

# College of Liberal Arts and Sciences, Committee on Curricula and Courses, Agenda March 20<sup>th</sup>, 2012

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Selection of the secretary

Minutes of the meeting of February 14<sup>th</sup>, 2012

Report of the Chair:

- Proposals approved by the Chair before the meeting
- Proposals from prior meetings for reconsideration
- Preliminary proposals for consultation (postponed from last meeting)
- New proposals submitted for consideration

Reports of committees – none

Old business:

New business:

Adjournment until April 10<sup>th</sup>

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## Proposals approved by the Chair before the meeting:

### 2012-017 Special Topics HIST 3995 History of Urban Latin America

1. Date of this proposal:

17 February 2012

2. Semester and year this xx95 course will be offered:

Fall 2012

3. Department:

History

4. Course number and Title proposed:

3995. History of Urban Latin America

5. Number of Credits: 3

6. Instructor:

Mark Healey

7. Instructor's position:

Assistant Professor

8. Has this topic been offered before? No

9. Is this a ( X ) 1st-time, ( ) 2nd-time, ( ) 3rd-time request to offer this topic?

10. Short description:

The course will consider the creation of Latin American cityscapes; how they were imagined, built, and transformed. It will survey the history of Latin American cities from the Conquest to the present, with a particular focus on the twentieth century. We will analyze the ability of urban residents to shape the resources and institutions of the city and the making of urban communities.

11. Please attach a sample/draft syllabus to first-time proposals.

See below

12. Comments, if comment is called for:

13. Dates approved by (see Note Q):

Department Curriculum Committee: February 28, 2012

Department Faculty: March 1, 2012

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

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

### *Syllabus*

This course is an introduction to the cities of modern Latin America. It does not require any previous coursework in the area; as you will learn, cities offer a particularly interesting starting point for thinking about Latin America. In this course, we will look closely at the material, geographic, and architectural histories of each of our cities. But we will be especially interested in their social and cultural histories, how people have thought about, lived in, and struggled for the city. Therefore we will start out with the colonial foundations of these cities, trace their historical transformation across the nineteenth and early twentieth centuries, and then branch out into different ways of looking at the cities that emerged.

After a brief discussion of foundations and colonial origins, we will turn to three of the largest and most important cities --Mexico City, Buenos Aires, and Rio de Janeiro-- during the course of

the twentieth century. Each of these cities are (or were, in the case of Rio) national capitals, and each remains a center of cultural, political and economic power. Studying each of these cities is also a way of studying the culture and politics of the nations –Mexico, Argentina and Brazil– they form a part of.

Alongside our common readings, you will be developing a research project and a final paper focused on a particular urban theme. You may use this opportunity to delve deeper into an issue we have examined in one of the cities we focus on, to explore similar issues in a city we have not examined as closely (such as Lima, Quito, Santiago, or Havana) or to pursue another issue beyond those treated in our common readings and discussion.

Readings:

**There are four assigned texts in this course:**

Javier Auyero, *Poor People's Politics* (Duke, 2000)

José Luis Romero, *Latin America: Cities and Ideas* (OAS, 1999 [1976])

James Holston, *The Modernist City: An Anthropological Critique of Brasilia* (Chicago, 1989)

Bryan McCann, *Hello Hello Brazil: Popular Music in the Making of Modern Brazil* (Duke, 2002)

All other readings will be available in a course pack.

Assignments:

**Your grade will be based on the following:**

20% Class participation

While there will be mini-lectures within class to provide broader context or to present visual material, this class will usually be conducted as a discussion. Your participation is crucial, and demands that you do all the reading before class.

20% Reaction papers

During any four weeks during the semester (your choice) you will write a two-page reaction to the readings, due in the professor's mailbox before noon on the day of class.

30% Research project

During this course, you will carry out a research project that is thematically specific and focused on either one Latin American city or a comparison between several cities. This could build on themes discussed in class, or take a different approach. Note that you will not be required to undertake research in any language other than English, although those of you able to work in other languages are welcome to do so. You will work with the professor over the course of the semester in developing your topic, undertaking research, producing a rough draft, presenting your findings to the class, and finally turning in a finished, 12-15 page research paper.

30% Final Exam

There will be a 2 hour final exam.

## **PART 1 OVERVIEW AND ORIGINS**

Week I Introduction

Images, Structures, Histories of the City: Mexico, Buenos Aires and Rio

Week II Colonial Foundations: Conquest and Urban Space, 1500-1800

José Luis Romero, *Latin America: Cities and Ideas*, Ch 1-3

Angel Rama, *The Lettered City*, Ch 1

Setha Low, "Cultural meaning of the plaza:

The history of the Spanish-American gridplan-plaza urban design"

Visual: Spanish and Indigenous Maps

Week III Making Cities and Nations, 1800-1880

José Luis Romero, Latin America: Cities and Ideas, Ch 4-5

Angel Rama, The Lettered City, Ch 2-3

D. F. Sarmiento, "Civilization and Barbarism", "Two Cities" (1850s)

Preliminary choice of paper topic.

**PART 2 "ORDER AND PROGRESS": THE MODERN CITY, 1880-1920**

Week IV Remaking Spaces and Publics

José Luis Romero, Latin America: Cities and Ideas, Ch 6

Jeffrey Needell, "Rio de Janeiro and Buenos Aires: Public Space and Public Consciousness in fin-de-siecle Latin America"

Juan Alvarez, "Buenos Aires in the Early Twentieth Century" (1918)

Mauricio Tenorio Trillo, "Mexico City 1910:

Space and Nation in the City of the Centenario"

Adrián Gorelik, "The Beauty of the Fatherland:

Monuments, Nationalism and Public Space in Buenos Aires"

Visual: Maps and Slides of Cities Circa 1910

Week V Race, Disease, and Protest

Teresa Meade, "Civilizing Rio": The Public Health Campaign and the Riot of 1904"

Sidney Chalhoub, "The Politics of Disease Control:

Yellow Fever and Race in Nineteenth Century Rio de Janeiro"

Diego Armus, "Disease and the Remaking of Urban Argentina"

Week VI Gender, Sexuality and Space

Donna Guy, Sex and Danger in Buenos Aires:

Prostitution, Family and Nation in Argentina, Ch 1-3

Katherine Bliss, "The Science of Redemption" (Mexico City)

Margaret Rago, "The Pleasures of the Night" (Rio de Janeiro)

Paper bibliography due.

**PART 3 THE CITY OF THE MASSES, 1920-1960**

Week VII The Coming of the Mass City

José Luis Romero, Latin America: Cities and Ideas, Ch 6

Gilberto Freyre, Mansions and the Shanties, excerpts

Ezequiel Martínez Estrada, Head of Goliath, X-Ray of the Pampa, excerpts

Raúl Scalabrini Ortiz, The Man Who is Alone and Waiting, excerpts

Visual: Buenos Aires 1936, maps and photographs

Film: Salón México (1946)

Week VIII Sounds of the City

Deborah Jakubs, "The Social History of Tango"

Alison Raphael, "From Popular Culture to Microenterprise:

The History of Brazilian Samba Schools"

Bryan McCann, Hello Hello Brazil

Music: Tango and Samba lyrics

Film: Black Orpheus (1957)

Week IX Populist Transformations

Daniel James, "Peronism and the Working Class, 1946-1955"

Daniel James, "October 17th and 18th 1945: Mass protest,

Peronism and the Argentine Working Class”  
Jorge Luis Borges, “The Party of the Monster”  
Julio Cortázar, “House Taken Over”

Week X Utopian Dreams

James Holston, The Modernist City

Beatriz Jaguaribe, “Modernist Ruins”

Rough draft of paper due.

**PART 4: THE CITY OF THE MARGINS, 1940-2000**

Week XI Myths of Marginality: Shantytowns 1940-1980

Janice Perlman, “Cities and Squatters”

Carolina Maria de Jesus, “Another São Paulo”

Oscar Lewis, “Children of Sánchez”

Jonathan Kandell, “Mexico’s Megalopolis”

Film: Los Olvidados (Mexico, 1952)

excerpts from Rio 100 Degrees (Brazil, 1959),

Five Times Favela (Brazil, 1961),

Behind a Long Wall (Argentina, 1957)

Week XII The “Informal” City 1980-2000

Javier Auyero, Poor People’s Politics

Robert Gay, “The Broker and the Thief:

Reflections on Popular Urban Politics”

James Holston, “Autoconstruction in Working-Class Brazil”

Week XIII Student Presentations

Week XIV Student Presentations and Conclusions

Film: Buenos Aires Vice Versa (Argentina/Holland, 1998)

Final draft of paper due.

Final Exam

**2012-018 Special Topics HIST 3995 History of Haiti and the Dominican Republic**

1. Date of proposal: 21 February 2012
2. Semester and year this 3995 course will be offered: Fall 2012
3. Department: History
4. Course number and title: HIST 3995 History of Haiti and the Dominican Republic
5. Number of credits: 3
6. Instructor: Anne Eller
7. Position of Instructor: Assistant Professor of History, Stamford Campus
8. Has the course been offered before? No
9. This is a ( X ) 1st-time, ( ) 2nd-time, ( ) 3rd-time request to offer this topic?
10. Short description:  
This lecture course will cover the histories of Haiti and the Dominican Republic, in their Caribbean and hemispheric context, from pre-colonial times through the present day.
11. Sample syllabus (see attached)
12. Dates approved by Department Curriculum Committee: February 28, 2012  
By Department Faculty: March 1, 2012
13. Principle contact person: Micki McElya, 6-2065, micki.mcelya@uconn.edu

***Sample Syllabus: HIST 3995: History of Haiti and the Dominican Republic***

The histories of the Dominican Republic and Haiti, together, are formative to the history of the broader Caribbean and the Atlantic world. In the east of the island, the early decline of plantation slavery brought forth the development of a remarkable rural society, the first in the Caribbean in which free people of African descent predominated, a full two centuries before other 'reconstituted peasantries' were to follow in neighboring islands. In the west, the brutal slave regime of Saint-Domingue gave way to the most spectacular slave revolt in all of modern history, the Haitian Revolution.

Throughout the course, we will be considering the history of the two island communities together.

The complicated sovereignty of the Dominican Republic in the eighteenth and nineteenth centuries was a unique site of colonial experimentation and anti-colonial struggle; Haiti's revolutionary importance engulfed the whole region. Residents of the whole island endured caudillismo and often discordant relationships with their governments after independence, struggles that echo questions of state formation and citizenship elsewhere throughout the hemisphere. In the twentieth century, Hispaniola's history once again occupies a dramatic moment in the world stage, as it becomes one of the focal points of U.S. imperialism: military, political, and economic. After the tremendous political ferment of the opening decades of the century, we will discuss the rise and fall of dictatorial political regimes, the impact of neoliberal economics, and the tremendous political, economic, social and cultural importance of the island's diaspora.

Finally, throughout the course, we will interrogate elite and popular narratives about identity and belonging. From virulent antihaitianismo to episodes of considerable violence, conflict has sometimes preoccupied official nationalist narratives, particularly in the Dominican Republic. Popular histories, however, seem to tell a very different story from these elite narratives. We will read such literature with a critical eye, with the goal of crafting a far more inclusive and just understanding of the interconnected history of Hispaniola.

This course will be composed of lecture, weekly readings, a midterm, and a final exam. Additional readings are identified but not required each week for those seeking more information about particular subjects.

### **SAMPLE READINGS**

Texts recommended for purchase:

Edwidge Danticat, *The Farming of the Bones*. New York: Penguin, 1999.

Laurent Dubois, *Avengers of the New World*. Cambridge: Belknap, 2005.

Viriato Senci3n, *They Forged the Signature of God*. Santo Domingo: Biblioteca Taller, 1992.

### **Class 1 – Introduction and Ta3no Ayiti**

- Optional: “Columbus was a Cannibal: Myth and First Encounters,” in Robert Paquette, ed., *The Lesser Antilles in the Age of European Expansion*, U. Press of Florida, 1996, 17-32.

### **Class 2- Columbus, Conquest and Empires in the Atlantic World**

- Anthony Pagden, *Lords of All the Worlds: Ideologies of Empire in Spain, Britain and France, c. 1500-1850*. New Haven: Yale U. Press, 1995, excerpts.

- Lauren Benton, “Legal Spaces of Empire: Piracy and the Origins of Ocean Regionalism,” in *Comparative Studies in Society and History*, 47:4 (Oct. 2005): 700-724.

- Further reading:

- o “The Roots of an Atlantic System,” in Egerton et al., *The Atlantic World: A History, 1400-1888*. Wheeling: Harlan Davidson, 2007, pp. 41-88.

### **Class 3- The Birth of Santo Domingo and Saint-Domingue**

- Introduction and “Development of Creole Society.” In John Garrigus, *Before Haiti: Race and Citizenship in French Saint-Domingue*. Boston: Palgrave Macmillan, 2006, 1-50.

- Genaro Rodr3guez Morel, “The Sugar Economy of Espa3ola in the Sixteenth Century” and Herbert Klein, “The Atlantic Slave Trade to 1650.” In Stuart Schwartz, *Tropical Babylons*. Chapel Hill: UNC Press, 2004, pp. 84-114, 201-236.

- Further reading:

- o Kadish, Doris and Massardier-Kennedy, Fran3ois. *Translating Slavery: Gender and Race in French Women’s Writing, 1783-1823*. Kent State University Press, 1994.

- o P.J. Laborie *The Coffee Planter of St. Domingo (1798; Available on Google Books)*

- o Sue Peabody, *There Are No Slaves in France*. New York: Oxford, 2002.

### **Class 4- Slavery and Development**

- “Freedom, Slavery, and the French Colonial State” and “Citizenship and Racism in the New Public Sphere.” In Garrigus, *Before Haiti*, 2006, 83-108 and 141-170.

- “Island Geography” in Arthur Stinchcombe, *Sugar Island Slavery in the Age of Enlightenment* (Princeton: Princeton University Press, 2005), 29-57.

- Further reading:

- o “Secret History” by A Lady at Cap Fran3ois (Leonora Sansay/Mary Hassal), 1808.

- o Richard Dunn, *Sugar and Slaves (17th century sugar revolution)*

- o Douglas Hall, *In Miserable Slavery (plantation manager’s diary)*

- o Bernard Moitt. *Women and Slavery in the French Antilles, 1635-1848*. Bloomington: Indiana U. Press, 2001.

- o “Slavery, Forced Labor and the Plantation System: Introduction” and “Slavery in the Afro-American World,” in Sidney Mintz *Caribbean Transformations*. New York: Columbia University Press, 1989 (1974), 43-81.

### **Class 5- African Diaspora Politics and Cultures**

In class: “Legacy of the Spirits” (1985)



- Guerin C. Montilus. "Guinea versus Congo Lands: Aspects of the Collective Memory of Haiti." In Joseph E. Harris, ed. *Global Dimensions of the African Diaspora*. Washington: Howard University Press, 1993, 159-166.
- "The Clustering of African Ethnicities in the Americas," and "Conclusion," in Gwendolyn Midlo-Hall, *Slavery and African Ethnicities in the Americas: Restoring the Links*. Chapel Hill: UNC Press, 2005, pp. 55- 79 and 165-172.
- Further reading/viewing:
  - o Divine Horsemen (1985)
  - o "Angels in the Mirror" (recording, 1997)
  - o Philip Curtin, *Africa Remembered: Narratives by West Africans from the Era of the Slave Trade*. Waveland Press, 1997.
  - o Karol K. Weaver, *Medical Revolutionaries: The Enslaved Healers of Eighteenth-Century Saint Domingue*. Champaign, IL: University of Illinois Press, 2006.
  - o John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800*. 2 ed., Cambridge: Cambridge University Press, 1998.
  - o Linda Heywood and John Thornton, *Central Africans, Atlantic Creoles and the Foundation of the Americas, 1585-1660*. Cambridge: Cambridge U. Press, 2007.
  - o Martin Munro. "Music, Vodou, and Rhythm in Nineteenth-Century Haiti." *JOHS* 14:2 (Spring 2009), n.p.

#### **Class 6- The Haitian Revolution (I)**

- "Free People of Color in the Southern Peninsula," in Garrigus, *Before Haiti*, 227-264.
- Jayne R. Boisvert, "Colonial Hell and Female Resistance in Saint-Domingue." *JOHS* 7:1 (Spring 2001), np.
- Further reading:
  - o Laurent Dubois, *Avengers of the New World*. Cambridge: Belknap, 2005.
  - o Carolyn E. Fick, *The Making of Haiti: The Saint Domingue Revolution From Below*. Knoxville: U. of Tennessee Press, 1990.
  - o Madison Smartt Bell, *All Souls Rising*. New York: Pantheon Books, 1995; *Master of the Crossroads* (2004); *The Stone that the Builder Refused* (2004).
  - o David Geggus, *Haitian Revolutionary Studies*. Bloomington: Indiana University Press, 2002.
  - o Abbé Raynal "A philosophical and political history of the settlements and trade of the Europeans in the East and West Indies" (1770; Google books)

#### **Class 7- The Haitian Revolution (II)**

In class: *Égalité for All* (2008)

- Laurent Dubois, "An Enslaved Enlightenment: Rethinking the Intellectual History of the French Atlantic." *Social History* 31:1 (2006), 1-14.
- "Interrogation of the Negress Assam" in Fick, *Making of Haiti*, 251-9.
- "A colonist among the Spanish and the British" and "A Woman's View of the Last Days of Cap Français." In Jeremy Popkin, ed. *Facing Racial Revolution: Eyewitness Accounts of the Haitian Revolution*. Chicago: University of Chicago Press, 2007, 252-269 and 317-328.
- Further reading:
  - o Joan Dayan, *Haiti, History, and the Gods*. Berkeley: University of California Press, 1995.
  - o Laurent Dubois and John Garrigus, *Slave Revolution in the Caribbean: A Brief History with Documents*. Boston: Bedford/St. Martins, 2006.
  - o David Geggus, *The World of the Haitian Revolution*. Bloomington: Indiana U Press, 2008.

**Class 8- Revolution and the Atlantic World**

\*statement of topic due

- Matt Childs, "A Black French General Arrived to Conquer the Island': Images of the Haitian Revolution in Cuba's 1812 Aponte Rebellion." *The Impact of the Haitian Revolution in the Atlantic World*. Ed. David Geggus. Columbia: USC Press, 2001. 135-56.
- Ada Ferrer. "Talk About Haiti: The Archive and the Atlantic's Haitian Revolution." In Doris Garraway, ed., *Tree of Liberty: Cultural Legacies of the Haitian Revolution in the Atlantic World*. Charlottesville: UVA Press, 2008, pp. 21-40.
- "The Three Faces of Sans Souci" (skim) and "An Unthinkable History," Michel-Ralph Trouillot, *Silencing the Past: Power and Production in History*. Boston: Beacon Press, 1995, 31-107.
- Further reading:
  - o Childs, Matt. *The 1812 Aponte Rebellion in Cuba and the Struggle Against Atlantic Slavery*. Chapel Hill: UNC Press, 2006.
  - o *The Trial Record of Denmark Vesey*. Boston: Beacon Press, 1970.
  - o Dubois, Laurent. *Avengers of the New World*. Cambridge: Belknap, 2005.
  - o Dubois, Laurent. *Colony of Citizens*. Chapel Hill: UNC Press, 2006.
  - o Sublette, Ned. *The World That Made New Orleans*. Lawrence Hill, 2008.

**Class 9- Midterm**

Class 10- España Boba and "Unification"/"Occupation"

- Fragnals et al. *Between Slavery and Free Labor*. Baltimore: Johns Hopkins, 1985, pp. 181-214.

**Class 11- Agricultural Reform and the Peasantry of Hispaniola in the 19th Century**

- Sara Johnson-La O, "The Integration of Hispaniola: A Reappraisal of Haitian-Dominican Relations in the 19th and 20th Centuries." *Journal of Haitian Studies* 8:2 (2002): 4-29.
- Mimi Sheller. "You Signed My Name, but Not My Feet": Paradoxes of Peasant Resistance and State Control in Post-Revolutionary Haiti. *JOHS* 10:1 (Spring 2004), np.
- Further reading:
  - o Hidalgo, Dennis. *Searching for an American Dream: The 1820s Free Black Emigration to Haiti*. Tuscaloosa: University of Alabama Press, forthcoming.
  - o Roumain, Jacques. *Masters of the Dew*. Portsmouth: Heinemann, 1978 (1944).
  - o Sheller, Mimi. *Democracy After Slavery: Black Publics and Peasant Radicalism in Haiti and Jamaica*. Gainesville: University Press of Florida, 2000.
  - o Carpentier, Alejo. *The Kingdom of this World*. Harriet de Onís, trans. 1967.
  - o Stephen G. Hall. "Envisioning an Anti-Slavery War: African American Historical Constructions of the Haitian Revolution in the 1850s." In Dwayne Curry et al., eds. *Extending the Diaspora: New Histories of Black People*. Urbana: University of Chicago Press, 2009, 77-99.

**Class 12- The U.S. Occupation; Haiti and the Dominican Republic in American Imaginations**

- Mary Renda. *Taking Haiti*. Chapel Hill: UNC, 2001, prologue, pp. 10-88.
- "The View from Abroad," in Michael Dash, Libete: *A Haiti Anthology*. Princeton: Markus Weiner: 1999, 315-339.
- Further reading:
  - o John H. Craige, *Black Bagdad: The Arabian Nights Adventures of a Marine Captain in Haiti*. (1933)
  - o Zora Neale Hurston, *Tell My Horse: Voodoo and Life in Haiti and Jamaica*. 1937.

- o Alasdair Pettinger, *Always Elsewhere: Travels of the Black Atlantic*. New York: Continuum International, 1998.
- o Katherine Dunham, *Island Possessed*. (1969)
- o Jacques Roumain, *Masters of the Dew*. Portsmouth: Heinemann, 1978 (1944).
- o Hans Schmidt, *The United States Occupation of Haiti, 1915-1934*. Piscataway: Rutgers U, 1995.

### **Class 13- Cultural Nationalism, Fascism, and Modernity in the Caribbean**

- Edwidge Danticat, *The Farming of the Bones*. New York: Penguin, 1999. (Chapter 29 – end; see first half summary, distributed 6/11)
- Lauren Derby. “Haitians, Magic, and Money: Raza and Society in the Haitian-Dominican Borderlands, 1900-1937,” *Society for Comparative Study of Society and History* 36:3 : 488-526.
- Further reading:
  - o Magdaline W. Shannon. *Jean Price-Mars, the Haitian Elite and the American Occupation, 1915-1935*. Palgrave Macmillan, 1997.
  - o Magloire-Danton, Gerarde. “Antenor Firmin and Jean Price-Mars: Revolution, Memory, Humanism .” *Small Axe* 18 (Volume 9, Number 2), September 2005, pp. 150-170.
  - o Matthew J. Smith. “Race, Color and the Marxist Left in Pre-Duvalier Haiti.” In Dwayne Curry et al., eds. *Extending the Diaspora: New Histories of Black People*. Urbana: University of Chicago Press, 2009, 245-269.
  - o Matthew Smith. *Red and Black in Haiti: Radicalism, Conflict, and Political Change, 1934-57*. Chapel Hill: UNC Press.

### **Class 14- The Duvaliers**

In-class: “The Agronomist” (Dir. Jonathan Demme, 2002)

- Graham Greene. *The Comedians*. (1966) (Excerpts)
- “The Status Quo: Elites, Soldiers, and Dictators” in Michael Dash, Libete, 45-79.
- Excerpt from Trouillot, *State Against Nation*.
- Further reading:
  - o Paul Laraque, Jack Hirschman, Boadiba, eds. *Open Gate: An Anthology of Creole Poetry*. Willimantic, CT: Curbstone Press, 2001.
  - o Smith, Mathew J. “From Dessalines to Duvalier Revisited: A Quarter-Century Retrospective.” *JOHS* 31:1 (Spring 207).
  - o Trouillot, Michel-Rolph. *Haiti: State Against Nation*. New York: Monthly Review Press, 1989.

### **Class 15- Bateyes and the Politics of Survival**

- Samuel Martínez. “Not a Cockfight: Rethinking Haitian-Dominican Relations.” *Latin American Perspectives* 30.3 (2003 ), 80-101.
- Human Rights Watch Report: “Illegal People: Haitians and Dominico-Haitians in the Dominican Republic” (2002).
- Further reading/viewing:
  - o Wucker, Michelle. *Why the Cocks Fight: Dominicans, Haitians, and the Struggle for Hispaniola*. New York: Hill and Wang, 1999.
  - o “The Price of Sugar” (Paul Newman) 2008 (no DVD release date yet)

### **Class 16- Literature and Art in Hispaniola and the Diaspora**

In-class: “The Other Side of the Water: Rara in Brooklyn” / “Fet Gede in Little Haiti” (excerpts)

- “(Rara) Rap Haiti! Wyclef Jean’ Chante pwen, Embattled Black Masculinity, and Diasporic Remix as Political Protest.” In Jana Evans Braziel, *Artists, Performers, and Black Masculinity in the Haitian Diaspora*. Bloomington: Indiana U Press, 2008, 143-173.
- Donette Francis, *Fictions of Feminine Citizenship: Sexuality and Nation in Contemporary Caribbean Literature*. NY: Palgrave Macmillan, 2010, excerpts.
- Further reading:
  - o Marie-Célie Agnant, *The Book of Emma*. Montréal: Editions Mémoire 2009 (2001).
  - o Gage Averill. *A Day for the Hunter, A Day for the Prey: Popular Music and Power in Haiti*. Chicago: University of Chicago Press, 1997.
  - o Edwidge Danticat, *Breath, Eyes, Memory* (1994), *Krik? Krak!* (1996), *Create Dangerously* (2010).
  - o Elizabeth McAlister, *Rara! Vodou, Power, Performance in Haiti and Its Diaspora*. Berkeley: University of California Press, 2002.
  - o Karen McCarthy Brown, *Mama Lola: A Vodou Priestess in Brooklyn*. Berkeley: University of California Press, 2001.
  - o Karen E. Richman, *Migration and Vodou*. 2005.
  - o Valerie Kaussen, ed., *Migrant Revolutions: Haitian Literature, Globalization, and U.S. Imperialism*. Lanham, MD: Lexington Books, 2007.
  - o Regine O. Jackson, *Geographies of the Haitian Diaspora*. NY: Routledge, 2011.
  - o Yanick Lahens, *Aunt Résia and the Spirits and Other Stories*. Charlottesville: UVA Press, 2010.

### **Class 17- Aristede, neoliberalism, and contemporary Dominican and Haitian politics**

In-class: “The Road to Fondwa” (Dirs. Schnorr and Brandon 2009)

- Jean-Bertrand Aristede. *In the Parish of the Poor: Writings from Haiti*. Maryknoll, NY: Orbis Books, 1990.
- Peter Hallward. *Damming the Flood: Haiti, Aristede and the Politics of Containment*. Brooklyn: Verso, 2008, excerpts.
- Lauren Derby. “Gringo Chicken With Worms.” In *Close Encounters of Empire*. Joseph, LeGrand, Salvatore, eds. Durham: Duke U., 1998.
- Further reading/viewing:
  - o “Vers le sud” (Heading South), 2005.
  - o “Ghosts of Cité Soleil,” 2006.
  - o Paul Farmer, *The Uses of Haiti*. 3rd ed. Monroe: Common Courage, 2005.

[Post-earthquake additions]

- Robert Lawless, *Haiti’s Bad Press: Origins, Development, and Consequences*. 1992.
- Martin Munro, *Haiti Rising: Haitian History, Culture and the Earthquake of 2010*. Liverpool University Press, 2010.

## Proposals for reconsideration

### 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:*

#### **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 from the immediate post-World War II period through the present. 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.

#### 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****Sample Syllabus for 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)—75% (25% each), at least two of which must be revised and resubmitted; in each case I will give you a choice of topics. 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 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****3123. British Literature from 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. British Literature from 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.

**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: British Literature from 1890 to 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 late Victorian to the immediate post-World War II 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*

#### **Sample Syllabus for ENGL 3123W (British Literature from 1890 to 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)—75% (25% each), at least two of which must be revised and resubmitted; in each case I will give you a choice of topics

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) due; all revisions due.**

Week 15: **Final Exam**

## 2012-010 Add new course EVST 4000W. Environmental Studies Capstone Research Project

### *Environmental Studies Summary of changes since last meeting:*

In the proposal for the major, we changed “electives” to “additional requirements for the major”. This was at the request of CANR C&CC. They were concerned that the term “electives” suggested that these courses were somehow optional. We also made it explicit that courses not used to satisfy the core requirements could be used to satisfy this requirement. Again, this was added at the request of CANR C&CC.

In the proposal for EVST 1000, the board added to the catalog description the statement about field trips being required (as suggested by CLAS C&CC at the last meeting).

In the proposal for EVST 4000, the board added to the catalog description the prerequisites and other requirements for enrollment (e.g., consent of instructor).

Other than these minor changes, the proposals are the same as those considered by C&CC at the February 14<sup>th</sup>, 2012 meeting.

1. Date: March 2012
2. Department requesting this course: Environmental Studies
3. Semester and year in which course will be first offered: Fall 2015

### *Proposed catalog Listing:*

#### **EVST 4000W. Environmental Studies Capstone Research Project**

Either semester. Three credits. Prerequisites: ENGL 1010 or 1011 or 3800. Consent of Instructor required. Open to juniors or higher.

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

1. Standard abbreviation for Department: EVST
2. Course Number: 4000W (proposed)
3. Course Title: Environmental Studies Capstone Research Project
4. Semester offered: Either semester
5. Number of Credits: Three credits
6. Course description:

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

#### **Optional Items**

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

### *Justification*

1. Reasons for adding this course: This is a capstone course for the newly created environmental studies major.
2. Academic Merit:

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: 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: None

7. Effects on Regional Campuses: None

8. Staffing: The following faculty have been approved for release time by their home departments to teach EVST 4000W: Kathleen Segerson; Mark Boyer

9. Dates approved by:

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](mailto:kathleen.segerson@uconn.edu)

EVST 4XXXW. Environmental Studies Capstone Research Project

## *Syllabus*

### Course Description:

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

### 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 in length.

### 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 Introduction to Environmental Studies

1. Date: March 2012
2. Department requesting this course: Environmental Studies
3. Semester and year in which course will be first offered: Fall 2013

### *Proposed catalog Listing:*

#### **EVST 1000. Introduction to Environmental Studies**

Either semester. Three credits. Field trips required.

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

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

6. Course description:

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

#### **Optional Items**

7. Number of Class Periods, if not standard:
8. Prerequisites, if applicable: None
9. Recommended Preparation, if applicable: None
10. Consent of Instructor, if applicable: Not applicable
11. Exclusions, if applicable: None
12. Repetition for credit, if applicable: No
13. Instructor(s) names if they will appear in catalog copy:
14. Open to Sophomores: Yes
15. Skill Codes "W", "Q", or "C": Not applicable
16. S/U grading: 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: 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: None.
4. Number of Students Expected: 120
5. Number and Size of Section: One section.
6. Effects on Other Departments: None
7. Effects on Regional Campuses: None
8. Staffing: 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: February 8, 2012
10. Name, Phone Number, and e-mail address of principal contact person:  
Mark A. Boyer; 486-3156; mark.boyer@uconn.edu

### *Syllabus*

#### **EVST 1000. Introduction to Environmental Studies**

**Course Information**

Three Credit hours

Instruction

Primary instructors of record: Assistant Professor-in-Residence John-Andrew Ballantine, Geography; Professor Mark Boyer, Political Science; Assistant Professor Friedemann Weidauer, Literatures, Cultures, and Languages

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

**Textbooks**

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*. Holt.

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

Cronon, William. (1996) *Uncommon Ground*. W.W. Norton.

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

**Course description**

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? What is the environment's impact on me; mine on 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. Field trips will be organized to illustrate case studies on environmental topics, possibly including: 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.

**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 and 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.

### Grading

- • Short writings and mid-term examination (25% each)
- • Final exam (25%)
- • Reports from field trips and directed activities (25%).

Grades will be assessed on the following scale: 90-100 A; 80-89 B; 70-79 C; 60-69 D; Under 60 F

### Schedule

**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
- • Environmental 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 the national scale

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

- • Different 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: March 20, 2012
2. Department or Program: Environmental Studies
3. Title of Major: B.A. in Environmental Studies

### 4. Proposed 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 1000. Introduction to Environmental Studies
- • NRE 1000. 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, for those seeking a more advanced background, 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

**EVST 4000W. Capstone Research Project (3 credits).** All majors must complete a capstone research project, which fulfills the W and Information Literacy requirements for the major.

**Additional requirements for the major:** 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. These courses 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 related to the major. They must be chosen in consultation with the student's faculty advisor and be approved by the advisor. Courses listed above that are not used to meet the core requirements may be used to meet this requirement.

**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. **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](mailto:kathleen.segerson@uconn.edu)

Professor Stephen Swallow

Agricultural and Resource Economics, 486-1917

[stephen.swallow@uconn.edu](mailto:stephen.swallow@uconn.edu)

#### *Environmental Studies Faculty Advisory Board*

- Kathleen Segerson, Economics, Co-Chair
- Stephen Swallow, Agricultural and Resource Economics, Co-Chair
- 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

*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

*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

**CLAS PLAN OF STUDY: Environmental Studies**  
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 1000. Introduction to Environmental Studies (new course)
- ○ NRE 1000. Environmental Science(CA-3); 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 4000W. 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

**Additional requirements for the major:** 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. These courses 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 related to the major. They must be chosen in consultation with the student's faculty advisor and be approved by the advisor. Courses listed above that are not used to meet the core requirements may be used to meet this requirement.

**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 4000W:
- 2) Other W course:

Student signature \_\_\_\_\_

**PROGRAM APPROVED**

**Major Advisor** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Co-Chair, Environmental Studies Advisory Board** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Preliminary Proposals for consultation: postponed from Feb. 14<sup>th</sup>, 2012.**

These are appended in the pdf version of this agenda for March 20<sup>th</sup>.

**2012-013 IMJR Honors Thesis**

**2012-014 IMJR Gateway course**

**2012-015 IMJR Change in Major description**

**2012-016 Study Abroad 1193**

***Study Abroad proposal (via Dean's office)***

Katrina Higgins and Davita Silfen Glasburg, from the Dean's office, have 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 9<sup>th</sup>, 2012. These materials are in the last pages at the end of the pdf version of this agenda.

## Proposals for Consideration

### 2012-019 Change capstone course in Environmental Science Major

1. Date: 2/1/2012
2. Department requesting this change: Environmental Science
3. Title of Major: Environmental Science
4. Nature of Change:
  1. Change the capstone course from GEOG 3320W to NRE 4000W.
  2. Change the Math sequence requirement from MATH 1120Q, 1121Q, & 1122Q, or MATH 1125Q, 1126Q, & 1131Q or 1131Q & 1132Q; to MATH 1125Q, 1126Q, & 1132Q or 1131Q & 1132Q.

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

The major in Environmental Science is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental science and related fields.

A. Required courses in Basic Science: ARE 1150; BIOL 1107, BIOL 1108 or 1110; CHEM 1124Q, 1125Q, 1126Q or 1127Q, 1128Q; MATH 1120Q, 1121Q, 1122Q or 1131Q, 1132Q; PHYS 1201Q, 1202Q or 1401Q, 1402Q ; STAT 1000Q, or 1100Q or 3025Q

B. Required Courses in Introductory Environmental Science: Select any two from GEOG 2300, GSCI 1050, MARN 1002, NRE 1000.

C. Required Courses in 2000-level or above in Environmental Science: AH 3175, EEB 2244 or 2244W, GSCI 3020, MARN 3000, NRE 3145

D. Capstone course: GEOG 3320W

E. General Education competency requirements: Completion of GEOG 3320W will satisfy the writing in the major and information literacy competency requirements. Completion of BIOL 1108 and EEB 2244 will satisfy the Computer Literacy requirement.

F. Concentration requirements. All students majoring in Environmental Science must also fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below.

**Environmental Biology** - Students must complete: EEB 2245 or 2245W; EEB 3307 or 4230W; and at least one course from each of the following groups: Group I -- Ecological

Systems and Processes: EEB 2208, 3230, 3247, 4215, 5301, 5302, 5310

Group II -- Plant Diversity: EEB 3203, 3204, 3220/W, 3240, 3250, 3256, 3271, 4272, 4276

Group III -- Animal Diversity: EEB 2214, 3254, 3265, 3273, 4200, 4250, 4252, 4274, 4275, or 4260 and 4261

**Environmental Chemistry** - Students must complete at least 15 credits including CHEM 2443, 2444, 2445 or 2446, and 3332, with remaining credits from CHEM 3210; CHEM 3334; MATH 2110Q and CHEM 3563; or CHEM 5370.

**Environmental Geography** - Students must complete: GEOG 3510 or 4500; and at least four of: GEOG 3300, 3310, 3330W, 3410, 3500Q, 4300, 4510

**Environmental Geoscience** - Students must complete five courses from the following list with at least two courses from each group:

Group I. GSCI 3010, 3030, 3040

Group II. GSCI 3710, 4110, 4120, 4130, 4210, 4330, 4735 **Marine Science** - Students must complete five courses (fifteen credits) from the following list with at least one course from each group.

Group A: MARN 3014, 3015, 3016, 3017, 4010

Group B: MARN 3003Q, 3030, 4030W, 4050

Group C: MARN 3060, 3061, 4060

Environmental Science also offers the following concentrations through the College of Agriculture and Natural Resources: Environmental Health, Natural Resources, Resource Economics, Soil Science. For the complete requirements, refer to the Environmental Science description in the "College of Agriculture and Natural Resources" section of this Catalog.

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

The major in Environmental Science is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental science and related fields.

A. Required courses in Basic Science: ARE 1150; BIOL 1107, BIOL 1108 or 1110; CHEM 1124Q, 1125Q, 1126Q or 1127Q, 1128Q; MATH 1125Q, 1126Q, 1132Q, or 1131Q, 1132Q; PHYS 1201Q, 1202Q or 1401Q, 1402Q ; STAT 1000Q, or 1100Q or 3025Q

B. Required Courses in Introductory Environmental Science: Select any two from GEOG 2300, GSCI 1050, MARN 1002, NRE 1000.

C. Required Courses in 2000-level or above in Environmental Science: AH 3175, EEB 2244 or 2244W, GSCI 3020, MARN 3000, NRE 3145

D. Capstone course: NRE 4000W

E. General Education competency requirements: Completion of NRE 4000W will satisfy the writing in the major and information literacy competency requirements. Completion of BIOL 1108 and EEB 2244 will satisfy the Computer Literacy requirement.

F. Concentration requirements. All students majoring in Environmental Science must also fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below.

**Environmental Biology** - Students must complete: EEB 2245 or 2245W; EEB 3307 or 4230W; and at least one course from each of the following groups: Group I -- Ecological Systems and Processes: EEB 2208, 3230, 3247, 4215, 5301, 5302, 5310

Group II -- Plant Diversity: EEB 3203, 3204, 3220/W, 3240, 3250, 3256, 3271, 4272, 4276

Group III -- Animal Diversity: EEB 2214, 3254, 3265, 3273, 4200, 4250, 4252, 4274, 4275, or 4260 and 4261

**Environmental Chemistry** - Students must complete at least 15 credits including CHEM 2443, 2444, 2445 or 2446, and 3332, with remaining credits from CHEM 3210; CHEM 3334; MATH 2110Q and CHEM 3563; or CHEM 5370.

**Environmental Geography** - Students must complete: GEOG 3510 or 4500; and at least four of: GEOG 3300, 3310, 3330W, 3410, 3500Q, 4300, 4510

**Environmental Geoscience** - Students must complete five courses from the following list with at least two courses from each group:

Group I. GSCI 3010, 3030, 3040

Group II. GSCI 3710, 4110, 4120, 4130, 4210, 4330, 4735 **Marine Science** - Students must complete five courses (fifteen credits) from the following list with at least one course from each group.

Group A: MARN 3014, 3015, 3016, 3017, 4010

Group B: MARN 3003Q, 3030, 4030W, 4050

Group C: MARN 3060, 3061, 4060

Environmental Science also offers the following concentrations through the College of Agriculture and Natural Resources: Environmental Health, Natural Resources, Resource Economics, Soil Science. For the complete requirements, refer to the Environmental Science description in the "College of Agriculture and Natural Resources" section of this Catalog.

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

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

### *Justification*

1. Why is a change required?

1. The associate professor in Geography who previously taught the GEOG 3320W

capstone course left the University. Although the course is still offered, the content and emphasis of the course has changed. These changes no longer serve as a capstone course for the Environmental Science students. The NRE 4000W course better suits Environmental Science students as a capstone course. For current students under previous catalog requirements for the capstone, NRE 4000W will be substituted for GEOG 3320W.

2. The MATH 1120Q, 1121Q, 1122Q sequence has not been offered since Fall 2009. A substitution will be made for students that have previously taken the MATH 1120Q, 1121Q, 1122Q sequence.

2. What is the impact on students?

There will be no impact on students.

3. What is the impact on regional campuses?

There will be no impact on students.

4. Dates approved by (see Note Q): 11/13/2009

Environmental Science Advisory Committee, and Dept. Faculty: Environmental Science

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

486-8144 [tim.byrne@uconn.edu](mailto:tim.byrne@uconn.edu) or Sara Tremblay 486-5218 [sara.tremblay@uconn.edu](mailto:sara.tremblay@uconn.edu)

**2012-020 Change Religion Minor**

v. 2/13/2012 2:19 PM

1. Date: 8 February 2012
2. Department requesting this change: Anthropology. This is an interdisciplinary CLAS Minor supported by an ad hoc faculty committee; Prof. Jocelyn Linnekin (Anthropology), Coordinator.
3. Title of Minor: Religion
4. Nature of Change:

a) Add courses to list of "Group B, Topical Courses," to wit:

- AASI 3375/ART 3375/INDS 3375 Indian Art and Popular Culture
- CAMS 3245 [245] The Ancient World in Cinema
- CAMS 3295 [298] Special Topics
- CAMS 3298 [295] Variable Topics
- HIST 3360 [219] Early Middle Ages
- HIST 3361 [220] The High Middle Ages
- HIST 3371 [272] The Reformation
- HIST 3998 [270] Variable Topics
- INDS 3293 [293] Foreign Study
- INDS 3295 [298] Special Topics
- INDS 3298 [295] Variable Topics
- INDS 3299 [299] Independent Study
- JUDS 5300-97 [300-397] Graduate courses in Judaic Studies

b) Change wording in the Minor description and Plan of Study for variable topics courses, replacing specific course titles, such as:

ENGL 3623 [217] Studies in Literature and Culture, when offered as 'Literature of the Holocaust'

...with an asterisk and note: "depending on content & consent of the Minor Coordinator."

c) Delete the parenthesized word "Latin" after "CAMS" from the catalog 'Group B' list.

d) Update the contact telephone number for the Minor in catalogue description.

**5. Existing catalog Description of the Minor: [Word to be deleted under Group B is underscored.]****Religion**

Fifteen credits at the 2000-level or above are required, six credits from Group A, *Foundational Courses*, and nine additional credits from either Group A or B, *Topical Courses*. No more than six credits may be taken in one department.

**Group A. Foundational Courses:**

[ANTH 3400/W, 3401](#), [INTD 3260](#), [PHIL 3231](#), [SOC 3521](#)

**Group B. Topical Courses:**

[ANTH/WS 3402](#); [ANTH/WS 3403](#); [ARTH 3140/CAMS 3251](#); [ARTH 3150/CAMS 3252](#); [ARTH 3210, 3220, 3230, 3240](#); [CAMS \(Latin\) 3213, 3244](#); [CAMS 3243/HIST 3340](#), [CAMS 3250/HIST 3335](#); [CAMS 3253/HIST 3301](#); [CAMS 3256/HEB 3218/HIST 3330/JUDS 3218](#); [ENGL 3617, 3621](#) (when offered as *Literature and Mysticism*); [HEB/JUDS 3201](#); [HEB 3298](#); [HDFS 3252](#); [INTD 3999](#); [JUDS 3202](#); [JUDS /SOC 3511](#); [PHIL 3261, 3263](#)

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact the [Anthropology Department](#) by phone (860) 486-0067 or e-mail [Jocelyn.Linnekin@uconn.edu](mailto:Jocelyn.Linnekin@uconn.edu)

**6. Proposed catalog Description of the Minor: [Proposed changes under Group B are bolded.]****Religion**

Fifteen credits at the 2000-level or above are required, six credits from Group A, *Foundational Courses*, and nine additional credits from either Group A or B, *Topical Courses*. No more than six credits may be taken in one department.

**Group A. Foundational Courses:**

[ANTH 3400/W, 3401](#), [INTD 3260](#), [PHIL 3231](#), [SOC 3521](#)

**Group B. Topical Courses:**

**AASI /ART/INDS 3375; ANTH/WS 3402; ANTH/WS 3403; ARTH 3140/CAMS 3251; ARTH 3150/CAMS 3252; ARTH 3210, 3220, 3230, 3240; CAMS 3213, 3244, 3245, 3295\*, 3298\*; CAMS 3243/HIST 3340, CAMS 3250/HIST 3335; CAMS 3253/HIST 3301; CAMS 3256/HEB 3218/HIST 3330/JUDS 3218; ENGL 3617, 3621\*, 3623\*, 3627\*; HEB/JUDS 3201; HEB 3298; HDFS 3252; HIST 3360, 3361, 3371, 3704, 3998\*; INDS 3293\*, 3295\*, 3298\*, 3299\*; INTD 3999\*; JUDS 3202, 5300-97; JUDS /SOCI 3511; PHIL 3261, 3263**

**\*Variable subject courses may be applied to the Minor depending on content and the approval of the Minor Coordinator.**

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact the [Anthropology Department](#) by phone (860) 486-2137 or e-mail [Jocelyn.Linnekin@uconn.edu](mailto:Jocelyn.Linnekin@uconn.edu)

7. Effective Date: immediate

### *Justification*

1. Why is a change required? a) With faculty retirements and departures, some courses applicable to the Minor are offered less frequently, if at all. To compensate for the attrition, relevant courses are added, as they are introduced by departments. Also, since we have no departmental or program designation for the study of Religion, more students are seeking approvals to apply relevant independent study and foreign study courses to the Minor.

b) The change in phraseology to “depending on content” eliminates the need to specify the title of each Variable Topics offering on the Plan of Study, and uses wording common to other Minor descriptions in the College. c) The word “Latin” in line 2 of the Group B catalogue list is extraneous and misleading.

2. What is the impact on students? A greater selection of courses benefits the students who wish to fulfill this Minor.

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

4. Attach a revised "Minor Plan of Study" form to this proposal: Attached.

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

Department (Anthropology) Undergraduate Committee: 2/13/12

Department Faculty (Anthropology): 2/13/12

Other departments consulted & approvals received:

Asian-American Studies 9/28/11

Classics & Ancient Mediterranean Studies 2/2/12

History 2/10/12

India Studies 10/3/11

Judaic Studies 9/28/11

6. contact person: Jocelyn Linnekin (Anthropology), Coordinator of the Religion Minor 486 2137  
[Jocelyn.Linnekin@uconn.edu](mailto:Jocelyn.Linnekin@uconn.edu)

2.13.2012

**UNIVERSITY OF CONNECTICUT  
DEPARTMENT OF ANTHROPOLOGY  
MINOR IN RELIGION  
PLAN OF STUDY**

**Fifteen credits at the 2000-level or above are required, six credits from Group A, *Foundational Courses*, and nine additional credits from either Group A or B, *Topical Courses*.**

**No more than six credits may be taken in one department.**

**NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. Substitutions are not possible for required courses in a minor.**

**Consult with your advisor and the Coordinator of the Religion Minor when completing this plan. An approved Final Plan of Study must be filed with the Registrar during the first four weeks of classes of the semester in which a student expects to graduate. Once filed, changes can only be made with the consent of the major advisor.**

**STUDENT NAME:** \_\_\_\_\_

**PeopleSoft I.D. #** \_\_\_\_\_

I plan to complete these degree requirements in \_\_\_\_\_ of \_\_\_\_\_ (month) (year).

This plan meets the requirements of the \_\_\_\_\_ - \_\_\_\_\_ catalog. (academic year)

I, Prof. Jocelyn Linnekin, Coordinator of the Religion Minor, approve this plan of study.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Jocelyn Linnekin, Professor of Anthropology  
<Jocelyn.Linnekin@uconn.edu>  
Unit 2176 / 486-2137

<i>Course Title &amp; Number [Old Number]</i>	<i>Credits</i>
<b>GROUP A – FOUNDATIONAL COURSES</b>	
ANTH 3400 [234] – Culture & Religion	
ANTH 3401 [269] – World Religions	
INTD 3260 [294] – The Bible	
PHIL 3231 [231] – Philosophy of Religion	
SOCI 3521 [253] – Sociology of Religion	
<b>GROUP B – TOPICAL COURSES</b>	
AASI/ART/INDS 3375 – Indian Art and Popular Culture	
ANTH 3403 [274] / WS 3403 [270] - Women and Religion	
ANTH/WS 3402 [273] - Women in the Bible	
ARTH 3140[243]/CAMS 3251 [251] - Greek Art	
ARTH 3150[246]/CAMS 3252[252] - Roman Art	
ARTH 3220/W [257] - Early Medieval Art	
ARTH 3230/W [258] - Romanesque Art	
ARTH 3240 [259] - Gothic Art	
ARTH 3210/W [280] - Early Christian & Byzantine Art	
CAMS 3244 [244] - Ancient Fictions	
CAMS 3256 [256] / HEB 3218 [218] / HIST 3330 [218] / JUDS 3218 [218] - Palestine under the Greeks & Romans	
CAMS 3213 [213] - Ovid & Mythology	
CAMS 3243 [243]/HIST 3340 [217] - World of Late Antiquity	
CAMS 3245 [245] – Ancient World in Cinema	
CAMS 3295 [298] – Special Topics*	
CAMS 3298 [295] – Variable Topics*	
ENGL 3617 [240] - Literature & Religion	
ENGL 3621 [291] - Literature & Other Disciplines*	
ENGL 3623 [217] - Studies in Literature & Culture*	
ENGL 3627 [267] - Studies in Literature*	
HDFS 3252 [252] - Death, Dying, & Bereavement	
HEB / JUDS 3201 [201] -Selected Books of the Hebrew Bible	
JUDS 3202 [202] - Sects & Movements in Judaism	
HEB 3298 [295] - Variable Topics	
HIST 3360 [219] – Early Middle Ages	
HIST 3361 [220] – High Middle Ages	
HIST 3371 [272] – The Reformation	
HIST 3704 [204] - Medieval Islamic Civilization to 1700	
HIST 3998 [270] – Variable Topics*	
HIST 3301 [213] / CAMS 3253 [253] - Ancient Near East	
HIST 3335 [257] / CAMS 3250 [250] - The Early Christian Church	
INDS 3293 [293] – Foreign Study*	
INDS 3295 [298] – Special Topics*	
INDS 3298 [295] – Special Topics*	
INDS 3299 [299] – Independent Study*	
INTD 3999 [299] - Independent Study*	
JUDS / SOCI 3511/W [242] - American Jewry	
JUDS 5300-97 [300-397] – Any Graduate Course	
PHIL 3261 [261] - Medieval Philosophy	
PHIL 3263 [263] - Oriental Philosophy & Religion	
<b>TOTAL CREDITS, GROUPS A + B</b>	

\*Depending on content & consent of the Minor Coordinator



**2012-021 Change WGSS 3269 The Women's Movements**

1. Date: **2/14/2012**
2. Department: **Women's Studies Program**
3. Nature of Proposed Change: **Change the course name and description**

**4. Current Catalog Copy:****3269. The Women's Movements****(269) Three credits. Prerequisite: Any 1000-level WS course.**

**What is feminism? Who are the feminists and what do they want? How effective has the Women's Movement been in accomplishing its goals? What are the most controversial questions it has raised? Is the Women's Movement dead or dying? We will research and discuss questions like these both through examination of the writings and activities of the contemporary Women's Movement in the United States and through historical and international comparisons.**

**5. Proposed Catalog Copy:****3269 Women's Movements****(269) Three credits. Open to juniors, seniors, and those with permission of the instructor.**

**We will examine women's movements related to intersections of gender/race/class/nationality/sexuality, democracy, globalization, militarism, economic justice, work, violence, sexual freedom, reproductive justice, health, and the environment.**

6. Effective Date (semester, year -- see Note R): **Fall 2012**  
(Note that changes will be effective immediately unless a specific date is requested.)

**Justification**

1. Reasons for changing this course: **These changes reflect contemporary approaches to this topic. The "The" in the title was an error from a previous request for change in the course title. The change in the course description also streamlines the description and more accurately reflects the way the course is taught.**
2. Effect on Department's Curriculum: **none**
3. Other Departments Consulted (see Note N): **n/a**
4. Effects on Other Departments: **n/a**
5. Effects on Regional Campuses: **n/a**
6. Staffing: **no changes, staffed by WS faculty**
7. Dates approved by (see Note Q):  
Department Curriculum Committee: **2/13/12**  
Department Faculty: **2/13/12**
8. Name, Phone Number, and e-mail address of principal contact person:  
**Nancy A. Naples, 860-486-1131, [nancy.naples@uconn.edu](mailto:nancy.naples@uconn.edu)**

**2012-022 Add course MCB 5896 Methods in Cell Biology**

1. Date: January 15, 2012
2. Department requesting this course: MCB
3. Semester and year in which course will be first offered: Fall 2012

***Proposed catalog Listing*****MCB 5896: Methods in Cell Biology**

2 credits. Lecture. Open to graduate students in Molecular and Cell Biology, others with permission.

Theory, application and limitations of current research methods in cell biology will be discussed using recent papers from the literature as a focus. Topics include gels and blotting, microscopy and imaging, flow cytometry, genetic and pharmacological manipulation of protein expression and function.

***Justification***

1. New graduate students in MCB need a solid foundation in the increasingly complex and diverse approaches used by researchers to answer questions in cell biology. We find in our journal clubs that new students (and older ones) often do not understand the techniques they are reading about and don't know what the most appropriate methods are for their own research. No other course currently attempts to fill this need.
2. Academic Merit: This course will discuss key papers from cell biology journals and dissect the Methods and Results sections to understand the basis behind the methods that were used and what alternative methods exist for addressing the same questions. Students will see the advantages/disadvantages of different approaches and the limitations of each.
3. Overlapping Courses: Some topics will overlap with undergraduate and graduate courses in MCB, but none of the other courses cover the breadth of topics in a survey or with the focus on cell biological research.
4. Number of Students Expected: 20
5. Number and Size of Section: 1 section of 20
6. Effects on Other Departments (see Note N): It is expected that other departments will also be interested in sending their students to this course since there is nothing like it offered elsewhere and the methods discuss overlap with many departments doing biomedical research.
7. Staffing: the course will be taught by Dr. David Knecht
8. Dates approved by:
  - Department Curriculum Committee: Feb. 16, 2012
  - Department Faculty: Feb. 24, 2012
9. Name, Phone Number, and e-mail address of principal contact person:  
David Knecht, [david.knecht@uconn.edu](mailto:david.knecht@uconn.edu), 860-486-2200

**2010-023 Add course MCB 6000 Rotations in MCB laboratories**

1. Date: 2/21/2012
2. Department requesting this course: Molecular and Cell Biology
3. Semester and year in which course will be first offered: Fall 2012

***Proposed catalog Listing:***

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

**†MCB 6000 Rotations in MCB laboratories**

1 credit. Laboratory. Open only to students in MCB programs with permission of the instructor.

Provides entering graduate students with experience in three different laboratory settings during the first semester of graduate studies to assist with the selection of a research theme for their degree. Students are expected to participate in laboratory meetings, journal clubs, benchwork, and other activities as defined by each of three host faculty members. Grading will be done on a pass/fail basis as an aggregate of the performance in each of the host laboratories. Preference is given to students in the MCB doctoral program.

**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): MCB
2. Course Number (see Note B): 6000

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: Introduction to MCB laboratory research
4. Course description (if appropriate -- see Note K):  
Rotation program for entering doctoral students to introduce them to research opportunities in the department.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 1

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): None
8. Recommended Preparation, if applicable (see Note G): None
9. Consent of Instructor, if applicable (see Note T): Yes
10. Exclusions, if applicable (see Note H): Only graduate students in MCB programs may register.
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X): S/U (Graduate Faculty Council Executive Committee permission pending)

### *Justification*

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

MCB has recently added a rotation requirement for all entering doctoral students to efficiently disseminate information related to a student's specific academic and research goals for their dissertation research. In the initial administration of this course, students were assigned to MCB 5895 ("Independent Study"). Because this course is used as a graded course, the assignment of S/U for MCB 5895 is not possible in a single section. Thus, it is administratively necessary to create a new course. Assigning a grade for the activities is unwarranted, since the research activities and evaluations of the rotating students is not uniform across all of the host laboratories.

2. Academic Merit (see Note L):

- At the beginning of the fall semester all newly enrolled Ph.D. students will be oriented to the research opportunities in the MCB department with a series of lectures by the faculty, by a departmental retreat, and by a series of lectures given to the department by more advanced graduate students. Using all of these forms of information students will choose 3 alternative host laboratory groups that most closely match their own research goals. After a matching of students with host laboratories has been done, students will join the assigned laboratory for the first of three laboratory rotations. During this interval, they will learn both about the practical aspects of work in that group (i.e. useful technologies and relevant literature) and will also identify specific research projects that could become the theme of their dissertation research. At two subsequent intervals, the process of matching students with host laboratories will be repeated. At the conclusion of the semester, the host faculty will assign grades, and the student performance will be averaged.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 20-25

5. Number and Size of Section: one section

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

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

8. Dates approved by (see Note Q):

Department Curriculum Committee: Feb. 24, 2012

Department Faculty: Feb. 24, 2012

9. Name, Phone Number, and e-mail address of principal contact person: Michael Lynes  
6-4350 [michael.lynes@uconn.edu](mailto:michael.lynes@uconn.edu) MCB C&C: Kenneth Noll, 6-4688

**2012-024 Add GEOG 4096W Senior Thesis**

1. Date: 3/15/2012
2. Department requesting this course: Geography
3. Semester and year in which course will be first offered: Spring Semester, 2013

*Proposed catalog Listing*

**GEOG 4096W. Senior Thesis**

Either semester. Three credits. Hours by arrangement. Prerequisite: One advanced seminar in geography and/or 3 credits of independent study in geography; open to juniors or higher; open only with consent of instructor and department head.

**Obligatory Items**

1. Standard abbreviation for Department or Program: GEOG
2. Course Number: 4096W
3. Course Title: Senior Thesis
4. Semester offered: Either semester
5. Number of Credits: Three
6. Course description: Senior Thesis

**Optional Items**

7. Number of Class Periods: by arrangement
8. Prerequisites, if applicable: An advanced seminar in geography and/or 3 credits of independent study in geography
9. Recommended Preparation: None
10. Consent of Instructor: Yes
11. Exclusions: only open to juniors or higher
12. Repetition for credit: No
13. Instructor(s) names if they will appear in catalog copy: None
14. Open to Sophomores: No
15. Skill Codes "W", "Q", or "C": W
16. S/U grading: No

*Justification*

1. Reasons for adding this course: This would give geography majors completing an undergraduate thesis the ability to satisfy their W requirement.
2. Academic Merit: Student would receive a full research experience.
3. Overlapping Courses: There is an existing non-W version of the proposed course which will be retained.
4. Number of Students Expected: 1-4
5. Number and Size of Section: Individualized
6. Effects on Other Departments: None
7. Effects on Regional Campuses: None
8. Staffing: Geography Faculty
9. Dates approved: Dept. Curriculum Committee: 3/6/2012 Dept. Faculty: 3/7/2012
10. Name, Phone Number, and e-mail address of principal contact person:  
Robert Cromley, [robert.cromley@uconn.edu](mailto:robert.cromley@uconn.edu), x-2059

**2012-025 GEOG 3XXX Race and Food**

1. Date: 3/15/2012
2. Department requesting this course: Geography
3. Semester and year in which course will be first offered: Fall, 2013

**Proposed catalog Listing:****GEOG 3XXX. Race and Food**

Fall semester. Three credits. *McCutcheon*

Analysis of the relationship between race, geography and food/agriculture through the lens of African Americans. Topics include food and the African Diaspora, the effects of slavery on food and agriculture, migration and the spread of food traditions and growing practices, community food security, and whiteness in the alternative food movement.

**Obligatory Items**

1. Standard abbreviation for Department or Program: GEOG
2. Course Number: 3XXX
3. Course Title: Race and Food
4. Semester offered: Fall Semester
5. Number of Credits: 3
6. Course description: Analysis of the relationship between race, geography and food/agriculture through the lens of African Americans. Topics include food and the African Diaspora, the effects of slavery on food and agriculture, migration and the spread of food traditions and growing practices, community food security, and whiteness in the alternative food movement.

**Optional Items**

7. Number of Class Periods: Three
8. Prerequisites: None
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor: None
11. Exclusions, if applicable:
12. Repetition for credit: Not to be repeated
13. Instructor(s) names if they will appear in catalog copy: McCutcheon
14. Open to Sophomores: No
15. Skill Codes "W", "Q", or "C": No skill code
16. S/U grading: None

**Justification**

1. Reasons for adding this course: "Food" is a topic of interest in both academic and public arenas. In the media, there is an increase in the amount of news stories dedicated to hunger, food security, and community gardening. Much of the media discourse focuses on how access to food is often directly tied to both race and place, including reports on the lack of grocery stores in low-income communities of color. This course stresses the importance of geography in understanding the experiences of African Americans with food

2. Academic Merit : This course will provide an in-depth analysis of the relationship between race, geography and food/agriculture from the perspective of African Americans. This course integrates present day discussions of food, race and geography with a historical analysis of the relationship between food and race for African Americans.
3. Overlapping Courses: none
4. Number of Students Expected: 30-40
5. Number and Size of Section: one section having 30-40 students
6. Effects on Other Departments: This course will also be cross-listed with African-American Studies once that program approves their version.
7. Effects on Regional Campuses: none.
8. Staffing: Priscilla McCutcheon
9. Dates approved by:
  - Department Curriculum Committee: 3/6/2012
  - Department Faculty: 3/7/2012
10. Name, Phone Number, and e-mail address of principal contact person: Robert Cromley, [robert.cromley@uconn.edu](mailto:robert.cromley@uconn.edu), x-2059

### *Syllabus*

#### **Course Sections:**

Global Gumbo: Food, Agriculture and the African Diaspora

“Getting you hands dirty”: African American farmers historically and contemporarily

“Soul Food”: History, Origins, Myth or Reality?

From Hemmingway, South Carolina to Harlem, NYC: The Great Migration and the Spread of Food Culture

“Where is the Food?”: African American Urban and Rural Food Security

Community Food Security “For Us, By Us”: Black-led alternative food programs

“If They Only Knew”: Whiteness in the Alternative Food Movement

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

Bandebe, O. “The Deep Roots of Our Land-Based Heritage: Cultural, Social, Political, and Environmental Implications,” In *Land & Power: Sustainable Agriculture and African Americans - A Collection of Essays from the Environmental Thought Conference*, edited by J. L. Jordan *et al.*, 79-92. Tuskegee University, Sustainable Agriculture Research and Education (SARE) Program, 2007.

Breeze, A.H. 2011. “Vegans of Color, Racialized Embodiment, and Problematics of the Exotic.” In *Cultivating Food Justice: Race, Class and Sustainability*. Boston: MIT Press.

Green, J.J., E. Green and A. Kleiner. 2011. “From the Past to the Present: Agricultural Development and Black Farmers in the American South.” In *Cultivating Food Justice: Race, Class and Sustainability*. Boston: MIT Press.

Densu, K. “Theoretical and Historical Perspectives on Agroecology and African American Farmers: Toward a Culturally Relevant Sustainable Agriculture,” In *Land & Power: Sustainable Agriculture and African Americans - A Collection of Essays from the Environmental Thought Conference*, edited by J. L. Jordan *et al.*, 93-107. Tuskegee University, Sustainable Agriculture Research and Education (SARE) Program, 2007.

Fisher and Gottlieb. 1996. First Feed the Face: environmental justice and community food security. *Antipode*. 28(2): 193-203.

- Guthman, J. 2011. "If they Only Knew: The Unbearable Whiteness of Alternative Food." In *Cultivating Food Justice: Race, Class and Sustainability*. Boston: MIT Press.
- Kantor, L. S. 2001. Community food security programs improve food access. *Food Review* 24(1): 20-26.
- Morales, A. 2011. "Growing Food and Justice: Dismantling Racism through Sustainable Food Systems." In *Cultivating Food Justice: Race, Class and Sustainability*. Boston: MIT Press.
- McEntee, K. 2011. "Racializing Rural Food Justice: Divergent Locals in the Northeastern United States. In *Cultivating Food Justice: Race, Class, and Sustainability*. Boston: MIT Press.
- McCutcheon, P. 2011. "Community Food Security For Us By Us: The Nation of Islam and the Pan African Orthodox Christian Church." In *Cultivating Food Justice: Race, Class and Sustainability*. Boston: MIT Press.
- Schmelzhopf, K. 1995. "Urban community gardens as contested space" *Geographical Review*. 85(3): 364-381.
- Smith, K.K. 2007. *African American Environmental Thought*. Lawrence: University of Kansas Press.
- Witt, Doris. 1999. *Black Hunger: Food and the Politics of U.S. Identity*. New York: Oxford University Press.



**2012-026 Add new course PP 30XX Race and Policy**

1. Date: January 20, 2012
2. Department requesting this course: Public Policy
3. Semester and year in which course will be first offered: Fall 2012

**Proposed catalog Listing**

PP 30XX. Race and Policy

Either semester. Three credits.

Examination of contemporary public policy through the lens of race.

**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): PP
2. Course Number (see Note B): 30XX  
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? \_\_\_ Yes \_\_\_ No
3. Course Title: Race and Policy
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):  
Examination of contemporary public policy through the lens of race.

**Optional Items**

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

**Justification**

1. Reasons for adding this course: (see Note L)  
This course has been developed, and taught, as PP 3098 Public Policy Issues. The course meets the existing Public Policy minor requirements.
2. Academic Merit (see Note L):  
This course looks at public policy making and outcomes through the lens of race. It is extremely important for students studying public policy to understand how public policy in the United States differentially affects racial groups. Further, the course encourages intellectual exploration of diversity among individuals, ideas, values, and perspectives.
3. Overlapping Courses (see Note M):
4. Number of Students Expected: about 30
5. Number and Size of Section: 1 section of about 30 students
6. Effects on Other Departments (see Note N): We consulted with Political Science,

African American Studies, and Sociology. The result is a cross listing proposal with both Political Science and African American Studies. Sociology has no objections to the course or cross listing proposals.

7. Effects on Regional Campuses: None

8. Staffing (see Note P): Staffing for the course will be provided by the Departments of Public Policy or Political Science (see cross listing proposal). No new staff is necessary to offer this course.

9. Dates approved by (see Note Q):

Department Curriculum Committee: January 20, 2012

Department Faculty: January 20, 2012

10. Name, Phone Number, and e-mail address of principal contact person: Bill Simonsen  
860-570-9045 william.simonsen@uconn.edu

## Syllabus

### PP 3098: PUBLIC POLICY ISSUES: RACE AND POLICY

Thursdays, 5:00-7:30 PM

September 1, 2011 – December 15, 2011

Storrs Campus, Business 122

**Professor:** Dr. Erin K. Melton  
**Office:** 1800 Asylum Avenue, Library Building 433  
**Phone:** (860) 570-9107  
**E-mail:** erin.melton@uconn.edu  
**Office hours:** Thursdays, 2:30 – 4:00 and by appointment; Monteith 404

#### Course Description

Public policy is essentially the relationship between government and its citizens. The political process that produces public policy represents a web of interconnected ideas, values, and preferences. The ways in which policies affect the sum total of the American citizenry are not uniform, with disparities stemming from a multiplicity of sources. This course attempts to better understand the ramifications of the public policy process using the common, cross-cutting cleavage of race. Race is not only predictive of individual attitudes and behavior, but is also politicized in a manner that leads to the disparity of outcomes across racial groups. The current diversity of the United States' population serves as an appropriate theoretical and practical testing ground for the introduction and examination of the intersection of public policy and race.

#### Course Objectives

- • To introduce students to the public policy process using the salient, cross-cutting cleavage of race.
- • To familiarize students with the multiple areas of public policy and how they differentially affect the United States' largest racial groups.
- • To encourage intellectual exploration of diversity among individuals, ideas, values, and perspectives
- • To create an opportunity for students to learn and demonstrate some fundamental skills of critical and analytical thinking as well as written and oral communication.

#### Required Texts

There are no required texts for purchase for this class. Required reading materials will be placed on the HuskyCT course website unless otherwise noted by the instructor.

#### CLASSROOM Protocol

As it relates to classroom participation and involvement, the professor encourages students to think both critically and analytically about course material and topics discussed during lectures. I look forward to lively debate as well as the expression of varying points of view as the semester progresses. No matter the topic, I will require that students demonstrate respect to one another as well as to the instructor. Failure to do so will result in your being asked to leave the classroom.

As a student in this course, you also have several responsibilities regarding success, including:

- 1. Attending class (in a punctual and consistent manner).
- 2. Reading and preparing for class.
- 3. Participating meaningfully.
- 4. Communicating any concerns to the professor (earlier, rather than later, in the semester).
- 5. Maintain attention in current events related to American public policy.

Furthermore, this course will be conducted according to standards of a productive educational environment. Class sessions will start and end on time. Respect for the diversity of individuals, ideas, and experiences is expected. Further, it is disruptive for students to arrive late or leave early, and it is recommended that students will make every effort not to do so. While technology is an appropriate and welcome part of the educational setting, irresponsible use is problematic and will not be tolerated. The usage of personal websites unrelated to course material or

lecture discussion is prohibited. Likewise, cellular phones are not to be used at any time during class or examinations. Students that fail to adhere to these requirements face the loss of participation points. Multiple instances of disruption to student's personal learning, or the learning of other students, will not be tolerated and will be handled through the University processes of academic misconduct.

*Note on the professor:* I utilize a multi-method teaching strategy. Class meetings may include lectures, group discussions and activities, slides, films, public speaking, writing, guest speakers and thinking on your feet. All students will be expected to be active participants in the class and contribute to the explanation, evaluation, and application of course concepts. My expectations for your performance are high, yet I will supply the tools you need for success in every endeavor.

*Note on the course:* Because the topics we discuss in this course may prove sensitive, every effort will be made by the professor and students to remain respectful. Slang or derogatory terms will not be tolerated; while racial slurs are completely prohibited. Even in the process of repeating/referring to an experience or scholarly work, every effort will be made to refrain from the usage of such terms. Failure to adhere to these standards will be addressed immediately.

**Communication.** I will communicate with you via your UConn email address. It is expected that you will check this email regularly for course-related messages. *If you have a personal email address that you prefer to use, you should forward your UConn email to this address.* I will not utilize the HuskyCT email option for this course, although the announcement option may be used when necessary.

**HuskyCT.** Readings and assignments will be posted on HuskyCT unless otherwise noted on the syllabus or verbally. Should additional course materials be posted, you will be notified via email and in class. Should you have problems accessing course materials, please alert me immediately.

*Email Protocol:* I welcome you to email me with course-related questions or concerns. If a matter will be more adequately addressed face-to-face, I will reply to you suggesting that we set up a time to meet. Please allow 24 hours for me to reply to emails. That is, if you send an email at 11pm on Tuesday, it is likely you will not receive a response until the next day (Wednesday). With the previous statement, however, I reserve the right to reply up until 11pm of the following day (in this example, Wednesday at 11pm).

**Academic Integrity.** Plagiarism, cheating, and other forms of academic dishonesty will not be tolerated. Disciplinary action will be pursued if such conduct is discovered. All work that you submit for credit during this course must represent your own work and that of no one else. Students should be particularly careful to cite all materials obtained from web-based research, as well as printed materials. For definitions of academic misconduct and further information, see Appendix B of the University of Connecticut student code located on the web at <http://www.dosa.uconn.edu>. This code specifies, "The appropriate academic consequence for serious offenses is generally considered to be failure in the course. For less serious offenses regarding small portions of the course work, failure for that portion is suggested, with the requirement that the student repeat the work satisfactorily for no credit."

**Late work and missed classes.** It is required that you meet all deadlines specified in the course schedule, or *verbally by me*. Late written work will not be accepted except by prior arrangement with the professor or under extreme, unforeseen emergency circumstances. Further, it is your responsibility to make the necessary provisions in relation to missed classes. This includes obtaining notes from fellow classmates, contacting me with regard to your absence, and ensuring that you remain up-to-date with the syllabus thereafter. Please see me immediately if you think you might have a problem with these expectations.

**Course Materials/Copyright.** The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, take-home assignments, in-class review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy or distribute the handouts, unless I expressly grant permission.

**Class Cancellations.** Class will be cancelled only if absolutely necessary. If it becomes necessary to cancel class, students will be notified by email and/or VISTA as soon as possible. If the weather is inclement, students should call the campus emergency closing information line at (860) 570-5327. *If the campus is open, class will be held.*

**Students With Disabilities.** According University of Connecticut policy, the university "is committed to achieving equal educational opportunity and full participation for persons with disabilities." Assurance of equal educational opportunity rests upon legal foundations established by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. By federal law, a person with a disability is any person who: 1. has a physical or mental impairment; 2. has a record of such impairment; or 3. is regarded as having such an impairment which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning." All students with disabilities are entitled to a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability that requires an accommodation, please contact the Regional Campus Coordinator of Services for Students with Disabilities at (860) 570-9204 or [jacqueline.santiago@uconn.edu](mailto:jacqueline.santiago@uconn.edu). For more information also visit the Center for Students with Disabilities at (<http://www.csd.uconn.edu/>).

#### **COURSE REQUIREMENTS – ASSESSMENT TOOLS**

Students are expected to attend each class and to read daily assignments **prior** to class. To ensure optimal outcomes for both the teacher and student, class participation is a graded, course requirement (see Assessment Tools below). Further, to assess student comprehension of assigned course readings, quizzes will be given at five, unannounced points in the semester. Members of the class are also responsible for materials placed on reserve and other readings that may be assigned during the semester. The final course evaluation will be based on scores on three examinations, a research paper, and two elements of course participation. Makeup examinations will not be administered and a late paper will not be accepted *unless* determined as a result of a university approved excuse or extraordinary circumstances as determined by the instructor. In either case, in order for the exception to apply, I must be contacted by phone or by e-mail within 24 hours of the exam or due date of the paper. If you are absent because of a school sanctioned activity, I prefer written assignments to be turned in prior to your departure and missed exams to be made up the next class day after your return.

EXAM I

10%

Thu. September 29

EXAM II	15	Thu. October 27
RESEARCH PROJECT	35	Thu. December 1
Presentation (10%)		
FINAL EXAM	20	Final Examinations Week
COURSE PARTICIPATION		
QUIZZES	10	5 Quizzes/ 2% each
IN-CLASS ASSIGNMENTS	10	5 Assignments / 2% each
<b>TOTAL</b>	<b>100%</b>	

Please note that the professor will not change grades. The rubric above has been structured so that students clearly understand how grades in the course are determined. Should a student earn a “C” on an assignment, he/she will have earned a “C” and grade will remain a “C”. Concerns about classroom, assignment, and test performance should be addressed earlier, rather than later, in the semester. The professor welcomes students to visit office hours or schedule an appointment to address such concerns. Meeting with the professor is not an opportunity to change a grade. Instead, it is an opportunity for the student to receive feedback and to discuss strategies for improvement.

#### **COURSE PARTICIPATION**

As listed above under assessment tools, there are two elements that comprise course participation. First, students will be given *five, unannounced quizzes* - each worth 2% for a total of 10% of their overall grade. Second, students will be required to complete *five in-class assignments* - each worth 2% for a total of 10% of their overall grade. These assignments include the evaluation of public policies where students are asked to apply concepts discussed in lectures as well as to think critically about issues of race. Quizzes and assignments will combine for 20% of the overall course grade. The purpose of this participation is for students to gain a holistic understanding of the saliency of race in public policy as well as to learn actively, rather than passively.

#### **EXAMS**

Exams given in this course will cover information from class lectures, assigned readings, and course notes/handouts. The format of exams may vary throughout the semester; students will be given guidance during the lecture period prior to the exam of the format they should expect. During exams, cellular phones, laptops, Ipads, etc. are not permitted and should not be visible to the student or professor. Failure to adhere to this requirement will result in a loss of points on the exam.

#### **RESEARCH PAPER**

The research paper should address a fundamental issue of race and public policy. Such “fundamental questions” will be addressed frequently throughout the semester. **To ensure timely completion of the research project, students will be required to submit their topic in writing for approval by the instructor by Thursday, September 29, 2011 at the start of class.** Rough drafts will be read by the instructor, but they are neither required nor graded. They are strongly suggested; however, so that students make certain they are making satisfactory progress toward an acceptable final product. **The last day to submit a rough draft for review is Thursday, November 3, 2011 at the start of class.** Finally, students will be provided examples of published works in the field of public policy as part of their weekly reading assignments to introduce them to the scholarly pursuit of research questions and familiarize them with scholarly writing. **The final research paper is due in hard copy AND electronic format on Thursday, December 1, 2011 by 5pm (at the start of class).**

The final research paper should be between five and seven, double-spaced pages in length. I take into account that students will use a standard font, font size, and margins (e.g., Times New Roman, 12 pt; Arial, 12pt; Courier, 12pt; 1” around). Students that fail to meet the required number of pages will be deducted two points from their research paper grade - that is, a paper that deserves a grade of 92 percent, yet exceeds seven pages will receive a 90. Please note that this stipulation further applies to papers that are too short in length.

Using a minimum of five “reputable” sources, students should clearly address their topic in a clear and concise manner. We will discuss how to determine whether a source is reputable frequently throughout the course. I will provide examples of venues from which students might gain usable information (for their papers) throughout the semester. Although I require five sources, students should not limit themselves to this amount; however, excessive use of sources (i.e., anything above ten) is discouraged. Failure to include at least five reputable sources will result in a ten percent deduction in the research paper grade.

Finally, students should always attempt to turn in a final product that best represents their best abilities. Accordingly, grammar and spelling will be a part of the final paper grade. Please pay attention to these elements of writing when submitting your final draft. Do not rely on the software packages of your word processors to handle this for you.

This information will be reiterated frequently throughout the course, especially as due dates for assignments approach. It is, however, the responsibility of the student to keep up with all deadlines. Students will be provided another written statement of these expectations as well as a grading rubric to ensure they are fulfilling all necessary requirements.

**Presentations.** As part of the research paper requirement, students will present their work to the class. In a 10-minute allotment, students will discuss the main points of their papers, providing clear justification for why their research is important and valid. When time permits, students should be prepared to answer questions from their peers and the professor. Every effort should be made not to exceed the time allotted; students will be penalized by 1 point for presentations that are too short/long in length. Students will be given substantial guidance in preparing their presentations and are encouraged to visit office hours for additional advice.

**Presentations are scheduled for two weeks during the semester, Thursday, November 17 and December 1, 2011.** On these dates, presentations will begin promptly at 5:05p. Students are encouraged to choose the date that works best for them; however, the number of students in the course affords an unequal distribution of presentations across both dates. To this end, students will receive their preferred date on a first come, first serve basis.

## Course SCHEDULE\*

Session 1: Thu, Sept 1	<b>Course introduction</b>
Session 2: Thu, Sept 8	<b>What is public policy? What is race?</b> <b>Public Policy: Process, Typologies, and Definitions</b> <u>To prepare for this session, read:</u> Sabatier, Paul A. 1991. "Toward Better Theories of the Policy Process." <i>PS: Political Science and Politics</i> 24(2):147-156.
Session 3: Thu, Sept 15	<b>Race and Ethnicity in America: Derivations, Definitions, and Misconceptions</b> <u>To prepare for this session, read:</u> Smedley, Audrey. 1998. "Race" and the Construction of Human Identity." <i>American Anthropologist</i> 100(3):690-702.
Session 4: Thu, Sept 22	<b>Using a Lens of Race to View the Policy Process: Actors, Actions, and Outcomes</b> <u>To prepare for this session, read:</u> Novkov, Julie. 2008. "Rethinking Race in American Politics." <i>Political Research Quarterly</i> 61(4):649-659.
Session 5: Thu, Sept 29	<b>Education Policy</b> <b>EXAM 1</b> <u>To prepare for this session, read:</u> Baker, Bruce D., Keller-Wolff, Christine, and Lisa Wolf Wendel. 2000. "Two Steps Forward, One Step Back: Race/Ethnicity and Student Achievement in Education Policy Research." <i>Working Paper</i> .
Session 6: Thu, Oct 6	<b>Health Policy</b> <u>To prepare for this session, read:</u> Greene, Jessica, Blustein, Jan, and Beth C. Weitzman. 2006. "Race, Segregation, and Physicians' Participation in Medicaid." <i>The Milbank Quarterly</i> 84(2):239-272. Izen, Megan. 2006. "Bush's Proposal to Privatize Healthcare Worsens Race Disparities." <i>RaceWire</i> . Online Article.
Session 7: Thu, Oct 13	<b>Housing Policy</b> <u>To prepare for this session, read:</u> Flippen, Chenoa A. 2004. "Racial and Ethnic Inequality in Homeownership and Housing Equity." <i>The Sociological Quarterly</i> 42(2):121-149.
Session 8: Thu, Oct 20	<b>Welfare Policy and Reform</b> <u>To prepare for this session, read:</u> Johnson, Martin. 2003. "Racial Context, Public Attitudes, and Welfare Effort in the American States." In <i>Race and the Politics of Welfare Reform</i> , eds. Sanford F. Schram, Joe Soss, and Richard C. Fording. Ann Arbor: University of Michigan Press.
Session 9: Thu, Oct 27	<b>Criminal Justice Policy</b> <b>EXAM 2</b> <u>To prepare for this session, read:</u> Petrie, Michelle A., and James E. Coverdill. 2010. "Who Lives and Dies on Death Row? Race, Ethnicity, and Post-Sentence Outcomes in Texas." <i>Social Problems</i> 57(4):630-652.
Session 10: Thu, Nov 3	<b>Racialized Public Policies: Definitions, Derivations, and Evaluations</b> <u>To prepare for this session, read:</u> Libertella, Anthony F., Sora, Sebastian A., and Samuel M. Natale. 2007. "Affirmative Action Policy and Changing Views." <i>Journal of Business Ethics</i> 74(1):65-71.
Session 11: Thu, Nov 10	<b>Representation: Problem or Solution?</b> <u>To prepare for this session, read:</u> Preuhs, Robert. 2007. "Descriptive Representation as a Mechanism to Mitigate Policy Backlash: Latino Incorporation and Welfare Policy in the American States." <i>Political Research Quarterly</i> 60(2):277-292.
Session 12: Thu, Nov 17 Thu, November 24	<b>Class Presentations: Session 1</b> <i>Holiday Break – No Class Meeting</i>
Session 13: Thu, Dec 1	<b>Class Presentations: Session 2</b> <b>RESEARCH PAPER DUE</b>
Session 14: Thu, Dec 8	<b>Course Conclusions; Final Exam Review</b> <u>To prepare for this session, read:</u> <i>TBD</i>
Finals Week	<b>Final Exam will be held according to University Schedule.</b>

**2012-027 Cross-list PP 30XX (2012-026) with AFAM 30XX**

1. Date: February 10 2012
2. Department initiating this proposal: Public Policy
3. Current Catalog Copy/Copies: The course is being proposed simultaneously with this cross listing.

**4. Proposed Catalog Copy/Copies:**

PP 30XX. Race and Policy

Either semester. Three credits.

Examination of contemporary public policy through the lens of race.

AFAM 30XX. Race and Policy

Either semester. Three credits.

(Counts toward AREA B for AFAM major and minor: "Social and Political Inquiry")

Examination of contemporary public policy through the lens of race.

POLS 30XX. Race and Policy

Either semester. Three credits.

Examination of contemporary public policy through the lens of race.

5. Effective Date (semester, year -- see Note R): Immediately

**Justification**

1. Reasons for adding this course if it is a new course:

This course has been developed, and taught, as PP 3098 Public Policy Issues. The course meets the existing Public Policy minor requirements.

2. Reasons for cross listing this course:

This class would help Minors and Majors in African American Studies fulfill their group B requirement in "Social and Political Inquiry." Currently we have classes in this division in Sociology and Political Science, but nothing in the important area of Public Policy. Without a cross-listing and course number in African American Studies, students are unlikely to take this class for the minor or major in African American Studies. This cross-listing will give students with interest in public policy a chance to explore this interest while completing a major or minor in African American Studies.

The Political Science Department has been offering a similar course under an open number. Cross listing will allow Political Science, African American Studies, and Public Policy students easier access to the material

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings?

Yes  No

4. Other Departments Consulted (see Note N): Political Science, Institute for African American Studies, Public Policy, Sociology (no objections).

5. Effects on Regional Campuses: None

6. Staffing: Staffing will be provided by the Department of Public Policy and the Department of Political Science.

**Approvals**

1. List the name of each department or program which will be involved in the cross-listing.

Department of Public Policy; Institute for African American Studies; Political Science

2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):

Department of Public Policy Curriculum Committee: January 20, 2012

Department of Public Policy Faculty: January 20, 2012

Institute for African American Studies Faculty: January 26, 2012

Department of Political Science Curriculum Committee: February 6, 2012

Department of Political Science Faculty: February 8, 2012

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

Department of Public Policy: Bill Simonsen, 860-570-9045, [william.simonsen@uconn.edu](mailto:william.simonsen@uconn.edu)

Institute for African American Studies: Martha Cutter, 860-486-1761, [martha.cutter@uconn.edu](mailto:martha.cutter@uconn.edu)

Department of Political Science: 860 486-2615, [matthew.m.singer@uconn.edu](mailto:matthew.m.singer@uconn.edu)

## 2012-028 Change POLS Major – add PP30XX

1. Date: February 10 2012
2. Department requesting this change: African American Studies
3. Title of Major: African American Studies
4. Nature of Change: **Adding AFAM/POLS/PP30XX to "Area B" of the major**

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

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

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

All majors must take [AFAM 3211](#).

**Group A - History:** [AFAM/HIST 3564, 3568, 3620, 3752, 3753](#); [AFAM 3224](#); [AFAM/HIST/HRTS 3563](#)

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

**Group C - Literature and the Arts:** [AFAM/DRAM 3131/W](#); [AFAM/ENGL 3214W, 3216W](#); [MUSI 3611](#)

#### Group D - Related Courses

**History:** [HIST 3510, 3554](#); [HIST/HRTS 3201, 3202](#); [HIST 3575/HRTS 3221/PRLS 3221](#); [HIST 3674/PRLS 3220](#); [HIST/URBN 3541](#); [HIST/ WS 3561, 3562](#)

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

**Social and Political Inquiry:** [AASI 3221/HRTS 3571/SOCI 3221](#); [AASI 3222/HRTS 3573/SOCI 3222](#); [COMM 3321/PRLS 3264/WS 3260](#); [ECON 2444](#); [HDFS 2001](#); [HRTS/POLS 3807](#); [HRTS/SOCI 3421, 3429](#); [INTD 3584](#); [POLS 2998, 3406, 3255](#); [POLS 3662/PRLS 3270](#); [POLS/URBN 3632W](#); [POLS/WS 3216](#); [SOCI 2827, 3503, 3701, 3905](#); [WS 3266, 2267](#)

[AFAM 3214W, 3216W](#), or [3131W](#) satisfies the Information Literacy Competency and Writing in the Major requirements.

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

The African American Studies major is an interdisciplinary study of African people on the continent and Diaspora through the humanities, social sciences and the arts, with particular emphasis on African Americans. Its broad educational objectives are to engender among all students an intellectual appreciation of black life, to encourage students to develop critical and analytical skills, as well as to appreciate ideals of equality,



democracy and humane values. The Institute for African American Studies strives to provide the student body, in general, with substantive knowledge of the varied experiences of black people in the United States and abroad and to facilitate understanding and diversity. The Institute, thereby, extends the mission of the University of Connecticut and strategic plan to provide the people of the state and elsewhere with a high standard of education that is relevant to a diverse and dynamic world.

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

All majors must take [AFAM 3211](#).

**Group A - History:** [AFAM/HIST 3564](#), [3568](#), [3620](#), [3752](#), [3753](#); [AFAM 3224](#); [AFAM/HIST/HRTS 3563](#)

**Group B - Social and Political Inquiry:** [AFAM/ANTH 3025](#), [3152](#); [AFAM/HRTS/SOCI 3505](#), [3825](#); [AFAM/POLS 3252](#), [3642](#), [3647](#); [AFAM/ POLS/WS 3652](#); [AFAM 30XX/PP 30XX/POLS30XX](#); [AFAM/PSYC 3106](#); [AFAM/SOCI 3501](#), [3703](#)

**Group C - Literature and the Arts:** [AFAM/DRAM 3131/W](#); [AFAM/ENGL 3214W](#), [3216W](#); [MUSI 3611](#)

**Group D - Related Courses**

**History:** [HIST 3510](#), [3554](#); [HIST/HRTS 3201](#), [3202](#); [HIST 3575/HRTS 3221/PRLS 3221](#); [HIST 3674/PRLS 3220](#); [HIST/URBN 3541](#); [HIST/ WS 3561](#), [3562](#)

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

**Social and Political Inquiry:** [AASI 3221/HRTS 3571/SOCI 3221](#); [AASI 3222/HRTS 3573/SOCI 3222](#); [COMM 3321/PRLS 3264/WS 3260](#); [ECON 2444](#); [HDFS 2001](#); [HRTS/POLS 3807](#); [HRTS/SOCI 3421](#), [3429](#); [INTD 3584](#); [POLS 2998](#), [3406](#), [3255](#); [POLS 3662/PRLS 3270](#); [POLS/URBN 3632W](#); [POLS/WS 3216](#); [SOCI 2827](#), [3503](#), [3701](#), [3905](#); [WS 3266](#), [2267](#)

[AFAM 3214W](#), [3216W](#), or [3131W](#) satisfies the Information Literacy Competency and Writing in the Major requirements.

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

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

### *Justification*

1. Why is a change required?

The class AFAM 30XX/PP/POLS 30XX. Race and Policy

will be offered under the Area B section of the African American Studies major. The major needs to be changed to include this class.

2. What is the impact on students?

This class would help Minors and Majors in African American Studies fulfill their group B requirement in "Social and Political Inquiry." Currently we have classes in this division in Sociology and Political Science, but nothing in the important area of Public Policy. Without a cross-listing and course number in African American Studies, students are unlikely to take this class for the minor or major in African American Studies. This cross-listing will give students with interest in public policy a chance to explore this interest while completing a major or minor in African American Studies.

The Political Science Department has been offering a similar course under an open number. Cross listing will allow Political Science, African American Studies, and Public Policy students easier access to the material

3. What is the impact on regional campuses?

This course is only offered on the Storrs campus

4. Dates approved by (see Note Q):

Department Curriculum Committee: Institute for African American Studies Faculty: January 26, 2012

Department Faculty: Institute for African American Studies Faculty: January 26, 2012

5. Name, Phone Number, and e-mail address of principal contact person: Martha Cutter 860-486-1761, [Martha.cutter@uconn.edu](mailto:Martha.cutter@uconn.edu)

## Reports of Committees

### Old Business

### New Business

#### Undergraduate Catalog files are ready for review:

[http://web.uconn.edu/changecatalog/catalog\\_files.htm](http://web.uconn.edu/changecatalog/catalog_files.htm). Please look at all of the files that pertain to your department. The information should now be current and include every change that received its final approval by the end of December. You may notice that there are many red notations that warn about approvals that were never finalized in the Senate. We have a record number of those this year.

After your review, the red will be removed and the blue text will be changed to black as the document becomes ready for publication. The changes with red notations will NOT be included in the 2012-2013 Undergraduate Catalog.

Please check major and minor requirements as well as courses. There were a number of departments that did not submit faculty list changes this year. If you do have changes, please send them to me immediately. Concerns, questions, and corrections must be sent to me by Monday, March 26th.

Do not be concerned about problems in pagination and format as these will be changed at the end of the process.

Please respond directly to [marianne.buck@uconn.edu](mailto:marianne.buck@uconn.edu).

Assistant Registrar, Publications and Web: (860) 486-5948

Websites: <http://www.registrar.uconn.edu>, <http://www.catalog.uconn.edu>,

<http://web2.uconn.edu/ferpa>, <http://web2.uconn.edu/registrarreport>,

<http://classrooms.uconn.edu>, <http://web2.uconn.edu/changecatalog>

### Incentives for online courses – memo from the Dean to Department Heads

Dated ~ Feb. 20<sup>th</sup>, 2012: From Dean to Department Heads

Dear All,

I'm writing to you to update you on the status of the online initiative and to call on you for your assistance in finally generating some serious momentum in this area. As you know, Sally Reis has been devoting considerable time and effort in trying to understand how we might get a significant number of our highly-subscribed courses online. I think she's come up with an incredibly good deal in terms of incentives, and I think we'd be fools not to take her up on it. Please read this whole note before taking any action; there are a few "catches" at the end. The primary objective of this first round is to get a lot of our big courses offered online THIS SUMMER. As you all know, summer courses have proved a key source of discretionary income for many of our departments and moving these courses online greatly expands their potential market. It also lays the groundwork for further developments in the online arena.

To achieve this, Sally has a very specific list of courses that she wants put on-line as part of this round for this summer:

Math 1070Q (already offered on line 4 years ago); and

Math 1020Q, 1060Q, 1011Q, 1071Q, 1131Q, 1132Q, 1125Q

Sociology 1001, that was taught on-line by Ralph McNeal in the summer of 2004-2006.

Communications 1000

Chem 2443

Philosophy 1101 and 1104

Linguistics 1010

Spanish 1001 and 1003

HDFS 1070

POLS 1002 and 1402

History 1501

WS 1105

To achieve this, the Provost's office is offering the following incentives:

for a faculty member to begin, immediately, to develop a course to be offered online this summer -- \$7500 to the faculty member in additional compensation, plus \$5000 to the department in discretionary funds. In addition, the faculty member will be offered the opportunity to teach the course this summer under the usual summer terms, and the department would receive the usual profit sharing for that opportunity.

In addition the provost's office will supply help from an instructional designer who can provide technical assistance.

Note that ONLY THESE COURSES are eligible, and they are eligible only if the faculty member agrees to follow the general structural standards recommended by the instructional designer. In other words, the faculty member has to play by a certain set of very general best-practice standards in putting the course on line.

We now have an "intellectual property" agreement for online courses under which the faculty member and the university both hold copyright for the materials. Individuals will need to sign this agreement; but I think it's extremely reasonable.

Thanks, Jeremy

Jeremy Teitelbaum, Ph.D.

Professor of Mathematics and Dean

### Evaluation of online courses – pilot version

This is the pilot version of the Survey of Courses and Teaching for Online Courses. Numbered items in black are common to this pilot instrument and the newest Survey of Courses and Teaching form. Items highlighted in yellow are new and unique to the pilot instrument. Items in bold following each section are in the existing SCT but have been excluded from this pilot. Item 6 in italics is a revision of item 6 as it is in the existing SCT.

#### II. A. Questions about the INSTRUCTOR:

Please respond to the questions about the instructor using this scale:

1. The instructor presented the course material clearly.
2. The instructor responded to the questions adequately.
3. The instructor stimulated interest in the subject.
4. The instructor showed interest in helping the students learn.
5. The instructor gave clear assignments.
6. The instructor gave useful feedback. {Revision to existing, removed “on my performance”}
7. The instructor returned graded work in a reasonable amount of time.
8. The instructor treated all students with respect.
9. The instructor graded fairly.
10. The instructor responded adequately to the unique needs of distance learners. {New }
11. The instructor created an effective distance learning environment. {New }
12. What is your overall rating of this instructor’s teaching?

#### EXCLUDED FROM PILOT:

The instructor was well prepared for class.

The instructor was accessible to students.

The instructors teaching methods promoted student learning.

#### II. B. Questions about the COURSE:

13. The course content was well organized.
14. The course objectives were clear.
15. The course objectives were met.
16. The pace of the course seemed appropriate.
17. Assessments (quizzes, posts, learning activities, projects) were effective in measuring course objectives. {New }
18. The on-line course materials were well organized. {New }
19. The on-line class was easy to navigate. {New }
20. The on-line class provided opportunities for student to student interaction. {New }
21. The on-line interaction with other students promoted student learning. {New }
22. What is your overall rating of the course.

#### EXCLUDED FROM PILOT:

The methods of evaluating student learning seemed appropriate.

The course content was well organized.

The textbook made a valuable contribution.

The other course materials made a valuable contribution.

**Policy on student workload – credit hour**

This following policy has been promulgated by the Office of the Provost, Jan. 1, 2012 and applies to all students:

**CREDIT HOUR**

(Including Standard Classroom Scheduling Patterns and Workload Expectations)

**REASON FOR POLICY**

A University-wide credit policy is required by the University of Connecticut’s regional accrediting body, New England Association of Schools and Colleges (NEASC). This accreditation ensures students eligibility for federal financial aid. Moreover, a standard credit policy allows instructors and students to understand and plan the meeting periods, the course requirements and expectations – both in time investments and workload – for 1-5 credit courses.

I. General Policy:

1. For all enrollment periods and for all courses, the hours of instructional time for a course normally will equal at least the number of credits for the course times the number of weeks the course is offered. In the majority of cases, this would mean the number of instructional hours per week would equal the number of credits for the course, but the instructional hours need not be spread out evenly by week.
2. Instructional time is defined for these purposes as scheduled instruction by an individual appointed for that purpose by the department or faculty member, including faculty members, graduate teaching assistants, teaching specialists, or, in unusual instances, advanced undergraduates. Instructional time does not typically include office hours or casual or informal time spent with students.
3. Course proposals must justify a schedule that includes fewer total instructional hours than the number of credits for the course times the number of weeks the course is offered; instructional hours of all types equal to or in excess of at least one hour per week per credit, on average, need not be justified.
4. College and campus curriculum committees and other approving bodies (e.g., the Council of Deans) must consider the instructional hours in reaching a decision on whether to approve a proposed course; such bodies should normally reject course proposals which have fewer instructional hours than the number of credits times the number of weeks the course is offered, barring significant evidence that reduced instructional contact hours are appropriate.
5. Explicitly exempted from this standard are research seminars, studio courses, clinical experiences, distance learning courses, independent study, directed study or readings or field work, directed research, internships and practicums, honors thesis credits, and other experiences faculty offer to students outside the normal laboratory or classroom setting (many of which include activities beyond the physical boundaries of the campuses).

II. Standard Classroom Scheduling Patterns:

MWF (A times)	8:00-8:50 a.m.	9:00-9:50 a.m.	10:00-10:50 a.m.
	11:00-11:50 a.m.	12:00-12:50 pm	1:00-1:50 p.m.
	2:00-2:50 p.m.	3:00-3:50 p.m.	4:00-4:50 p.m.

TR (B Times)	8:00-9:15 a.m.	9:30-10:45 a.m.	11:00-12:15 p.m.
	12:30-1:45 p.m.	2:00-3:15 p.m.	3:30-4:45 p.m.

### One Credit Classes

One credit classes will meet for approximately 12 hours during a semester with one of the following schedules:

- Meet for one standard hour per week, begin at a standard "A" class meeting time, and meet for one class period.
- Meet twice per week, and follow the rules for two-credit classes; or
- Meet three times per week, and follow the rules for three-credit classes.

### Two Credit Classes

Two credit classes will meet for approximately 24 hours during a semester with one of the following schedules:

- Meet twice per week, begin at a standard "A" class meeting time, and meet for one class period,  
or
- Meet once per week, begin at a standard "A" class meeting time, and last two class periods.

### Three Credit Classes

Three credit classes will meet for approximately 36 hours during a semester with one of the following schedules:

- Meet three times per week on MWF, begin at a standard "A" class meeting time, and meet for one class period; or
- Meet twice per week, use the standard "B" class meeting times, and meet on Tuesdays and Thursdays only; or
- Meet once per week, use the standard "A" start time, and last three class periods.

### Four Credit Classes

Four credit classes will meet for approximately 48 hours during a semester with one of the following schedules:

- Meet four times per week, begin at a standard "A" class meeting time, or
- Meet twice per week for two hours, begin at a standard "A" time, and last two class periods; or
- For lecture/laboratory or lecture/discussion courses with three hours of lecture time, the lecture component follows the schedule for three-credit courses and the discussion component follows the schedule for one-credit classes.

### Five Credit Classes

Five credit classes will meet for approximately 60 hours during a semester with one of the following schedules:

- Meet five times per week, begin at a standard "A" class meeting time, meet for one class period, and meet MTWThF.
- For lecture/laboratory or lecture/discussion courses with three hours of lecture time, the lecture component follows the schedule for three-credit courses. For lecture/laboratory or lecture/discussion courses with four hours of lecture time, the lecture component follows the schedule for four-credit courses and the discussion component follows the corresponding one- or two-credit schedule.

#### Workload Expectations:

Workload expectations in this policy are an estimate of the amount of work needed for an average student to earn an average grade, but course grades are based on the quality of the work submitted, not on hours of effort.

#### A. Undergraduate Students

1. **Student workload expectations per undergraduate credit.** For fall and spring semester, one credit represents, for the average University undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), averaged over the semester, in order to complete the work of the course to achieve an average grade. Thus, enrollment for 15 credits in a semester represents approximately 45 hours of work per week, on average, over the course of the semester.
2. **Exceptions to undergraduate workload standard.** Professional norms and the nature of the academic work may necessitate spending more than three hours of work per week on average. For example, clinical experiences, some laboratory work, and some studio activities may require more than an average three hours per week. Demands on the student in excess of the average of three hours per credit per week are permissible with college approval and with appropriate notification to the student of the amount of work expected for the course or educational experience (e.g., in class schedules, bulletins, or syllabi).
3. **Student workload statement required for undergraduate courses.** All proposals for undergraduate courses must include a student workload statement demonstrating how the course conforms to the student workload expectations in sections (a) and (b). College and campus curriculum committees and other approving bodies (e.g., the Council of Deans) must consider the student workload statement in reaching a decision on whether to approve a proposed course.

#### B. Graduate School and Professional School Students

It is expected that the academic work required of Graduate School and professional school students will exceed three hours per credit per week.

#### C. All Students



1. For courses using one course number that enroll both undergraduate and graduate/professional students, workload expectations may be different for the two.
2. When a course is offered at two levels (e.g., 1xxx/3xxx or 3xxx/5xxx), workload expectations will differ for the students enrolled at different levels.
3. Instructional units should periodically review course syllabi to determine whether the number of course credits is appropriate for the expected student workload.

#### DEFINITIONS (IF APPLICABLE)

Average Grade: According to the University Catalog, an average grade (C) represents achievement that meets the course requirements in every aspect.

#### ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University Laws and By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Conduct Code.

#### SOURCE

This policy was adapted with consent from three University of Minnesota policies: (1) *Instructional Time per Course Credit*, (2) *Class Scheduling*, and (3) *Expected Student Academic Work per Credit*.

### **Addenda: IMJR and Study Abroad materials**

## Proposed Arrangements for Individualized Major Thesis Writers

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Revised Communication  
September 2011

[Shared with Honors Board of Associate Directors, October 21<sup>st</sup> 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](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.)

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#### **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](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](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](mailto: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	
<del>Finance</del>				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*