered as HRTS 3430.) Three credits. **Prerequisite: Open to juniors or higher.** Examination of the ways in which governments, businesses, NGOs, IGOs, and



scholars assess which human rights are being respected by governments of the world. Hands-on experience in rating the level of government respect for human rights in countries around the world.

### 2011-118 Change to POLS 3464 – open to juniors or higher

#### *Current Catalog copy*

3464. Arab-Israeli Conflict  
(234) Three credits.

Political relations between Arabs and Israelis with an emphasis on war and diplomacy.

#### *Proposed catalog copy*

3464. Arab-Israeli Conflict

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

Political relations between Arabs and Israelis with an emphasis on war and diplomacy.

### 2011-119 Change to POLS 3464W – open to juniors or higher

#### *Current Catalog copy*

3464W. Arab-Israeli Conflict  
(234W) Prerequisite: ENGL 1010 or 1011 or 3800.

#### *Proposed catalog copy*

3464. Arab-Israeli Conflict

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

Political relations between Arabs and Israelis with an emphasis on war and diplomacy.

### 2011-120 Change to POLS 3476 – open to juniors or higher

#### *Current Catalog copy*

3476. World Political Leaders  
Three credits.

Theory and practice of political leadership. Comparison of leaders in different political systems. Leadership in foreign and domestic politics. Case studies of great leaders.

#### *Proposed catalog copy*

3476. World Political Leaders

Three credits. **Prerequisite: Open to juniors or higher.**

Theory and practice of political leadership. Comparison of leaders in different political systems. Leadership in foreign and domestic politics. Case studies of great leaders.

### 2011-121 Change to POLS 3604 – open to juniors or higher

#### *Current Catalog copy*

3604. Congress in Theory and Practice

Three credits.

Analysis of the U.S. Congress, including representation, elections, policy formation, law making, and organization.

#### *Proposed catalog copy*

3604. Congress in Theory and Practice

Three credits. **Prerequisite: Open to juniors or higher.**

Analysis of the U.S. Congress, including representation, elections, policy formation, law making, and organization.

### 2011-122 Change to POLS 3622 – open to juniors or higher

#### *Current Catalog copy*

3622. American Political Leadership

Three credits.

Study of American political leadership as it relates to political culture, institutions and democratic principles

#### *Proposed catalog copy*

3622. American Political Leadership

Three credits. **Prerequisite: Open to juniors or higher.**

Study of American political leadership as it relates to political culture, institutions and democratic principles

### 2011-123 Change to POLS 3667 – open to juniors or higher

#### *Current Catalog copy*

3667. Puerto Rican Politics and Culture

(Also offered as PRLS 3667.) Three credits.

Legal and political history of the relationship between Puerto Rico and the United States with an emphasis on the question of United States empire and the politics of cultural resistance.

#### *Proposed catalog copy*

3667. Puerto Rican Politics and Culture

(Also offered as PRLS 3667.) Three credits. **Prerequisite: Open to juniors or higher.**

Legal and political history of the relationship between Puerto Rico and the United States with an emphasis on the question of United States empire and the politics of cultural resistance.

### 2011-124 Change GSCI 4390 – change number of credits

1. Date: 13 October 2011

2. Department: Geosciences
3. Nature of Proposed Change: Change number of credits.

**4. Current Catalog Copy:**

**4390. Field Problems in Earth Structure**

(257) (Formerly offered as GEOL 4390.) One credit. Two weekend field trips and two 2-hour class meetings. Prerequisite or corequisite: [GSCI 3030](#). Mapping techniques and map interpretation using concepts developed in [GSCI 3030](#). Emphasis on mapping moderately deformed rocks in which sedimentary and tectonic features can be differentiated.

**5. Proposed Catalog Copy:**

(see information in the "add a course" form if you have any questions regarding specific items.)

**4390. Field Problems in Earth Structure**

(257) (Formerly offered as GEOL 4390.) **Two credits. Two weekend field trips and one 1-hour class meeting each week.** Prerequisite or corequisite: [GSCI 3030](#).

Mapping techniques and map interpretation using concepts developed in [GSCI 3030](#). Emphasis on mapping moderately deformed rocks in which sedimentary and tectonic features can be differentiated.

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

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

**Justification**

1. Reasons for changing this course: This course was originally designed as a 1-credit course consisting of two weekend field trips in Vermont and New York and two 2-hour-long meetings in Storrs, one before the field trips and one after the field trips. We would like to change it to a 2-credit course consisting of the two weekend field trips and an hour-long meeting each week of the semester. It is clear from teaching the course over the past decade that the students need more prep time and more follow-up time to maximize their understanding of their field observations and measurements. This proposed change is also precipitated by our recent purchase of a newly designed compass that lets the students collect orientation data much more quickly in the field. As a result, we can visit additional exposures that provide students with a better regional context for their weekend mapping projects, and the students can collect more in-depth and involved datasets. This adjustment in the field component needs to be paired with more prep and follow-up time. We also plan to increase the amount of time spent in the field by scheduling the hour-long lectures for Friday afternoon, thereby ensuring that students can leave for the field on Friday afternoon rather than Friday evening, which will lead to time for an introductory lecture at the campsite Friday evenings and a more efficient start Saturday mornings.

Original course structure:

Two weekend field trips

Two 2-hour class meetings = 4 hours

Revised course structure:

Two weekend field trips with earlier departure time

Four 1-hour introductory lectures (1 hour Friday evening, 1 hour Saturday morning per trip) = 4 hours

Fourteen 1-hour class meetings = 14 hours

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: Jean Crespi
7. Dates approved by (see [Note Q](#)):  
 Department Curriculum Committee: 18 October 2011  
 Department Faculty: 18 October 2011
8. Name, Phone Number, and e-mail address of principal contact person:  
 Jean Crespi  
 486-0601  
 jean.crespi@uconn.edu

#### **2011-125 Add ANTH 5305 Globalization and Transnational Anthropology**

1. Date: 8 September 2011
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: fall 2012

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

### **ANTH 53xx. Globalization and Transnational Anthropology**

3 credits. Seminar.

Methods and theories in the study of cultural, social, political and economic phenomena spanning international frontiers; historical origins of transnational anthropology, theories of globalization, ethnographic case studies.

#### *Justification*

1. Reasons for adding this course: A seminar of this title has been taught twice in recent years as an ANTH 5305 Special Topics; the faculty of the Cultural and Historical wing of the faculty are in agreement that this seminar should enter the regular rotation of graduate seminars, in response to the central place that debate about transnational anthropology has recently taken in the wider anthropological discipline.
2. Academic Merit: The seminar will guide students in learning how anthropologists are responding to the challenges which the study of "the global" poses to a discipline organized largely around study of the local and the particular. Overviews of the historical origins of transnational anthropology, of theories of globalization, and of multi-

sited ethnography will be followed by reading and discussion of recent case studies. Through in-class presentations and term papers, students will be encouraged to link course issues to their own research agenda.

3. Overlapping Courses: None in Anthropology; inquiries have been made with Geography, and Political Science, neither of which reports any overlap; inquiries with Sociology have not to date been answered.

4. Number of Students Expected: 10, if offered every other year; interest will be sought among graduate students in History, Latin American Studies, Political Science, and Sociology as well as Anthropology. With instructor's permission, particularly well-prepared advanced undergraduate may also be permitted to enroll.

5. Number and Size of Section: n.a.

6. Effects on Other Departments: neither Geography nor Political Science representatives report any concerns.

7. Staffing: Samuel Martínez has taught the seminar as 5305 and would be interested in teaching it again but others in the Cultural and Historical wing of the Department would be well qualified to teach it, too.

8. Dates approved by

Department Curriculum Committee: 20 October 2011

Department Faculty: 20 October 2011

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

Samuel Martínez, 6-4515, Samuel.martinez@uconn.edu

### *Syllabus*

ANTH 5305, Section 16

Graduate Seminar: Globalization and Transnational Anthropology

Fall 2008, Th 2-5, Beach 404

Samuel Martínez, Associate Professor

Aims: 1) to provide an overview of the history of anthropological research on social and cultural processes that span national borders, focusing upon theory, method, primary substantive concerns, and larger discursive contexts of transnational anthropology;

2) to examine recent empirical studies of transnational social, political and economic phenomena, including international migration and immigrant communities, human rights and social justice advocacy networks, multinational corporations, international law, and neo-liberal reform;

3) to help students think through questions relating to how to do studies of transnational processes: participants will be encouraged (though not required) to raise questions and make observations that seek to establish comparative and theoretical links to their own research agenda.

Guiding questions:

How do we respond to the challenges that the study of “the global” poses to anthropological research conventions, organized largely around study of the local and the particular?

What is our starting point(s) for studying phenomena that span international frontiers? Where do we begin?

What innovative mixes of multi-sited ethnography, archival research, close textual analysis, community participatory research, and formal interview methods can aid ethnography in recording and analyzing transnational processes?

What, conversely, can anthropology’s “traditional,” fine-grained, empirical and comparative methods contribute to a better understanding of globalization, broadly defined?

Term research projects: Course participants will submit a 15 to 20 page (double space) paper, no later than 5pm, Friday, December 13. Completion of a rough draft of the term paper will be expected by the end of November. Our final meeting, of December 4th, will be given over entirely to in-class presentations of term projects. While each participant is free to frame the term project as s/he wishes, it is expected that the paper will present a well-rounded and theoretically grounded consideration of at least one approach or controversy in the scholarly literature on globalization or transnational anthropology.

Weekly journals: During each of the 12 weeks in which readings will be discussed, participants are required to post a journal entry (target limit of 300 words) to the course HuskyCT site. Only the top 10 scores will count toward the final course grade. You will also be required to read the others’ postings and add a constructive question(s) to at least one of these each week. The journal is an exercise intended to encourage reflection and bring forward topics for discussion in advance of our weekly meetings. While posting the journal is primarily a form of course participation, each participant is also encouraged to treat their postings as a seed-bed and test plot of ideas for the term paper.

To give every participant the time to read each others’ postings, please post your own journal entry no later than 9PM, Wednesday, each week.

Readings will consist primarily but not exclusively of publications by cultural anthropologists. The following books have been placed on order at the UConn Coop Bookstore:

Eriksen, Thomas Hylland, *Globalization: The Key Concepts*

Inda, Jonathan Xavier & Renato Rosaldo, *The Anthropology of Globalization*

Ong, Aihwa, *Buddha is Hiding*

Trouillot, Michel-Rolph, *Global Transformations*

Tsing, Anna, *Friction*

Yúdice, George, *The Expediency of Culture*

Part 1: Situating “the Global”

Week 1 (28 Aug) Introductions and discussion of course goals

Week 2 (4 Sept) Anthropological research and the challenge of “the global” – reading: Trouillot (entire)

Week 3 (11 Sept) The origins of transnational anthropology – Patterson, “Anthropology in the Postwar Era, 1945-1973”; Ghani, “Writing a History of Power”; Wolf, “Aspects of Group Relations in a Complex Society,” “Types of Latin American

Peasantry” & “Modes of Production”; Mintz, “The So-Called World System”;  
Roseberry, “Anthropology, History, and Modes of Production”

Part 2: Globalization

Week 4 (18 Sept) What is “globalization”? – Eriksen (entire); Tsing, “The Global Situation” (in Ina & Rosaldo)

Week 5 (25 Sept) Globalization from below? – Ansley, “Local Contact Points at Global Divides”; Larson, “Informality, Illegality, and Inequality”; Rajagopal, “Recoding Resistance”; Marcus, “Ethnography in/of the World System”

Weeks 6 & 7 (2 & 9 Oct) The anthropology of globalization – Ina & Rosaldo (essays TBA)

Weeks 8 & 9 (16 & 23 Oct) Cultural globalization– Yúdice (chapters TBA); Wilk, “Learning to be Local in Belize”

Part 3: Case studies

Weeks 10 & 11 (30 Oct & 6 Nov) Ong (chapters TBA); Gupta & Ferguson, “Beyond ‘Culture’” (in Ina & Rosaldo)

Weeks 12 & 13 (13 & 20 Nov) Tsing (entire)

Part 3: Term project presentation & write-up

Week 14 (23-29 Nov) no class: Thanksgiving recess

Weeks 15 (4 Dec) Term project presentations

### 2011-126 Change CHEM 3563-3564 Physical Chemistry

1. Date: Oct 21/2011
2. Department: Chemistry
3. Nature of Proposed Change: Change prerequisites of Chem 3563-3564 sequence

#### 4. Current Catalog Copy:

CHEM 3563-3564 Physical Chemistry

(263-264) Four credits each semester. Prerequisite: CHEM 1126 or 1128 or 1138 or 1148; PHYS 1230, or 1402, or 1502, or 1602; MATH 2110 or 2130 for CHEM 3563; and MATH 2410 or 2420 for CHEM 3564.

A study of gases, liquids, solids, solutions, and thermodynamics in CHEM 3563 and kinetics, atomic and molecular theory and spectroscopy in CHEM 3564.

#### 5. Proposed Catalog Copy:

CHEM 3563-3564 Physical Chemistry

(263-264) Four credits each semester. Prerequisite: CHEM 1126 or 1128 or 1138 or 1148; PHYS 1230, or 1402, or 1502, or 1602; MATH 2110 or 2130 for CHEM 3563; and MATH 2410 or 2420 for CHEM 3564. **CHEG 3112 may be substituted for CHEM 3563 as a prerequisite for CHEM 3564.**

A study of gases, liquids, solids, solutions, and thermodynamics in CHEM 3563 and kinetics, atomic and molecular theory and spectroscopy in CHEM 3564.

6. Effective Date Immediately

#### Justification

1. Reasons for changing this course: This change would allow the Chemical Engineering students to take CHEM 3564 after they have completed CHEG 3212 without taking CHEM 3563 which is a prerequisite for CHEM 3564. Combined contents of CHEG 3112 and its prerequisite course CHEG 2111 are essentially the

- same as that of CHEM 3563. Therefore, those students who have completed the CHEM 2111 and CHEG 3112 would have met prerequisites for CHEM 3564, equivalent to CHEM 3563. All other prerequisites still apply.
2. Effect on Department's Curriculum: Enrolments in CHEM 3563 may drop while those of CHEM 3564 may increase marginally
  3. Other Departments Consulted (see Note N): Chemical and Biomedical Engineering
  4. Effects on Other Departments: See item 1. No other department will be effected.
  5. Effects on Regional Campuses: None
  6. Staffing: No changes anticipated
  7. Dates approved by (see Note Q):  
Division of Physical Chemistry - Sept 12/11  
Department Curriculum Committee: Undergraduate committee - Oct 5/11  
Department Faculty: Pending
  8. Name, Phone Number, and e-mail address of principal contact person:  
Dr. Challa Vijaya Kumar, 860-486-3213, [challa.kumar@uconn.edu](mailto:challa.kumar@uconn.edu)