

# College of Liberal Arts and Sciences, Committee on Curricula and Courses, Agenda April 24<sup>th</sup>, 2012

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Selection of the secretary

Minutes of the meeting of April 10<sup>th</sup>, 2012

Report of the Chair:

- Proposals approved by the Chair before the meeting
- Proposals from prior meetings for reconsideration
- New proposals submitted for consideration

Reports of committees

Old business:

New business:

Adjournment until 3:30 PM September 11<sup>th</sup> 2012, CUE 130.

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## Proposals Approved by the Chair before the meeting

### 2012-049 Special Topics AFAM 3295 Race and Food

1. Date of this proposal: **April 2, 2012**
2. Semester and year this xx95 course will be offered: **Fall 2012**
3. Department: **Institute for African American Studies**
4. Course number and Title proposed: **3295 Special Topics: Race and Food**
5. Number of Credits: **3**
6. Instructor: Priscilla McCutcheon
7. Instructor's position: Faculty
8. Has this topic been offered before? **No** If yes, when?
9. Is this a (x) 1st-time, ( ) 2<sup>nd</sup>-time, ( ) 3<sup>rd</sup>-time request to offer this topic?
10. Short description: 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.
11. Please attach a sample/draft syllabus to first-time proposals

#### *Syllabus*

##### Required Text:

Alkon, Alison A. and Julian Agyeman. 2011. *Cultivating Food Justice: Race, Class, and Sustainability*. Boston: MIT Press.

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

#### *Course Description*

This course is meant to provide an in-depth analysis of the relationship between race, geography, and food/agriculture through the lens of African Americans. We will explore more abstract topics like the effects of slavery and sharecropping on the relationship between African American and food/agriculture. We will also explore how the movement of African Americans (transatlantic slave trade, Great Migration, etc.) has spread certain food cultures and practices that originated in the rural south to places like Harlem, Los Angeles, and Chicago. We will then move to more current literature on food insecurity among African Americans across both urban and rural areas, how this is tied to geographic concentrations of poverty, and the community-based efforts (under the umbrella of food justice) being made to combat these problems. Finally, we will discuss whiteness in the alternative food movement and how it may unintentionally exclude many of the groups that it seeks to serve.

#### **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.

- Bandelet, 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.

12. Comments, if comment is called for:

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

**April 3, 2012**

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

Priscilla McCutcheon

(860) 486-5952

[priscilla.mccutcheon@uconn.edu](mailto:priscilla.mccutcheon@uconn.edu)

### 2012-050 Special Topics WGSS 5395 Gender and War

1. Date of this proposal: April 9, 2012
2. Semester and year this xx95 course will be offered: Fall 2012
3. Department: WGSS (Women's Studies)
4. Course number and Title proposed: WGSS 5395 **Special Topics in Women's Studies: Gender and War.**
5. Number of Credits: 3
6. Instructor: Christine Sylvester
7. Instructor's position: Associate Professor, WGSS/POLS  
(**Note:** in the rare case where the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience).
8. Has this topic been offered before?   no    If yes, when?
9. Is this a (x ) 1st-time, ( ) 2<sup>nd</sup>-time, ( ) 3<sup>rd</sup>-time request to offer this topic?
10. Short description: **WGSS 5395. Special Topics in Women's Studies: Gender and War. 3 credits. Seminar.**

#### *Course description*

Explores literature on contemporary war to illuminates gender components, examines new body of feminist war studies, and contrasts conventional and critical aspects of war studies. Themes and concepts include: militarized masculinity, war rape, child soldiering, women combatants in wars and post-wars, methodologies for studying gender and war, and war and the arts. Specific cases will be highlighted: the Korean War, the Vietnam War and recent wars in the Balkans, Africa, the Middle East, and South America.

11. Please attach a sample/draft syllabus to first-time proposals. WGSS 5395: Special Topics in Women's Studies

#### *Syllabus*

##### **Gender and War**

**Instructor:** Christine Sylvester, Professor of WGSS and Political Science

**Course Description:** Gender and War is a graduate level course that explores the literature on contemporary war in ways that illuminate the gender components of this ever-present social institution. Conventional and critical aspects of war studies are contrasted and a new body of feminist war studies is explored. Themes and concepts probed include militarized masculinity, war rape, child soldiering, women combatants in wars and post-wars, methodologies for studying gender and war, and war and the arts. Specific cases will be highlighted: the Korean War, the Vietnam War and recent wars in the Balkans, Africa, the Middle East, and South America.

##### **Assignments:**

Students are required to make two class presentations, one that entails leading a discussion on the readings for a given week, and the other on a gender in/and a specific war situation.

The written assignment is a 20 page paper that reviews and presents a critical assessment of the academic literature on a gender and a war topic of choice.

**Readings for the course include:**

Christine Sylvester, *War as Experience* (2012) and *Experiencing War* (2011);

May Kaldor, *New and Old Wars* (2010),

Judith Butler, *Precarious Life* (2004),

Cynthia Enloe, *Nimo's War, Emma's War* (2010)

Selected articles by:

Mats Utas (anthropology)

Anne Orford (Law)

Bina D'Costa (international Relations)

Maria Baaz and Maria Stern (peace and development)

Cami Rowe (performance and social movements).

12. Comments, if comment is called for:

13. Dates approved by (see [Note Q](#)): Department Curriculum Committee: April 9, 2012

Department Faculty: April 9, 2012

14. Name, Phone Number, and e-mail address of principal contact person: Nancy Naples, 6-1131, [nancy.naples@uconn.edu](mailto:nancy.naples@uconn.edu)

## Proposals for reconsideration

### 2012-033 Add Major–Speech, Language and Hearing Sciences (SLHS) (orig. CDIS track of COMS)

1. Date: April 18, 2012
2. Department or Program: Department of Communication Sciences

#### 3. Title of Major: **Speech, Language, and Hearing Sciences**

#### 4. Catalog Description of the Major

The Communication Sciences Department offers an undergraduate major in **Speech, Language, and Hearing Sciences**. The **Speech, Language, and Hearing Sciences** major is a pre-professional program within the liberal arts and sciences curriculum. It provides a broad overview of normal speech, language and hearing processes and development. In addition a variety of speech, language, and hearing disorders are introduced. This major permits the student to apply for graduate studies in one of two specialty areas: audiology or speech-language pathology.

Students who want to learn more about communication disorders and the fields of audiology and speech-language pathology, but are unsure about declaring the major are encouraged to take one or both of the following introductory courses: [SLHS 1150](#) and [1155Q](#). Students may declare the major at the beginning of each semester. Once the required paperwork is received in the Speech, Language, and Hearing Sciences Department the student will be assigned an academic advisor

Successful completion of the BA degree in Speech, Language, and Hearing Sciences requires the following:

1. A total of 26 credits at the 2000 level or higher in Speech, Language, and Hearing Sciences.
2. Courses on normal development of speech, language, and hearing including: [SLHS 3201](#), [3202](#) or [3202W](#), [2204](#) or, [3247](#), [3250](#)
3. Courses on measurement and disorders of speech, language and hearing including: [SLHS 3248](#), [4249](#) or [4249W](#), and at least two (2) of the following [4244](#) or [4244W](#), [4251](#) or [4253](#)
4. Course on directed observations of assessment and treatment of speech, language and hearing disorders [SLHS 4242](#)
5. Twelve (12) credits of related coursework. Related courses can be tailored to the interests and needs of the student but must be approved by a Speech, Language, and Hearing Sciences advisor.

Note: All students in the Speech, Language, and Hearing Sciences major are encouraged to complete the following requirements specified by the American Speech, Language, and Hearing Association prior to entering a graduate program in audiology or speech-language pathology.

1. Students must take one course in each of the following areas:
  - a. Mathematics/statistics: [MATH 1040Q](#) or [1060Q](#) or [STAT 1100Q](#), or **STAT 1000Q**

- b. Biological science: [BIOL 1102](#) or [BIOL 1103](#) or [BIOL 1107/1108](#)
- c. Physical science: [PHYS 1010Q](#) or [PHYS 1075Q](#)

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

- 2. Students must accumulate a total of 25 hours of approved observations of assessment and treatment of speech, language and hearing disorders.

5. Effective Date (semester, year -- see [Note R](#)) : Fall, 2012

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

### **Justification**

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

Speech, Language, and Hearing Sciences majors are introduced to the normal development of speech, language and hearing processes. In addition they are familiarized with procedures commonly used to quantitatively measure speech, language, and hearing processes. Students in the major learn about a variety of disorders, developmental and acquired, which may comprise the functioning of speech, language and hearing abilities.

Courses required for the Major cover the core concepts identified in the previous question:

SLHS 3201, 3202, 3247, 3250 provide general introductions to: development of speech, language and hearing (3202), anatomy and physiology of the speech and hearing mechanisms (3201, 3250), speech acoustics (3247, 3250) and speech perception (3250). These courses provide a foundation for understanding the structure and functions of normal speech, language and hearing.

SLHS 3248, 3249, 4244, 4251, 4253 provide introductions to: the measurement of speech, language and hearing abilities (3248, 4244, 4251, 4253), disorders of speech and voice (4251), acquired neurologic speech and language disorders (4244), developmental speech and language disorders (4253), and hearing disorders (4249). With a good understanding of normal processes students are introduced to procedures used for assessing and treating a variety of communication disorders. SLHS 4242 provides students with an opportunity to observe children and adults with a variety communication disorders in assessment and treatment sessions.

The SLHS major offers three (3) writing "W" courses that allow students to fulfill the University writing requirement. SLHS 3202W, 4244W, or 4249W provide students a variety of topic areas in which this writing requirement may be fulfilled. Topics include: normal development of speech and language, neurologic communication disorders, and rehabilitation of hearing disorders.

In addition to major area courses, students are required to complete twelve credits of 2000 level or above courses taken outside of the Department that are related to the major. These do not have to be from the same department. Ordinarily courses from Allied Health, Anthropology, Human Development and Family Studies, Linguistics, Psychology, Sociology, Education, and Biology are selected for related coursework.

### **3. "Major Plan of Study" and Minor (to be submitted later). (see next two pages )**

4. Dates approved by (see [Note Q](#)): Department Curriculum Committee: 3/16/12; Department Faculty: 4/3/12. Principal contact person: Carl Coelho, 860-486-2817, [coelho@uconn.edu](mailto:coelho@uconn.edu)

**COLLEGE OF LIBERAL ARTS & SCIENCES -- PLAN OF STUDY  
DEPARTMENT OF COMMUNICATION SCIENCES – SPEECH, LANGUAGE, HEARING SCIENCES**

Name of Student (Print) \_\_\_\_\_ PeopleSoft ID \_\_\_\_\_  
 Local Address \_\_\_\_\_  
 Local Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Consult your major advisor while completing this plan. Students must file their plan with their major advisor prior to pre-registration for their fifth semester. 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 it is filed with the registrar, changes in the plan may be made only with the consent of the major advisor.

**Students must take one course in each of the following areas**

- MATH 1040Q, 1060Q, STAT 1000Q or STAT 1100QC \_\_\_\_\_ More advanced level courses may be substituted for these courses
- BIOL 1102, 1103 or 1107/1108 \_\_\_\_\_
- PHYS 1010Q or 1075Q \_\_\_\_\_

**THE MAJOR GROUP:** (Major courses must be numbered 2000 or above. At least 25 credits in one department or, with the permission of the head of the student's major department, in two related departments (split major). Student must have a grade point average of 2.0 or better in the credits constituting the major group. Only quality points and credits earned at the University of Connecticut may be used to meet this requirement, save where the dean of the college grants exception.

- You must take SLHS 3201, 3202/W, 4242, 3247, 3248, 4249/W, and 3250
- You must pass at least one course from SLHS 3202/W, 4244/W or 4249/W
- You must take a minimum of two courses from the following: SLHS 4244/W, 4251, 4253

SLHS Course	Semester Year	Cr
SLHS 3201		03
SLHS 3202/W		03/04
SLHS 4242		01
SLHS 3247		03
SLHS 3248		03

SLHS Course	Semester Year	Cr
SLHS 4249/W		03/04
SLHS 3250		03
SLHS		
SLHS		

**THE RELATED COURSES:** (Related courses must be numbered 2000 or above). At least 12 credits in courses closely related to the subject matter of the student's major outside his major department constitutes the related group.

<u>Related Courses</u>	<u>Credits</u>	<u>Related Courses</u>	<u>Credits</u>
_____	_____	_____	_____
_____	_____	_____	_____

**45 CREDIT RULE:** At least 45 credits must be at the 2000 level or above [including major and related]. Record a minimum of 8 credits here.

<u>Courses</u>	<u>Cr</u>	<u>Courses</u>	<u>Cr</u>	<u>Courses</u>	<u>Cr</u>
_____	_____	_____	_____	_____	_____

This plan is for the requirements of the \_\_\_\_\_ catalog. Date you expect to complete degree requirements \_\_\_\_\_

I approve the above program

\_\_\_\_\_  
 Student's Signature Date

\_\_\_\_\_  
 Major Advisor's Signature Date  
 Department of Communication Sciences

\_\_\_\_\_  
 Department Head's Signature Date



**Minor in Communication Disorders**

15 CDIS credits, including:

One Area I course

One Area II course

Three other 2000-4000-level CDIS courses

**Area I. Structure and Function of the Speech and Hearing Mechanism**

2203 (Anat & Phys of Speech and Hearing)

2156Q (Speech and Hearing Science)

**Area II. Normal Aspects of Speech, Language, and Hearing**

2204 (Speech and Language Acquisition)

3247 (Intro to Phonetic Principles)

3249 (Intro to Audiology)

**Other CDIS Courses**

3241 (Sign Language: Theory and Practice)

3299 (Independent Study)

4245 (Neuroscience of Cognitive and Communication Disorders)

4249 (Intro to Aural Rehabilitation)

4251 (Intro to Articulation, Voice, and Fluency Disorders)

4253 (Intro to Language Disorders in Children)

**Undergraduate Research**

4204 (Methods and Issues in Child Language Research)

4296W (Senior Thesis)

## 2012-034 Add Major – Communication (COMM) (originally COMM track of COMS)

1. Date: April 18, 2012
2. Department or Program: Department of Communication Sciences

### 3. Title of Major: *Communication*

### 4. Catalog Description of the Major

The department of Communication Sciences offers an undergraduate major in Communication. The Communication major is designed to educate students about human communication behavior from a scientific standpoint. It concentrates on the empirical investigation of human communication, stressing developments in communication theory and research. The major emphasizes interpersonal, mass, new communication technologies, nonverbal, organizational, intercultural and international communication. Training in the basic theories, principles, practices and research methods of Communication can qualify students for a variety of positions in the communication and media industries, such as: business, advertising, public relations, marketing, electronic media, government/politics, and promotion.

Students must apply to the Communication Sciences Department to become a Communication major. Applications are accepted for Fall and Spring semesters and the deadline for applications is the end of the second week of classes. Forms can be obtained outside Room 212 PCSB, on the department website [www.coms.uconn.edu/undergraduate/admissions.html](http://www.coms.uconn.edu/undergraduate/admissions.html), and from Communication faculty members at the Stamford Regional Campus.

The decision to admit students to the major will depend on several criteria:

- • Successful completion of at least 54 credits, or successful completion of 40 credits plus current enrollment that should result in at least 54 credits by the end of the current semester.
- ¥ Cumulative GPA
- ¥ Completion of COMM 1000 with a grade of “C” or better.
- ¥ The applicant’s academic record and space availability are also considered.

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

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

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

1. Acceptance as a Communication major.
2. [COMM 1000](#), [1100](#), [3000Q](#).
3. At least two (2) of the following Core courses: [COMM 3100](#), [3200](#), [3300](#). Students are welcome to take all 3 Core courses.
4. A total of 24 credits in Communication at the 2000 or above level (typically 8 courses).
5. A minimum of 5 theory courses including a W course in Communication at the 2000 or above level. Communication offers applied and theory courses:

a. Applied courses include the following: COMM 4800, 4820, 4940, 4991 and, 4992.

i. Applied courses are optional and students are not required to take any applied courses, though they are highly recommended for a variety of career paths. As long as students have met the above requirements, they may take additional applied courses, but only two may be applied towards the minimum 24 credits of upper level Communication courses required for the major.

b. Theory courses are the remaining COMM courses numbered 2000 or above including the Core courses.

6. 6. Related Courses: 12 credits required. Related courses can be uniquely tailored to the needs of the student but must be approved by a Communication advisor.

Note: All students are encouraged to do at least one internship (COMM 4991). Internships can be taken during the academic year or summer. Students must have completed 12 credits in Communication courses at the 2000 level or above to be eligible for internship credit.

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

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

5. Effective Date (semester, year -- see [Note R](#)) : Fall, 2012

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

### *Justification*

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

Communication majors will learn how to examine and analyze the ways people affect others and are affected by others through communication.

Our primary emphasis is on the scientific approach to investigating the behaviors of individuals, groups, organizations and mass media systems engaged in communication, and on the application of our knowledge of communication in a variety of areas in which Communication majors find employment. Given these emphases, majors receive broad training in communication theory, research, and applied areas of communication.

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

COMM 1000 provides a general introduction to the various aspects of Communication, including the types of research that are applied to the study of Communication phenomena as well providing students a foundation of Communication theories that will be studied and applied in upper-level Communication courses. COMM 1100 teaches students the basic fundamentals of public speaking and is an integral part of the COMM curriculum. This course offers students the chance to enhance their public speaking skills and learn about techniques that can improve their public speaking effectiveness.

COMM 3000Q is the major’s research method courses and satisfies the University “Q” requirement for our majors. This course teaches students the fundamental of research in the Communication field. The course teaches students the nature of quantitative scientific research and then requires them to compute both descriptive and inferential statistics.

COMM 3100, 3200, and 3300 are core theory courses for the COMM major. These courses provide specific exposure to the field's most known and applied theories through the review of existing research. Student's are educated on the formation and evaluation of theory and are asked to think critically about the future application of the theories in our ever-changing world.

The COMM major offers a variety of writing "W" courses that allow students to fulfill the University writing requirement. COMM 2310W, 4220W, 4410W, 4450W, 4451W, 4551W, 4930W, and/or 4996W provide students an education centered on improving their writing skills within the context of a specific Communication area or topic of their interest. Topics include: critical media analysis, interpersonal relationships, cultural studies, political discourse, etc.

In addition to required courses mentioned above, students in the Communication major will need to fulfill 12 credits worth of related requirements.

**3. "Major Plan of Study(see next page).**

**4. Dates approved by (see Note Q):**

Department Curriculum Committee: February 15 2012

Department Faculty: February 15 2012

**5. Name, Phone Number, and e-mail address of principal contact person: Rory McGloin, 860-558-4288, rory.mcglain@uconn.edu**

**DEPT. OF COMMUNICATION SCIENCES -- COMMUNICATION MAJOR**

Name of Student (Print) \_\_\_\_\_ PeopleSoft ID \_\_\_\_\_  
 Local Address \_\_\_\_\_  
 Local Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

Consult your major advisor while completing this plan. Students must file their plan with their major advisor prior to preregistration for their fifth semester. 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 it is filed with the registrar, changes in the plan may be made only with the consent of the major advisor.

**All students are required to take:** \_\_\_\_\_ COMM 1000 \_\_\_\_\_ COMM 1100  
**120 credits minimum required for degree:** \_\_\_\_\_

**THE MAJOR GROUP:** (Major courses must be numbered 2000 or above. At least 24 credits in COMM (typically eight courses). COMM courses are divided into **Applied Courses**: COMM 4992, COMM 4991, COMM 4820, COMM 4800, COMM 4940 and **Theory Courses** (all other COMM courses numbered 2000 or above. Departmental requirements are as follows:

- COMM 3000Q
  - At least two from COMM 3100, COMM 3200, or COMM 3300
  - Five more 2000-level courses in COMM, but not more than two can be from the above list of applied courses
  - We strongly recommend everyone take an internship COMM 4991
- Any other COMM courses may be taken to fulfill the 45-credit rule or count towards 120 credits for graduation.

COMM Course (Circle course taken)	Semester Taken	Credits
1. COMM 3000Q		3
2. COMM 3100 or COMM 3200 or COMM 3300		3
3. COMM 3100 or COMM 3200 or COMM 3300		3

COMM Course (Print course number taken)	Semester Taken	Credits
4. COMM W		3
5. COMM		3
6. COMM		3
7. COMM (Applied or other)		3
8. COMM (Applied or other)		3

**THE RELATED COURSES:** [Related courses must be numbered 2000 or above]. At least 12 credits in courses closely related to the subject matter of the student's major outside his major department constitutes the related group. Related courses should be chosen from the list titled "Categories of Suggested Related Courses" in the publication Undergraduate Program in Communication, or must be approved by the advisor. Related Topic: \_\_\_\_\_

<u>Related Courses</u>	<u>Credits</u>	<u>Related Courses</u>	<u>Credits</u>
1. _____	_____	3. _____	_____
2. _____	_____	4. _____	_____

**THE 45 CREDIT RULE:** At least 45 credits must be at the 2000 level (including major and related). Record a minimum of 9 credits here. Note that extra COMM courses and Related Courses can count here.

<u>Courses</u>	<u>Credits</u>	<u>Courses</u>	<u>Credits</u>
1. _____	_____	3. _____	_____
2. _____	_____		

This plan is for the requirements of the \_\_\_\_\_ catalog. Date you expect to complete degree requirements \_\_\_\_\_.

\_\_\_\_\_  
 Student's Signature  
 Name of student: \_\_\_\_\_

\_\_\_\_\_  
 Date

I approve the above program for the B.A. Major in Communication

\_\_\_\_\_  
 Major Advisor's Signature  
 Department of Communication Sciences

\_\_\_\_\_  
 Department Head's Signature  
 Department of Communication Sciences

### 2012-035 Eliminate COMS Major

1. Date: January 19, 2012
2. Department requesting this change: Department of Communication Sciences
3. Title of Major: Communication Sciences

#### 4. Nature of Change: Eliminate the COMS Major and replace with COMM and SLHS Majors.

Currently, the department of Communication Sciences offers one major, Communication Sciences with two specific concentrations: Communication (COMM) and Communication Disorders (CDIS). However, these two concentrations are completely independent of one another, in terms of courses offered, requirements, application to the major, and faculty. Therefore, in conjunction with our department's other proposal's to add Communication and Communication Disorders as new majors, this change major proposal is proposing the elimination of the Communication Sciences (COMS) major that currently exists. The proposed "new majors" will be replacing the two individual concentrations that exist under the current Communication Sciences major. This change will provide a tremendous benefit to the students, it will allow them to graduate with a major that is specific to their studies, it will provide student's greater clarity in terms of their major course requirements, as well as provide greater clarity for students who are applying to these two majors (Communication and Communication Disorders).

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

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

#### Communication Disorders.

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

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

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

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

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

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

Students who elect the concentration in Communication Disorders must take:

[CDIS 3201](#), [3202](#) or [3202W](#), [3247](#), [3248](#), [3250](#), [4242](#) and [4249](#) or [4249W](#)

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

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

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

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

#### Communication.

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

emphasizes interpersonal, mass, new communication technologies, nonverbal, intercultural, and international communication.

Students must apply to the department to become a Communication Sciences in Communication.

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

The decision to admit will depend on several criteria:

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

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

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

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

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

1. Acceptance as a Communication major.
2. [COMM 1000](#), [1100](#), [3000Q](#).
3. At least two (2) of the following Core courses: [COMM 3100](#), [3200](#), [3300](#). Students are welcome to take all 3 Core courses.
4. A total of 24 credits in Communication at the 2000 or above level (typically 8 courses).
5. A minimum of 5 theory courses including a W course in Communication at the 2000 or above level. There are applied and theory courses in Communication.
  - Applied courses include the following: COMM 4800, 4820, 4940, 4991 and, 4992.
  - Theory courses are the remaining COMM courses numbered 2000 or above including the Core courses.
6. Applied courses are optional and students are not required to take any applied courses, though they are highly recommended for a variety of career paths. As long as students have met the above requirements, they may take additional applied courses but only 2 can count towards the minimum 24 credits required for the major.
7. All students are encouraged to do at least one internship (COMM 4991). Internships can be done during the academic year or summer. Students must have 12 credits in Communication at the 2000 level or above before eligible for internship credit.

To satisfy the information literacy competency, all students must pass [COMM 1000](#), [1100](#), and [3000Q](#). Other courses that will further enhance competency in information literacy include [COMM 1300](#), [3100](#), [3103](#), [3200](#), [3300](#), [3321](#), [3400](#), [3450](#), [3600](#), [4089](#), [4100](#), [4120](#), [4220W](#), [4230](#), [4320](#), [4330](#), [4410W](#), [4420](#), [4450W](#), [4451W](#), [4460](#), [4500](#), [4551W](#), and [4620](#). To satisfy the writing in the major requirement,

students must pass at least one course from [COMM 2310W](#), [4220W](#), [4410W](#), [4450W](#), [4451W](#), [4551W](#), [4660W](#), [4930W](#), [4996W](#), or any 2000-level or above W course approved for this major. For students interested in media and public relations careers, journalism courses are recommended for additional writing competency.

6. Proposed catalog Description of the Major: None, the COMS major is being eliminated, therefore there is no need for a catalog description of this major that is being replaced by the proposed majors of communication (COMM) and communication disorders (CDIS). See accompanying proposals to add COMM and CDIS as new majors.

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? The two tracks, Communication and Communication Disorders are completely independent of one another. They have no courses, faculty, or requirements in common but all students get the same degree. They also have different admissions processes, one requiring an application while the other currently does not. This makes it difficult for us to track our majors, provide them with appropriate advising, or to separate them for administrative purposes. Students are also often confused on the major, curriculum, admission process and pre-communication designation.
2. What is the impact on students? This change, and therefore, elimination of the existing Communication Sciences major will provide increased clarity for students. It will help eliminate the current issue of students accidentally enrolling in one concentration when they intended to enroll in the other. As previously mentioned, there is no course overlap between the two existing concentrations, and with the creation of the two new majors (Communication and Communication Disorders), would ensure students are placed in the correct intro course for their intended major. It would help the department better distinguish the students according to their specific major. This change would provide us greater clarity in our contact with students, from orientation, to enrolled students, to alumni, their different majors would appear on their transcript, and they would graduate with their respective majors, rather than the same major as is currently the case. It would also clarify the two majors for prospective students who have expressed confusion while searching for the major and cannot distinguish between the two concentrations.
3. What is the impact on regional campuses? None. The regional campuses do not offer courses in Communication Disorders and there is no overlap in content or coursework.
4. Dates approved by (see [Note Q](#)):  
 Section Curriculum Committees: December 14, 2011 (COMM), March 5, 2012 (CDIS)  
 Section Faculty: December 14, 2011 (COMM), March 6, 2012 (CDIS)
5. Name, Phone Number, and e-mail address of principal contact person: Rory McGloin, 860-558-4288, [rory.mcglain@uconn.edu](mailto:rory.mcglain@uconn.edu) (COMM); Carl Coelho, 860-486-2817, [Coelho@uconn.edu](mailto:Coelho@uconn.edu) (CDIS)



## 2012-021 Change POLS 3216/WGSS 3216 Women in Political Development

1. Date: **3/26/2012**
2. Department: **Political Science and Women's, Gender & Sexuality Studies Program**
3. Nature of Proposed Change: **Change the course description**

### 4. Current Catalog Copy:

#### **3216. Women in Political Development**

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

Analysis of the role of women in the process of political development in Africa, Asia and Latin America. The importance of gender to the understanding of development and modernization will be explored and the ways in which change in traditional societies has affected the position of women, economically, socially, and politically will be examined.

### 5. Proposed Catalog Copy:

#### **3216. Women in Political Development**

**(269) Second Semester. Three credits. Open to juniors and seniors, others with instructor's consent.**

**Examination of how "women" and gender circumscribe political life and generate relationships of inequality and justice on a global scale. Discussion of topics such as conflict and security, development, human rights and legal systems, labor and migration, nation building, political economy, and transnational justice.**

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 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): **Political Science**
4. Effects on Other Departments:
5. Effects on Regional Campuses: **n/a**
6. Staffing: **no changes, staffed by POLS/WS faculty**
7. Dates approved by (see Note Q):  
 Department Curriculum Committee: **WGSS-April 9, 2012; POLS-April 11, 2012**  
 Department Faculty: **WGSS-April 9, 2012; POLS-April 11, 2012**
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)**

## Proposals for Consideration

### 2012-051 Change INTD 1660W to MAST 2100

1. Date: March 22, 2012
2. Department: Maritime Studies
3. Nature of Proposed Change: Change INTD 1660W to MAST 2100

#### 4. Current Catalog Copy:

INTD 1660W Ports of Passage

(1660W) Second semester. Three credits. Prerequisite ENGL 1010 or 1011 or 3800

A selection of readings concerning ports around the world.

Interdisciplinary readings will explore the cultural and historical significance of the port as a setting of philosophical and commercial exchange. Interdepartmental course (CLAS) CA 4-INT

#### 5. Proposed Catalog Copy:

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

MAST 2100W Ports of Passage

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2100 or 3800.

A selection of readings concerning ports around the world.

Interdisciplinary readings will explore the cultural and historical significance of the port as a setting of philosophical and commercial exchange. CA-4 INT

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

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

#### Justification

1. Reasons for changing this course:

Rationale: a. Modifying the description of Ports of Passage to make it a 2000-level course indicates that students in this course would bring a stronger academic foundation to the multicultural nature of the course and its interdisciplinary analytical learning objectives.

b. Ports of Passage is a rigorous course whose assignments are in line with other 2000-level courses. Renumbering brings the catalog in line with current teaching practice. The change would clearly communicate to students the challenges of the course. It would also, rightly, allow students to count the course towards their majors. In fact, Maritime Studies (MAST) would like to add the course as a related course for majors.

The request for the departmental change comes from the MAST Course and Curriculum Committee based in part on UICC definitions. The revision to this course has been approved by the Maritime Studies Curriculum Committee on February 14, 2012; this committee originally endorsed the course as an appropriate and desirable general education requirement for Maritime Studies majors on Dec. 9, 2004.

The University Interdisciplinary Courses Committee discussed the prospect of the current proposal at its meeting of September 13, 2010 and recommended that the course be proposed as a MAST course and stated that the proposal must be approved by CLAS C&C before it is referred to GEOC.

This is a W, CA 4-Int. upper division course that can be taught at all campuses in the humanities or social sciences. Maritime Studies would also like to include Ports of Passage as a related course for its majors.

2. Effect on Department's Curriculum:

Maritime Studies would like to be able to count this class toward the major and could if this change is approved.

3. Other Departments Consulted (see Note N):

This course was originally approved in October 2005. At that time the MAST C&C Committee/program endorsed the course at a meeting on Dec. 9, 2004.

The revision to this course was approved by the Maritime Studies Curriculum Committee on February 14, 2012.

The University Interdisciplinary Courses Committee discussed the prospect of the current proposal at its meeting of September 13, 2010 and recommended that the course be proposed as a MAST course and stated that the proposal must be approved by CLAS C&C before it is referred to GEOC.

4. Effects on Other Departments:

None anticipated.

5. Effects on Regional Campuses:

The course is taught regularly at the Avery Point campus, but it could be taught with departmental approval at any UConn campus.

6. Staffing:

The course has been taught by Dr. Lynn Rogers since it was approved in 2005.

7. Dates approved by (see Note Q):

Department Curriculum Committee: February 14, 2012

Department Faculty: February 14, 2012

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

Helen Rozwadowski. 860 405 9120 [Helen.Rozwadowski@uconn.edu](mailto:Helen.Rozwadowski@uconn.edu)

### *Syllabus*

**Ports of Passage:** an interdisciplinary course focused on the port as a setting of personal, cultural and historical passage and a geographical site of import and export that reflects cross-cultural currents. The transitions explored in the selected literary and historical texts reflect the changes and conflicts initiated by the port as a location of exchange.

The course will include selected fiction, memoirs and historical essays as well as films to assist students with visualization of foreign port settings. Additional films for student film buffs will be available from the instructor. Interdisciplinary yet related readings will foster the connection between the cultural and the historical contexts. The course is divided into four units each serving as an introduction to selected significant ports at a moment of historical importance. Following a historical chronology, the four units include the Opening of Japan, the Nationalization of the Suez Canal, the 'troubles' in Londonderry/Derry in Northern Ireland and the issues surrounding Katrina in New Orleans.

Prerequisites: English 1010 or 1011 or 2100 or 3800

Course Objectives:

Students should be able to:

1. compare and contrast the dream of the port to the historical reality of the port.
2. appraise the port as a site of cross-cultural exchange.

3. differentiate between ports as well as distinguish internal cultural landscapes.
4. identify parallels in the port setting as a national and cultural icon.
5. recognize socio-economic variables crucial to the long-term success or failure of ports.
6. integrate various informational and artistic sources, both primary and secondary, into a cohesive and analytic essay.

Themes threaded throughout the objectives and possible ideas for student activities of investigation include: labor migration, the conflict between tradition and modernity, and human rights as part of historical-socio-cultural concerns.

Students will write one short formal essay of five to six pages for each of the first three units utilizing the three sources assigned for class. The short formal essays will highlight the process of developing ideas for critical writing. By using both fiction and nonfiction, the course will enhance the student research skills by giving them a basic foundation to draw together different disciplines. Since this is a W course, students will be required to hand in a rough draft for feedback and then to revise the essay to improve rhetorical and mechanical writing skills. Students must pass the W component of this course in order to pass the course.

The last paper will serve as the final exam and use additional secondary refereed sources. The class will brainstorm as a group and discuss the topics in class. The final paper on New Orleans will require additional research on topics assigned during the class discussions.

- As we are exploring different cultures, students should never hesitate to ask questions.
- Students are reminded that plagiarism is a serious academic offense. Several student papers will be checked at random for plagiarism. Students are encouraged to check their own papers on SafeAssign at the class HuskyCT page.
- If class is cancelled due to weather or other unforeseen situations, students should continue with the reading for the next class.

Required texts in addition to those available on electronic reserve at on HuskyCT:

Comodore Perry Packet available on HuskyCT and Perry hand-out

Junichiro Tanizaki Some Prefer Nettles.

Zachary Karabell's Parting the Desert

Latifa al-Zayyat's The Open Door

Peter Pringle and Philip Jacobson Those Are Real Bullets

Seamus Deane Reading in the Dark

Dave Eggers' Zeitoun

Jed Horne's Breach of Faith

Week 1A: Introduction and review of class syllabus Introduction of the Japanese American Unit. In 1854, Commander Perry traveled to Japan for a port for the whaling ships to refuel. With Boston's whaling industry, Bostonians were very interested in fostering Japanese American relations yet ironically, as a country previously closed to westerners, old Japan came to crystallize an alternative to American commercial industrialization. Read Joshua Hammer's Chapter from his Yokohama Burning.

Week 1B: Chapter from Opening Japan. Japanese film-"the Sea is Watching".

Week 2A: Closing Chapter from Hawkes' Official Report.

Week 2B: Tanizaki's Some Prefer Nettles. Class discussion the debate between tradition and modernization

Week 3A: Finish Tanizaki. Discussion of rough drafts Traditional essay or creative topic-write a letter

Week 3B: Hand in draft of essay

Week 4A: Rough Drafts Returned to Students. Class Discussion-Japanese influence on American modernists. Selected imagist poetry including Erza Pond.

Note; Please visit the HuskyCT site for recommended readings including Walt Whitman's tribute to the Japanese Delegation.

Week 4B: **Begin the Suez Canal Unit** the great dream of the late nineteenth century. Begin Zachary Karabell's Parting the Desert. Discussion on the rise of Arab nationalism and the Suez Canal in the 1967 War. Arab film clips about General Nassar.

Week 5A: final draft of first formal essay. More Karabell and Nassar.

Week 5B: Finish Karabell and Nassar.

Week 6A: Egypt's social realism and the politization of art. Begin Open Door

Week 6B : Finish Open Door. Discussion of the issues for brainstorming for papers.

Week 7A: Rough Draft of Egypt paper.

Week 7B: Rough drafts handed back.

Week 8A: Begin Northern Ireland Unit. Historical context of the troubles. Begin Those Are Real Bullets. Irish Film

Week 8B: Final draft of Egyptian paper. Lecture on Ireland WWII. Bullets

Week 9A: Finish Bullets

Week 9B: Irish Murals. Begin Reading in the Dark

Week 10A: Finish Reading in the Dark and discuss paper topics.

Week 10B: Draft of Essay. Discussion Irish Americans and comparative issues of the ports.

Week 11A: Begin New Orleans Unit. The history of New Orleans. Begin Breach of Faith

Week 11B: More Breach of Faith.

Week 12A: Finish Breach of Faith. Media coverage of Katrina. Katrina Documentary.

Helpful website: [www.nola.com](http://www.nola.com)

Week 12B: Zeitoun. Discussion of issues brought to the public's attention by Breach and Zeitoun.

Week 13A: Zeitoun. Find research articles.

Week 13B: Finish Zeitoun.

Week 14A: Oral presentations of research. Hand in drafts of final paper.

Week 14B: Last class. Rough Drafts handed back to students with suggestions for final revisions.

Class Evaluations.

Final Exam Period-Hand in final draft of New Orleans essay. Check final exam schedule and student handbook for final exam policy.

Grading:      Papers:      80%      Class participation: 20%

**2012-052 Add WGSS 5398 Variable Topics in Women's Studies**

1. Date: March 28, 2012
2. Department requesting this course: WGSS
3. Semester and year in which course will be first offered: Fall 2013

**Final catalog Listing (see Note A):**

WGSS 5398. Variable Topics in Women's Studies

3 credits. Seminar. With a change in topics, may be repeated for credit.

Obligatory Items

1. Standard abbreviation for Department or Program (see Note Q): WGSS
2. Course Number (see Note B): 5398  
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: Variable Topics in Women's Studies
4. Course description (if appropriate -- see Note K): With a change in topics, may be repeated for credit.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: seminar)
7. Prerequisites, if applicable (see Note F): none
8. Recommended Preparation, if applicable (see Note G): n/a
9. Consent of Instructor, if applicable (see Note T): n/a
10. Exclusions, if applicable (see Note H): n/a
11. Repetition for credit, if applicable (see Note I): With a change in topics, may be repeated for credit.
12. S/U grading, if applicable (see Note X): n/a

**Justification**

1. Reasons for adding this course: The variable topics course allows the Program to offer specialized courses that do not have their own catalog listing. These courses may be in program faculty's standard or emerging research areas.
2. Academic Merit (see Note L): The variable topics course allows faculty to teach in their emerging or current research areas.
3. Overlapping Courses (see Note M): none
4. Number of Students Expected generally between 5 and 10 students
5. Number and Size of Section: 1 section; cap at 12
6. Effects on Other Departments (see Note N): none
7. Staffing (see Note P): Program faculty
8. Dates approved by (see Note Q):  
Department Curriculum Committee: April 9, 2012  
Department Faculty: April 9, 2012
9. contact person: Nancy Naples, 6-1131, nancy.naples@uconn.edu

**2012-053 Change WGSS 3265W Research Methodology**

1. Date: **3/27/2012**
2. Department: **Women's Studies Program**
3. Nature of Proposed Change: **Change the title and requirements for the course.**

**4. Current Catalog Copy:****3265W / 265W - Women's Studies Research Methodology**

First semester. Three credits. Prerequisite: WS 103/ 1103 or WS 104/ 1104 or WS 124/ 1124 or HIST 121/ 1203; ENGL 110/ 1010 or 111/ 1011 or 250/ 3800 ; Open only to WS majors.

Women's Studies majors are strongly urged to take this course as early as possible and before PHIL 218/ 3218.

Analyses of gender bias in research design and practice, problems of androcentric values, and overgeneralization in research. Varieties of feminist research methods and their implications for the traditional disciplines. Student projects using different methodologies.

**5. Proposed Catalog Copy:****3265W / 265W - Research Methodology**

First semester. Three credits. Prerequisite: Any 1000-level WGSS course; ENGL 1010 or 1011 or 2011 or 3800; open only to WGSS majors and minors.

Introduction to feminist epistemologies and methodologies. Experience in using a variety of feminist research methods.

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 modify the title of the course to reflect the change in the program name. Rather than include program name in the course description, we would like to remove it from the title. We believe that the initials of WGSS before the title of the course signifies the orientation of the course. We also propose to remove the HIST 121/12-3 from the prerequisites and to modify to include all 1000-level WGSS courses. Finally, we have updated and streamlined the course description.**

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: **April 9, 2012**

Department Faculty: **April 9, 2012**

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)**

**2012-054 Change WGSS 3269 The Women's Movements**

1. Date: **3/26/2012**
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. Prerequisite: Open to juniors and seniors, others with instructor's consent. Recommended preparation: any 1000-level WGSS course.**

**Examination of women's movements as related to intersections of gender, race, class, nationality, and sexuality, and to topics such as democracy, economic justice, the environment, health, and sexual freedom.**

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. 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. In order to provide more flexibility for students interested in the course we are revising the prerequisite to change "any 1000 level WGSS course" from required to recommended. We also added "Open to juniors and seniors, others with instructor's consent."
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: **April 9, 2012**  
Department Faculty: **April 9, 2012**
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)**



### 2012-055 Change ENGL 3609 Women in Literature

1. Date: **3/5/2012**
2. Department: **English**
3. Nature of Proposed Change: Minor changes in order to bring course title description into line with teaching practices.

#### 4. Current Catalog Copy:

##### **3609. Women in Literature**

(285) Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; open to juniors or higher. Analysis of the representation of women in a variety of works from different countries. CA 4.

#### 5. Proposed Catalog Copy:

##### **3609. Women in Literature**

**Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.**

**Works written by women from different countries and centuries.**

**CA4.**

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

#### *Justification*

1. Reasons for changing this course:

**Catalog does not reflect how the course has been taught for a number of years**

2. Effect on Department's Curriculum: **none**
3. Other Departments Consulted (see Note N):
4. Effects on Other Departments: **none**
5. Effects on Regional Campuses: **May be taught**
6. Staffing: **will be staffed by professors and adjuncts**
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 3/21/12  
Department Faculty: 4/11/12
8. Name, Phone Number, and e-mail address of principal contact person:  
**Margaret Breen, 6-2873, Margaret.Breen@uconn.edu**

**2012-056 Change ENGL 3611 Women in Twentieth-Century Literature**

1. Date: **3/5/2012**
2. Department: **English**
3. Nature of Proposed Change: **Minor changes in order to bring course title description into line with teaching practices.**

**4. Current Catalog Copy:**

**ENGL 3611: Women in Twentieth-Century Literature**

(286) Three credits. Prerequisite: ENGL 1010 or 2011 or 3800; open to juniors or higher. Analysis of the representation of women in a variety of works from different countries.

**5. Proposed Catalog Copy:**

**ENGL 3611: Women's Literature 1900 to the Present**

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.

Works written by women from different countries.

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

**Justification**

1. Reasons for changing this course:

**Catalog does not reflect how the course has been taught for a number of years**

2. Effect on Department's Curriculum: **none**
3. Other Departments Consulted (see Note N):
4. Effects on Other Departments: **none**
5. Effects on Regional Campuses: **May be taught**
6. Staffing: **will be staffed by professors and adjuncts**
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 3/21/12  
Department Faculty: 4/11/12
8. Name, Phone Number, and e-mail address of principal contact person:  
**Margaret Breen, 6-2873, Margaret.Breen@uconn.edu**

**2012-057 Change Description of HIST Major.**

1. Date: **April 11, 2012**
2. Department requesting this change: **History**
3. Title of Major: **History**
4. Nature of Change: **Change to the description of Requirements for the Major to remedy an error.**

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

**Requirements for the Major in History:** Undergraduate majors are required to take at least 27 credits at the 2000-level or above , which must include one three-credit course from each of Groups A, B, and C, and two three-credit courses from Group D. All majors must take HIST 2100 in the semester following their declaration as majors, and all majors except Honors students must take HIST 4994W in their senior year. Honors students should take in sequence 4994W and 4997W or 4997W and 4999. With the consent of the undergraduate major's advisor, graduate level courses may be used to fulfill the distribution requirement. HIST 2100 and 4994W satisfy the information literacy competency. HIST 4994W or 4997W satisfy the writing in the major requirements.

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

**Requirements for the Major in History:** Undergraduate majors are required to take at least 27 credits at the 2000-level or above , which must include one three-credit course from each of Groups A, B, and C, and two three-credit courses from Group D. All majors must take HIST 2100 in the semester following their declaration as majors, and all majors except Honors students must take HIST 4994W in their senior year. Honors students should take in sequence 4999 and 4997W. Under certain circumstances and with advisor approval, honors majors may substitute 4994W for 4999. With the consent of the undergraduate major's advisor, graduate level courses may be used to fulfill the distribution requirement. HIST 2100 and 4994W satisfy the information literacy competency. HIST 4994W or 4997W satisfy the writing in the major requirements.

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

**Justification**

1. Why is a change required? **Current language introduces an error in the description of the appropriate sequence for Honors majors/thesis writers.**
2. What is the impact on students? **None, advisor consent for substitution of 4994W for 4999 covers all students.**
3. What is the impact on regional campuses? **None**
4. Dates approved by (see Note Q): Department Curriculum Committee: **April 16, 2012** Department Faculty: **April 18, 2012**
5. contact person: **Micki McElya, 6-2085, [micki.mcelya@uconn.edu](mailto:micki.mcelya@uconn.edu)**

**2012-058 Change 3561. History of Women and Gender in Early America**

1. Date: **March 30, 2012**
2. Department: **History**
3. Nature of Proposed Change: **Title and description change**

**4. Current Catalog Copy:****3561. History of Women and Gender in Early America**

(210) (Also offered as [WS 3561](#).) Three credits. Prerequisite: Open to juniors or higher. Compares the evolving gender systems of native American groups, transplanted Africans, and immigrant Europeans up to the early Nineteenth Century. Topics include women's work, marriage and divorce, witch-hunting, masculinity, and women's Revolutionary War roles.

**5. Proposed Catalog Copy:****3561. History of Women and Gender in the U.S. to 1850**

(210) (Also offered as [WS 3561](#).) Three credits. Prerequisite: Open to juniors or higher. Gender ideologies of indigenous and settler cultures, changing conditions of women's and men's lives as the U.S. became a nation, emphasizing intersections with ethnicity, race, class, religion, and region.

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: The change is intended to make the course reflect more accurately a typical chronological marker in a two-semester upper-division sequence in U.S. women's and gender history (thus 1850, not 1790). In recent years, we have been able to offer 3561 and 3562 in sequence on the Storrs campus, thus invigorating the offerings and encouraging students to consider taking both.

2. Effect on Department's Curriculum: **none**
3. Other Departments Consulted (see [Note N](#)): **WGSS**
4. Effects on Other Departments: **none**
5. Effects on Regional Campuses: **none**
6. Staffing: **Cornelia H. Dayton**
7. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee:  
**History: April 16, 2012**  
**WGSS: April 13, 2012**  
Department Faculty:  
**History: April 18, 2012**  
**WGSS: April 13, 2012**
8. Name, Phone Number, and e-mail address of principal contact person:  
**Micki McElya, 6-2085, [micki.mcelya@uconn.edu](mailto:micki.mcelya@uconn.edu)**

**2012-059 Add ASLS Minor**

1. Date: Apr. 18, 2012
2. Department requesting this change: Literatures, Cultures & Languages, Linguistics
3. Title of Minor: American Sign Language and Deaf Culture
3. Does this Minor have the same name as the Department or a Major within this Department (see Note S)? \_\_\_ Yes X No  
(If no, explain in Justification section below how this proposed Minor satisfies the CLAS rule limiting each department to one minor).

**4. Catalog Description of the Minor:**

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits, which must be not less than 15 and not more than 18.

This interdisciplinary minor provides students with current information about ASL and the people for whom it is a primary language, the Deaf community in the U.S.

Prerequisite: ASLN 1101 and 1102 or equivalent are required but do not count toward the total credits required for the minor.

A total of 15 credits (five 3-credit courses) of 2000-level or above coursework is required.

**Group A. Core courses (all of the following)**

- 1. LING 2850 Introduction to Sociolinguistics of the Deaf Community
- 2. ASLN 3254/WS 3254 Women and Gender in the Deaf World
- 3. ASLN 3650 Deaf Writers and ASL Literature
- 4. LING 3850 Cultural and Linguistic Variation in the Deaf Community

**Group B. Related course (one of the following)**

One related course, such as ASLN 3298, appropriate offerings of LING 3795/3798 (e.g., Sign Linguistics), other related courses, or a relevant Independent Study. This course must be approved by the American Sign Language Studies minor advisor.

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

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

**Justification**

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

Who are users of American Sign Language?

What is the Deaf community?

What factors distinguish the Deaf community from the surrounding majority community?

How does the use of ASL reflect the characteristics of the Deaf community?

What kinds of artistic use of language are found for signers?

Who are special groups within the community (e.g. women) - what is their experience?

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

LING 2850 and LING 3850 address the questions of linguistic use and variability according to social groups and regional factors.

ASLN 3254/WS 3254 tells the story of Deaf women and explores questions of culture and identity through the study of this group.

ASLN 3650 examines the literature (unwritten, but often preserved on video) produced by members of the Deaf community.

Related courses may include Sign Linguistics, Deaf History, Modality issues in Development, and other ways to focus on this language and its users.

3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor (see Note S).

There is no department or major in American Sign Language. The language courses are housed in LCL; the full-time faculty members are members of Linguistics. Linguistics and LCL jointly oversee the program.

4. Attach a "Minor Plan of Study" form to this proposal (see an example on our forms page). 5.

Dates approved by (see Note Q):

Department Curriculum Committee: 4/17/12 (Linguistics)

Department Faculty: 4/17/12 (Linguistics)

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

Diane Lillo-Martin, 486-0155, diane.lillo-martin@uconn.edu

*Plan of Study ASLS Minor*

**University of Connecticut  
College of Liberal Arts and Sciences**

**Plan of Study for Minor in American Sign Language and Deaf Culture**

This interdisciplinary minor provides students with current information about ASL and the people for whom it is a primary language, the Deaf community in the U.S.

The following policies adhere to the University and CLAS policies on minors.

- A final plan of study for the minor, signed by the American Sign Language Studies Minor Advisor, must be filed with the Registrar during the first four weeks of classes of the semester in which a student expects to graduate, along with the final plan of study for his/her major. Another copy of the signed form should go the student's major advisor. Once filed with the Registrar, changes in the plan may be made only with the consent of the American Sign Language Studies Minor Advisor.
- Completion of a minor requires that a student earn a C (2.0) or better in each of the courses for the minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

**Course Requirements**

Prerequisite: ASLN 1101 and 1102 or equivalent are required but do not count toward the total credits required for the minor.

A total of 15 credits (five 3-credit courses) of 2000-level or above coursework is required.

**Group A. Core courses (all of the following)**

1. LING 2850 Introduction to Sociolinguistics of the Deaf Community
2. ASLN 3254/WS 3254 Women and Gender in the Deaf World
3. ASLN 3650 Deaf Writers and ASL Literature
4. LING 3850 Cultural and Linguistic Variation in the Deaf Community

**Group B. Related course (one of the following)**

One related course, such as ASLN 3298, appropriate offerings of LING 3795/3798 (e.g., Sign Linguistics), other related courses, or a relevant Independent Study. This course must be approved by the American Sign Language Studies minor advisor.

**University of Connecticut  
College of Liberal Arts and Sciences**

**Plan of Study for Minor in American Sign Language and Deaf Culture**

Course	Semester
<i>Prerequisites</i>	
ASLN 1101	_____
ASLN 1102	_____
<i>Core courses</i>	
1. LING 2850	_____
2. ASLN 3254/WS 3254	_____
3. ASLN 3650	_____
4. LING 3850	_____
<i>Related course (name)</i>	
5. _____	_____

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Name of student: \_\_\_\_\_ Peoplesoft ID#: \_\_\_\_\_

Date by which minor requirements will be met: \_\_\_\_\_

This plan of study is for the \_\_\_\_\_ catalog.

I approve the above program for the Minor in American Sign Language and Deaf Culture:

(signed) \_\_\_\_\_ (date) \_\_\_\_\_  
American Sign Language Studies Minor Advisor

(printed) \_\_\_\_\_ (email) \_\_\_\_\_  
American Sign Language Studies Minor Advisor



## Reports of Committees - none

### Old Business

### New Business

#### New Business Carried over from last meeting.

The following new business is carried over and is an exact duplicate of the new business from the March 20<sup>th</sup> meeting, as there was insufficient time to consider it then.

#### 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.