

College of Liberal Arts and Sciences, Committee on Curricula and Courses, Agenda February 14th, 2012

Selection of the secretary

Minutes of the meeting of December 13th – approved by email. Jan. 10th, 2012

Report of the Chair:

- Proposals approved by the Chair before the meeting: Add FREN 3272 to Minor
- Proposals from prior meetings for reconsideration
- New proposals submitted for consideration
- Preliminary proposals for consultation

Reports of committees – none

Old business:

- Due to senate C&C discussions, proposals 2011-78 through 2011-99 not implemented in the new catalog. (Oct. 25th, 2011 minutes)
- Verbal report - CLAS representative to UICC

New business:

Adjournment until March 20th

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Proposals for reconsideration

2011-162 Change ECON Major description

Proposal originally postponed for clarification of wording of MATH requirements

1. Date: 11/9/2011
2. Department requesting this change: Economics
3. Title of Major: Economics
4. Nature of Change: Refine wording in general description of major, including adding courses which will fulfill our calculus requirement.

5. Existing catalog Description of the Major:

Economics

A student majoring in economics should acquire a thorough grounding in basic principles and methods of analysis, plus a working competence in several of the specialized and applied fields. Examples of such fields are industrial organization, law and economics, money and banking, international trade and finance, public finance, comparative economic systems, labor economics, health economics, urban and regional economics, and economic development.

Economics majors must earn twenty-four credits in courses at the 2000-level or above, including two intermediate theory courses (ECON 2201 and 2202), plus at least nine credits in either quantitative skills courses (ECON 2301-2328) and/or courses at the 3000-level or above. No more than 6 credits in ECON 2499 and/or 3499 may be counted toward the required 24 credits in economics courses at the 2000-level or above. ECON 2481 does not count toward fulfilling the major requirements.

Economics majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take STAT 1000Q or 1100Q and one of the following: MATH 1071Q, 1110Q, 1121Q, 1131Q, or 1151Q. MATH 1131Q and STAT 1100Q are preferred. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

The intermediate theory courses (ECON 2201 and 2202) should be taken early in the student's major program. Recommended courses for economics majors include ECON 2311 and ENGL 3003W. The department has special requirements for economic majors in the University Honors Program and for majors who qualify for the department's Economics Scholars and Quantitative Certificate Programs.

Course work in economics serves a wide variety of vocational objectives. An economics major (supplemented by a rigorous calculus and statistics course sequence) is excellent preparation for graduate work in economics, which qualifies a person for academic, business, or government employment. Majors and others with strong economics training are attractive prospects for business firms and government agencies, and for professional graduate study in business or public policy. An economics background is especially desirable for the study and practice of law.

Economics majors satisfy the computer technology competency by passing either STAT 1000Q or 1100Q in addition to meeting the University-wide computer entrance expectations.

Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking ECON 2311, 2312W, or 2327.

Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics. A minor in Economics is described in the "Minors" section.

6. Proposed catalog Description of the Major:

Economics

A student majoring in economics should acquire a thorough grounding in basic principles and methods of analysis, plus a working competence in several of the specialized and applied fields. Examples of such fields are industrial organization, law and economics, money and banking, international trade and finance, public finance, labor economics, health economics, urban and regional economics, and economic development.

Economics majors must earn twenty-four credits in courses at the 2000-level or above, including two intermediate theory courses (ECON 2201 and 2202), plus at least nine credits in either quantitative skills courses (ECON 2301-2328) and/or courses at the 3000-level or above. No more than 6 credits in ECON 2499 and/or 3499 may be counted toward the

required 24 credits in economics courses at the 2000-level or above. ECON 2481 does not count toward fulfilling the major requirements.

Economics majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take STAT 1000Q or 1100Q and one of the following: MATH 1071Q, 1110Q, 1121Q, **1126Q**, 1131Q, 1151Q or 2141Q. **MATH 1121Q or higher is recommended, and Stat 1100Q is recommended over STAT 1000Q**. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

The intermediate theory courses (ECON 2201 and 2202) should be taken early in the student's major program. Recommended courses for economics majors include ECON 2311 and ENGL 3003W. The department has special requirements for economic majors in the University Honors Program and for majors who qualify for the department's Economics Scholars and Quantitative Certificate Programs.

Course work in economics serves a wide variety of vocational objectives. An economics major (supplemented by a rigorous calculus and statistics course sequence) is excellent preparation for graduate work in economics, which qualifies a person for academic, business, or government employment. Majors and others with strong economics training are attractive prospects for business firms and government agencies, and for professional graduate study in business or public policy. An economics background is especially desirable for the study and practice of law.

Economics majors satisfy the computer technology competency by passing either STAT 1000Q or 1100Q in addition to meeting the University-wide computer entrance expectations.

Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking ECON 2311, 2312W, **ECON 2326**, or 2327.

Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics.

A minor in Economics is described in the "Minors" section.

7. Effective Date: immediately

Justification

1. Why is a change required?

This change updates the mathematics requirement for the major in light of the Math Department's recent renumbering and realignment of its introductory courses. Math 1126Q (Calculus 1b) is the second course in a sequence, Math 1125, 1126 which together cover the material of Math 1131Q. Math 2141Q (Advanced Calculus I) covers all of Math 1131Q at a more advanced level. It is an invitation only course designed for top notch entering freshman. The proposal also makes the small change of adding Econ 2326 (Operations Research) to the list of elective courses to improve information literacy.

2. What is the impact on students?

This will help students by reducing confusion about math requirements for the major and increasing the choices to fulfill that requirement.

3. What is the impact on regional campuses? - None

4. Dates approved by :

Department C&C : 10/28/2011; Department Faculty: 11/4/2011

5. principal contact person: Susan Randolph, (860) 486-2390, susan.m.randolph@gmail.com

Proposals for Consideration

2012-001 Change ANTH/HRTS 3028 (add W)

1. Date: 12/30/11
2. Department: anthropology
3. Nature of Proposed Change: add a W to current course ANTH/HRTS 3028

4. Current Catalog Copy:

3028. Indigenous Rights and Aboriginal Australia (228) (Also offered as HRTS 3028.) Three credits. Recommended preparation: ANTH 2000. An introduction to the study and understanding of Aboriginal ways of life and thought. An exploration of the complexity of contemporary indigenous social orders and land rights issues. CA 4-INT.

5. Proposed Catalog Copy:

3028W. Indigenous Rights and Aboriginal Australia (228) (Also offered as HRTS 3028W.) Three credits. Recommended preparation: ANTH 2000. An introduction to the study and understanding of Aboriginal ways of life and thought. An exploration of the complexity of contemporary indigenous social orders and land rights issues. CA 4-INT

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

Justification

1. Reasons for changing this course: We do not have one ethnographic course which is a W and we need more W course offerings for our majors. And HRTS has expressed interest in having more W courses at the upper-level.
2. Effect on Department's Curriculum: Would help students fulfill their requirements slightly faster.
3. Other Departments Consulted (see Note N): Yes Human Rights Institute
4. Effects on Other Departments: see above
5. Effects on Regional Campuses: N/A
6. Staffing: Staff
7. Dates approved by (see Note Q): 11/30/11
Department Curriculum Committee: 11/30/11
Department Faculty: 11/30/11
8. Name, Phone Number, and e-mail address of principal contact person: Françoise Dussart
486 4517 or 401 559 9003, francoise.dussart@uconn.edu

2012-001b Add new graduate course ANTH 53XY

1. Date: 6 January 2012
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: fall 2012

Proposed catalog Listing

ANTH 53XY Human Rights in a Diverse World

3 credits. Seminar.

Basic issues, methods and theories in the anthropological study of human rights; cultural relativism, the international human rights system, social movements, transnational activist networks, media and representation are studied in their relationship to rights claims, adjudication, and outcomes.

Justification

1. Reasons for adding this course: While the Department currently lists a graduate seminar on Cultural Rights, it lacks a seminar providing an overview of the burgeoning cultural anthropological research literature on how rights are conceived of, claimed, and debated in places around the world as well as the relationship between human cultural and contextual diversity on one hand and the globalizing dimensions of human rights discourses, institutions and practices on the other.
2. Academic Merit: The first decade of the 21st century has seen important growth in the purview of anthropological research on human rights, beyond the concern with cultural relativism with which the discipline had theretofore been associated. Among the issues that this seminar would consider: What does it mean to "have a right"?; the international human rights system and legal instruments; the interdependence of human rights; Is human rights an aspect of globalization?; the case for, and against, cultural relativism; the plurality of human rights approaches and their relationship to law; legal pluralism; media and the politics of human rights representation; social movements and transnational activist networks; assessing outcomes.
3. Overlapping Courses: In basing its approach to human rights studies in the anthropological literature (see addendum, Primary Readings, ANTH 53xy Human Rights), the proposed course is distinct from all UConn graduate level courses other than ANTH 5390 Cultural Rights (see item 1 above).
4. Number of Students Expected: 15 every other year
5. Number and Size of Section: n.a.
6. Effects on Other Departments: We have gained preliminary approval for inclusion of this course in the Human Rights Graduate Certificate curriculum
7. Staffing: Dussart, Martínez, Willen, Wilson are all well qualified to teach this course
8. Dates approved by: Department Curriculum Committee: 9 January 2012
Department Faculty: 9 January 2012
9. contact person: Samuel Martínez, 6-4515, Samuel.martinez@uconn.edu

2012-002 Change COGS Major: Add COGS 3584 (required)

1. Date: January 18, 2012
2. Department requesting this change: Cognitive Science Program
3. Title of Major: Cognitive Science
4. Nature of Change: The 1-credit Cognitive Science seminar (COGS 3584) would become a required course for the major.

5. Existing catalog Description of the Major (relevant paragraphs only):

General Requirements

The requirements for the cognitive science major include 39 2000-level and above credits, no more than 21 of which may be taken in any one department. There are several 1000-level courses that are required preparation for the 2000-level and above requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

Core Courses (15 credits)

COGS 2201 and four of the following courses: ANTH 3002; CSE 4705; LING 2010Q; PHIL 3250; PSYC 2501

6. Proposed catalog Description of the Major (relevant paragraphs only):

General Requirements

The requirements for the cognitive science major include 40 2000-level and above credits, no more than 21 of which may be taken in any one department. There are several 1000-level courses that are required preparation for the 2000-level and above requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

Core Courses (16 credits)

COGS 2201, COGS 3584, and four of the following courses: ANTH 3002; CSE 4705; LING 2010Q; PHIL 3250; PSYC 2501

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

Justification

1. Why is a change required?

COGS 3584 is conducted as a 1-credit seminar in which students (a) read about and discuss recent developments in Cognitive Science, as well as job-related opportunities as CogSci majors, (b) meet with Cognitive Science colloquium speakers to discuss their research, and (c) present ideas about their own research topics. The course is offered only once/year, usually in the spring semester.

COGS 3584 is restricted to majors, and is the only academic venue in which CogSci majors can have focused discussions about academic and professional issues unique to them. The course provides unique community-building components as well as valuable opportunities to meet cognitive science researchers from other institutions.

Some COGS majors do not fully realize or learn about these positive attributes until their senior year, when they have less time to take the course. The goal is that by making

the course a requirement, students will keep it in their 'sights' as they progress through the major, and so make time for it.

2. What is the impact on students?

Minimal in terms of time, as it just requires attending class for one hour per week (and doing the reading and participation) during one semester.

However, we project a positive impact for the COGS majors in terms of their awareness of their undergraduate CogSci community, and their opportunities for internships and post-graduate activities such as jobs and graduate school.

3. What is the impact on regional campuses?

None.

4. Dates approved by (see Note Q):

Department Curriculum Committee: December 15, 2011

Department Faculty: December 15, 2011

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

Letty Naigles, 486-4942, letitia.naigles@uconn.edu

CC&C committee member for COGS

2012-003 Change course description ENGL 3120

1. Date: **1/30/2012**
2. Department: **English**
3. Nature of Proposed Change: **Minor changes in course description that do not substantially alter the nature of the course**

4. Current Catalog Copy:

ENGL 3120: Irish literature in English to 1939

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800. Open to juniors or higher. Fiction, drama, and verse, including such early Irish myth as the Tain bo Cualnge and such writers as Mangan, Somerville & Ross, Yeats, Gregory, Synge, Joyce, and O'Connor. CA 4-INT.

5. Proposed Catalog Copy:

ENGL 3120: Irish literature in English to 1939

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Open to juniors or higher. Fiction, drama, and poetry, including early Irish legends and sagas (in translation); such writers as Swift, Shaw, Wilde, Yeats, Gregory, Synge, Joyce, and Bowen. CA 4-INT.

(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:
Catalog does not reflect how the course has been taught for a number of years
2. Effect on Department's Curriculum: **none**
3. Other Departments Consulted (see Note N):
4. Effects on Other Departments:
5. Effects on Regional Campuses: **May be taught**
6. Staffing: **Mary Burke, Tom Shea and Rachael Lynch**
7. Dates approved by (see Note Q):
Department Curriculum Committee: 2/8/12
Department Faculty: 2/8/12
8. Name, Phone Number, and e-mail address of principal contact person: **Margaret Breen, 6-2873, Margaret.Breen@uconn.edu**

2012-004 Change course description ENGL 3122

1. Date: **1/30/2012**
2. Department: **English**
3. Nature of Proposed Change: **Minor changes in course description that do not substantially alter the nature of the course**

4. Current Catalog Copy:

ENGL 3122: Irish literature in English since 1939
Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Open to juniors or higher. Fiction, drama, and verse by such writers as Beckett, Bowen, O'Brien, Friel, Murdoch, O'Faolain, McGahern, McGinley, Heaney, Muldoon, and Doyle. CA 4-INT.

5. Proposed Catalog Copy:

ENGL 3122: Irish literature in English since 1939
Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Open to juniors or higher. Fiction, drama, and poetry by such writers as Beckett, O'Brien, Friel, Heaney, Doyle, Carr, McCabe, Tóibín, and McDonagh. CA 4-INT.

(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:
Catalog does not reflect how the course has been taught for a number of years
2. Effect on Department's Curriculum: **none**
3. Other Departments Consulted (see Note N):
4. Effects on Other Departments:
5. Effects on Regional Campuses: **May be taught**
6. Staffing: **Mary Burke, Tom Shea and Rachael Lynch**
7. Dates approved by (see Note Q):
Department Curriculum Committee: 2/8/12
Department Faculty: 2/8/12
8. Name, Phone Number, and e-mail address of principal contact person:
Margaret Breen, 6-2873, Margaret.Breen@uconn.edu

2012-005 Add new Course ENGL 3124 and W variant

1. Date: 2/6/12
2. Department requesting this course: English
3. Semester and year in which course will be first offered: Fall 2013

Proposed catalog Listing (see Note A):

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate and graduate courses are listed.

3124. British Literature since the Mid-Twentieth Century

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Not open to students who have completed 3119/W.

British literature since the mid-twentieth century. Works by writers such as Hughes, Lessing, Murdoch, Pinter, Rushdie, and Winterson.

3124W. British Literature since the Mid-Twentieth Century

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Not open to students who have completed 3119/W.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O):
2. Course Number (see Note B): 3124 and 3124W
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? x_ Yes
___ No
3. Course Title: British Literature since the Mid-Twentieth Century
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Not open to students who have completed 3119/W.
British literature from the immediate post-World War II period through the present. Works by writers such as Hughes, Lessing, Murdoch, Pinter, Rushdie, and Winterson.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ENGL 1010 or 1011 or 2011 or 3800.
9. Recommended Preparation, if applicable (see Note G): n/a
10. Consent of Instructor, if applicable (see Note T) n/a
11. Exclusions, if applicable (see Note H): Not open to students who have passed 3119W.
12. Repetition for credit, if applicable (see Note I): no
13. Instructor(s) names if they will appear in catalog copy (see Note J): n/a

14. Open to Sophomores (see Note U): yes
15. Skill Codes "W", "Q", or "C" (see Note T): may be taught as a W
16. S/U grading (see Note W): no

Justification

1. Reasons for adding this course: (see Note L) We currently have a course called "Modern English Literature" (3119/W) that runs from approximately 1890 until the present. Coverage of the material is not possible in one course. The current course needs to be split in two. ENGL 3124/W covers British literature of the second half of the long twentieth century. The substitution of "British" for "English" clarifies the breadth of material on which this course may draw.
2. Academic Merit (see Note L): This course focuses on literary developments of post-war (World War II) British literature. These developments include absurdist, post-modernist, and post-colonial literatures.
3. Overlapping Courses (see Note M): ENGL 3119/W.
4. Number of Students Expected: We expect to run 2-3 sections at Storrs per academic year. There may be 1-2 additional sectional at the regional campuses each year.
5. Number and Size of Section: non-W: 40; W: 19
6. Effects on Other Departments (see Note N): none
7. Effects on Regional Campuses: may be taught at regional campuses
8. Staffing (see Note P): professors, adjuncts, graduate students
9. Dates approved by (see Note Q):
 Department Curriculum Committee: 2/8/12
 Department Faculty: 2/8/12
10. Name, Phone Number, and e-mail address of principal contact person: Margaret Breen, 6-2873, Margaret.Breen@uconn.edu

Syllabus ENGL 3124W (British Literature since the Mid-Twentieth Century)

Animal House by George Orwell
 The Dumb Waiter and The Birthday Party by Harold Pinter
 The Grass is Singing by Doris Lessing
 No Longer at Ease by Chinua Achebe
 The Prime of Miss Jean Brodie by Muriel Spark
 Selected poems by Tony Harrison: "Heredity," "National Trust," "Book Ends," and "Long Distance"
 Midnight's Children by Salman Rushdie
 The Passion by Jeanette Winterson
 Cloud 9 by Caryl Churchill

Course Aims:

This course offers an overview of British literature from the second half of the twentieth-century through the present. We will begin by considering artistic reactions to World War II: first, we will consider Orwell's allegorical novel; we will then read Pinter's absurdist

plays as themselves literary interventions against the “logic” of war; finally, we will examine how Spark’s novel explores the goings on at a 1930s private girls-school, which offer a small-scale version of the violent disregard of humanity enacted by the totalitarian regimes of the 1920-40s. With Lessing’s, Achebe’s, and Rushdie’s novel we will then consider the strains of maintaining empire and the promise (though perhaps this term is too optimistic) of achieving colonial independence. To conclude our course, we will consider Winterson’s novel and Churchill’s play, in terms of the possibilities that post-modernism holds for the renewal (salvation?) of the subject: the constituting or perhaps undermining of identity categories related to gender, sexuality, and race.

Course Requirements:

Class participation—15%

3 essays (5-7 pages each)—60% (20% each), at least two of which must be revised and resubmitted; in each case I will give you a choice of topics

1 annotated bibliography—(15%)

1 final exam—10%

Class Format:

The success of this course depends largely upon you. I encourage us to have lively discussions. We will all have various “takes” or interpretations of the texts at hand. By voicing our ideas and engaging them in their variety we will learn a great deal—not simply about the stories but about ourselves and others. Class participation, then, is a must. Relatedly, it is important that you attend class regularly. Your absence will mean that discussion will suffer. In any event, if you know that you are going to be absent, please let me know, either via email or phone

The “W” Factor:

This is a writing-intensive course, whose point of departure is the doubled assumption that not only does our thinking shape our writing, but also our writing shapes our thinking. With this in mind, the more we extend and develop our writing skills, the more effective we become as critical, analytical thinkers.

Our course requirements are as follows:

In order to pass the class you must pass its writing component

There will be at least fifteen pages of writing, with revision built into the writing process. Please note: when you submit a revision, be sure to include the original graded version of your essay.

The course will offer regular work on writing issues—e.g., grammar, punctuation, essay structure, argumentation, and revision—throughout the semester

There will be a research component attached to all of the papers

Assignment Schedule:

Week 1: Animal House

Week 2: The Dumb Waiter and The Birthday Party

Week 3: The Prime of Miss Jean Brodie

Week 4: The Prime of Miss Jean Brodie

Week 5: The Grass is Singing

Week 6: Essay #1 due; The Grass is Singing

Week 7: No Longer at Ease

Week 8: No Longer at Ease

Week 9: Midnight’s Children; Essay #2 due

Week 10: Midnight's Children

Week 11: The Passion

Week 12: The Passion

Week 13: Cloud 9

Week 14: Poems by Tony Harrison; summing up; Essay #3, annotated bibliography, and all revisions due

Week 15: Final Exam

2012-006 Add new Course ENGL 3123 and W variant

1. Date: 2/6/12
2. Department requesting this course: English
3. Semester and year in which course will be first offered: Fall 2013

Proposed catalog Listing (see Note A):

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate and graduate courses are listed.

3123. Modern British Literature: 1890 to the Mid-Twentieth Century

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Not open to students who have completed 3119/W.

British literature from the late Victorian to the immediate post-World War II period. Works by writers such as Conrad, Lawrence, Mansfield, Forster, Woolf, and Eliot.

3123W. Modern British Literature: 1890 to Mid-Twentieth Century

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Not open to students who have completed 3119/W.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O):
2. Course Number (see Note B): 3123 and 3123W
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? x_ Yes
__ No
3. Course Title: Modern British Literature: 1890 to Mid-Twentieth Century
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Not open to students who have completed 3119/W.
British literature from the late Victorian to the immediate post-war period. Works by writers such as Conrad, Lawrence, Mansfield, Forster, Woolf, and Eliot.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ENGL 1010 or 1011 or 2011 or 3800.
9. Recommended Preparation, if applicable (see Note G): n/a
10. Consent of Instructor, if applicable (see Note T) n/a
11. Exclusions, if applicable (see Note H): Not open to students who have passed 3119W.
12. Repetition for credit, if applicable (see Note I): no

13. Instructor(s) names if they will appear in catalog copy (see Note J): n/a
 14. Open to Sophomores (see Note U): yes
 15. Skill Codes "W", "Q", or "C" (see Note T): may be taught as a W
 16. S/U grading (see Note W): no

Justification

1. Reasons for adding this course: (see Note L) We currently have a course called "Modern English Literature" (3119/W) that runs from approximately 1890 until the present. Coverage of the material is not possible in one course. The current course needs to be split in two. ENGL 3123/W covers the literature of the first half of the long twentieth century. The substitution of "British" for "English" clarifies the breadth of material on which this course may draw.
2. Academic Merit (see Note L): This course offers a study of late Victorian and Edwardian literature; literature of the Great War and World War II; and emphasizes the study of Modernist British literature from its beginnings.
3. Overlapping Courses (see Note M): ENGL 3119/W
4. Number of Students Expected: We expect to run 2-3 sections at Storrs per academic year. There may be 1-2 additional sectional at the regional campuses each year.
5. Number and Size of Section: non-W: 40; W: 19
6. Effects on Other Departments (see Note N): none
7. Effects on Regional Campuses: may be taught at regional campuses
8. Staffing (see Note P): professors, adjuncts, graduate students
9. Dates approved by (see Note Q):
 Department Curriculum Committee: 2/8/12
 Department Faculty: 2/8/12
10. Name, Phone Number, and e-mail address of principal contact person:
 Margaret Breen, 6-2873, Margaret.Breen@uconn.edu

Syllabus ENGL 3123W (Modern British Literature: 1890-the Mid-Twentieth Century)

Course Texts:

Heart of Darkness by Joseph Conrad
 Heartbreak House by George Bernard Shaw
 Howards End by E. M. Forster
 Selected short stories by D. H. Lawrence ("Odor of Chrysanthemums; "The Horse Dealer's Daughter") and Katherine Mansfield ("The Fly"; "The Garden Party")
 Selections by T. S. Eliot: "The Love Song of J. Alfred Prufrock," "The Hollow Men," "The Waste Land"
 Mrs Dalloway by Virginia Woolf
 The Well of Loneliness by Radclyffe Hall
 Selections by W. H. Auden: "Spain 1937," "Musée de Beaux Arts," "In Memory of W. B. Yeats," "The Shield of Achilles"

Course Aims:

These readings are meant to provide you with an overview of British literature from the end of the Victorian period (1890) through World War II. We will be considering different genres of literature (drama, short story, novel, poetry) and literary movements (such as realism and early and high modernism) primarily in relation to cultural, social, and political developments. During this time frame, Britain was very much an empire—an empire that sought to keep its colonies subordinate and its businesses profitable. Unsurprisingly, one of the major preoccupations of this time span is war: its necessity, inevitability, cost, and aftermath. Even as we will primarily focus on the aesthetic aspects of the our literature selections, we will bear in mind that most of texts we are reading may fruitfully be understood from an historical perspective; they address the possibility, reality, and repercussions of war: So, for example, Forster’s *Howards End* was written shortly before “the Great War” (World War I, 1914-1918), and we could argue that it anticipates that conflict. Shaw’s play *Heartbreak House* is a bitter response to that war as well. In her portrait of an upper-class English woman Woolf asks us to consider the effects of the war not simply on the front (or on men) but also at home (and so on those typically denominated as non-soldiers—women). In Mrs Dalloway heroine Clarissa Dalloway has an alter ego in the shell-shocked veteran Septimus Smith. T.S. Eliot explores the consequences of alienation in his poetry, most famously in “*The Waste Land*,” while Katherine Mansfield’s short story “*The Fly*” focuses on a father’s unsuccessful struggle to come to terms with the loss of his son in battle. In *The Well of Loneliness* Radclyffe Hall in turn considers the Great War not only as an historical reality but also as a metaphor for that “modern” figure whose gender is at war with his/her biological sex, “the invert.”

Course Requirements:

Class participation—15%

3 essays (5-7 pages each)—60% (20% each), at least two of which must be revised and resubmitted; in each case I will give you a choice of topics

1 annotated bibliography—(15%)

1 final exam—10%

Class Format:

The success of this course depends largely upon you. I encourage us to have lively discussions. We will all have various “takes” or interpretations of the texts at hand. By voicing our ideas and engaging them in their variety we will learn a great deal—not simply about the stories but about ourselves and others. Class participation, then, is a must. Relatedly, it is important that you attend class regularly. Your absence will mean that discussion will suffer. In any event, if you know that you are going to be absent, please let me know, either via email or phone.

The “W” Factor:

This is a writing-intensive course, whose point of departure is the doubled assumption that not only does our thinking shape our writing, but also our writing shapes our thinking.

With this in mind, the more we extend and develop our writing skills, the more effective we become as critical, analytical thinkers.

Our course requirements are as follows:

In order to pass the class you must pass its writing component

There will be at least fifteen pages of writing, with revision built into the writing process.

Please note: when you submit a revision, be sure to include the original graded version of your essay.

The course will offer regular work on writing issues—e.g., grammar, punctuation, essay structure, argumentation, and revision—throughout the semester

There will be a research component attached to all of the papers

Assignment Schedule:

Week 1: Introduction and Heart of Darkness

Week 2: Heart of Darkness

Week 3: Heartbreak House

Week 4: short stories by Lawrence and Mansfield

Week 5: Essay 1 (5-7 pages) due; Howards End

Week 6: Howards End

Week 7: Poems by T. S. Eliot

Week 8: Mrs Dalloway

Week 9: Mrs Dalloway

Week 10: Essay 2 (5-7 pages) due; The Well of Loneliness

Week 11: The Well of Loneliness

Week 12: The Well of Loneliness

Week 13: poems by Auden

Week 14: summing up; Essay 3 (5-7 pages) and annotated bibliography due; all revisions due.

Week 15: Final Exam

2012-007 Add new graduate course SOCI 6XXX

1. Date: **11/15/2011**
2. Department requesting this course: **Sociology**
3. Semester and year in which course will be first offered: **Spring 2013**

Proposed catalog Listing (see Note A):

Assemble this from the information listed immediately below. Use the following example or graduate catalog as a style guide:

SOCI 6XXX (3 Credits) Instructor Consent Required

Multilevel Modeling of Longitudinal Data

Advanced quantitative methods for longitudinal social research. Topics include hierarchical linear models; panel data analysis; fixed-effects models; growth curve models; cross-classification; event history models; and multilevel structural equation models.

Components: Seminar

Items included in catalog Listing:**Obligatory Items**

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

2. Course Number (see Note B): **6XXX (e.g., 6206)**

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: **Multilevel Modeling of Longitudinal Data**

4. Course description (if appropriate -- see Note K):

This course will cover two areas of quantitative analysis: (a) the modeling of hierarchical/clustered data, and (b) the modeling of longitudinal data. These methods will be taught using substantive research topics that are often of interest to social scientists.

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): **Instructor Consent Required**

8. Recommended Preparation, if applicable (see Note G): **A course in multiple linear regression.**

9. Consent of Instructor, if applicable (see Note T): **Consent of instructor is required.**

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) The material in this course is essential to the comprehensive training of quantitative social scientists. Social scientists are often interested in processes that are hierarchical and/or longitudinal in nature. It is important researchers be aquatinted with a special set of methodologies designed to model data that are hierarchical and/or longitudinal.
2. Academic Merit (see Note L):
The goal of this course is to provide students with the necessary theoretical understanding underlying a set of statistical tools used to model multilevel data. Students should expect these tools to be demonstrated in an applied research setting. Empirical examples with the corresponding computer code will be provided for most, if not all, procedures covered in this course. Interpretation of the effects will be strongly emphasized throughout the course. Additionally, students are expected to adapt classroom examples to their own original multilevel/longitudinal research project.
3. Overlapping Courses (see Note M): Inquiries have been made with Betsy McCoach, who teaches a multilevel course in the College of Education.
4. Number of Students Expected: 8-15
5. Number and Size of Section: We anticipate offering one section every other year, with a capacity of up to 15 students per section.
6. Effects on Other Departments (see Note N): None expected; inquiries will be made with Anthropology, Economics, Geography, Political Science, and Psychology.
7. Staffing (see Note P): Pais
8. Dates approved by (see Note Q):
Department Curriculum Committee:
Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person:
Jeremy Pais, Ph.D.
Department of Sociology
University of Connecticut
344 Mansfield Rd. Unit 2068
Storrs, CT 06269-2068
Phone: 860-486-0391
E-mail: jeremy.pais@uconn.edu

Syllabus SOCI 6XXX**Multilevel Modeling of Longitudinal Data****Course Description**

This course will cover two substantive areas of statistical analysis that are often of interest to social scientists: (a) the modeling of hierarchical/clustered data, and (b) the modeling of data that is collected over time. Examples of hierarchical data structures include students clustered within classes and classes clustered within schools. Examples of data collected

over time include longitudinal studies that follow individuals over their life course (e.g., the National Longitudinal Study of Youth and the Panel Study of Income Dynamics). By covering statistical methods that span the literatures on multilevel and longitudinal data analysis, this course provides an efficient means of learning how to handle two common forms of data dependence. Not only does data dependence require special attention to prevent statistical estimators of effects (e.g., OLS) from being inefficient, biased, and inconsistent; data dependence is also an interesting phenomenon worthy of inquiry in its own right. This course will teach researchers how to handle dependencies that arise when the data are clustered and/or temporally ordered and will provide examples of the types of research questions addressed by data dependencies of this sort.

The task of covering these two major areas of statistical analysis during a semester long course is greatly simplified by the fact that longitudinal studies generate data that are multilevel in nature. That is, longitudinal data is a type of multilevel data. In longitudinal studies, individuals are observed repeatedly over time, and thus their repeated measures are nested within the individuals themselves. This characteristic of longitudinal data facilitates a fluid transition of course material—from the basic two-level hierarchical design, to random coefficient models of individual change, to modeling contextual determinants of individual change over time—within a unified and intuitive framework. This framework also provides ample opportunity to cover conventional econometric approaches to panel data analysis, as well as more advanced aspects of multilevel modeling, such as cross-classification and the use of alternative variance-covariance structures.

The goal of this course is to provide students with the necessary theoretical understanding underlying a powerful set of statistical tools, and importantly, students should expect these tools to be demonstrated in an applied research setting. This means that I will provide empirical examples with the corresponding computer code for most, if not all, procedures covered in this course. Interpretation of the effects will be strongly emphasized throughout the course. Additionally, students are expected to adapt classroom examples to their own original multilevel/longitudinal research project.

Prerequisite

Students must have experience that is equivalent to a semester course on multiple linear regression (e.g., SOCI 5203).

Grading and Requirements

Your course grade is based on an original research paper (typically between 15 to 20 pages). Details are forthcoming. Students are strongly encouraged to consult with me regarding the progress of their project. There will be one required consultation during the semester, but further consultation can be arranged at the student's request. Students are also encouraged to submit a rough draft of their research paper. Students submitting a rough draft at least two weeks before the due date will receive detailed feedback.

Required Texts

1. Rabe-Hesketh, Sophia and Anders Skrondal. 2008. *Multilevel and Longitudinal Modeling Using Stata, Second Edition*. College Station, TX: Stata Press. (below referred to as **R-H&S**)
2. Singer, Judith D. and John B. Willett. 2003. *Applied Longitudinal Data Analysis: Modeling Change and Event Occurrence*. New York, NY: Oxford University Press. (below referred to as **S&W**)

3. Snijders, Tom and Roel Bosker. 2012. *Multilevel Analysis: An Introduction to Basic and Advanced Multilevel Modeling, Second Edition*. Thousand Oaks, CA: Sage. (below referred to as **S&B**)

Recommended Texts

De Leeuw, Jan and Erik Meijer 2008 (eds.) *Handbook of Multilevel Analysis*. New York, NY: Springer. Available online.

Finkel, Steven E. 1995. *Causal Analysis with Panel Data*. Thousand Oaks, CA: Sage Publications. *A clear presentation of a structural equation approach to panel data.

Gelman, Andrew and Jennifer Hill. 2007. *Data Analysis Using Regression and Multilevel/Hierarchical Models*. New York, NY: Cambridge University Press. *This is a valuable book for anyone wishing to learn multilevel modeling using R.

Hox, Joop. 2010. *Multilevel Analysis: Techniques and Applications, Second Edition*. 2nd ed. Routledge Academic.

Kreft, Ita and Jan De Leeuw. 2002. *Introduction to Multilevel Modeling*. Thousand Oaks, CA: Sage.

Preacher, Kristopher. J, Aaron L. Wichman, Robert C. MacCallum, Nancy E. Briggs. 2008. *Latent Growth Curve Modeling*. Thousand Oaks, CA: Sage Publications, Inc.

Raudenbush, Stephen W. and Anthony S. Bryk. 2002. *Hierarchical Linear Models: Applications and Data Analysis Methods, Second Edition*. Thousand Oaks, Ca: Sage.

Wooldridge, Jeffrey M. 2002. *Economic Analysis of Cross Section and Panel Data*. Cambridge, MA: MIT Press.

Note: Students are **not** expected or encouraged to purchase or read all the recommended texts provided throughout this syllabus. From time to time, I will highlight and/or replicate some of the analyses found in these recommended texts that may be of use to your research endeavors. The recommended texts should serve as a reference list for future inquiry.

Software

Stata (version 10 or higher) is the software package used the majority of time in this course. It will be used for data management purposes and for most statistical routines. In some situations, alternative software packages are needed (e.g., R, Mplus, & SAS).

Throughout the course students will be shown how to move data between these software packages and how to replicate analyses found in the readings across these various software packages. R is an open source software that is publically available (instructions will be provided). Student's familiar with other statistical packages should not be discouraged. Learning how other programs work with multilevel data will help you grasp the theoretical aspects of multilevel modeling.

HuskyCT

All class notes, computer scripts, and article readings will be posted on HuskyCT. Students are encouraged to print out the class notes and computer scripts **before** class to facilitate note taking. On the discussion board, students are encouraged to raise questions and share comments concerning course material.

COURSE OUTLINE

Week One: Review of Linear Regression

- ANOVA

- Ordinary Least Squares
- F-tests
- Residual Diagnostics
- Interaction Effects
- Data Sources
- Data Management of Multilevel and Longitudinal Data Structures

Read => S&W: Ch1&2; R-H&S: Ch 1

Week Two and Three: The Basics

- Random Intercept Models
- Empirical Bayes Estimates, BLUPs, and Shrinkage
- Model Assumptions
- Robust Standard Errors
- Variance Components and Intraclass Correlation Coefficients (ICC)
- Sibling Correlations
- Contextual Effects, Simpson's Paradox, & the Ecological Fallacy
- Fixed Effects Estimators (via LSDV or Demeaning)
- Hausman Test

Read => S&B: Ch3&4; R-H&S: Ch2&3

Week Four and Five: Review Econometric Approaches to Panel Data

- Time Series and (non)Stationary Processes
- Autoregressive Models and ARMA
- First-Difference Estimator and Change Scores
- Two-Way Fixed Effects
- Panel Corrected Standard Errors
- Instrumental Variables and Endogeneity Bias

Read => Halaby, Charles. 2004. "Panel Models in Sociological Research: Theory into Practice." *Annual Review of Sociology* 30: 507-44.(on blackboard)

Recommended Readings

Beck, Nathaniel and Jonathan N. Katz. 1995. "What to do (and not to do) with Time-Series Cross-Section Data." *The American Political Science Review* 89(3):634-647.

Raffalovich, Lawrence. 1994. "Detrending Time Series: A Cautionary Note." *Sociological Methods and Research* 22(4):492-519.

Firebaugh, Glenn and Frank D. Beck. 1994. "Does Economic Growth Benefit the Masses? Growth, Dependence, and Welfare in the Third World." *American Sociological Review*, 59(5):631-653.

Week Six: Hierarchical Linear Models

- Random Coefficient Models (aka. random slope, slopes-as-outcomes)
- Cross-level Interactions
- Regions of Significance

- Group-mean and Grand-mean Centering
- Three-level HLM
- Sample Size and Power

***** PROPOSALS FOR RESEARCH PROJECT DUE *****

Read => S&B: Ch5; R-H&S: Ch4

Recommended Readings

Hox, Joop. 2010. Ch4 & 12.

Maas, Cora J. M., and J.J. Joop J. Hox. 2004. "The influence of violations of assumptions on multilevel parameter estimates and their standard errors." *Computational Statistics & Data Analysis* 46:427-440.

Preacher, K. J., P. J. Curran, and D. J. Bauer. 2006. "Computational tools for probing interactions in multiple linear regression, multilevel modeling, and latent curve analysis." *Journal of Educational and Behavioral Statistics* 31:437.

Raudenbush, S., and A. S. Bryk. 1986. "A hierarchical model for studying school effects." *Sociology of Education* 59:1-17.

Raudenbush & Bryk 2002. Ch8.

Week Seven: Modeling Rates of Change over Time

- Growth Curve Models
- Handling time invariant and time varying covariates

Read => S&W: Ch3,4&5; R-H&S: Ch5

Hedeker, Donald. 2004. "An Introduction to Growth Modeling." Pp. 215-234 in D. Kaplan (ed.), *The Sage Handbook of Quantitative Methodology for the Social Sciences*. Thousand Oaks, CA: Sage Publications. (on blackboard)

Recommended Readings

Hall, Matthew and George Farkas. 2008. "Does Human Capital Raise Earnings for Immigrants in the Low-Skill Labor Market?" *Demography* 45:619-640.

Fuller, Sylvia. 2008. "Job Mobility and Wage Trajectories for Men and Women in the United States." *American Sociological Review* 73:158-183.

Willett, J. B. 1997. "Measuring Change: What Individual Growth Modeling Buys You". In E. Amsel and K. A. Renninger (Eds.), *Change and Development: Issues of Theory, Method, and Application*. Mahwah, NJ: Lawrence Erlbaum Associates, Chapter 11, 213-243. (retrievable: <http://gseacademic.harvard.edu/~willetjo/change.htm>)

Week Eight: Model Criticism

- Estimation (e.g., GLS, ML, REML)
- Heteroscedasticity
- Diagnostics of Model Assumptions
- Fit Indices
- Variance-Covariance Structures

Read => S&B: Ch6, Ch7, Ch8 & Ch9; S&W pp.127-137

Recommended Readings

Hox, Joop. 2010. Pp. 23-32.

Raudenbush & Bryk 2002. Ch9.

Snijders, Tom, and Johannes Berkhof. 2008. "Diagnostic Checks for Multilevel Models." Pp. 141-175 in Jan de Leeuw & Erik Meijer (eds.), *Handbook of Multilevel Analysis*. New York, NY: Springer.

Week Nine: Structural Equation Approach to Multilevel Analysis

- HLM in SEM using Mplus
- Latent Growth Curve Models
- Non-Linearity and Functional Form
- Multigroup Comparisons
- Latent Class Growth Models; Growth Mixture Models; Latent Transition Analysis
- Autoregressive Latent Trajectory (ALT)

Read => S&W: Ch8

Hox, Joop and Reinoud D. Stoel. 2005. "Multilevel and SEM Approaches to Growth Curve Modeling." *Encyclopedia of Statistics in Behavior Science* 3:1296-1305.(on blackboard).

***** ARRANGE CONSULTATION *****

Recommended Readings

Bollen, Kenneth. A. 1989. *Structural Equations with Latent Variables*. New York, NY: Wiley.

Bollen, Kenneth A. and Patrick J. Curran. 2006. *Latent Curve Models: A Structural Equation Perspective*. Hoboken, NJ: Wiley.

Bollen, Kenneth A. and Patrick J. Curran. 2004. "Autoregressive Latent Trajectory (ALT) Models: A Synthesis of Two Traditions." *Sociological Methods and Research* 32:336-83.

Collins, Linda M., and Stephanie T. Lanza. 2009. *Latent Class and Latent Transition Analysis: With Applications in the Social, Behavioral, and Health Sciences*. 1st ed. Wiley.

Croon, M. A, and M. J.P.M van Veldhoven. 2007. "Predicting Group-Level Outcome Variables from Variables Measured at the Individual Level: A Latent Variable Multilevel Model." *Psychological Methods* 12:13.

Hox, Joop. 2010. Ch14,15,&16.

Lüdtke, O., Marsh, H.W., Robitzsch, A., Trautwein, U., Asparouhov, T., & Muthén, B. 2008. "The Multilevel Latent Covariate Model: A New, More Reliable Approach to Group-Level Effects in Contextual Studies." *Psychological Methods*, 13(3), 203-229.

Week Ten: Cross-Classified Data Structures

- Introduction to Multilevel Analysis in R
- Contextual effects and change over time
- Difference between Multiple Membership and Cross-Classification
- Age-Period-Cohort analysis

Read => R-H&S:Ch11;

Rasbash, Jon and William Browne. 2008. "Modeling Non-Hierarchical Structures." Pp. 301-334 in Jan de Leeuw and Erik Meijer 2008 (eds.) *Handbook of Multilevel Analysis*. New York, NY: Springer. (on blackboard)

Bates, Douglas. 2005. "Fitting linear mixed models in R." *R News* 5:27-30. (on blackboard)

Recommended Readings

- Baayen, R.H., D.J. Davidson and D. M. Bates. 2008. "Mixed-Effects Modeling with Crossed Random Effects for Subjects and Items." *Journal of Memory and Language* 59:390-412.
- Doran, Harold, Douglas Bates, Paul Bliese, and Maritza Dowling. 2007. "Estimating the Multilevel Rasch Model: With the lme4 Package." *Journal of Statistical Software* 20(2):1-18.
- Fox, John. 2002. "Linear Mixed Models." Tutorial of Raudenbush and Bryk (2002) school data analysis done in R. (on blackboard)
- Luo, W., & Kwok, O-M. 2009. The impacts of ignoring a crossed factor in analyzing cross-classified data. *Multivariate Behavioral Research*, 44(2), 182-212.
- Pais, Jeremy. Forthcoming. "Competing Sources of Earnings Inequality: A Comparison of Variance Components." *Research in Social Stratification and Mobility*.
- Yang, Yang and Kenneth C. Land. 2006. "A Mixed Models Approach to Age-Period-Cohort Analysis of Repeated Cross-Section Surveys: Trends in Verbal Test Scores." *Sociological Methodology* 36: 75-97.
- Zaccarin, Susanna and Giulia Rivellini. 2002. "Multilevel Analysis in Social Research: An application of a Cross-Classified Model." *Statistical Methods and Applications* 11:95-108.
- Zheng, Hui, Yang Yang, and Kenneth C. Land. 2011. "Variance Function Regression in Hierarchical Age-Period-Cohort Models." *American Sociological Review* 76(6):955 -983.

Week Eleven: Multilevel Models for Dichotomous Outcomes

- Review of Logistic Models
- Multilevel logistic models
- Median Odds Ratio & Interval Odds Ratio
- Marginal (i.e., population average) vs. Conditional (i.e., subject specific) Effects
- Generalized Estimating Equations (GEE)

Read => R-H&S: Ch6; S&B: Ch14

Recommended Readings

- Bauer, Daniel J. (2009). A note on comparing the estimates of models for cluster-correlated or longitudinal data with binary or ordinal outcomes. *Psychometrika* 74, 97-105.
- Browne, W. J., Subramanian, S. V., Jones, K., Goldstein, H. 2005. "Variance Partitioning in Multilevel Logistic Models that Exhibit Overdispersion." *Journal of the Royal Statistical Society* 168:599-613.
- DeMaris, A. 2002. "Explained Variance in Logistic Regression: A Monte Carlo Study of Proposed Measures." *Sociological Methods & Research* 31(1):27-74.
- Larsen, Klaus, Jørgen Holm Petersen, Esben Budtz-Jørgensen, Lars Endahl. 2000. "Interpreting Parameters in the Logistic Regression Model with Random Effects." *Biometrics* 56(3):909-914.
- Larsen, Klaus and Juan Merio. 2005. "Appropriate Assessment of Neighborhood Effects on Individual Health: Integrating Random and Fixed Effects in Multilevel Logistic Regression." *American Journal of Epidemiology* 161(1):81-88.
- Li J, BR Gray, and Douglas Bates. 2008. "An Empirical Study of Statistical Properties of Variance Partition Coefficients for Multilevel Logistic Regression Models." *Communications in Statistics: Simulation and Computation* 37:2010-2026.

Week Twelve and Thirteen: Introduction to Event History Models

- Modeling Event Occurrences

- State, Rate, and Duration Dependencies
- Discrete Time Survival Analysis
- Proportional Odds Model
- Parametric Event History Models with Frailties

Read => S&W: all of Part II; R-H&S: Ch8

Recommended Readings

Allison, P.D. (1984). *Event History Analysis*. New York, NY: Sage

Blossfeld, Hans-Peter, Katrin Golsch, and Götz Rohwer. 2007. *Event History Analysis with Stata*. Mahwah, NJ: Lawrence Erlbaum.

Hox, Joop. 2010. Ch8.

Week Fourteen: Models for Ordinal and Count Outcomes

- Review of Ordered Logit, Poisson and Negative Binomial Regression
- Zero-Inflated and Hurdle Models
- Multilevel models for Ordinal and Count Data

Read => R-H&S: Ch7&Ch9

Recommended Readings

Hox, Joop. 2010. Ch. 7.

Long, Scott J. and Jeremy Freese. 2006. *Regression Models for Categorical Dependent Variables Using Stata*. College Station, TX: Stata Press.

Raman, R., & Hedeker, D. 2005. "A mixed-effects regression model for three-level ordinal response data." *Statistics in Medicine* 24:3331–3345.

Week Fifteen: Student's Special Interests (Some suggested topics:)

- Bayesian Statistics for Multilevel Models
- Meta-Analysis
- Missing data

2012-008 Add new graduate course SOCI 5701

1. Date: **11-16-11**
2. Department requesting this course: **Sociology**
3. Semester and year in which course will be first offered: **Fall 2012**

Proposed catalog Listing (see Note A):

Assemble this from the information listed immediately below. Use the following example or graduate catalog as a style guide:

SOCI 5701. Urban Sociology

3 credits. Seminar. Consent of Instructor Required. A survey of topics in urban sociology. Examines both classical and contemporary perspectives on the social organization of cities including urbanization, suburbanization, spatial characteristics of cities, residential segregation, immigration, poverty and wealth, and urban-based social problems.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): **SOCI**
2. Course Number (see Note B): **5701**
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? XX Yes ___ No
3. Course Title: **Urban Sociology**
4. Course description (if appropriate -- see Note K): **A survey of topics in urban sociology. Examines both classical and contemporary perspectives on the social organization of cities including urbanization, suburbanization, spatial characteristics of cities, residential segregation, immigration, poverty and wealth, and urban-based social problems.**
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; XX Seminar; ___ Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): **Consent of Instructor Required**
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T): **Consent of Instructor Required**
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): **The department needs a comprehensive seminar in urban sociology to introduce students to the topic and**

prepare them for more specialized offerings in the field which the department already has in its curriculum.

2. Academic Merit (see Note L): Urban sociology is a topic of central interest in classical and contemporary sociology. It was the central concern of the Chicago School, one of the founding schools of thought in American sociology. Since so much of contemporary society is constituted in cities, urban sociology has recently experienced a resurgence in importance and student interest in Sociology.

3. Overlapping Courses (see Note M):): There are several urban-related courses in other CLAS departments: Econ 5439 Urban and Regional Economics; GEOG 5290 Advanced Urban Geography; HIST 5565 Topics in the Interest of Urban America. The new Urban Sociology course will complement rather than directly compete with these courses.

4. Number of Students Expected: 8-15

5. Number and Size of Section: We anticipate offering one section every 2-3 years, with a capacity of up to 15 students per section.

6. Effects on Other Departments (see Note N) We anticipate no negative consequences on other departments. Instead, the new Urban Sociology course will provide a sociological approach to complement the approaches of other disciplines. The Sociology Department has long had an undergraduate course in Urban Sociology course which is part of the Urban and Community Studies minor.

7. Staffing (see Note P): Deener, Fischer, Pais, Wallace

8. Dates approved by (see Note Q): Department Curriculum Committee:
Department Faculty:

9. Name, Phone Number, and e-mail address of principal contact person:
Michael Wallace, 860-486-3343, michael.wallace@uconn.edu

Syllabus SOCI 5701 Urban Sociology

Course Description

This course provides a graduate-level introduction to the core topics and major debates in the field of urban sociology. Topics include the classical writings on the origins and functions of the city, the Chicago school, the community study tradition, globalization and global cities, residential segregation, urban poverty, immigration, the creative class, gentrification, and politics and resistance. We examine the key theoretical paradigms that have constituted the field since its founding, assess how and why they have changed over time, and discuss the implications of these paradigmatic shifts for urban scholarship, social policy and the planning practice. Our aim is two-fold: 1) To educate provide students a comprehensive survey of the core literature in urban sociology — including the larger social, political, and economic dynamics of urban change — so as to provide a more nuanced appreciation of the contemporary, comparative, and historical context in which cities structure social inequality and social change, and 2) To provide students the opportunity examine and critique various research strategies that have been used and to undertake their own research project in the field of urban sociology.

Procedures and Evaluation:

The seminar will involve intensive discussions of assigned readings. Students will be encouraged to discuss how the theoretical and practical concerns that have preoccupied

urban sociologists can be applied to their individual research interests (at both the MA or PhD level). Final grades will be based on a research paper or proposal (50%); progress reports on the research project provided at various benchmarks in the course (10%); eight 4-5 page reaction papers written on the weekly readings (20%); two or three stints as discussion facilitator for the weekly readings (10%); and overall class participation (10%). These requirements are discussed in detail below:

1. Research Paper/Proposal: Each student will prepare an original research paper or research proposal which will constitute the major portion of the grade. In general, proposals should be around 15-20 double-spaced pages and should outline plans for an original, innovative, and tractable piece of research that would make a contribution to the field. Original research should be about 25-30 pages and should be written with the goal of submission to a professional conference and ultimately submission to a peer-reviewed journal or visible edited volume. In general, the research proposal option might be advisable for MA students, while the research proposal might be more advisable for PhD students or those with a well-formulated idea about a research project. This requirement constitutes 50% of the final grade.

2. Progress Reports: At particular junctures in the class, students will be asked to provide progress reports on their research proposal or research papers. This will require that students achieve certain benchmarks in a timely fashion. This requirement constitutes 10% of the final grade.

3. "Reaction Paper" for Reading Assignments: Each week, the instructor will provide a question which addresses the overarching themes, debates, and research approaches that emerge from the reading. Students will have the opportunity to prepare 4-5 page reaction papers based on the reading assignments of that week. The reaction papers should not merely summarize the arguments, but rather should evaluate and criticize the core arguments in the readings, identify common strands as well as points of disagreement in the arguments of various authors, and find strengths and weaknesses in the research strategies in the various articles. Students may write as many reaction papers as they choose, and their grades will be based on the highest eight grades. This requirement constitutes 20% of the final grade.

4. Discussion Facilitator: Each week, two students will serve as facilitators of class discussion of that week's readings. Students should provide a 20-minute focused, comprehensive overview of the readings including stating focal questions to motivate class discussion. They will then guide class discussion of the readings. Students can expect to participate 2-3 times as discussion facilitators. This requirement constitutes 10% of the final grade.

5. Discussion Participation: Students are expected to have read the assigned readings and be prepared to engage in class discussion of the topics raised in the readings. This component of the grade particularly emphasizes steady weekly class participation outside the aforementioned roles of research progress reports and discussion facilitators. The key criterion is how much each student adds to the quality of weekly discussion. This requirement constitutes 10% of the final grade.

Readings consist mostly of journal articles, chapters in edited collections, or portions of books. Most of these are available electronically, but materials that are not readily accessible will be put on reserve in the Homer Babbidge Library.

Class Outline:

August 29: Reading an Urban Classic

Jane Jacobs 1961. *The Death and Life of Great American Cities*. New York, NY: Vintage Books.
Also, each student will read and report on one of the following articles from the 2006 *City & Community* 2006 special issue on Jane Jacobs:

Gans, Herbert J. 2006. "Jane Jacobs: Toward an Understanding of 'Death and Life of Great American Cities.'" *City & Community* 5:213-215.

Wellman, Barry. 2006. "Jane Jacobs the Torontonionian." *City & Community* 5:217-222.

Zukin, Sharon. 2006. "Jane Jacobs: The Struggle Continues." *City & Community* 5:223-226.

Dreier, Peter. 2006. "Jane Jacobs's Legacy." *City & Community* 5:227-231.

Kasinitz, Phillip. 2006. "A Sociologist in Spite of Herself." *City & Community* 5:233-235.

Halle, David. 2006. "Who Wears Jane Jacobs's Mantle in New York City?" *City & Community* 5:237-241.

September 5: Classical Traditions

Weber, Max. 1966. "The Nature of Cities." In *The City*. New York: Free Press.

Tonnies, Ferdinand. 2002. *Community and Society*. New York: Dover Publications. (Part I.)

Simmel, Georg. 1964. "The Metropolis and Mental Life." Pp.409-424 in Kurt H. Wolff (ed.), *The Sociology of Georg Simmel*. New York: Free Press.

Durkheim, Emile. 1993. "Division of Labour in Society." Pp. 121-134 in Gordon Bailey and Noga Gayle (eds.), *Sociology: An Introduction: From the Classics to Contemporary Feminists*. Don Mills, Canada: Oxford University Press.

Engels, Friedrich. 1844/1999. "The Great Towns." Pp. 23-74 in *The Conditions of the Working Class in England in 1844*. New York: Oxford University Press.

September 12: The Chicago School

Wirth, Louis. 1938. "Urbanism as a Way of Life." *Amer. Journal of Sociology* 44:1-24.

Park, Robert E. 1915. "The City: Suggestions for the Investigation of Human Behavior in the City Environment." *The American Journal of Sociology* 20:577-612.

Burgess, Ernest W. 1984. "The Growth of the City: An Introduction to a Research Project." Pp. 47-62 in *The City*. Chicago, IL: University of Chicago Press.

McKenzie, Roderick. 1984. "The Ecological Approach to the Study of the Human Community." Pp. 63-79 in *The City*. Chicago, IL: University of Chicago Press.

Hawley, Amos H. 1943. "Ecology and Human Ecology." *Social Forces* 22:398-405.

Abbot, Andrew. 1997. "Of Time and Space: The Contemporary Relevance of the Chicago School." *Social Forces* 75:1149-1182.

September 19: The Community Study Tradition

(Each student present an oral presentation of the book to the class.)

Lynd, Robert S., and Helen M. Lynd. 1929. *Middletown: A Study in Modern American Culture*. New York: Harcourt, Brace, and Company.

Lynd, Robert S., and Helen M. Lynd. 1935. *Middletown in Transition: A Study in Cultural Conflicts*. New York: Harcourt, Brace, and Company.

Warner, W. Lloyd, and Paul S. Lunt. 1941. *The Social Life of a Modern Community*. New Haven: Yale University Press.

Warner, W. Lloyd, et al. 1949. *Democracy in Jonesville: A Study of Quality and Inequality*. New York: Harper.

Davis, Allison, Burleigh B. Gardner, Mary R. Warner, and W. Lloyd Warner. 1941. *Deep South: A Social Anthropological Study of Caste and Class*. Chicago: University of Chicago Press.

Hollingshead, A. B. 1949. *Elmtown's Youth: The Impact of Social Classes on Adolescents*. New York: John Wiley & Sons.

September 26: The Los Angeles School

Davis, Mike. 1990. *City of Quartz: Excavating the Future in Los Angeles*. New York: Verso. (Chapter 1).

Halle, David (ed.). 2003. *New York and Los Angeles: Politics, Society, and Culture*. Chicago, IL: University of Chicago Press, (Introduction.)

http://en.wikipedia.org/wiki/Los_Angeles_School_-_cite_ref-2 Dear, Michael J., and Flusty, Steven. 2000. "Postmodern Urbanism." *Annals of the Association of American Geographers* 90:50-72.

Dear, Michael. 2002. "Los Angeles and the Chicago School: An Invitation to a Debate." *City & Community* 1:5-32.

Abbott, Andrew. 2002. "Los Angeles and the Chicago School: A Comment on Michael Dear." *City & Community* 1:33-38.

Clark, Terry Nichols. 2002. "Codifying LA Chaos." *City & Community* 1:51-57.

Gottdiener, Mark. 2008. "Urban Analysis as Merchandising: The 'LA School' and the Understanding of Metropolitan Development." Pp157-181 in John Eade and Christopher Mele (eds.), *Understanding the City: Contemporary and Future Perspectives*. Oxford, UK: Blackwell Publishers.

October 3: Global Cities, Globalizing Cities, World Cities

Sassen, Saskia. 2001. *The Global City: New York, London, Tokyo*. 2nd Edition. Princeton, NJ: Princeton University Press. (Introduction and Conclusion).

Sassen, Saskia, and Alejandro Portes 1993. "Miami: A New Global City?" *Contemporary Sociology* 22:471-477.

Ng, Mee Kam, and Peter Hills. 2003. "World Cities or Great Cities? A Comparative Study of Five Asian Metropolises." *Cities* 20:151-165.

Alderson, Arthur S., and Jason Beckfield 2004. "Power and Position in a World City System." *American Journal of Sociology* 109:811-851.

Rushing, Wanda. 2004. "Globalization and the Paradoxes of Place: Poverty and Power in Memphis." *City & Community* 3:65-81.

Hodos, Jerome 2007. "Globalization and the Concept of the Second City." *City & Community* 6:315-333.

Wallace, Michael, Gordon Gauchat, and Andrew S. Fullerton. 2011. "Globalization, Labor Market Transformation, and Metropolitan Earnings Inequality: *Social Science Research* 40:15-36.

Robert, Bryan R. 2005. "Globalization and Latin American Cities." *International Journal of Urban and Regional Research* 29:110-123.

October 10: Suburbanization and Urban Sprawl

Jackson, Kenneth T. 1985. *Crabgrass Frontier: The Suburbanization of the United States*. Oxford, UK: Oxford University Press. (Pp. 246-271).

Gans, Herbert. 1995. "Urbanism and Suburbanism as Ways of Life." Pp. 170-195 in Philip Kasinitz (ed.), *Metropolis: Center and Symbol of Our Times*. New York: New York University Press.

Hanlon, Bernadette. 2009. "A Typology of Inner-Ring Suburbs: Class, Race, and Ethnicity in U.S. Suburbia." *City & Community* 8:221-246.

Campanella, Thomas J. 2008. "Suburbanization and the Mechanics of Sprawl." Chapter 7 in *The Concrete Dragon: China's Urban Revolution and What It Means for the World*. New York: Princeton Architectural Press.

Wolch, Jennifer, Manuel Pastor Jr., and Peter Dreier. 2004. *Up Against the Sprawl: Public Policy and the Making of Southern California*. Minneapolis, MN: University of Minnesota Press. (Chapter 1).

Parlette, Vanessa, and Deborah Cowen. 2011. "Dead Malls: Suburban Activism, Local Spaces, Global Logistics." *International Journal of Urban and Regional Research* 35: 794–811.

October 17: Residential Segregation

Massey, Douglas S. 1990. "American Apartheid: Segregation and the Making of the Underclass." *American Journal of Sociology* 95:1153-1188.

Charles, Camille Zubrinsky. 2003. "The Dynamics of Racial Residential Segregation." *Annual Review of Sociology* 29:167-207.

Dawkins, Casey J. 2005. "Evidence on the Intergenerational Persistence of Residential Segregation by Race." *Urban Studies* 42:545-555.

Massey, Douglas S., Thurston Domina, and Jonathan Rothwell. 2009. "Changing Bases of Segregation in the United States." *Annals of the American Academy of Political and Social Science* 626:74-90.

Mayer, Susan E. 2002. "How Economic Segregation Affects Children's Educational Attainment." *Social Forces* Vol. 81:153-176.

Dickerson Von Lockette, Niki. 2010. "The Impact of Metropolitan Residential Segregation on the Employment Chances of Blacks and Whites in the United States." *City & Community* 9:256–273.

Britton, Marcus L. 2011. "Close Together but Worlds Apart? Residential Integration and Interethnic Friendship in Houston." *City & Community* 10:182–204.

October 24: Immigration, Ethnic Enclaves, and the Second Generation

Portes, Alejandro, and Robert D. Manning. 2008. "The Immigrant Enclave: Theory and Empirical Examples." In David B. Grusky, Manwai C. Ku, and Szonja Szelényi (eds.), *Social Stratification: Class, Race, and Gender in Sociological Perspective*. Third edition. Boulder, CO: Westview Press.

Smith, Robert Courtney. 2006. *Mexican New York: Transnational Lives of New Immigrants*. Los Angeles, CA: University of California Press. (Chapters 1 and 6).

Chiswick, Barry R., and Paul W. Miller. 2005. "Do Enclaves Matter in Immigrant Adjustment?" *City & Community* 4:5-35.

Min Zhou and Rebecca Kim 2003. "A Tale of Two Metropolises: New Immigrant Chinese Communities in New York and Los Angeles." Pp. 124-149 in David Halle (ed.), *New York and Los Angeles: Politics, Society, and Culture*. Chicago, IL: University of Chicago Press.

Logan, John R. 2007. "Variations in Immigrant Incorporation in the Neighborhoods of Amsterdam." *International Journal of Urban and Regional Research* 30:485-509.

Wilson, David. 2011. "Performative Neoliberal-Parasitic Economies: The Chicago Case." *International Journal of Urban and Regional Research* 35:691–711.

October 31: Poverty

Wacquant, Loic. 2008. *Urban Outcasts: A Comparative Sociology of Advanced Marginality*. Cambridge, MA: Polity. (Chapters 1 & 8).

Skim Symposium on "The Ghetto." *City & Community* 7:347-398.

Wilson, William Julius. 1996. *When Work Disappears: The World of the New Urban Poor*. New York: Alfred A. Knopf. (Chapters 1-3).

Sampson, Robert. 2008. "Moving to Inequality: Neighborhood Effects and Experiments Meet Social Structure." *American Journal of Sociology* 114:189-231.

Wacquant, Loic. 1995. "The Ghetto, the State and the New Capitalist Economy." Pp. 413-449 in Phillip Kasinitz (ed.), *Metropolis: Center and Symbol of Our Times*. NY, NY University Press.

Anderson, Elijah. 1995. "Street Etiquette and Street Wisdom." Pp. 331-354 in Phillip Kasinitz (ed.), *Metropolis: Center and Symbol of Our Times*. NY, NY University Press.

November 7: The Urban Growth Machine

Logan, John R., and Harvey L. Molotch. 1987. *Urban Fortunes: The Political Economy of Place*. Berkeley, CA: University of California Press. (Chapters 1-3).

Logan, John R., Rachel Bridges Whaley, and Kyle Crowder. 1997. "The Character and Consequences of Growth Regimes: An Assessment of 20 Years of Research." *Urban Affairs Quarterly* 32:601-630.

Kirkpatrick, L. Owen, and Michael Peter Smith "The Infrastructural Limits to Growth: Rethinking the Urban Growth Machine in Times of Fiscal Crisis." *International Journal of Urban and Regional Research* 35:477-503.

Roger Friedland and Donald Palmer. 1984. "Park Place and Main Street: Business and the Urban Power Structure." *Annual Review of Sociology* 10:393-416.

Humphrey, Craig R. 2001. "Disarming the War of the Growth Machines: A Panel Study." *Sociological Forum* 16:99-121.

Lee, Sugie. 2011. "Metropolitan Growth Patterns and Socio-Economic Disparity in Six Metropolitan Areas, 1970-2010." *International Journal of Urban and Regional Research* 35:988-1011.

Gordon Gauchat, Michael Wallace, Casey Borch, and Travis Lowe. 2011. "The Military Metropolis: Defense-Dependence in U.S. Metropolitan Areas." *City and Community* 10:25-48.

November 14: The Creative Class

Florida, Richard. 2003. "Cities and the Creative Class." *City & Community* 2:3-19.

Milligan, Melinda J. 2003. "The Individual and City Life: A Commentary on Richard Florida's Cities and the Creative Class." *City & Community* 2:21-26.

Peck, Jamie. 2005. "Struggling with the Creative Class." *International Journal of Urban and Regional Research* 29:740-770.

Sasaki, Masayuki 2010. "Urban Regeneration through Cultural Creativity and Social Inclusion: Rethinking Creative City Theory through a Japanese Case Study." *Cities* 27:3-9.

Nakagawa, Shin. 2010. "Socially Inclusive Cultural Policy and Arts-Based Urban Community Regeneration." *Cities* 27:16-24.

Sklair, Leslie. 2005. "The Transnational Capitalist Class and Contemporary Architecture in Globalizing Cities." *International Journal of Urban and Regional Research* 29:485-500.

November 28: Gentrification

Zukin, Sharon. 1987. "Gentrification: Culture and Capital in the Urban Core." *Annual Review of Sociology* 13:129-147.

Slater, Tom. 2008. "The Eviction of Critical Perspectives from Gentrification Research." *International Journal of Urban and Regional Research* 32:737-757.

Also, skim "Gentrification Debate" in *International Journal of Urban and Regional Research* 2008.

Wang, Jun, Stephen Lau, and Yu Siu 2009. "Gentrification and Shanghai's New Middle Class: Another Reflection on the Cultural Consumption Thesis." *Cities* 26:57-66.

Reese, Ellen, Geoffrey DeVerteuil, and Leanne Thach 2010. "'Weak Center' Gentrification and the Contradictions of Containment: Deconcentrating Poverty in Downtown Los Angeles." *International Journal of Urban and Regional Research* 34:310-327.

Freeman, Lance. 2006. *There Goes the Hood: Views of Gentrification from the Ground Up*. Philadelphia, PA: Temple University Press. (Chapters 1-3).

December 5: Politics and Resistance

Kadushin, Charles, Matthew Lindholm, Dan Ryan, Archie Brodsky, and Leonard Saxe 2005. "Why It Is So Difficult to Form Effective Community Coalitions." *City & Community* 4:255-275.

Parnell, Susan, and Edgar Pieterse 2010. "The Right to the City: Institutional Imperatives of a Developmental State." *International Journal of Urban and Regional Research* 34:146-162.

Heathcott, Joseph 2005. "Urban Activism in a Downsizing World: Neighborhood Organizing in Postindustrial Chicago." *City & Community* 4:277-294.

Kleidman, Robert. 2004. "Community Organizing and Regionalism." *City & Community* 3:403-421.

Mitchell, Don, and Lynn A. Staeheli. 2005. "Permitting Protest: Parsing the Fine Geography of Dissent in America," *International Journal of Urban and Regional Research* 29:796-813.

Varsanyi, Monica W. 2011. "Neoliberalism and Nativism: Local Anti-Immigrant Policy Activism and an Emerging Politics of Scale Performative Neoliberal-Parasitic Economies." *International Journal of Urban and Regional Research* 35:295-311.

Holden, Meg. 2011. "Public Participation and Local Sustainability: Questioning a Common Agenda in Urban Governance." *International Journal of Urban and Regional Research* 35:312-329.

2012-009 Change prerequisites ECON 2201

1. Date: 11/9/2011
2. Department: Economics
3. Nature of Proposed Change: Change Prerequisites for ECON 2201.

4. Current Catalog Copy: 2201. Intermediate Microeconomic Theory

(218) Three credits. Prerequisite: ECON 1200 or 1201. Recommended preparation: ECON 1202 and one of MATH 1071Q, 1110Q, 1121Q, 1131Q, or 1151Q. *Cosgel, Heffley, Kimenyi, Knoblauch, Miceli, Minkler, Randolph, Ray, Segerson*
Intermediate microeconomic theory, covering demand and supply, exchange and production, pricing, and welfare economics.

5. Proposed Catalog Copy: 2201. Intermediate Microeconomic Theory

(218) Three credits. Prerequisite: ECON 1200 or 1201 and one of MATH 1071Q, 1110Q, 1120Q, 1125Q, 1131Q, or 1151Q.
Recommended preparation: ECON 1202.

Intermediate microeconomic theory, covering demand and supply, exchange and production, pricing, and welfare economics.

(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: We wish to clearly signal to students the advantage of completing at least an elementary course in calculus before taking Econ 2201. Calculus is currently recommended preparation for Econ 2201 and is used in teaching key concepts in Econ 2201. Faculty teaching Econ 2201 currently review relevant aspects of elementary calculus before introducing these concepts. However, students who have never previously encountered these elementary calculus concepts have difficulties absorbing them and many have commented that they would have taken the course after completing the calculus requirement for economics had they realized the importance of calculus for understanding key concepts in microeconomics.
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: None
7. Dates approved by (see Note Q):
Department Curriculum Committee: 10/28/2011
Department Faculty: 11/4/2011
8. Name, Phone Number, and e-mail address of principal contact person: Susan Randolph, (860) 486-2390, susan.m.randolph@gmail.com

2012-010 Add new course EVST 4XXX Environmental Studies Capstone

1. Date: 02/14/12
2. Department requesting this course: Environmental Studies
3. Semester and year in which course will be first offered: Fall 2015

Proposed catalog Listing (see Note A):**EVST 4XXX (proposed). Environmental Studies Capstone Research Project**

Either semester. Three credits.

Individual student research projects-integrate knowledge and perspectives on environmental issues. Extensive reading, research, written work and presentation/oral communication required.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department: EVST
2. Course Number (see Note B): 4XXXW (proposed)
3. Course Title: Environmental Studies Capstone Research Project
4. Semester offered (see Note C): Either semester.
5. Number of Credits (see Note D): Three credits

6. Course description (second paragraph of catalog entry -- see Note K):

Individual student research projects integrate knowledge and perspectives on environmental issues. Extensive reading, research, written work and presentation/oral communication required. Intended for environmental studies majors as a capstone experience allowing them to extend and integrate knowledge acquired within the major.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ENGL 1010 or 1011 or 3800
9. Recommended Preparation, if applicable (see Note G): Not applicable
10. Consent of Instructor, if applicable (see Note T) Consent of instructor required
11. Exclusions, if applicable (see Note H): None
12. Repetition for credit, if applicable (see Note I): No
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W): Not applicable

Justification

1. Reasons for adding this course: This is a capstone course for the proposed environmental studies major.

2. Academic Merit (see Note L):

This course is intended for environmental studies majors, as a capstone experience that allows them to extend and integrate knowledge acquired within the major. Students will identify a project that they would like to use for completion of the capstone requirement. Individual projects must involve an experiential component and must result in a significant written paper that demonstrates the student's ability to evaluate, synthesize, and incorporate information from various sources and perspectives and to communicate effectively through written expression. In addition, students will be expected to present their projects through appropriate media (such as oral or poster presentations). While the specific content and nature of individual projects will vary, students are expected to demonstrate advanced knowledge of related topics.

3. Overlapping Courses (see Note M): None.

4. Number of Students Expected: 38-57
5. Number and Size of Section: 2-3 sections, 19 students each
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P): The following faculty have been approved for release time by their home departments to teach EVST 4XXXW: Kathleen Segerson; Mark Boyer
9. Dates approved by (see Note Q):
Environmental Studies Faculty Advisory Board, February 8, 2012
10. Name, Phone Number, and e-mail address of principal contact person:
Kathleen Segerson, 486-4567, kathleen.segerson@uconn.edu

Syllabus: Environmental Studies Capstone Research Project: EVST 4XXXW

Description:

Individual student research projects that integrate knowledge and perspectives on environmental issues, involving extensive reading, research, written work and presentation/oral communication.

Course objectives:

This course is intended for environmental studies majors, as a capstone experience that allows them to extend and integrate knowledge acquired within the major. The objectives for the course stem from the objectives of the environmental studies major —understanding of political, economic, regulatory, geographic, social, and interpretive contexts of environmental situations and of the complexity of interactions between humans and the environment. As a result of this course, students will be able to use the knowledge and practices of specific disciplines to analyze current practices relevant to specific environmental issues, evaluate approaches to resolve environmental issues and apply strategies, and communicate findings effectively.

Course Outline

Students will identify a project to use for completion of the capstone requirement. Individual projects must involve an experiential component and must result in a significant written paper that demonstrates the student's ability to evaluate, synthesize, and incorporate information from various sources and perspectives and to communicate effectively through written expression. In addition, students will be expected to present their projects through appropriate media (such as oral presentations or poster presentations). While the specific content and nature of individual projects will vary, students are expected to demonstrate advanced knowledge of related topics. These might include, for example: consideration of political and social costs of an environmental issue; debate of ethical dilemmas, deliberation on social justice components, analysis of media coverage, review of scientific data, estimation of impact of public opinion and beliefs. Students will be expected to provide progress reports throughout the semester to solicit input and feedback.

Grading

Students will be graded based upon the quality of interim and final products (including the final paper and presentation). The final paper will constitute the final examination in this course.

"W" requirement:

The minimum total writing requirement for a "W" course is 15 pages, doubled-spaced, with 1" margins, 12 point font (approximately 4,000 words of text, exclusive of footnotes, bibliography, diagrams, etc.). The writing must be reviewed and rewritten. A student cannot pass the course if he/she does not pass the writing component of the course. This course will exceed the minimum requirement, since students will be required to produce a finished research paper that is 20-30 pages.

Information Literacy requirement:

This course will satisfy the Information Literacy requirement for the major by requiring students to incorporate into their projects the collection, evaluation, and synthesis of information relevant to their project from various sources, such as literary works, books, academic journals, databases, and websites. Students will be required to demonstrate their ability to integrate various types of information into critical analysis and use that information to support positions or conclusions. In addition, they will be required to use information technologies to effectively communicate project outcomes.

2012-011 Add new course EVST 1000 Intro. to Environmental Studies

1. Date: 02/14/12
2. Department requesting this course: Environmental Studies
3. Semester and year in which course will be first offered: Fall 2013

Proposed catalog Listing (see Note A):**EVST 1000 (proposed). Introduction to Environmental Studies**

Either semester. Three credits.

Survey of human-nature interrelationship through interdisciplinary environmental themes and study of specific environmental issues.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department: *EVST*
2. Course Number (see Note B): 1000 (proposed)
3. Course Title: Introduction to Environmental Studies
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): Three credits

6. Course description (second paragraph of catalog entry -- see Note K):

Survey of human-nature interrelationship through interdisciplinary environmental themes and study of specific environmental issues. Uses texts and contexts of environmental writings as models for contemporary issues. Encourages students to ask: What is the environment? How do I gain knowledge of the environment? How am I impacted by and impact the environment? Why should I care about the environment?

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): None
9. Recommended Preparation, if applicable (see Note G): None
10. Consent of Instructor, if applicable (see Note T) Not applicable
11. Exclusions, if applicable (see Note H): None
12. Repetition for credit, if applicable (see Note I): No
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): Yes
15. Skill Codes "W", "Q", or "C" (see Note T): Not applicable
16. S/U grading (see Note W): Not applicable

Justification

1. Reasons for adding this course: This course is the necessary introduction to the concepts, critical approaches, and methods of the proposed Environmental Studies major.
2. Academic Merit (see Note L): This course introduces students to the essential, interdisciplinary nature of Environmental Studies. A primary instructor will be supported by guest lecturers from disciplines contributing to environmental studies at UConn, thus exposing students to a broad range of environmental perspectives and emphasizing the collaborative nature of environmental problem-solving. The course will employ a variety of instructional methods including campus field trips (e.g., UConn forest; UConn's Hillside Environmental Education Park; the Ecogarden; the composting and biogas facilities and/or the co-generation plant; facilities or offices on campus that deal with environmental health issues).
3. Overlapping Courses (see Note M): None.
4. Number of Students Expected: 120

5. Number and Size of Section: One section.
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P): The following faculty have been approved for release time by their home departments to teach EVST 1000: Mark Boyer,;John Andrew Ballantine; Friedemann Weidauer; Kathleen Segerson
9. Dates approved by: Environmental Studies Faculty Advisory Board: Feb. 8, 2012
10. Principal contact person: Mark A. Boyer; 486-3156; mark.boyer@uconn.edu

Syllabus EVST 1XXX. Introduction to Environmental Studies

Primary instructors of record: Professor Mark Boyer, Political Science; Assistant Professor-in-Residence John-Andrew Ballantine, Geography; Assistant Professor Friedemann Weidauer, LCL; Assistant Professor Matthew MacKenzie, History. Primary instructor will be supported by faculty from other departments, such as Agricultural and Resource Economics, Anthropology, Economics, English, EEB, Geoscience, History, Natural Resources and the Environment, Philosophy, and Sociology

Texts and secondary materials will be chosen by the instructor to provide diverse methods of studying a contemporary environmental issue such as: water resources and scarcity, deforestation, energy availability and pollution, climate change, and biodiversity.

Probable texts include:

Beston, Henry. (2003 rev. ed.) *The Outermost House: A Year of Life On The Great Beach of Cape Cod*. New York: Holt.

Carson, Rachel. (1962; 2002 rev. ed.) *Silent Spring*. New York: Houghton Mifflin Company.

Cronon, William. (1996) *Uncommon Ground*. New York: WW Norton.

Robbins, P., Hintz, J., and Moore, S.A. (2010). *Environment and Society: A Critical Introduction*. Wiley/Blackwell, Malden, MA.

Course description: A survey of the human-nature interrelationship through interdisciplinary environmental themes. This course should encourage students to ask: *What is the environment? How do I gain knowledge of the environment? How am I impacted by and impact the environment? Why should I care about the environment?*

Study of specific environmental issues allows students to appreciate the need for an interdisciplinary approach. Focus on texts and contexts of environmental writings provide models for an interdisciplinary approach to contemporary environmental issues. Students will produce various short writings representing different approaches to environmental issues. Whenever possible, students will engage in a directed environmental activity over the course of the semester and will report on this activity. In addition, student evaluation will be based on mid-term and final examinations.

Because of the inter-disciplinary nature of the class, the primary instructor will be supported by guest lecturers from the disciplines that contribute to environmental studies on campus. This will serve to expose the students to a broad range of environmental perspectives and emphasize the collaborative nature of environmental problem-solving.

The primary instructor will be present at all lectures and emphasize integration across guest lecture presentations.

Instruction will make use of the university's environmental resources to integrate the multiple disciplines involved in environmental studies. For instance, the course may include "field trips" to the UConn forest; UConn's Hillside Environmental Education Park; the Ecogarden; the composting and biogas facilities and/or the co-generation plant ; facilities or offices on campus that deal with environmental health issues; Storrs town offices to appreciate integration of university with local community and its environment. Field trips will be organized to illustrate case studies on environmental topics.

Objectives and goals: as a result of this course, students will:

- Understand basic concepts important to the interdisciplinary nature of environmental studies;
- Understand that environmental processes act at multiple scales in space / time;
- Appreciate that human consciousness is an instrument of nature formation, particularly through ethical, spiritual, and imaginative constructs;
- Understand how humans have been shaped physically and culturally by their interaction with the environment;
- Appreciate the consequences of human action in the environment;
- Appreciate the integration of knowledge from different disciplines needed to understand environmental problems;
- Be introduced to methodologies and perspectives of disciplines necessary to environmental studies;
- Become familiar with significant environmental issues and resources.

Requirements: Students will engage in a directed environmental activity over the course of the semester and will report on this activity. Evaluation of students will be based upon:

- Short, guided, reflection pieces related to readings on course topics;
- Reports on field trips, relating field activities to readings;
- Report from the directed environmental activity
- Mid-term and Final examinations

Weeks 1-3. *Humans in the environment.* *How do humans across cultures establish, describe, measure and understand the interrelationship of humanity and the environment? Introduction to fundamental principles of measurement and description of the environment; the interrelationship of science, social science, and the humanities in environmental understanding, opinion, and policy-making; cross-cultural differences and similarities in environmental knowledge and beliefs.*

Weeks 4-7. *Perspectives on nature's role in forming human cultures.* *Specific topics will vary according to instructors, but will develop these general topics:*

- Ecology, land use, and belief systems
- Geology, time, & beauty
- Indigenous cultures
- Village economies
- Industrialization

Weeks 8-11. *Contemporary perspectives on humanity in relationship to the land.*

Focus areas will vary according to instructors and may include:

- Local economies and traditional ecologies: How have they fared?
- Energy, and food: uses and abuses of the land
- Env. racism and justice: the geography of socioeconomic hierarchies
- Varying anthropogenic impacts on environments through time and place
- Globalization: from acid rain to global warming
- Technology and geo-engineering: the panacea or the problem?
- Environmental decision-making: The scientific, cultural, activist (NGOs) and political factors behind laws and policies from the local to national scale

Weeks 12 & 13. *How do students connect to place?*

- Ways to construct nature: social, literary, scientific, social scientific
- Social action and the environment: Individual action in a global context

2012-012 Add new Major: Environmental Studies

1. Date: February 8, 2012
2. Department or Program: Environmental Studies
3. Title of Major: B.A. in Environmental Studies

4. Catalog Description of the Major:

The Environmental Studies major is an interdisciplinary program designed to provide students with the knowledge, skills, and perspectives needed to understand the interactions between human society and the environment. Understanding the ethical and cultural dimensions of our relationship with the environment, as well as the challenges of protecting it, requires insights from multiple perspectives, including the humanities, the social sciences, and the natural sciences. Core courses in the major ensure familiarity with basic principles from these three areas. With this shared core of knowledge, majors will focus their studies on an area of special interest, taking electives and related courses that allow greater specialization. Among the many possibilities are environmental sustainability, issues concerning public policy and environmental justice, and the literary and philosophical legacy of human encounters with the non-human world. A capstone course will allow each student to research a distinct perspective on a contemporary environmental issue. A major in Environmental Studies might lead to a career in a variety of fields, including public policy, environmental education, eco-tourism, marketing or consulting, journalism, or advocacy.

The major leads to a Bachelor of Arts degree in the College of Liberal Arts and Sciences (CLAS) or the College of Agriculture and Natural Resources (CANR). The student's choice of colleges should be made in consultation with faculty and advisors based upon the student's interests and career goals.

Requirements:

Introductory Courses

All majors must take three introductory courses:

- • EVST 1XXX. Introduction to Environmental Studies
- • NRE 1000/1xxx. Environmental Science or GEOG 2300. Introduction to Physical Geography or GSCI 1050. Earth and Life Through Time with Lab or GSCI 1051. Earth and Life Through Time
- • BIOL 1102. Foundations of Biology or BIOL 1108. Principles of Biology II

Core Courses (18 credits)

Humanities Core: All majors must take 2 of the following courses:

- • PHIL 3216. Environmental Ethics
- • HIST 3540. American Environmental History
- • ENGL 3240. American Nature Writing

Social Sciences Core: All majors must take 2 of the following courses

- • ARE 3434. Environmental and Resource Policy
- • NRE 3245. Environmental Law
- • POLS 3412. Global Environmental Politics

Natural Science Core: All majors must take 2 of the following courses:

- • EEB 2208. Introduction to Conservation Biology
- • GEOG 3400. Climate and Weather
- • AH 3175. Environmental Health
- • GSCI 3010. Earth History and Global Change
- • NRE 4170. Climate-Human-Ecosystem Interactions

Electives: In addition, environmental studies majors in CLAS must take 9 credits of electives at the 2000 level or above, plus an additional 12 credits of related courses, approved by the student's advisor.

Electives must be designed to form a coherent set of additional courses that will provide the student with a focus or additional depth in an area of interest. Elective courses must be chosen in consultation with the student's faculty advisor and be approved by the advisor.

EVST 4XXXW. Capstone Research Project (3 credits). All majors must complete a capstone research

project, which fulfills the W and Information Literacy requirements for the major.

Total Credits (2000-level or above): 30, plus 12 credits of related courses.

***Other areas of recommended preparation (not required):**

- • **Physical Science:** CHEM 1122. Chemical Principles and Applications with lab; CHEM 1127Q. General Chemistry; PHYS 1030Q/1035Q. Physics of the Environment without/ with lab
- • **Earth Science:** GSCI/GEOG 1070. Global Change and Natural Disasters; MARN 1002/1003. Introduction to Oceanography without/ with lab
- • **Economics:** ARE 1110. Population, Food, and the Environment; ARE 1150. Principles of Agricultural and Resource Economics; ECON 1179. Economic Growth and the Environment; ECON 1200. Principles of Economics, Intensive; ECON 1201. Principles of Microeconomics
- • **Statistics:** STAT 1000Q. Introduction to Statistics I; STAT 1100Q. Elementary Concepts of Statistics

Note: A BA in Environmental Studies can also be earned through the College of Agriculture and Natural Resources. For a complete description of the major in that college, refer to the Environmental Studies description in the “College of Agriculture and Natural Resources” section of this *Catalog*.

5. Effective Date: Upon Approval by CT Department of Higher Education

Justification

1. **Identify** the core concepts and questions considered integral to the discipline:

The study of the history of human impact on the environment, including current environmental issues.

The study of the social construction of nature, which includes explorations of the literary, philosophical, and historical conceptualization of the natural world, as well as the part these concepts play in the interrelationship of humanity and the environment.

The study of the social and economic reasons for and methods of regulating environmental impacts, including the study of the history and theoretical bases for regulation and the investigation of proposals for balancing environmental protection, economic growth, and social progress to create sustainable environments.

The study of the philosophies and policies guiding the human relationship with the environment, including: examination of the imbalances in distribution of capital, power, population, and biological diversity; the tensions created by inequality; legal and economic efforts to resolve imbalances; and the relationship of globalization to environmental justice.

Specific topics might include: the Greenhouse Effect and the geopolitical dilemma of climate change; environmental health, water and air regulations as expressions of policy; environmental activism as a means of affecting political and social change.

2. **Explain** how the courses required for the Major cover the core concepts identified in the previous question:

Courses develop specific knowledge of factors in human-nature interrelationship as well as underscoring interdisciplinary character of studies. Core concepts are the subject of study in more than one course and discipline, fostering in students understanding of different intellectual traditions.

The history of both the physical environment and the place of humanity in the environment are studied in American Environmental History (HIST 3540) through study of historical practices and policies, and in American Nature Writing (ENGL 3240) through reading of imaginative writings. In Earth History and Global Change (GSCI 3010) students reconstruct the earth’s history from geological date, while in Climate-Human-Ecosystem Interactions (NRE 4170) the historical subject is environmental change.

The study of human conceptualization of nature is a feature of courses in the humanities —Environmental

Ethics (PHIL 3216) and American Nature Writing, — as well as in Environmental Law, where it is approached through the social sciences.

Regulation of the environment — an essential feature of the human-nature interrelationship — is the subject of courses focusing on this interrelationship: American Environmental History, Environmental and Resource Policy (ARE 3434), Environmental Law, and Global Environmental Politics (POLS 3412). The topic of environmental regulation is also integral to the study of contemporary environmental issues in Environmental Science (NRE 1000), Introduction to Conservation Biology (EEB 2208), Environmental Health, and Climate-Human- Ecosystem Interactions.

The study of the impact of environmental disruption — whether caused by natural phenomena or human action — will undoubtedly be a component of nearly every course in the core curriculum. Approaches to the theories and practices that guide human reaction to environmental disruption are specifically foci in these courses: Environmental Science, Environmental Ethics, Environmental and Resource Policy, Environmental Law, Global Environmental Politics, Introduction to Conservation Biology, Environmental Health, Earth History and Global Change, and Climate-Human-Ecosystem Interaction. Student understanding of specific environmental disruptions and their ability to describe causes and effects are buttressed by study of Foundations of Biology, Introduction to Physical Geography, and/or Earth History and Global Change.

In addition to taking core courses, students will make a focused study of an area of Environmental Studies by taking elective courses. Elective courses will share the objective methods, critical approaches, and intellectual traditions of the core courses. The breadth of courses available for elective study is evidence of the interdisciplinary reach of Environmental Studies and its centrality to contemporary culture. Students need not focus their electives in one discipline. In fact, thematic integration of courses from different disciplines underscores the pedagogy of the major.

3. Attach a "Major Plan of Study" form to this proposal. This form will be used to allow students to check off relevant coursework. [Attached]

4. Dates approved by: Environmental Studies Faculty Advisory Board, February 8, 2012

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

Co-chairs, Environmental Studies Advisory Board:

Professor Kathleen Segerson

Economics Department, 486-4567

kathleen.segerson@uconn.edu

Professor Stephen Swallow

Agricultural and Resource Economics, 486-1917

stephen.swallow@uconn.edu

Faculty Board: Andy Ballantine, Geography; JC Beall, Philosophy; Mark Boyer, Political Science; Tim Byrne, Environmental Science; Wayne Franklin, English; Matt McKenzie, History; John Volin, Natural Resources and the Environment

*Supplementary Materials - Environmental Studies Major***Environmental Science vs. Environmental Studies
Summary Comparison**

	Environmental Science	Environmental Studies
Focus/Core	Based in the physical and biological sciences, but also includes coursework in selected areas of the social sciences	Understanding interactions between humans and the environment, combining knowledge from humanities, social sciences, and natural sciences
Degree	B.S.	B.A.
Colleges	CANR and CLAS	CANR and CLAS
Faculty Advisory Board	Yes	Yes
Concentrations	Yes	None specified (currently)
Advising	Within concentrations	Group of advisors appointed by units represented on Faculty Advisory Board

**ENVIRONMENTAL SCIENCE DEGREE REQUIREMENTS
(AT LEAST 69 CREDITS)****Core Requirements****A. 1000-Level Course Work (minimum of 30 credits)**

Students must pass each of the following sequences:

ARE	1150 (Principles of Agriculture & Resource Economics)
BIOL	1107, 1108 or 1107, 1110 (Principles of Biology; or Principles of Biology, Introduction to Botany)
CHEM	1127Q, 1128Q or 1124Q, 1125Q, 1126Q (General Chemistry I and II; or Fundamentals of General Chemistry I, II, and III)
MATH	1131Q, 1132Q or 1125Q, 1126Q, 1132Q (Calculus I and II; or Introductory Calculus 1a, 1b, and II)
PHYS	1401Q, 1402Q or 1201Q, 1202Q (General Physics with Calculus; or General Physics)
STAT	1000QC or 1100QC or 3025QC (Introduction to Statistics I, or Elementary Concepts of Statistics, or Statistical Methods [Calculus Level])

B. Introductory Environmental Science (6 credits)

Students must pass TWO of the following courses:

(Note: One course must be either GSCI 1050 or GEOG 2300)

GEOG	2300	Introduction to Physical Geography
MARN	1002	Introduction to Oceanology
GSCI	1050	Earth & Life Through Time
NRE	1000	Environmental Science

C. Upper-Level Environmental Science (15 credits)

Students must pass ALL the following courses:

AH	3175	Environmental Health
EEB	2244(W)	Introduction to Ecology
GSCI	3020	Earth Surface Processes
MARN	3000	The Hydrosphere
NRE	3145	Meteorology

D. Capstone Course (3 credits)

All Environmental Science students must pass the following capstone course prior to graduation:

GEOG	3320W	Environmental Evaluation and Assessment
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E. Concentrations (minimum of 15 credits)

In addition to the courses in group A-D, students must take an additional 5-6 courses in a specified concentration. Students are encouraged to declare their concentration prior to entering their fifth semester. The nine concentrations available through the program are listed below.

College of Liberal Arts & Sciences:

Environmental Biology
Environmental Chemistry
Environmental Geography
Environmental Geoscience
Marine Science

College of Agriculture & Natural Resources:

Environmental Health
Natural Resources
Resource Economics/Soil Science

**PROPOSED ENVIRONMENTAL STUDIES DEGREE
REQUIREMENTS
(AT LEAST 36 CREDITS)**

- **Introductory Courses**
- **Humanities Core Courses (6 credits)**
- **Social Sciences Core Courses (6 credits)**
- **Natural Science Core Courses (6 credits)**
- **Electives (CLAS 9 credits, plus 12 credits of relateds; CANR 15 credits)**
- **Capstone (new course; fulfills W and Literacy requirements)**

INTRODUCTORY COURSES (prerequisites)

All students in the major take the following:

- **EVST 1XXX (new)**
- **NRE 1000**
- **BIOL 1102 or 1108**

Environmental Studies 1XXX. Introduction to Environmental Studies
A survey of the human-nature interrelationship through interdisciplinary environmental themes.

CORE COURSES

Humanities Core: All majors must take 2 of the following courses:

- PHIL 3216. Environmental Ethics (prerequisite, one of PHIL 1101-1107)
- HIST 3540. American Environmental History (juniors or higher)
- ENGL 3240. American Nature Writing (juniors or higher)

Social Sciences Core: All majors must take 2 of the following courses

- ARE 3434. Environmental and Resource Policy (juniors or higher)
- NRE 3245. Environmental Law (juniors or higher)
- POLS 3412. Global Environmental Politics (recommended preparation POLS 1402)

Natural Science Core: All majors must take 2 of the following courses:

- EEB 2208. Introduction to Conservation Biology
- GEOG 2300. Introduction to Physical Geography (CA-3)
- AH 3175. Environmental Health (prerequisites, BIOL 1102 and CHEM 1122)
- GSCI 3010. Earth History and Global Change (prerequisite, GSCI 1050 or 1051)
- NRE 4170. Climate-Human-Ecosystem Interactions

ELECTIVES

Majors must take a specified number of electives (see below) at the 2000, 3000, and/or 4000 level. Electives must be designed to form a coherent set of additional courses that will provide the student with a focus or additional depth in an area of interest. Elective courses must be chosen in consultation with the student's faculty advisor and be approved by the advisor. Students within CANR must take 15 credits of electives, or courses relating to the major, approved by the student's advisor. Students within CLAS must take 9 credits of electives within the major, plus an additional 12 credits of related courses, approved by the student's advisor.

CAPSTONE COURSE (3 credits)

EVST 4XXX W. Environmental Studies Capstone Research Project

*Examples of Elective Courses***College of Liberal Arts and Sciences**

ANTH 3200. Human Behavioral Ecology
 ANTH 3302. Medical Ecology
 ANTH 3339. Cultural Designs for Sustainability
 EEB 2202. Evolution and Human Diversity
 EEB 2244. General Ecology
 EEB 2245. Evolutionary Biology
 EEB 3526. Plants & Civilization
 ECON 2467. The Economics of Oceans
 ENG 3650. Maritime Literature
 ENGL 3715. Nature Writing Workshop
 GEOG 3120. Introduction to Human Geography,
 GEOG 3320W. Environmental Evaluation and Assessment
 GEOG 3330W. Environmental Restoration
 GEOG 3340. Environmental Planning and Management
 GEOG 3410. Human Modifications of Natural Environments
 GEOG 3700. The American Landscape
 GSCI 3020. Earth Surface Processes
 GERM 2XXX. The Environment in German Culture
 HIST 2206. History of Science
 HIST 3204/W. Science and Social Issues in the Modern World
 HIST 3541. The History of Urban America
 JOUR 3045. Environmental Journalism
 MARN 3030. Coastal Pollution and Bioremediation
 MARN 3230. Beaches and Coasts
 MARN XXXX. Marine Environmental History
 POLS 2998. Politics of Environment and Development
 POLS 3208/W. Politics of Oil
 POLS 3832. Maritime Law
 PSYC 3104. Environmental Psychology
 SOCI 3407/W. Energy, Environment, and Society

College of Agriculture and Natural Resources

AH 3174. Environmental Laws, Regulations & Issues
 AH 4570. Pollution Control, Prevention and Environmental Management Systems
 ARE 3150. Applied Resource Economics
 ARE 3235. Marine Resources & Environmental Economics
 ARE 3434. Environmental and Resource Policy
 ARE 3436. Economics of Integrated Coastal Management
 ARE 4305. Role of Agriculture and Natural Resources in Economic Development,
 ARE 4438. Valuing the Environment
 ARE 4444. Economics of Energy and the Environment
 ARE 4462. Environmental and Resource Economics
 ARE 4464. Benefit Cost Analysis and Resource Management
 LAND 3230/W. Environmental Planning and Landscape Design
 NRE 2010 Natural Resources Measurements
 NRE 2215 Introduction to Water Resources
 NRE 2345 Introduction to Fisheries and Wildlife
 NRE 2415 Dendrology
 NRE 3105 Wetlands Biology and Conservation
 NRE 3115 Air Pollution
 NRE 3155 Water Quality Management
 NRE 3201 Conservation Law Enforcement

NRE 3218 Water Resources Assessment, Development and Management
NRE 3252 Geographic Information Science for Natural Resources Management
NRE 3305 African Field Ecology and Renewable Resources Management
NRE 3335 Wildlife Management
NRE 3345W Wildlife Management Techniques
NRE 3475 Forest Management
NRE 4165 Soil and Water Management and Engineering
NRE 4175 Environmental meteorology
NRE 4335 Fisheries Management
NRE 4575 Natural Resource Applications of Geographic Information Systems
NRE 4600 Current Topics in Environmental and Natural Resources
NRE 4665 Natural Resources Modeling
SOIL 3253. Soils, Environmental Quality, and Land Use

Environmental Studies PLAN OF STUDY
201X/201X

Final _____ Date _____

Name of Student _____ Student ID Number _____

Faculty Advisor _____ Expected date of graduation _____

Name, phone number, and email address of principal contact person

Every Environmental Studies major must file a temporary plan of study with the Environmental Studies Faculty Advisory Board upon declaring a major in Environmental Studies, ordinarily before pre-registering for the fifth semester. This temporary plan, developed in consultation with an assigned faculty advisor, forecasts the pattern of courses planned toward satisfaction of major requirements, and is revised each semester to reflect courses both passed and planned. **A final version**, signed by the advisor and filed **no later than the fourth class week in the semester of intended graduation**, will upon approval by the appropriate Co-Chair of the Advisory Board constitute the plan to which the transcript will be compared in determining eligibility for the degree. **Only courses taken at UCONN may be used to meet the major and related course requirements; exceptions require special permission.**

To satisfy the Environmental Studies major, the student must complete four required courses:

- ○ EVST 1XXX. Introduction to Environmental Studies (new course)
- ○ NRE 1000/1xxx. Environmental Science/ with lab (CA-3/ CA 3-Lab) or GEOG 2300. Introduction to Physical Geography (CA-3) or GSCI 1050 or 1051. Earth and Life through Time (CA-3 Lab/CA-3)
- ○ BIOL 1102. Foundations of Biology (CA 3-Lab) or BIOL 1108. Principles of Biology II (CA 3-Lab)
- ○ EVST 4XXXW. Environmental Studies Capstone Seminar

All majors must meet the following core course requirements:

Humanities Core: All majors must take 2 of the following courses:

- • PHIL 3216. Environmental Ethics (prerequisite, one of PHIL 1101-1107)
- • HIST 3540. American Environmental History (juniors or higher)
- • ENGL 3240. American Nature Writing (juniors or higher)

Social Sciences Core: All majors must take 2 of the following courses

- • ARE 3434. Environmental and Resource Policy (juniors or higher)
- • NRE 3245. Environmental Law (juniors or higher)
- • POLS 3412. Global Environmental Politics (recommended preparation POLS 1402)

Natural Science Core: All majors must take 2 of the following courses:

- • EEB 2208. Introduction to Conservation Biology
- • GEOG 3400. Climate and Weather
- • AH 3175. Environmental Health (prerequisites, BIOL 1102 and CHEM 1122)
- • GSCI 3010. Earth History and Global Change (prerequisite, GSCI 1050 or 1051)
- • NRE 4170. Climate-Human-Ecosystem Interactions

Electives. Majors must take 9 credits of electives at the 2000, 3000, and/or 4000 level within the major. Electives must be designed to form a coherent set of additional courses that will provide the student with a focus or additional depth in an area of interest. Elective courses must be chosen in consultation with the student's faculty advisor and be approved by the advisor.

Electives: Department, Course number and Title

- 1)
- 2)
- 3)

Related Courses. In order to receive a B.A. from the College of Liberal Arts and Sciences, students majoring in Environmental Studies must take no fewer than 12 credits in courses numbered 2000 or above, none taken on a pass-fail basis, approved as representing a coherent area of study related to Environmental Studies. The student should identify below the academic coherence envisioned among courses listed in this category (particularly if the courses belong to more than one department).

Department, Course number and Title

- 1)
- 2)
- 3)
- 4)

Writing requirement: (Two courses)

- 1) EVST 4XXXW:
- 2) Other W course:

 Student signature

PROGRAM APPROVED

Major Advisor _____ **Date:** _____

Co-Chair, Environmental Studies Advisory Board _____ **Date:** _____

Preliminary Proposals for consultation

IMJR proposals:

There are three preliminary IMJR proposals attached to the pdf version of this document. These proposals can be commented upon, at the will of the committee, but voting will not be possible at this meeting, as a faculty representative from IMJR will not be present. The status of the consultative process between CLAS C&C and IMJR and a number of other bodies outside the college is not always clear. We are feeling our way on these matters. However, IMJR is moving towards a good model of faculty governance, with a faculty chair of a faculty board overseeing the program. Election of their chair is in progress.

2012-013 IMJR Honors Thesis

2012-014 IMJR Gateway course

2012-015 IMJR Change in Major description

Study Abroad proposal (via Dean's office)

The dean's office, Katrina Higgins and Davita Silfen Glasburg, has suggested that all departments should have a course 1193, Foreign Study with a course description similar to that in the attached materials. No formal request has been made by the "Study Abroad" program, nor has an official proposal been submitted by the Dean's office, but I attach some supporting materials that we can discuss. These arose from a meeting between myself and the Dean's office on January 9th, 2012. These materials are included at the end of the pdf version of this agenda.

2012-016 Study Abroad 1193

Proposed Arrangements for Individualized Major Thesis Writers

Revised Communication
September 2011

[Shared with Honors Board of Associate Directors, October 21st 2011 meeting, for comments]

The Individualized Major (IMJR) Program proposes some changes to the thesis process for students completing Honors through the individualized major. The changes would include asking students to identify a second reader for their thesis and to make a presentation in public of their thesis upon completion.

- The addition of a second reader, where feasible, puts IMJR students in the same position as Honors students in other majors: their thesis supervisor reads the thesis, but so does the faculty member who acts as Honors advisor in the department. For IMJR students, IISP staff serve in a facilitating and coordinating role as Honors advisors to IMJR students; IMJR staff do not, and cannot, serve as second readers in the same sense as happens in other majors.
- During their time as IMJRs, students are encouraged to present their research, formative experiences, and/or academic achievements to an audience of peers and faculty. Such public presentation starts with the admissions presentation to an IMJR Committee panel. Non-Honors students make two presentations to their peers in their capstone course. Every year some IMJR students – both Honors and non-Honors -- make presentations in the IMJR April Seminar (prior to 2004, all IMJR Honors students made presentations at an April Honors seminar). Asking IMJR thesis students to make a presentation in public is an extension of existing practices.

Below in italics is the relevant section from our proposed revisions to the “Guide for Faculty Supervising an Individualized Major Thesis.” A full version of the *current* guide is available on our website at: http://www.iisp.uconn.edu/G_LINES/facultyguide.thesiswriters.pdf. Students are asked to share the guide with their (potential) faculty supervisor(s) or advisor(s) when seeking confirmation of thesis arrangements on the thesis proposal form (indeed the faculty guide is a part of the form: <http://www.iisp.uconn.edu/FORMS/IMJR%20thesis%20proposal.form0910.pdf>).

PROPOSED ADDITION TO “GUIDE FOR FACULTY SUPERVISING AN INDIVIDUALIZED MAJOR THESIS”:

SUPERVISION OF AN HONORS SCHOLAR THESIS IN THE INDIVIDUALIZED MAJOR:

In addition to identifying a faculty member to serve as a supervisor for the Honors thesis in the individualized major, Honors students are asked to identify a second reader for their thesis. The second reader should be a faculty member from a discipline relevant to the student’s thesis; this individual may be in the same discipline as that of the supervisor or in a different discipline, or may be drawn from the student’s individualized major advisors. A second reader may provide the student with a different disciplinary perspective and additional insights into how best to achieve the intended learning outcomes of the thesis. It is the supervisor’s prerogative to define how the grade for the thesis will be determined.

Upon completion of the thesis, the Honors student is required to make a public presentation of the thesis in a format agreed with the thesis supervisor. Where possible, it is recommended that the audience includes the thesis supervisor, the second reader, and an IISP staff member. It would be a matter for the supervisor to decide if the presentation would form part of the assessed work for the thesis course. The IISP staff member’s presence is not evaluative, but facilitative and coordinating. Other faculty members and the student’s peers may be invited to join the presentation audience. Coordination, where relevant, with existing arrangements for departmental Honors seminars, oral presentations to a few members of

faculty, or other presentations is encouraged. For example, the student presentation may fit within existing departmental arrangements for thesis students to present their research to faculty and peers within the department; students may make poster and oral presentations at the “Frontiers in Undergraduate Research” exhibition; or students may give an oral presentation as part of the annual IMJR April Seminar or (if applicable) the annual University Scholar seminar. For students without another venue for presentation, the IISP will arrange opportunities for public presentations during the last two weeks of classes in consultation with faculty supervisors, second readers, and Honors students.

An IISP staff member serves as Honors Advisor to each individualized major following an Honors Scholar plan of study. The staff member’s role as an Honors advisor is to coordinate and facilitate students’ plans for the thesis capstone and to monitor progress toward completion.

Prior to the formal introduction of any revisions to IMJR Honors thesis guidelines, supervisors of IMJR Honors students writing theses are encouraged to consider how and if they can facilitate second reader arrangements and a student presentation to an appropriate audience.

IISP staff and members of the Individualized Major Committee welcome your feedback on the proposed changes, both in their substance and implementation. (Note that while NON-Honors students who are completing the thesis would not be required to have a second reader or make a public presentation, we would certainly welcome them to do so.)

Extract from HBAD Minutes:

October 21, 2011 minutes:

5. IMJR Honors Thesis Rule Change - consultation

As a courtesy consultation, Margaret asked HBAD members to consider the proposed Individualized Major Program Honors thesis rule change and contact her if they had comments and/or concerns. The challenge for the IMJR Program, which is not based in one department as the majority of majors are, is how to get a second faculty perspective (and possibly, involvement in) on an Honors student’s thesis work. Many departments have some arrangement for a second reader and/or presentation of Honors thesis research. The proposed IMJR requirements seek to put the IMJR thesis arrangements on a more equal footing with other majors.

November 18, 2011 minutes:

1. IMJR Honors Thesis Rule Change - M. Lamb explained that the main point for bringing the Individualized Major thesis rule change to HBAD is for consultation and communication. The change is a policy decision made by the Individualized Major Committee. Individualized Major students work across at least two departments. They have a supervisor who guides their theses. They sometimes need another perspective because they are doing a thesis project that crosses boundaries. One change would ask students to identify a second reader for their thesis, thereby providing the student with a different disciplinary perspective. The second change would require students to present their thesis in public upon completion. L. Goodstein noted that from a procedural stand point, the requirements are reflective of the additional requirements as determined by some departments for graduation as an Honors Scholar. **There was concern raised about the IMJR Honors thesis presentation requirement being inconsistent with Honors thesis requirements in other major departments. M. Lamb agreed to bring this concern back to the IMJR Committee. She will also speak with the Chair of the CLAS Courses and Curriculum Committee.** L. Goodstein reminded HBAD that the Individualized Major is only offered through CLAS and CANR.

UNIV 2XXX Individualized Study Across Academic Disciplines

One credit, graded course. Instructor consent.

This course introduces students to the ideas of disciplinarity and interdisciplinarity and serves as a gateway to the Individualized Major Program. By exploring the history of disciplinarity, ways of thinking in the disciplines, and the debates surrounding interdisciplinarity, it seeks to provide the student with the concepts and tools to design an interdisciplinary program of study in his/her area of interest.

This is an online course. Opportunities will be provided at least two times during the semester for students to meet each other face-to-face. The instructor will also be available for face-to-face office hours throughout the semester. Alternative arrangements will be made for students not in residence at the Storrs campus to engage with each other and with the instructor (e.g. Skype and teleconferences).

Objectives

Upon completion of this course, a student should be able to:

- Explain the most significant differences between the natural sciences, the social sciences, and the humanities and describe the key features of the disciplines relevant to his/her field of study.
- Explain interdisciplinarity and develop an interdisciplinary plan of study.
- Analyze the challenges of and formulate strategies for integrating knowledge across disciplines.

Requirements

Reading:

- Selected TED talks and University podcasts
- Tanya Augsberg, *Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies* (Second Edition, Kendall Hunt, 2010), excerpts from Ch. 5 “Telling Your Story as an Interdisciplinary.”
- Joe Moran, “The Rise of Disciplines,” pp. 3-14 in Joe Moran, *Interdisciplinarity (Second Edition)*, London: Routledge, 2010.
- Janet Donald, “The Commons: Disciplinary and Interdisciplinary Encounters” and
- Gary Poole, “Academic Disciplines: Homes or Barricades?” in Carolin Kreber, ed. *The University and Its Disciplines: Teaching and Learning Within and Beyond Disciplinary Boundaries*, New York: Routledge, 2009.
- Thomas Benson, “Five Arguments Against Interdisciplinary Studies” and
- William Newell, “The Case for Interdisciplinary Studies” in William Newell, ed. *Interdisciplinarity: Essays from the Literature* (College Board, 1998).
- Information from academic disciplinary associations regarding the disciplines as well as other overviews of disciplines
- Case studies from National Center for Case Study Teaching in Science <http://sciencecases.lib.buffalo.edu/cs/>; the Georgetown University Institute for the Study of Diplomacy Pew Case Study Center <http://faculty.guisd.org/>; and Problem-Based Learning Clearinghouse (Delaware) <http://www.udel.edu/pblc>.

Participation in discussion board

Because this is an online course, participation in the HuskyCT discussion board is the key way that you will engage with the reading and the ideas of your fellow students and the instructor.

- Four substantive contributions in response to instructor questions (300-500 words)
- Responses to other students’ contributions at least once per module.

Writing assignments

- Intellectual autobiography – 500-750 words (2-3 pages)
- Reflection on relevant disciplines – 750 words (3 pages)
- Statement of Purpose – 750-1000 words (3-4 pages) & Plan of Study

Peer review

Each student will be paired with another student in the class and offer peer reviews for each of the three key writing assignments. Guidelines for peer reviews will be provided. Peer reviews will be shared with your partner and submitted to the instructor.

Grading

Participation in discussion board: 35%

Peer reviews: 5%

Writing assignments

- Intellectual autobiography: 15%
- Reflection on relevant disciplines: 15%
- Statement of purpose and plan of study: 15%

Integration exercise: 15%

Course Outline

1. Introductions and student reflections on their intellectual interests

Reading: Tanya Augsburg, pp. 43-45 and 72-73

Due:

- Autobiographical map (1 pg) and intellectual autobiography (2-3 pg)
- Peer review of your partner's autobiographical map and intellectual autobiography

2. Interdisciplinarity as a way to address complex public issues: TED Talks

How do different disciplines contribute to the analysis of key public issues, such as HIV-AIDS or poverty?

TED talks & University Podcasts, for example: Elizabeth Pisani, "Sex, Drugs and HIV: Let's Get Rational" TED Talk, Feb. 2010 ; Josette Sheeran, "Ending Hunger Now," TED Talk, July 2011; Mechai Miravaidya, "How Mr. Condom made Thailand a better place." Ted Talk

Due:

Discussion Board Contribution: (1) What is the key issue that the speaker is addressing? What questions is the speaker trying to answer? (2) What does the speaker think has been overlooked in past efforts to address this issue? Where does the speaker think the answer(s) lie(s)? (3) Identify three disciplines that you think would be primary contributors to addressing the issue this speaker discusses. Why? What other disciplines might also contribute in a secondary way? Why?

3. The natural sciences, the social sciences and the humanities: the emergence of disciplines

The disciplines are grouped into the natural sciences, the social sciences and the humanities. How are these disciplinary groupings different? How did disciplines emerge? What are the consequences of the 'splintering' of knowledge?

Reading:

Joe Moran, "The Rise of Disciplines," pp. 3-14 in *Interdisciplinarity*, London: Routledge, 2002.
Janet Donald, "The Commons: Disciplinary and Interdisciplinary Encounters" pp. 35-49 and Gary Poole, "Academic Disciplines: Homes or Barricades?" 50-57 in Carolin Kreber, ed. *The University and Its Disciplines*, New York: Routledge, 2009.

Due:

Discussion Board Contribution: Since the earliest recorded history, intellectual life in the West has seen a tension between all-embracing and specialist approaches to knowledge. (1) Identify two or three factors (historical, institutional) that have favored specialist approaches and led to the emergence of disciplines. (2) How have relationships among the sciences, social sciences, and humanities developed over time? (3) Give one or two examples of how boundaries between disciplines have been maintained and broken? (4) Using Donald's examples, what are some of differences in the way disciplines teach us to think?

4. Ways of thinking and practicing in the disciplines relevant to your interests

Each student will identify two or three disciplines that are central to his/her academic interests and explore these in greater depth, using a range of sources as well as consultation with UConn faculty with relevant expertise in these disciplines and the student's specific interests.

Due:

- Disciplines Paper (3 pages):
Identify two to three disciplines that are crucial to developing an understanding of your academic interests. For each relevant discipline: How does the discipline define itself? What phenomena are of central interest to this discipline? What types of questions does this discipline pose? What are some of the underlying assumptions of this discipline? How does this discipline differ from others that are relevant to your area of study?
- Peer review of your partner's Disciplines paper

Select Resources:

Social Sciences:

Anthropology: "What is Anthropology" American Anthropological Association:

<http://www.aaanet.org/about/WhatisAnthropology.cfm>

Economics: American Economics Association: What is Economics--

<http://www.aeaweb.org/students/index.php>

History (see Humanities)

Political Science: "What is Political Science" http://www.apsanet.org/content_9181.cfm?navID=727

Psychology: <http://www.apa.org/careers/resources/guides/careers.pdf>

Sociology:

<http://www.nyu.edu/classes/persell/aIntroNSF/Documents/Field%20of%20sociology033108.htm>

See also *Dictionary of the Social Sciences*, Craig Calhoun, ed. (Oxford University Press, available through the UConn library online)

Natural Sciences:

See *Access Science* at: <http://www.accessscience.com/index.aspx> an online encyclopedia (McGraw Hill) with general entries for Biology, Chemistry, Physics, Mathematics as well as entries for the many subfields of these disciplines.

Humanities:

History: "Why Study History" American Historical Association

<http://www.historians.org/pubs/free/WhyStudyHistory.htm>

Languages & Literature: Modern Languages Association: http://www.mla.org/pdf/adfl_brochcollege.pdf
Philosophy: Guide to Philosophy, American Philosophical Association:
<http://www.apaonline.org/publications/texts/briefgd.aspx>

5. Overview of research methodologies

Both among and within disciplines there are often deep divisions regarding research methodologies. In this section of the course, students examine these debates surrounding experimental, quantitative, and qualitative methods. Reference will be made to the problems examined in module 2 and the disciplines discussed in module 4 to explore differing research methodologies, their underlying assumptions, and their strengths and limitations.

[Note: We plan to develop a lecture on research methodologies. This may include a videotaped interview/short lecture with a UConn faculty member from each of the disciplinary groups: the natural sciences, the social sciences, and the humanities.]

Resources:

<http://www.socialresearchmethods.net/kb/index.php>

“Scientific Methods” in *Access Science* at: <http://www.accessscience.com/index.aspx> an online encyclopedia (McGraw Hill)

Discussion board:

What research methodologies are characteristic of the disciplines relevant to your interests? What are some of the fault lines or conflicts within disciplines and among disciplines regarding research methodologies? How does our understanding of research methodologies inform our perception of the differences and commonalities among specific disciplines?

6. Interdisciplinarity

What does it mean to take an interdisciplinary approach? What have been the critiques of interdisciplinarity?

Reading:

Thomas Benson, “Five Arguments Against Interdisciplinary Studies” and William Newell, “The Case for Interdisciplinary Studies” in William Newell, *Interdisciplinarity: Essays from the Literature*.

Discussion board: Which of Benson’s arguments are most convincing? Does Newell adequately respond to Benson’s arguments? In what ways are Benson’s and Newell’s arguments relevant to your area of interest?

7. Conceptualizing an interdisciplinary plan of study

Drawing on the intellectual autobiography and the disciplines paper prepared earlier in the semester, each student will select the courses most relevant to her/his area of interest and write a statement that explains why s/he has chosen this focus and why the courses/disciplines selected will best permit an exploration of this focus.

Due:

Statement of purpose (3-4 pages) & plan of study

8. Integrating knowledge across disciplines

Students choose one of three case studies selected from an online case study archive. By annotating the case study and drawing a concept map, students will discern disciplinary lines of analysis and formulate an interdisciplinary approach to addressing the case study question.

Sources for case studies include:

National Center for Case Study Teaching in Science <http://sciencecases.lib.buffalo.edu/cs/> (many of the cases in this archive also include social scientific approaches.)

The Georgetown University Institute for the Study of Diplomacy Pew Case Study Center (cases with international, political, economic themes) and/or

Problem-Based Learning Clearinghouse (Delaware) <http://www.udel.edu/pblc>

Draft

University of Connecticut
College of Liberal Arts and Sciences
Committee on Curricula and Courses

Proposal to Change an existing Major

Last revised: Tuesday, April 8, 2003

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: January 31, 2012
2. Department requesting this change: Individualized and Interdisciplinary Studies Program
3. Title of Major: Individualized Major
4. Nature of Change:
Add sentence to catalog to clarify Program requirement that an individualized major completing a double major plan must have at least 24 credits in his/her individualized major plan that does not overlap with his/her other major and its related field courses.
5. Existing catalog Description of the Major:

Individualized Major

Students with a grade point average of 2.0 or higher may apply for an individualized major. An individualized major requires a field of concentration of at least 36 credits numbered 2000 or higher. The 36 credits may come from two or more departments in the University. At least 18 credits shall come from departments of this College. The student may include no more than 6 credits of independent study nor more than 12 credits of field work. To graduate, students must earn a grade point average of 2.5 or better in the 36 concentration credits.

Individualized majors may contribute to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees.

Students may submit proposals for admission to the individualized major once they achieve third semester status and may be admitted after completing three semesters of work (45 credits). The latest they may submit proposals is prior to beginning their final 30 credits of study. The proposed field of concentration must show coherence of subject matter or principle and have academic merit. Internship, field work, research, or study abroad is recommended as part of the proposed plan of study.

For further information and application forms, see the Program website at: <http://www.iisp.uconn.edu/> or contact the Individualized and Interdisciplinary Studies Program at (860) 486-3631.

All students with approved individualized major plans of study must complete a capstone course as part of their concentration credits: they must register for [INTD 4600W](#) ([INTD 4697W](#) for honors and other students writing a thesis) during their last academic year. (Double majors and additional degree students may meet the capstone course requirement by substitution if they register for a capstone course or thesis in the final year of their other major).

Writing in the major requirement: All students must nominate one other course numbered 2000 or higher in which they will write in a relevant academic discipline (where feasible, this course should be a W course) and, in addition, take [INTD 4600W](#) (or [INTD 4697W](#)). (Double majors and additional degree students may choose to satisfy the exit level writing in the major competency outside the Individualized Major.)

Information literacy competency: All majors must take [INTD 4600W](#) (or [INTD 4697W](#)). In addition, all majors must include one research methods or research course in their plans of study. (Double majors and additional degree students may choose to satisfy the information literacy competency outside the Individualized Major.)

Computer technology competency: The University's basic entrance expectations are considered to be adequate for Individualized Majors in general. However, Individualized Majors are required to consider if more advanced computer technology competency is required for their major and, if yes, specify as part of their plan of study how they will achieve it.

6. Proposed catalog Description of the Major: changes in red and italics Individualized Major – College of Liberal Arts and Sciences

Students with a grade point average of 2.0 or higher may apply for an individualized major. An individualized major requires a field of concentration of at least 36 credits numbered 2000 or higher. The 36 credits may come from two or more departments in the University. At least 18 credits shall come from departments of this College. The student may include no more than 6 credits of independent study nor more than 12 credits of field work. To graduate, students must earn a grade point average of 2.5 or better in the 36 concentration credits.

Individualized majors may contribute to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees.

Students may submit proposals for admission to the individualized major once they achieve third semester status and may be admitted after completing three semesters of work (45 credits). The latest they may submit proposals is prior to beginning their final 30 credits of study. The proposed field of concentration must show coherence of subject matter or principle and have academic merit. Internship, field work, research, or study abroad is recommended as part of the proposed plan of study.

Students may include the individualized major in a double major plan of study, but at least 24 credits of the individualized major plan must not overlap with the student's other major and its related field courses.

For further information and application forms, see the Program website at: <http://www.iisp.uconn.edu/> or contact the Individualized and Interdisciplinary Studies Program at (860) 486-3631.

All students with approved individualized major plans of study must complete a capstone course as part of their concentration credits: they must register for [INTD 4600W](#) ([INTD 4697W](#) for honors and other students writing a thesis) during their last academic year. (Double majors and additional degree students may meet the capstone course requirement by substitution if they register for a capstone course or thesis in the final year of their other major).

Writing in the major requirement: All students must nominate one other course numbered 2000 or higher in which they will write in a relevant academic discipline (where feasible, this course should be a W course) and, in addition, take [INTD 4600W](#) (or [INTD 4697W](#)). (Double majors and additional degree students may choose to satisfy the exit level writing in the major competency outside the Individualized Major.)

Information literacy competency: All majors must take [INTD 4600W](#) (or [INTD 4697W](#)). In addition, all majors must include one research methods or research course in their plans of study. (Double majors and additional degree students may choose to satisfy the information literacy competency outside the Individualized Major.)

Computer technology competency: The University's basic entrance expectations are considered to be adequate for Individualized Majors in general. However, Individualized Majors are required to consider if more advanced computer technology competency is required for their major and, if yes, specify as part of their plan of study how they will achieve it.

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?

A change is required in order to clarify existing Individualized Major Program policy regarding double major plans as outlined in the Program's "Double Major Worksheet" available on its website, in its Student Guide, and as a handout to students during advising sessions.

The "Double Major Worksheet" was developed in 2004-05, following advice from Degree Audit and CLAS Academic Services that the way in which the Program had interpreted the double major requirements for individualized majors was too liberal and not in compliance with the Catalog. It was agreed that in order to maintain the rigor and coherence of an Individualized Major plan, that plan needed to have at least 24 credits that did not overlap with the student's other major and its related field courses.

The catalog change will remove any ambiguity regarding how much overlap is acceptable in a double major plan that includes an individualized major and will facilitate the accurate implementation of this policy by Degree Audit.

2. What is the impact on students?

There is no impact on students because the Program has been advising all students of this policy through its "Double Major Worksheet" since 2004-05.

3. What is the impact on regional campuses?

None. Regional campus students receive the same advising information as Storrs students.

4. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty:

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

Margaret Lamb, Director

Individualized and Interdisciplinary Studies Program

Phone: 486-5829; e-mail: margaret.lamb@uconn.edu

Course Descriptions

ENGL 1693. Foreign Study

Credits and hours by arrangement. Prerequisite: Consent of Department Head or advisor may be required prior to the student's departure. May be repeated for credit.

Special topics taken in a foreign study program.

ANTH 1093. Foreign Study

Credits and hours by arrangement. Prerequisite: Consent of Department Head is required before departure.

May count toward the major with the consent of the advisor. May be repeated for credit (to a maximum of 17).

Special topics taken in a foreign study program.

SCI 1193. Foreign Study

(193) Credits and hours by arrangement. Prerequisite: Consent of the program director normally before the student's departure to study abroad. How credits are used to be determined by the College Dean and/or Advisor. May be repeated for credit. Special topics taken in a foreign study program.

Departments	1000 level	2000 level	3000 level	4000 level
African Studies			3293	
Anthropology	1093		3093	
Arabic			3293	
Chemistry			3193	
Chinese			3293	
Classics and Ancient Mediterranean Studies	1193		3293	
Communication				4993
Communication Disorders			3293	
Critical Languages Program	1193		3293	
Economics		2493	3493	
English	1693		3693	
European Studies			3293	
Finance				4893
French	1193		3293	
Geography	1093			4093
German	1193		3293	
Hebrew	1193		3293	
History			3993	
Human Development and Family Studies			3083 3293	
India Studies <i>Betty Hanson Minor</i>			3293	
INTD	1993		3993	
Italian Literary and Cultural Studies	1193		3293	
Journalism			3093	
Latin American Studies	1193		3293	
Linguistics	1793		3793	
Marine Sciences				4893
Math	1793		3793	
Philosophy				4293
Physics				4093
Physiology and Neurobiology			3293	
Political Science			3993	
Portuguese	1193		3293	
Psychology			3883	
Russian	1193		3293	
Science	1193			
Sociology			3993	
Spanish	1193		3293	
Womens Studies	1193		3993	

Human Rights