

College of Liberal Arts and Sciences, Committee on Curricula and Courses, Agenda November 13th, 2012¹

Selection of the Secretary – Jon Gajewski *pro tem*
Minutes of the meeting of October 16nd

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¹ Incorporating the agenda of Oct. 30th meeting cancelled due to Hurricane Sandy

Proposals for reconsideration

Comment from Sociology on the ANTH proposals:

The Sociology Department faculty has voted the following position on the three proposals from Anthropology. Given the understandings set forth below, which we ask be recorded in the records of CLAS C&CC, Sociology will vote to approve all three proposals.

The faculty of the Department of Sociology recognizes that the work of the College is best done when departments consult with each other prior to the submission of proposals to CLAS C&CC when issues of the overlap of courses might arise. The Sociology faculty strongly recommends that this be the practice with future proposals. Sociology intends to propose to CLAS C&CC and to offer an undergraduate course on Global Health that may have a very similar course title and course description to the one proposed by Anthropology. Our current hiring includes provision for faculty prepared to teach this course. Sociology faculty anticipates that no objections will be offered from Anthropology when the proposal for this course is brought to CLAS C&CC.

On the subject of climate change, Sociology has offered SOCI 3407 (Energy, Environment & Society). In addition, we offer topics on climate through our variable topics courses. In Spring 2013 Sociology is offering a course titled SOCI 3271 Topics in the Sociology of Culture with the topic of Society and Climate Change with 35 students already enrolled.

The Sociology Department anticipates offering this topic and similar topics in future semesters and may propose that a new course with the title "Society and Climate Change" be approved. Sociology faculty anticipates that no objections will be offered from Anthropology when the proposal for this course is brought to CLAS C&CC. In addition, Sociology will continue to offer SOCI 3407/3407W Energy, Environment, and Society, which has a strong component on climate change focused on the composition of energy sources as a major source of greenhouse gases. The Department may soon propose to revise the course description for SOCI 3905/3905W to reflect the fact that this course already treats the rapid urbanization of the human population to be an issue of sustainable development.

2012-066 New course ANTH 3XXX Anthropology of Drug Use

1. Date: September 9, 2012
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Fall 2013

Proposed catalog Listing:

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

ANTH 3xxx Anthropology of Drug Use

Either semester. Three credits. No prerequisites.

Singer, Merrill

Uses the anthropological lens to examine the intersection of societies, cultures and psychoactive substances based on a historically informed, cross-cultural, ethnographic and political economic perspective on drug use and related behaviors.

Justification

1. Reasons for adding this course: While psychoactive drugs have been used throughout human history and across all cultures, and had a significant impact on the course of human evolution and history, no existing course in anthropology covers this important topic.
3. Overlapping Courses: There are no overlapping courses in the anthropology department.
4. Number of Students Expected: 45
5. Number and Size of Section: 1
6. Effects on Other Departments: This course has been taught for several semesters as an ANTH 3098 course with good attendance. The course overlaps to a degree with Soc 3307 Drugs and Society, but the latter takes the approach of drugs use as deviance and as a social problem. Other departments contacted—Human Development & Family Studies, Economics, and Political Science did not see any overlap with their courses.
7. Effects on Regional Campuses: No effects
8. Staffing : Merrill Singer
9. Dates approved by:
 - Department Curriculum Committee: 9/17/12
 - Department Faculty: 9/17/12
10. Name, Phone Number, and e-mail address of principal contact person:
 - Merrill Singer
 - 860/593-5249

Merrill.Singer@UCONN.edu

Syllabus

Objective: This course is designed to increase students' understanding of society and the human condition through the window of studying anthropological research on drug use behaviors, psychobiological effects, social organization, production and distribution, social impacts, and opposition cross-culturally.

Readings

- (1) J. Bryan Page and Merrill Singer. *Comprehending Drug Use: Ethnographic Research at the Social Margins*. Rutgers University Press, 2010.
- (2) Merrill Singer. *The Face of Social Suffering: Life History of a Street Drug Addict*. Prospect Heights, IL: Waveland Press, 2006.
- (3) Michelle Ruth Gamburd. *Breaking the Ashes: The Culture of Illicit Liquor in Sri Lanka*. Ithaca: Cornell University Press, 2008.
- (4) Philippe Bourgois. *In Search of Respect: Selling Crack in El Barrio*. 2nd Edition. Cambridge University Press, 2003.

Schedule

- | | |
|---------|--|
| Week 1 | Introduction to drugs, culture and society |
| Week 2 | The development and perspective of the anthropology of drug use |
| Week 3 | Drugs in humans: Sociobiological processes |
| Week 4 | Ethnographic research on drug use |
| Week 5 | Emergent and changing drug use practices cross-culturally |
| Week 6 | The dual economy of drugs: Licit and illicit drug capitalism |
| Week 7 | Globalization: The drug trade from small farmers to target consumers |
| Week 8 | The social life of drug commodities |
| Week 9 | Drugs on the street: Urban drug use scenes |
| Week 10 | Life histories of drug users |
| Week 11 | Impacts of transshipment in developing countries |
| Week 12 | Corruption, violence, and development |
| Week 13 | Drugs and human health |
| Week 14 | Applying anthropology to drug abuse social intervention |

2012-067 New course ANTH 3XXX Introduction to global health

1. Date: September 9, 2012
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Fall 2013

Proposed catalog Listing:

ANTH 3xxx Introduction to Global Health

Either semester. Three credits. No prerequisites. Open to sophomores.

Anthropological perspectives on public health in a globalized work, health inequalities within and across countries, diverse social, cultural, and other determinants of global health, pressing global health issues, organizational players involved in addressing global health issues.

Justification

1. Reasons for adding this course: While anthropology offers a graduate level course on International Health (which will be renamed Global Health) we do not have an equivalent undergraduate course for this timely and popular issue that has become a focus of much medical anthropology work in recent years. This course was developed in collaborative with colleagues involved in undergraduate education in public health at the medical school who have developed two other undergraduate public health courses.
3. Overlapping Courses: There are no overlapping courses in the anthropology department.
4. Number of Students Expected: 45
5. Number and Size of Section: 1
6. Effects on Other Departments: This course has been taught for several semesters as an ANTH 3098 course with good attendance. The course does not overlap with other courses offered at the university nor was a problem seen based on emails from Human Development & Family Studies, Economics, and Political Science.
7. Effects on Regional Campuses: No effects
8. Staffing : Merrill Singer, Pamela Erickson
9. Dates approved by:
Department Curriculum Committee: 9/17/12
Department Faculty: 9/17/12
10. Name, Phone Number, and e-mail address of principal contact person:
Merrill Singer
860/593-5249
Merrill.Singer@UConn.edu

Syllabus

Objectives:

Upon successful completion of this course, the students are expected to:

- 1) Become familiar with the history, and key concepts of global health
- 2) Develop an understanding of the major causes of morbidity and mortality, especially among poor, marginalized, subordinated, and stigmatized populations
- 3) Understand the complexities of measuring ill health and health
- 4) Recognize the social, political, economic and cultural determinants of ill health and health
- 5) Become aware of the interrelatedness of health, wealth, human rights and conflict
- 6) Critique programs, policies, and research addressing global health issues

Readings:

- 1) Nancy Rosenberg Seeking Food rights: Nation, Inequality and Repression in Uzbekistan
- 2) Michael Ennis-McMillan A Precious Liquid: Drinking Water and Culture in the valley of Mexico
- 3) Ebola, Culture, and Politics: The Anthropology of an Emerging Disease
- 4) Kris Holloway – Monique and the Mango Rains: Two Years with a Midwife in Mali

Schedule

- | | |
|---------|---|
| Week 1 | Introduction to global health: History and objectives |
| Week 2 | Health and culture |
| Week 3 | Assessing the global health burden |
| Week 4 | Global health inequalities |
| Week 5 | Health and the natural environment |
| Week 6 | Disasters, biohazards and global health |
| Week 7 | Gender and health |
| Week 8 | Communicable diseases |
| Week 9 | Nutrition |
| Week 10 | Globalism and the changing health profile |
| Week 11 | War and health |
| Week 11 | Human rights and health rights |
| Week 12 | Drugs and human health |
| Week 13 | Anthropological applications in global health |
| Week 14 | The tomorrow of health globally |

2012-068 New course ANTH 1010 Global Climate and Human Societies**Proposed catalog Listing****ANTH 1010 Global Climate Change and Human Societies**

3 credits. Lecture

Assesses the multidisciplinary cultural and climate sources of information on the nature, anthropogenic drivers, range of expressions, and health and risks of contemporary and future global climate change as well as cultural understandings of this significant environmental process and diverse human responses to it.

Justification

1. Reasons for adding this course: This course was developed as part of a successful Provost's General Education Course Enhancement Grant application. Currently, the Department lacks a course that introduces students to social issues in climate change and there is a broader need throughout the university in general education courses on the critical issue of global warming and its implications for humanity. Currently, there is a burgeoning cultural anthropological, medical anthropological, environmental anthropology and related social science research literature on the anthropogenic causes and diverse health, ecological, and social impacts of climate change.

2. Academic Merit: This new course offering addresses the University of Connecticut's undergraduate general education goals in a rapidly changing world. Global climate change is recognized by major institutions, including the National Science Foundation, the National Institutes of Health and the United Nations, as one of the most pressing environmental and public health concerns of the 21st century. Already the source of a growing number of extreme weather events (resulting in flooding, drought, fires), the spread of infectious diseases, a growing global prevalence of noncommunicable diseases (e.g., asthma), the creation of emergent arenas of human conflict, a primary source of new refugee populations, and a cause of rising economic costs that especially threaten middle and lower income communities and nations), the impacts of global climate change are likely to intensify with each passing year. Existing research, however, indicates that there are significant deficiencies in climate change understanding in the general U.S. population and among university students. Misconception leads some to doubt that global warming is occurring, to misunderstand its causes, and potential beneficial responses, and to be unaware of inherent local and global risks and vulnerabilities. Consequently, there is a critical need for developing student command of critical thinking, complex reasoning and decision-making, and effective writing on climate change.

3. Overlapping Courses: In the Department of Ecology and Evolutionary Biology, Current Issues in Environmental Science 3205 includes discussion of climate change from an environmental perspective. There may be overlap with courses in the new Environmental Studies major, or this course may be incorporated into the major.
4. Number of Students Expected: 300 every other year
5. Number and Size of Section: 5
6. Effects on Other Departments: The impacts on other departments of an introductory undergraduate social science course on the contemporary interface of climate change on society appears to be minimal based on responses to this proposal from Human Development & Family Studies, Economics, and Political Science did not see any overlap with their courses. Geography sees some overlaps but, to quote from their email: "There is a bit of overlap with GEOG 1300 - which covers earth's climate history and future, but I do not see any problem - we need as many students to be exposed to this topic as possible, and from differing perspectives." Kathleen Segerson one of the coordinators of the new Environmental Studies department responded: "The climate change course looks very interesting and should be of great interest to new environmental studies majors."
7. Staffing: Merrill Singer is qualified to teach this course
8. Dates approved by:
 - Department Curriculum Committee: 9/17/12
 - Department Faculty: 9/17/12
9. Name, Phone Number, and e-mail address of principal contact person: Merrill Singer 860/593-5249, Merrill.Singer@uconn.edu

Syllabus

This undergraduate GEOC Course introduces students to a topic of growing importance, the interface of climate change and its interface with society. This course addresses the University of Connecticut's undergraduate general education goals in a rapidly changing world. Global climate change is recognized by major institutions, including the National Science Foundation, the National Institutes of Health and the United Nations, as one of the most pressing environmental and public health concerns of the 21st century. Already the source of a growing number of extreme weather events (resulting in flooding, drought, fires), the spread of infectious diseases, a growing global prevalence of noncommunicable diseases (e.g., asthma), the creation of emergent arenas of human conflict, a primary source of new refugee populations, and a cause of rising economic costs that especially threaten middle and lower income communities and nations), the impacts of global climate change are likely to intensify with each

passing year. Existing research, however, indicates that there are significant deficiencies in climate change understanding in the general U.S. population and among university students. Misconception leads some to doubt that global warming is occurring, to misunderstand its causes, and potential beneficial responses, and to be unaware of inherent local and global risks and vulnerabilities. Based on an anthropological perspective, by the end of this course, students will be able to:

- articulate the nature of climate change as a world changing process, including having a grasp of key issues and causes, relevant natural and social processes, concepts, theories, and controversies and debates.
- command new knowledge about the existing and emergent range of environmental and health and social effects of climate change across diverse physical settings and human populations, including indigenous and global populations of gravest immediate risk.
- demonstrate critical judgment (e.g., accuracy, credibility, objectivity, and cultural sensitivity) in assessing information on climate change and the selection of practical adaptive and mitigatory responses.
- articulate the moral issues raised by the human impacts of climate change, especially on the lives of those least responsible for greenhouse gas production, as well as the difficult decisions (e.g., sacrifices) required in response to the varied and mounting risks and vulnerabilities it produces.
- acquire awareness of the diversity of human experiences and conditions impacted by climate change and human social capacity for climate change adaptation.

Objective

To explore the human role in nature through the examination of the creation and impacts of anthropogenic climate change and cross-cultural social responses to our changing world

Readings:

Climate Central. Global Weirdness: Severe storms, deadly heat waves, relentless drought, rising seas, and the weather of the future. , 2012

Susan Crate and Mark Nuttall (eds), Anthropology and Climate Change. Walnut Creek, CA: Left Coast Press, 2009.

Hans Baer and Merrill Singer. Global Warming and the Political Ecology of Health: Emerging Crises and Systemic Solutions. Walnut Creek, CA: Left Coast Press, 2009.

An Assembled Article Packet.

This course will cover:

1. Climate change through human history
 - 1.1 Past Climate Shifts and Human Impacts and Responses: Climate and Collapsed Civilizations?
 - 1.2 The Anthropocene: The Industrial Revolution and the Unnatural Causes of Greenhouse Gases
 - 1.3 Since 1970, Planet Heating
 - 1.4 Much More Than Climate, the Human Role
 - 1.5 James Lovelock on Global Warming: At the Edge of the Waterfall?
2. Climate Change: The Basics
 - 2.1 Sleeping under a Greenhouse Blanket
 - 2.2 Meeting Carbon: Cycles, Reservoirs, and Emissions
 - 2.3 The Evidence for Climate Change
 - 2.4 Monitoring the Planet
 - 2.5 Feedbacks in the Climate System
 - 2.6 Certain vs. Uncertainty: Understanding Scientific Terms
 - 2.7 Climate, Weather, and Weathermen
 - 2.8 The IPCC and the Climate Change Conferences and Treaties
 - 2.9 Case Study: Climate and Connecticut
3. Climate Change Now, Impacts on Humans, Other Living Things and the Planet
 - 2.1 Creeping Spring and its Meaning
 - 2.2 Glacial Melt and Drought
 - 2.3 Oceans, Marine Coastal Environments, Acidification and Coral Bleach
 - 2.4 Heat Islands and Sinking Islands (Rising Seas)
 - 2.5 Wildfires
 - 2.6 Extreme Weather Events
 - 2.7 El Niño and Climate
 - 2.8 Floral and Faunal Changes in a Changing Climate
 - 2.9 Pluralea Interactions and Climate
4. Climate Change and Human Health
 - 4.1 Gasping for Breath and Enduring Allergy
 - 4.2 Heat-related Diseases
 - 4.3 Flooding Lives: From Bangkok to the NYC Subway System
 - 4.4 Impacts on Food Production and Diet
 - 4.5 Infectious Disease: Vectors and Waterborne Diseases
 - 4.6 Other Health Threats: The Kidney Stone Belt and Lesser Known Health Issues
 - 4.7 Syndemics of Climate Change
 - 4.8 Individual and Community Vulnerability
 - 4.9 Psychological Impacts

5. Climate Change, Social Inequality, and Social Relations
 - 5.1 Unequal Emission
 - 5.2 Unequal Impacts
 - 5.3 Are there Winners and Losers?
 - 5.4 Climate and Conflict
 - 5.5 Climate and Governance: Why is addressing environmental issues hard?
 - 5.6 The Media Meet Mets the Climate
6. Perceiving Climate Change
 - 6.1 Indigenous Communities Encounter a Changing World
 - 6.2 Community Perceptions and Response Around the Globe
 - 6.3 Climate change Refugees
 - 6.3 Community Knowledge and Community Response
 - 6.4 Climate change: Public Opinion Studies
 - 6.5 How An Academic Disciple Responds: Anthropology and Climate Change
7. Climate Change Denial: Myths and Motivations
 - 7.1 The Fallacy of Keeping an Open Mind
 - 7.2 Myths and Mystifiers
 - 7.3 Intentional Confusion: The Social Production of Uncertainty
8. Climate Change Adaptation
 - 8.1 The Lessons of Hurricane Katrina
 - 8.2 National Adaptation Policies and Social Inequalities
 - 8.3 Climate Change Social Movements and Human Rights: Case Study Australia
 - 8.4 Sustainability?
 - 8.5 Green Capitalism and the Treadmill of Production
 - 8.6 Your Carbon Footprint
 - 8.7 Climate at UCONN
9. The Tomorrow of Climate Change – Looking to the Future

New Proposals submitted for consideration

2012-095 New course STAT 3005 Biostatistics for Health Professions

1. Date: 10-16-2012
2. Department requesting this course: Statistics
3. Semester and year in which course will be first offered: Fall 2013

Proposed catalog Listing (see Note A):

Stat 3005. Biostatistics for Health Professions

(Also offered as AH 3005). Three credits. Prerequisite: A course in pre-calculus or higher; STAT 1000Q or 1100Q or higher. Open to CANR students and Statistics majors, juniors or higher; others with instructor consent. Not open for credit to students who have passed AH 3005 or STAT 4625.

Introduction to biostatistical techniques, concepts, and reasoning in a broad range of biomedical and public health related scenarios. Specific topics include description of data, statistical hypothesis testing and its application to group comparisons, and tools for modeling different types of data, including categorical, and time-event, data. The course will emphasize the distinction of these methods, their implementation using statistical software, and the interpretation of results applied to health sciences research questions and variables.

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O):
STAT
2. Course Number (see Note B): 3005
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: **Biostatistics for Health Professions**
4. Semester offered (see Note C): Either semester
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):

Introduction to biostatistical techniques, concepts, and reasoning in a broad range of biomedical and public health related scenarios. Specific topics include description of data, statistical hypothesis testing and its application to group comparisons, and tools for modeling different types of data, including categorical, and time-event, data. The course will emphasize the distinction of these methods, their implementation using statistical software, and the interpretation of results applied to health sciences research questions and variables.

Optional Items

7. Number of Class Periods, if not standard (see Note E): standard
8. Prerequisites, if applicable (see Note F): A course in pre-calculus or higher; STAT 1000Q or 1100Q or higher.
9. Recommended Preparation, if applicable (see Note G): None
10. Consent of Instructor, if applicable (see Note T) . Open to CANR students and Statistics majors, juniors or higher; others with instructor consent.

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

Not open for credit to students who have passed AH 3005 or STAT 4625.

12. Repetition for credit, if applicable (see Note I): may not be repeated for credit.**13. Instructor(s) names if they will appear in catalog copy (see Note J):**N/A**14. Open to Sophomores (see Note U):** No**15. Skill Codes "W", "Q", or "C" (see Note T):** None**16. S/U grading (see Note W):** No**Justification****1. Reasons for adding this course: (see Note L)**

This course will enhance the UG course offering for Statistics majors by adding a non-calculus based course that focuses on an introduction to biostatistics.

2. Academic Merit (see Note L):

3. Overlapping Courses (see Note M): STAT 3005 is cross-listed with AH 3005. No other overlap.

4. Number of Students Expected: 60

5. Number and Size of Section: 1 section, size =60

6. Effects on Other Departments (see Note N): Except for Cross-listing with AH, none.

7. Effects on Regional Campuses: None

8. Staffing (see Note P): The course will be offered with existing and anticipated faculty.

9. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty: 10/10/2012

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

Richard Vitale, 6-2008, r.vitale@uconn.edu

Syllabus STAT 3005

University of Connecticut
Department of Allied Health Sciences

AH/STAT 3005: BIostatistics for Health Professions

Tentative Syllabus: Spring 2013 **DRAFT**

3 Credits.

Level: Intermediate

Instructor: Tania B. Huedo-Medina

Contact Information: email: Tania.huedo-medina@uconn.edu phone: 860- 486-0105 Office: Hawley 205.

Office Hours: Wednesday, 11:00 - 12:00, 2:00 – 3:00, or by appointment.

Description:

This course will present basic statistical methods to a broad range of medical or public health problems. The course will emphasize the use of these methods and the interpretation of results using biomedical and health sciences applications.

Prerequisite courses:

A course in pre-calculus or higher; STAT 1000Q or 1100Q or higher. Open to CANR students and Statistics majors, juniors or higher; others with instructor consent. Open to CANR students and Statistics majors, juniors or higher; others with instructor consent. Not open for credit to students who have passed STAT 4625.

Form of instruction:

Lectures, group exercises, seminars and computer sessions applying statistical software (R). Clickers will be used in class to assure the participation in class using particular questions that will be graded and to evaluate if the concepts and applications are understood and are used correctly, asking different questions to the participation ones during the lectures.

Objectives: On completion of this course, the student will be able to distinguish among the main different and most common used statistical methods in study design using biomedical and public health related topics and data, including differentiation of methods depending on the different type of biomedical and health variables, the number of them involved, and the relationship defined among them, including interpret differences in data distributions, interpreting inference tests, analysis of variance, covariance, and regression, modeling categorical variables, and understand survival data analysis. The successful student will be also able to implement the techniques using a statistical software such as R, interpret results related to particular health fields from their own analysis and from research papers, and communicate in writing the methods, results, and conclusions.

Examination modes:

Homework (15%) will be assigned on a regular basis and will be due on the indicated date, usually one week after the date the homework is assigned. Late homework can only be accepted in emergencies. Points will be added to your final grade if the problems are solved successfully. Participation in class (15%) will be evaluated using the clickers and points will be added to your final grade if you have answer at least 15 of the participation evaluation questions correctly.

There will be 2 exams (25% each) and a data analysis project (max 10 pages, describing the study, your data, analysis, and results, 20%).

Grading scale:

A = ≥ 95 ; A- = 92 - <95; B+ = 89 - <92; B = 85 - <89; B- = 80 - <85; C = 70 - <80; F = <70

Tentative Lecture Outline:

- *Chapter 1. Describing Data:*
 - o Reviewing descriptive statistics and graphics, recognizing them on different types of data in health sciences and clinical studies. Interpret differences in data distributions via visual displays.
- *Chapter 2. Introduction to R.*
- *Chapter 3. Basic concepts of probability:*
 - o Basic distributions (normal, binomial, and poisson, distinguish them on biomedical and health research data).
- *Chapter 4. Sampling variability:*
 - o Confidence intervals and p-values for means and differences in means using health related variables.
- *Chapter 5, 6. Hypothesis testing:*
 - o One sample, independent and paired samples.
 - o Interpret confidence intervals for population means and proportions and calculate them using R, interpreting a p-value with biomedical and health data.
- *Chapter 7, 8. Analysis of Variance (ANOVA) and Covariance (ANCOVA):*
 - o Understanding and interpreting results from ANOVA and ANCOVA.
 - o Comparing and elaborating inference about biomedical and health differences among more than two independent populations.
 - o ANOVA and ANCOVA using R.
- *Chapter 9. Analysis of Categorical Variables.*
 - o Rationale for contingency table analysis.
 - o Pearson's χ^2 .
 - For one categorical binary or multiple categories variable.
 - Test of independence.
 - o Fisher's exact test.
 - o Measuring effect size in contingency table analysis.
- *Chapter 10. Basic concepts of Log-linear models.*
 - o Models specification
 - o Analyzing Odds
 - o Testing for fit.
- *Chapter 11. Linear regression:*
 - o Estimation, inferences, and diagnostics.
 - o Linear regression models in R.
- *Chapter 12. Logistic regression:*
 - o Estimation, inferences, and diagnostics.
 - o Logistic regression in R.
- *Chapter 13. Basic concepts of survival analysis.*
 - o Introduction to interpret time-to-event health and biomedical data.
 - o Methods for estimation of net survival.
 - o Methods for comparing the survival rates.

Course Schedule:

Date*	Topic	Reading
23-Jan	<i>Describing Data and Intro to R</i>	ch 1, 2
30-Jan	<i>Continuation Intro to R and Basic concepts of probability</i>	ch 2, 3

6-Feb	<i>Sampling variability</i>	ch 4
13-Feb	<i>Hypothesis testing</i>	ch 5
20-Feb	<i>Continuation Hypothesis testing</i>	ch 6
27-Feb	<i>Analysis of Variance</i>	ch 7
6-Mar	<i>Continuation Analysis of Variance and Covariance</i>	
13-Mar	Midterm Exam	ch 8
20-Mar	Spring Break- No Class	
27-Mar	<i>Analysis of Categorical Variables</i>	ch 9
3-Apr	<i>Basic concepts of Log-linear models</i>	ch 10
10-Apr	<i>Linear regression</i>	ch 11
17-Apr	<i>Logistic regression</i>	ch 12
24-Apr	<i>Basic concepts of survival analysis</i>	ch 13
1-May	<i>Final Review</i>	
8-May	Final Exam	

* All dates are tentative

Material:

- Handouts will be distributed from displayed materials in class. Slides, notes, papers, R programs, data, and announcements will be posted on HuskyCT.
- Book: Shahbaba, B. (2012). *Biostatistics with R. An Introduction to Statistics through Biological Data*. Springer, New York.
- References:
 - o Van Belle, G., Fisher, L. D., Heagerty, P. J., Lumley, T. (2004). *Biostatistics: A Methodology for Health Sciences*. 2nd Ed., John Wiley & Sons, Inc., New York.
 - o Rao, N. S. N. (2008). *Applied Statistics in Health Sciences*, 2nd Ed., Jaypee Brothers Publishers, India.
 - o Rosner, B. (2011). *Fundamentals of Biostatistics*. 7th Ed., Duxbury Pressing.
 - o Woolson, R. and Clark, W. (2002). *Statistical Methods for the Analysis of Biomedical Data*, 2nd Ed., John Wiley & Sons, Inc., New York.
 - o Zuur, A. F., Ieno, E. N., and Meesters, E. (2002). *A Beginner's Guide to R*. Series: Use R! Springer Science+Business Media, Inc., New York.
 - o Dalgaard, P. (2008). *Introductory Statistics with R (Statistics and Computing)*. 2nd Ed., Springer Science+Business Media, Inc., New York.

Disabilities and plagiarism statement:

- a. **Disability Support Services:** Students who believe that they may need accommodations in this class are encouraged to contact the Center for Students with Disabilities as soon as possible (preferable within the first week of classes) to ensure that accommodations are implemented in a timely fashion. It is the student's responsibility to keep the instructor informed of accommodations. Center for Students with Disabilities, 233 Glenbrook Road, Unit 4174, Wilbur Cross Building, Room 204, Storrs, CT 06269-4174, Voice: 860-486-2020, Fax: 860-486-4412. Confidentiality *will* be preserved.
- b. **Academic Integrity:** is a fundamental expectation of all students in this course. Cheating, plagiarism (representing the work of another individual as your own), and other forms of academic misconduct will not be tolerated. It is your responsibility to be familiar with the Student Code of Conduct and to conduct yourself according to the standards described in the student code

(www.dosa.uconn.edu/student_code_appendixa.html). Students found to violate academic integrity may (depending on the infraction) be subject to loss of grade, which may affect the final course grade. Depending on the act, a student could receive an F grade on an exam/final or assignment, F grade in the course, or could be suspended or expelled.

2012-096 Change SLHS Major

1. Date: October 22, 2012
2. Department requesting this change: Speech, Language, and Hearing Sciences (SHLS)
3. Title of Major: Speech, Language, and Hearing Sciences
4. Nature of Change: New Curriculum for SLHS majors
5. Existing catalog Description of the Major:
**Speech, Language, and Hearing Sciences (SLHS).
(orig. CDIS track of COMS)**

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 include SLHS 3201, 3202, 3202W, 2204, 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) credit hours 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 1000Q
 - b. Biological science: BIOL 1102 or BIOL 1103 or BIOL 1107/1108
 - c. Physical science: PHYS 1010Q or PHYS 1075Q
 More advance 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.

6. Proposed catalog Description of the Major:

Speech, Language, and Hearing Sciences (SLHS). (Orig. CDIS track of COMS)

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 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 the fields of audiology and speech-language pathology, but are unsure about declaring the major are encouraged to take SLHS 1150. Students may declare the major by going to ppc.uconn.edu. Successful completion of the B.A. degree in Speech, Language, and Hearing Sciences requires the following:

1. A total of 25 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 2203, 2204, 2156Q, and 3247.
3. Courses on measurement and disorders of speech, language and hearing including: SLHS 3248, 4249 or 4249W, and two (2) of the following: SLHS 4245 or 4245W, 4251, or 4254 or 4254W.
4. 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.
5. Nine (9) credits of elective coursework. Elective courses can be any 2000 level or higher course of interest to the student.

Note: All students in the Speech, Language, and Hearing Sciences major must 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. Statistics: STAT 2215Q
 - b. Biological science: BIOL 1102, 1003, or BIOL 1107 or 1008
 - 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. The information literacy competency is met by the successful completion of required courses.

To satisfy the writing requirement in the major, students must pass at least one course from SLHS 4245W, 4249W, or 4254W. Honors students may use SLHS 4296W to satisfy the writing requirement in the major.

7. Effective Date (semester, year -- see Note R): Fall, 2013

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

Justification

1. Why is a change required? Changes to course numbers, titles, and descriptions within the major were approved by CC&C on Oct. 25, 2011. These included dropping of CDIS 1155Q, 3201, 3202, 3202W, 3250, 4242, 4244, 4244W, and 4253. The following courses were added CDIS 2203 (Anatomy & Physiology), 2204 (Speech & Language Acquisition), 2156Q (Speech & Hearing Science), 4245 or 4245W (Neuroscience of Cognitive & Comm Disorders), and 4254 or 4254W (Intro to Language Disorders). Changes to the plan of study need to be made to coincide with the approved changes in courses. Changes need to be made in the section on "Successful completion of the B.A. degree ..." as follows:

- a. Credits within the major is from 26 to 25 credits because SLHS 4242 (1 credit) was dropped from the curriculum (formerly CDIS 4242).
- b. Courses on normal development were changed to reflect the new courses that were approved on Oct. 25, 2011 (i.e., SLHS 2203, 2204, and 2156Q). The new Q course was approved by the University Senate in Oct. 2012. The old courses were dropped. SLHS 3247 was not changed and remains in this section.
- c. Courses on measurement and disorders of speech, language, and hearing were changed to reflect the new courses that were approved on Oct. 25, 2011 (i.e., 4245/W, 4254/W). SLHS 4249/W and 4251 were not changed and remains in this section.
- d. SLHS 4242 (required) and 1155Q (optional) were dropped from the curriculum as approved on Oct. 25, 2011.

Changes to section on "students who want to learn more about the fields ...": Students interested in the major cannot take 1155Q, since it was dropped from the curriculum. Students are no longer completing "paperwork" to declare a major, but doing so online via ppc.uconn.edu. Changes in course requirements outside the major: MATH 1040Q, MATH 1060Q, and STAT 1000Q were dropped as requirements, and STAT 2215Q was added. This was made because the American Speech Language and Hearing Association requires all students pursuing careers in Speech-Language Pathology and Audiology to have advanced level courses in statistics. The STAT department will be offering two additional sections

per year of STAT 2215Q for SLHS students (per Joe Glaz, Dept. Head – agenda from CC&C Oct. 23, 2011).

Changes to writing requirements: New W course numbers added. Added that Honors students can use SLHS 4296W to meet the writing requirement for the major. Currently, the honors advisor approves 4296W as a W in the major. This would save both the advisor and students from submitting additional paperwork to the CLAS Advising Center. Plus 4296W is a more intensive writing experience for the students than the current W courses offered in the department.

2. What is the impact on students? None, except for becoming familiar with the new department name and course numbers.
3. What is the impact on regional campuses? None. The major is only offered on the Storrs campus.
4. Dates approved by (see Note Q):
Department Curriculum Committee: 3/16/12
Department Faculty: 4/3/12
6. Name, Phone Number, and e-mail address of principal contact person:
Bernard Grela, 860-486-3394, bernard.grela@uconn.edu

Plan of Study

**SPEECH, LANGUAGE, AND HEARING SCIENCES
2013-2014**

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 final 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

- STAT 2215Q _____
- BIOL 1102, 1103, 1107, or 1108 _____ (More advanced level courses may be substituted for these courses)
- PHYS 1010Q or 1075Q _____ (More advanced level courses may be substituted for these courses)

120 credits minimum required for degree:

THE MAJOR GROUP: (Major courses must be numbered 2000 level 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 2156Q, 2203, 2204, 3247, 3248, 4249/W
- You must take a minimum of two disorder courses from SLHS 4245/W, 4254/W, or 4251
- You **must** pass at least one course from SLHS 4245/W, 4249/W, 4254/W

SLHS Course	Sem/Year	Cr
SLHS 2156Q		03
SLHS 2203		03
SLHS 2204		03
SLHS 3247		03
SLHS 3248		03

SLHS Course	Sem/Year	Cr
SLHS 4245/W		03/04
SLHS 4249/W		03/04
SLHS 4254/W		03/04
SLHS 4251		03

THE RELATED COURSES: (Related courses must be numbered 2000 level 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 must be chosen from the list titled “Categories of Related Courses” in the publication Undergraduate Program in Communication, or must be approved by the advisor.

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

THE 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 _____

Student’s Signature	Date	I approve the above program for the B.A. Major in Communication Disorders
Name of Student: _____		Major Advisor’s Signature
		Department Head’s Signature
		Department of Communication Sciences

2012-097 Change ENGL 2409 The Modern Novel

1. Date: October 22, 2012
2. Department: English
3. Nature of Proposed Change: Change course title

4. Current Catalog Copy:

2409. The Modern Novel

(212) (Formerly offered as ENGL 3409.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800.

Major twentieth-century novels. CA 1.

5. Proposed Catalog Copy:

2409. The Modern Novel

(212) (Formerly offered as ENGL 3409.) Three credits. Prerequisite: **ENGL 1010** or **1011** or **2011** or **3800**.

Major novels since 1900. CA 1.

6. Effective Date: immediately

Justification

1. Reasons for changing this course: The English Department wishes the course to allow the inclusion of novels written in the twenty-first century as well as the twentieth.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Unchanged
7. Dates approved by (see Note Q):
Department Curriculum Committee: 9/12/12
Department Faculty: 10/10/12
8. Name, Phone Number, and e-mail address of principal contact person:
A. Harris Fairbanks, 486-2376, albert.fairbanks@uconn.edu

2012-098 Cross-list JUDS 3XXX with ENGL 3220

1. Date: November 8, 2012
2. Department initiating this proposal: JUDS

3. Current Catalog Copy/Copies:**JUDS 3XXX. Jewish American Literature and Culture**

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800.

Shoulson

Interdisciplinary study of literary and artistic productions by and about Jews in the United States.

4. Proposed Catalog Copy/Copies:**JUDS 3XXX. Jewish American Literature and Culture**

Also offered as ENGL 3220. Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. *Shoulson*

Interdisciplinary study of literary and artistic productions by and about Jews in the United States.

ENGL 3220 Jewish American Literature and Culture

Also offered as JUDS 3XXX. Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. *Shoulson*

Interdisciplinary study of literary and artistic productions by and about Jews in the United States.

5. Effective Date - immediately

Justification

1. Reasons for adding this course if it is a new course: NA
2. Reasons for cross listing this course: **This course covers an important sector in American literature and parallels other courses in American literature by other defined ethnic groups.**
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? X Yes No
4. Other Departments Consulted (see Note N): English
5. Effects on Regional Campuses: **This course may be offered at regional campuses by qualified faculty.**
6. Staffing: Jeffrey Shoulson

Approvals

1. List the name of each department or program which will be involved in the cross-listing. JUDS, ENGL
2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):
 Department or Program Curriculum Committee: **English Department C& C: November 5, 2012.** Department or Program Faculty: **English Department Faculty: November 7, 2012.** Judaic Studies Program: **October 5, 2012.** Department or Program Head: **English, Margaret Breen: November 7, 2012.** Judaic Studies, Jeffrey Shoulson: **October 5, 2012**
3. contact person: Jeffrey Shoulson, 860-486-2271, Jeffrey.shoulson@uconn.edu. A. Harris Fairbanks, 860, 486-2376, albert.fairbanks@uconn.edu

2012-099 Change HRTS Major - other Schools'/Colleges' Majors.

1. Date: 6 November 2012
2. Department requesting this change: Human Rights
3. Title of Major: Human Rights

4. Nature of Change:

Allow students pursuing degrees in Schools and Colleges other than CLAS to complete a Human Rights Major without a second CLAS major.

5. Existing catalog Description of the Major:

To complete the Major in Human Rights, students are required to maintain and complete an additional major offered in the College of Liberal Arts and Sciences. As with any double major, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major.

6. Proposed catalog Description of the Major:

To complete the Major in Human Rights, students are required to maintain and complete an additional major offered in the College of Liberal Arts and Sciences or an additional degree program offered in another University School or College. For students completing a double major within the College of Liberal Arts and Sciences, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major. For students completing a dual degree, at least 30 degree credits more than the degree with the higher minimum-credit requirement must be completed (a minimum of 150 credits) and students will receive a Bachelor of Arts in Human Rights along with another degree appropriate to their second program.

7. Effective Date (semester, year -- see Note R):
Fall, 2013

Justification

1. Why is a change required?

Over the course of the last year, many students from schools and colleges outside of CLAS, have approached the Human Rights Institute with regard to completing a major in human rights, alongside a major in their respective home school or college. At the Institute we have prided ourselves on creating a culture of interdisciplinary conversation, and expanding the major across the university would allow many more undergraduates to join that discussion. While it is possible for students outside of CLAS to complete the HRTS major, the current academic requirements make it unrealistic for most students to do so.

As it now stands, a student who wants to complete a major in human rights must do so as a double major in CLAS (human rights, and one additional major). If a student were to apply to do the human rights major from another school or college, the current regulation demands that they complete a dual degree (and 150 credits). In short, this means that students are expected to complete three majors, and a dual degree, an

onerous and unnecessary impediment to completing a human rights major.

In our outreach to Associate and Assistant Deans at other schools and colleges (Fine Arts, School of Business, NEAG, CLAS, Nursing, Engineering and Agriculture) we have received, on the whole, very positive feedback on our proposal.

2. What is the impact on students?

This change will provide more opportunity to students pursuing degrees in non-CLAS Schools and Colleges to also pursue a degree in Human Rights, as they will no longer be required to complete two CLAS majors. There will be little to no impact on CLAS-exclusive students.

3. What is the impact on regional campuses?

Given that the Human Rights Major is only available at the Storrs Campus, this change will have no impact on the regional campuses.

4. Dates approved by (see Note Q):

Department Curriculum Committee: 6 Nov. 12

Department Faculty: 6 Nov. 12

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

Rich Hiskes

richard.hiskes@uconn.edu

6-2536

2012-100 New course SOCI 3XXX/WGSS 3XXX & W; cross-list / WGSS

1. Date: November 8, 2012
2. Department(s) requesting this course: Sociology and Women's, Gender and Sexuality Studies
3. Semester and year in which course will be first offered: Fall 2013

Proposed Catalog Listing**SOCI 3XXX. Women and Crime**

(Also offered as WGSS 3XXX.) Three credits. Prerequisite: open to juniors or higher.

Women as offenders, victims and practitioners in the criminal justice system.

SOCI 3XXXW. Women and Crime

(Also offered as SOCIW 3XXX.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.

WGSS 3XXX. Women and Crime

(Also offered as SOCI 3XXX.) Three credits. Prerequisite: open to juniors or higher.

Women as offenders, victims and practitioners in the criminal justice system.

WGSS 3XXXW. Women and Crime

(Also offered as SOCIW 3XXX.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SOCI
2. Course Number (see Note B): 3XXX
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 ___X_ No
3. Course Title: Women and Crime
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):
Three credits. Prerequisite: open to juniors or higher.
Women as offenders, victims and practitioners in the criminal justice system.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): open to juniors or higher; ENGL 1010 or 1011 or 2011 or 3800 for W variant
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): N/A
12. Repetition for credit, if applicable (see Note I): N/A
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): may be taught as a W
16. S/U grading (see Note W): N/A

Justification

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

SOCI 3XXX/W / WGSS 3XXX/W will fill a critical gap in students' understanding of crime and criminal justice. Women as offenders, victims and employees and professionals in the legal system receive relatively little attention in traditional criminology and criminal justice courses. In part, this is because most crime statistics reflect quite significant gender imbalances. Sociology is a popular major in the university—ca. 300 at last count—and Women's, Gender and Sexuality Studies also draws an enthusiastic undergraduate base. There is a strong interest among the students from both of these departments, as well as students from other majors, in the criminology/criminal justice field. At present there are only two undergraduate courses in sociology offered in this area, Criminology (SOCI 2301/W) and Juvenile Delinquency (SOCI 3315/W). (See below for related classes offered by WGSS.)

2. Academic Merit (see Note L):

Exposure to this scholarship will provide students of sociology, women's studies and other fields with a stronger and more grounded background in the field of women and crime than can currently be obtained from existing courses. Over the past several decades scholars have focused on gender and its intersection with race and class in their attempts to further understand the causes and consequences of criminal behavior. The role that women have played as practitioners in the criminal justice system has also been the subject of considerable research over the past several decades. This research shows that women's employment still lags in comparison to other fields and that criminal justice occupations are still heavily male dominated in organizational and cultural orientation. It is important for students interested in careers in criminal justice to understand gender dynamics of these organizations

3. Overlapping Courses (see Note M): WGSS 2263, Women and Violence, WGSS 3271 and 3272, Seminar on Rape Education and Awareness, I and II. Consultation has already occurred with the Women, Gender and Sexuality Studies Program (see attached memo from Dr. Naples). The instructor of SOCI 3XXX will work with the instructors of these courses to ensure that the courses complement one another and are not duplicative. WGSS has voted to cross-list the proposed courses.

4. Number of Students Expected: Up to 160 in a year with one offering each semester

5. Number and Size of Section: 80 in regular section, 19 in W section, 25 if offered as an Honors section

6. Effects on Other Departments (see Note N): SOCI 3XXX is proposed for cross-listing with Women, Gender and Sexuality Studies (WGSS). It also may be appropriate as a related or supporting course for majors in political science and urban and community studies and of interest to students completing requirements for the minor in Criminal Justice.

7. Effects on Regional Campuses: None

8. Staffing (see Note P): Lynne Goodstein, Professor, Department of Sociology

9. Dates approved: Dept. C&C: Oct. 24, 2012. Dept. Faculty: Nov. 8, 2012

10. Contact person: Lynne Goodstein; 860-486-4184 (o); 814 441 3533 (m);

lynne.goodstein@uconn.edu

2012-101 New course SPAN 3XXX Spanish for the Green Industry

1. Date: October 24, 2011
2. Department requesting this course: Literatures, Cultures & Languages
3. Semester and year in which course will be first offered: Spring 2013

Final catalog Listing (see [Note A](#)): SPAN 3XXX

SPAN 3XXX. Spanish for the Green Industry

Spring semester. Three credits. No-prerequisite. Open to sophomores. Taught in English. Urios-Aparisi

Linguistic knowledge, intercultural awareness, and immigration-related cultural issues in the Green-Industry workplace.

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

1. Standard abbreviation for Department or Program (see [Note O](#)): SPAN
2. Course Number (see [Note B](#)): 3XXX
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: Spanish for the Green Industry
4. Semester offered (see [Note C](#)): Either
5. Number of Credits (see [Note D](#)): Three credits
6. Course description (second paragraph of catalog entry -- see [Note K](#)):
Linguistic knowledge, intercultural awareness, and immigration-related cultural issues in the Green-Industry workplace.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): Two 75 minute class/week.
8. Prerequisites, if applicable (see [Note F](#)): None
9. Recommended Preparation, if applicable (see [Note G](#)): None
10. Consent of Instructor, if applicable (see [Note T](#)): Yes. The course is first offered to the students in the Agricultural and Horticultural field of the Rattcliffe Hicks School of Agriculture. Students from other disciplines will be granted admission on a case by case basis.
11. Exclusions, if applicable (see [Note H](#)): None
12. Repetition for credit, if applicable (see [Note I](#)): No
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): Urios-Aparisi (LCL)
14. Open to Sophomores (see [Note U](#)): No

15. Skill Codes "W", "Q", or "C" (see Note T): No

16. S/U grading (see Note W): No

Justification

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

This course focuses on language, culture, diversity issues and immigration within the broad context of the plant science and agriculture disciplines. It is a conversational Spanish course with a focus on relevant vocabulary and its use in communicating within the workplace. Its goal is to discuss and understand issues of intercultural communication and immigration in the context of the Green Industry in USA.

SPAN 3XXX provides students specialized in the Agricultural and Horticultural field with the opportunity to address the special linguistic and communicative needs present in work situations typical of the Green Industry and develop intercultural sensibility in the students of this discipline. The course is taught by a member of the LCL department, but it is funded by the Ratcliffe Hicks School of Agriculture. It has been successfully taught as a special course for the last 3 years. This course is also considered to be highly relevant to the needs of Green Industry companies in the area.

2. Academic Merit (see Note L):

This course serves as an introduction to Spanish language and culture with a focus on Green Industry. The students will develop the tools to understand cultural and linguistic differences, to reflect on their cultural background and to compare the differences and similarities between those cultures. The course includes on-the-field visits, hands-on experiences, and guest lectures.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 20

5. Number and Size of Section: 1 section of 20 students

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

7. Effects on Regional Campuses: None

8. Staffing (see Note P): Eduardo Urios-Aparisi (LCL).

9. Dates approved by (see Note Q):

Department Curriculum Committee: 11/7/12

Department Faculty: 11/7/12

10. Name, Phone Number, and e-mail address of principal contact person: Eduardo Urios-Aparisi, 6-3313, Eduardo.urios-
aparisi@uconn.edu.

Syllabus

This course intends to develop communicative skills at a basic level.

We will focus on listening, speaking, writing and reading. Its purpose will be to provide a cultural context that emphasizes the vocabulary and use of Spanish

within the context of the Green Industry (including Landscapign and Agriculture industry).

It also establishes the basic grammatical structure to allow for written communication.

Course goals:

1. To demonstrate the ability to communicate in Spanish including progress in ability to comprehend and form simple questions, form and execute simple commands, make simple statements pertaining to job at hand and describe various jobs.
2. To use in Spanish, basic vocabulary related to the Horticulture field. The student will use the vocabulary in appropriate sentence structure as related to jobs in the greenhouse, planting and harvesting, equipment care, health and safety, landscaping, and small business.
3. To demonstrate the ability to use Spanish for basic high frequency language functions such as introducing oneself, welcoming a new employee, expressing thanks and asking a person to repeat or clarify for effective communication.
4. To increase your knowledge of the Spanish grammar through basic writing
5. To exhibit increased awareness of and appreciation for the social and cultural context of Latino workforce. The student will gain increased knowledge of the nuances of working with the Latino workforce.

Course Description: Two class periods and a minimum of one hour of practice beyond the class meetings are required per week.

Texts and materials:

Knorre, M., T. Dorwick, A. M^a Pérez-Gironés, W. R. Glass, H. Villarreal: **Puntos de Partida 8^a** edición – web edition. eTextbook

<http://www.coursesmart.com/0077267125> (360 day subscription)

Urrea, Luis Alberto (2004) *The Devil's Highway* Little, Brown and Company.

Additional materials in the HuskyCT website

Spinella, Emily **English Grammar for Students of Spanish**. Olivia & Hill Press (optional).

Evaluation Criteria: An individual's performance will be evaluated according to the following criteria and percentages.

Class participation	15%
Pruebas (<i>Quizzes</i>)	15%
Projects / Diaries	20%
Homework	15%
1 written unit exams	15%
<u>Comprehensive written final exam</u>	<u>20%</u>
	100%

THIS COURSE DESCRIPTION AND SYLLABUS ARE SUBJECT TO CHANGE WITH PRIOR NOTIFICATION OF THE INSTRUCTOR

Semana	Capítulo	Activiades <i>Temas comunicativos Vocabulario Gramática</i>	<i>Topics for the Green Industry</i>	Exámenes Proyectos Temas culturales

20 -24 enero	Capítulo Prelimi-nar	Saludos y presentaciones pp. 4-5 Alfabeto y pronunciación pp. 7-8, 12-13 Números 0-30 p. 14 Hay p. 15	Greetings and First meetings
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25 -31 enero	Expresar gustos y preferencias p. 16 La hora p.17-18 Los cognados p. 8 El género y los artículos pp. 32-34 (<i>cap.1</i>)	Work schedules. Starting times, quitting times and lunch hours	Pruebita
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1-7 febrero	<i>Feb. 4 ÚLTIMO DÍA PARA DEJAR EL CURSO SIN NOTA "W"</i>		
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1	Palabras interrogativas p. 29 En la clase p. 26 y las materias p. 29 Presente: verbos en - <i>ar</i> pp. 38-42 Presente: <i>ser</i> pp. 71- 74	Vocabulary in hiring and firing situations	Pruebita Perspectivas culturales: Los hispanos en EE.UU. pp. 50-1
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8-14 febrero	1 (cont.)	Hacer preguntas (Asking Yes/No questions) p. 45 Entonación / Inversión <i>Estar</i> p. 43 Formas de singular y plural p.35-36	Weather. Conversations about going or not to work	Pruebita México Conozca México p. 87 Discussion of book 1: <i>The Devil's</i>
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	Capítulo 2	Un paso más 1: Las universidades hispánicas: p. 55 Familia y parientes pp. 60-61		<i>Highway</i>
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15-21 febrero	2 (cont.)	Los verbos - <i>er</i> , - <i>ir</i> p. 79-81 Adjetivos pp. 64, 66-68 Los números 31-100 p. 62 Posesivos pp. 76-77	Small Garden Tools: Tools and its uses	México La unidad familiar: ¿Perspectivas culturales válidas o estereotipadas? pp. 91-2
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22-28 febrero	Capítulo 3	Ropa y colores pp. 96-97, 99. Más allá del número cien p. 101 Demostrativos pp. 105-106 <i>Verbos tener, venir, preferir, querer, poder.</i> 109 Verbo <i>ir</i> p. 114	Large Equipment from blowers to bulldozers	Diario n° 3: diario web Nicaragua p. 119 y "La psicología de los colores" p. 122-124
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1 - 7 marzo		Repaso para el examen 1 EXAMEN 1 Cap. Preliminar- Cap. 1 y 3		
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8-14 marzo		Vacaciones de primavera		
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15 -21 marzo	Capítulo 4	¿Qué día es hoy? p.128	Greenhouse Plants, Flowers	Pruebita
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		<p>Los muebles, los cuartos... p.130</p> <p>Expresiones con <i>tener</i> (cap.3) p. 110</p> <p>Describir mi casa p. 130</p> <p>Verbos: <i>hacer, oír, poner, salir, traer, ver.</i> p.133-134</p>		Discussion of book 2: <i>The Devil's Highway</i>
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22 -28 marzo	4 (cont.)	<p>Explicar mi vida cotidiana p. 129 y 131-2 y 144-5</p> <p>Pronombres y verbos reflexivos p. 142-143</p> <p>Verbos con cambio de raíz p. 137-139</p>	Watering and Spraying. Insects	<p>Diario n° 4: <i>The Devil's Highway</i></p> <p>Costa Rica: Carmen Naranjo p. 152</p> <p>Los anuncios en un periódico puertorriqueño pp. 152-155</p>
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Semana	Capítulo	Activiades Temas comunicativos Vocabulario Gramática	Topics for the Green Industry	Exámenes Proyectos
				Temas culturales

29 marzo -4 abril	Capítulo 5	<p>Describir lo que está pasando</p> <p>¿Qué tiempo hace hoy? Las estaciones p.158 y p.160</p> <p>Repaso</p> <p>Preposiciones p.162</p> <p>Estar + gerundio pp.165-166</p>	Health and Safety	<p>Proyecto (1^a versión)</p> <p>Pruebita</p>
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5 -11 abril	5 (cont.)	Comparar los miembros de la familia p. 180.	Around Town: Names of buildings and places of interests and	<p>EXAMEN ORAL 1</p> <p>Proyecto (versión</p>
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		<p><i>Ser /estar</i> pp.171-172</p> <p>Comparaciones pp.177-17</p>	Directions	<p>final)</p> <p>Guatemala: p. 183 y Lectura pp. 186-188</p>
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12-18 abril.	Capítulo 6	<p>La comida pp.192-193</p> <p><i>Saber/ conocer</i> 195-196</p> <p>Ir a comer a un restaurante o en casa 195, 197, 199, 204</p> <p>Objeto directo pp. 199-200</p>	Golf Courses: Day-to-day golf course maintenance	<p>EXAMEN ORAL 2</p> <p>Panamá "La cocina de Palomino" pp. 218-20</p>
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19 – 25 abril	6 (cont.)	<p>Expresar negaciones pp. 203-204</p> <p>Mandatos formales pp. 206-207</p>	Repaso	
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26 abril -2 mayo	REPASO	Entregar carpeta final		
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3 -9 mayo	<p>EXAMEN FINAL COMPRENSIVO (con preguntas sobre la película)</p> <p>Para la fecha y hora del examen final, mira el horario de la universidad en <i>Registrar</i></p> <p>Devolución de la carpeta</p>				
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2012-102 New course ILCS 32XY Jewish Literature and Film in 20th Century Italy

Proposal to Add a New Undergraduate Course to the Major and Minor in Italian Literary and Cultural Studies (both the literary and the cultural tracks)

1. Date: October 27, 2012
2. Department requesting this course: LCL (formerly Modern and Classical Languages): ILCS
3. Semester and year in which course will be first offered: Spring 2014

Proposed catalog Listing

ILCS 32XY Jewish Literature and Film in 20th Century Italy

Either semester. Three credits. Prerequisite: ILCS 1148 or equivalent
Balma

Italy's literary and cinematic representations of Jews in the 20th century. Jewish Identity under Fascism, during World War II, and beyond. Taught in Italian.

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

1. Standard abbreviation for Department or Program: ILCS
2. Course Number: 32XY
3. Course Title: Jewish Literature and Film in 20th Century Italy
4. Semester offered: either
5. Number of Credits: 3
6. Course description: Italy's literary and cinematic representations of Jews in the 20th century. Jewish Identity under Fascism, during World War II, and beyond. Taught in Italian.

Optional Items

7. Number of Class Periods: Two 75 minute classes/week
8. Prerequisites, if applicable: ILCS 1148 or equivalent
9. Recommended Preparation, if applicable: N/A
10. Consent of Instructor, if applicable: N/A
11. Exclusions, if applicable: N/A
12. Repetition for credit, if applicable: No
13. Instructor(s) names if they will appear in catalog copy:
Balma
14. Open to Sophomores: No
15. Skill Codes "W", "Q", or "C": N/A
16. S/U grading: No

Justification**1. Reasons for adding this course:**

By examining the rich and complex literary and cinematic production devoted the representation of Italian Jews in contemporary Italy, this course will not only fill a gap in the Italian Literary and Cultural Studies

curriculum, but also offer undergraduates a unique opportunity to explore the intersection between said curriculum and the Judaic Studies course offerings at Uconn. Although a handful of noteworthy Jewish novelist and poets have been taught in the context of extant ILCS course offerings, we have yet to offer an undergraduate course devoted solely to artistic depictions of Judaism in Italy.

2. Academic Merit:

This course presents students with a unique perspective on contemporary Italy by focusing on the experiences of a highly prolific ethno-religious minority whose contributions to modern Italian culture and history are as profound as their Italic roots are old. The impact of assimilation in a post-unified Italy and the effects of Anti-Semitic discrimination under Fascism are brought to bear on the students' understanding of modern Italy and its religious and cultural patrimony. Since this course situates Jewish artists within the historical, cultural, and political debates from which they emerge, students gain important insights into the complex environment that defined their multifaceted artistic production between the two wars, during Fascism, and beyond the end of the Cold War. Lastly, this course also sharpens students' ability to read the textual inscription of ethnic and religious identity by exploring Jewish writers' use of language; the textual construction of religious and political identity; the intersection between the text and its historical context; the relationship with the literary canon; and the text's uses of (his)tory.

3. Overlapping Courses: None

4. Number of Students Expected: 15-20

5. Number and Size of Section: 1

6. Effects on Other Departments: None

7. Effects on Regional Campuses: None

8. Staffing: Balma

9. Dates approved by:

Department Curriculum Committee: 11/7/12

Department Faculty: 11/7/12

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

Philip Balma: philip.balma@uconn.edu

860 486 3313

Syllabus

Jewish Literature and Film in 20th Century Italy

This course will give a broad, comprehensive introduction to works of literature and cinema chronicling the Jewish experience in the 20th century from an Italian/Italophone perspective. Weekly reading assignments will be accompanied by relevant articles designed to offer a critical and historical perspective on the works in question. Although a number of the texts and films examined in this course pertain to World War II and the

Holocaust, it is not intended as a course on the Shoah, but rather, will highlight the undeniable historical and artistic repercussions of these tragic events in thematic terms. Chronologically speaking, this course will primarily analyze works that were released after the early to mid 1940s. Students will participate actively in class discussions, give presentations (15-20 minutes plus discussion time) on the literature and films studied in class, write one review (of a creative, historical, or critical text to be selected in collaboration with the instructor) as well as a final research paper (12-15 pages), the topic of which must be determined in advance with the instructor. Students are allowed three absences. Class will be held in Italian.

Criteria for evaluating student performance:

- Participation 15%
- Presentations 15%
- Midterm 30%
- Review 10%
- Final Paper 30%

Primary texts (books and films) for the course are available on reserve at the Homer Babbidge Library. With few exceptions, they are available both in the original Italian and in English translation.

A number of texts and articles for our course will be made available on our HuskyCT website.

Active participation in class is *fundamental* to the success of this course. Students will hence be evaluated on their level of preparation and their contribution to weekly discussions in the classroom. In order to foster this kind of interaction, students must prepare one or two written comments (or questions) for each class period, designed to stimulate their classmates to think critically about a specific primary text, or an article related to it.

Recommended secondary readings will also be available on reserve:

- Cooperman, Bernard D. and Barbara Garvin, ed. *The Jews of Italy: Memory and Identity*. Bethesda: University Press of Maryland, 2000. (Selections: pp. 307-316 / 381-400 / 401-411 / 443-454 / 455-462).
- DiNapoli, Thomas P. *The Italian Jewish Experience*. Stony Brook: Forum Italicum Publishing, 2000. (Selections: pp. 133-139 / 141-154 / 155-162 / 213-223)

Week 1

Introduction to the course, syllabus, and relevant materials.

Background information on the Jewish experience in Italy.

Excerpt from the documentary "Constantine's Sword"

Week 2

Rossellini, *Paisà* (Monastery episode); *The Secret Jews of Calabria; Il fascismo e gli ebrei* (episode of *Correva l'anno...*) [film clip screenings and discussions]

Week 3

Levi, Carlo. *Cristo si è fermato a Eboli* - DG975.B3 C75

Christ Stopped at Eboli - DG975.L78 L43 1963

Week 4

Rosi, Francesco. *Cristo si è fermato ad Eboli* (film screening and discussion) - DG975.B3 C75

Week 5

Levi, Primo. *La tregua* - D811 .L4174 1965a
The reawakening. - D805.P7 L4413 1986

Week 6

Rosi, Francesco. *La tregua* (film screening and discussion) - PQ4872.E8 T78

Week 7

Levi, Primo. *Lilit e altri racconti* (section titled "passato prossimo") - PQ4872.E8 L5
1981

+ three stories from *Tutti i racconti* "Auschwitz, città tranquilla" - "L'ultimo
Natale di guerra" "Pipetta da guerra")

Moments of Reprieve - PQ4872.E8 Z4713 1986

Levi, Primo. *Ad ora incerta* (selection)

Collected Poems - Trans. Ruth Feldman (selection) PQ4872.E8 A24 1988

TAKE-HOME MIDTERM EXAM

Week 8

De Benedetti, Giacomo. *16 ottobre 1943 + Otto ebrei*. In *Opere*. Vol. 4 (a cura di Cesare
Garboli) PQ4864.E23 A6 1969

16 October 1943 + Eight Jews. Trans. Estelle Gilson. DS135.I85
R62413 2001

Week 9

Lizzani, Carlo. *L'oro di Roma* (film screening and discussion) - PN1997.L59 O76 2005

Week 10

Bruck, Edith. *Transit*

Week 11

Pontecorvo, Gillo. *Kapò* (film screening and discussion) - PN1997.P66 K37

Week 12

Bruck, Edith. *In difesa del padre / In Defense of My Father* (selected poems); *È Natale,
vado a vedere. / It's Christmas, I'm going to see* (story); *Una sorpresa / A Surprise* (story)

reviews are due on Friday of week 12

Week 13

Pressburger, Giorgio and Nicola. *Storie dell'ottavo distretto* -

Homage to the Eight District - PQ4876.R747 S7613
1990

Week 14

Students present final research projects in class

2012-103 Change LCL Major (various concentrations)

1. Date: 11-2-2012
2. Department requesting this change: LCL

3. Title of Major: Italian literary and cultural studies (concentration in Italian literary studies)

4. Nature of Change: adding one course
5. Existing catalog Description of the Major: Italian literary and cultural studies (concentration in Italian literary studies)
6. Proposed catalog Description of the Major: Italian literary and cultural studies (concentration in Italian literary studies) - NO CHANGE
7. Effective Date (semester, year -- see Note R): Spring 2014
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Why is a change required? To factor a Judaic Studies component into the coursework for the major in Italian.
2. What is the impact on students? One more course for the major and minor equals more variety of coursework, and expediency in taking the required variety of classes and graduating in a timely fashion.
3. What is the impact on regional campuses? none
4. Dates approved by (see Note Q):
Department Curriculum Committee:
Department Faculty: Philip Balma
5. Name, Phone Number, and e-mail address of principal contact person: Philip Balma, 6-1531, 265 Fairfield Way, Unit 1057, Storrs, CT 06269-1057

1. Date: 11-2-2012
2. Department requesting this change: LCL

3. Title of Major: Italian literary and cultural studies (concentration in Italian cultural studies)

4. Nature of Change: adding one course
5. Existing catalog Description of the Major: Italian literary and cultural studies (concentration in Italian cultural studies)
6. Proposed catalog Description of the Major: Italian literary and cultural studies (concentration in Italian cultural studies) - NO CHANGE
7. Effective Date (semester, year -- see Note R): Spring 2014
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Why is a change required? To factor a Judaic Studies component into the coursework for the major in Italian.

2. What is the impact on students? One more course for the major and minor equals more variety of coursework, and expediency in taking the required variety of classes and graduating in a timely fashion.
3. What is the impact on regional campuses? none
4. Dates approved by (see Note Q):
 Department Curriculum Committee: 11/7/12
 Department Faculty: 11/7/12
5. Name, Phone Number, and e-mail address of principal contact person: Philip Balma, 6-1531, 265 Fairfield Way, Unit 1057, Storrs, CT 06269-1057

Plans of Study

ILCS MAJORS (CURRENT as of FALL 2012)

ITALIAN LITERARY AND CULTURAL STUDIES

Italian is one of the major European cultural languages. Throughout the centuries Italians have made a fundamental contribution to the development of Western civilization in such fields as literature, architecture, painting, sculpture, music, philosophy and the sciences. A student intending to devote his or her career to the study of these disciplines will find Italian very important. Since Italy is the cradle of Roman civilization and also heir to part of Greek civilization (in Magna Graecia), Italian is also indispensable for the study of Greco-Roman history, art and archeology. Students interested mainly in contemporary life and culture will, however, find that the study of Italian will open the door to one of the most exciting countries of Europe. The Italian scene of today is extraordinarily rich in such fields as literature, performing arts, cinema, design, politics, sports, fashion, and industry. In today's open world of business, the importance of Italian can hardly be overestimated. Hundreds of American companies - from those dealing in high technology to those dealing in household products, from banks to travel organizations - operate in Italy or base their Mediterranean operations there, just as hundreds of Italian exporting companies operate in the U.S. In the past, in fact, many a student with a major in Italian has gone on to join firms on this or the other side of the Atlantic. A student undertaking a college education should also remember that many professional graduate schools are open to language majors. In the recent past, students with an Italian major have successfully enrolled in Law schools, schools of International Affairs or Diplomacy, etc. It should also be noted that students studying Italian can take advantage of the option to pursue a double major (e.g., Italian and Political Science, Italian and Business Administration, etc.), thus enhancing their prospect of success in their future professional life. The Italian Studies Program at the University of Connecticut is one of the most respected in the nation. It offers a full range of courses, from elementary language up to graduate courses in literature and critical theory.

Italian Literary and Cultural Studies

The major in "Italian Literary and Cultural Studies" allows students to pursue a traditional concentration in Italian literary studies or a concentration in Italian cultural studies. Students who concentrate in Italian literary studies may take courses in Italian cultural studies in addition to their language and literature requirements. Those who concentrate in Italian cultural studies may also pursue some relevant Italian literary studies. Both major and minor study are available in either concentration.

Concentration in Italian Literary Studies

Students must complete a minimum of 8 courses (the equivalent of 24 credits) to be chosen among the following:

ILCS 3237, 3238, 3239, 3240, 3243, 3244, 3245, 3246, 3250, 3251-3252, 3253, 3254, 3259, 3261, 3262, 3270, 4279

No more than 12 credits earned in a Study Abroad Program may count toward the major.

Students must also complete ILCS 1145 through ILCS 1147 (Elementary Italian I, II, and III).

Concentration in Italian Cultural Studies

Students must complete a minimum of eight courses (the equivalent of 24 credits) from the following:

A. Four 3000 level Italian courses from the following: ILCS 3239, 3240, 3255W, 3256, 3258/3258W, 3260W, 3237, 3238, 3243, 3244, 3250, 3251-3252, 3253, 3254, 3259, 3261, 3262, 3270, 4279

B. Four courses from the following: HIST 3325, 3460, 3463, 3370, 4494W, ARTH 3340, 3030, 3320, or MUSI 3413, 3421W

Students must also complete ILCS 1145 through ILCS 1147 (Elementary Italian I, II, and III).

ITALIAN LITERARY AND CULTURAL STUDIES College of Liberal Arts and Sciences

CONCENTRATION IN ITALIAN LITERARY STUDIES Major Requirements: Audit Check List (2012-)

Students must complete a minimum of eight courses (the equivalent of 24 credits) to be chosen among the following:

ILCS 3237 _____
 ILCS 3239 _____
 ILCS 3240 _____
 ILCS 3243 _____
 ILCS 3244 _____
 ILCS 3245 _____
 ILCS 3246 _____

ILCS 3250 _____
ILCS 3253 _____
ILCS 3254 _____
ILCS 3259 _____
ILCS 3261 _____
ILCS 3262 _____
ILCS 3270 _____
ILCS 4279 _____

D. Four related courses

Name of Student (please print): _____
Student ID _____

I approve the above program for the B.A. Major in Italian Literary Studies
(signed) _____ date _____
(Italian Literary Studies and Cultural Studies Advisor)

ITALIAN LITERARY AND CULTURAL STUDIES
CONCENTRATION IN ITALIAN CULTURAL STUDIES
Major Requirements: Audit Check List (2012-)

Students must complete a minimum of 8 courses (the equivalent of 24 credits) from the following:

A. Four 2000-level or above Italian courses to be chosen among the following:

- ILCS 3237
- ILCS 3239
- ILCS 3240
- ILCS 3243
- ILCS 3244
- ILCS 3250
- ILCS 3253
- ILCS 3254
- ILCS3255W
- ILCS 3256
- ILCS 3258/3258W
- ILCS 3259
- ILCS 3260W
- ILCS 3261
- ILCS 3262
- ILCS 3270
- ILCS 4279

B. Four courses to be chosen among the following:

- HIST 3325 _____
- HIS 3370 _____
- HIS 3463 _____
- HIS 4994W _____
- ARTH 3030 _____
- ARTH 3320 _____
- ARTH 3340 _____
- MUSI 3413 _____
- MUSI 3421W _____

D. Four related courses

Students must demonstrate proficiency in Italian at a level equivalent to ILCS 147.

Name of Student (please print): _____ Student
ID _____

I approve the above program for the B.A. Major in Italian Literary Studies

(signed) _____

Date _____

(Italian Literary Studies and Cultural Studies Advisor)

ILCS MAJORS (REVISED TO REFLECT THE INCLUSION OF A NEW COURSE)

ILCS MAJORS (CURRENT as of FALL 2012)

ITALIAN LITERARY AND CULTURAL STUDIES

Italian is one of the major European cultural languages. Throughout the centuries Italians have made a fundamental contribution to the development of Western civilization in such fields as literature, architecture, painting, sculpture, music, philosophy and the sciences. A student intending to devote his or her career to the study of these disciplines will find Italian very important. Since Italy is the cradle of Roman civilization and also heir to part of Greek civilization (in Magna Graecia), Italian is also indispensable for the study of Greco-Roman history, art and archeology. Students interested mainly in contemporary life and culture will, however, find that the study of Italian will open the door to one of the most exciting countries of Europe. The Italian scene of today is extraordinarily rich in such fields as literature, performing arts, cinema, design, politics, sports, fashion, and industry. In today's open world of business, the importance of Italian can hardly be overestimated. Hundreds of American companies - from those dealing in high technology to those dealing in household products, from banks to travel organizations - operate in Italy or base their Mediterranean operations there, just as hundreds of Italian exporting companies operate in the U.S. In the past, in fact, many a student with a major in Italian has gone on to join firms on this or the other side of the Atlantic. A student undertaking a college education should also remember that many professional graduate schools are open to language majors. In the recent past, students with an Italian major have successfully enrolled in Law schools, schools of International Affairs or Diplomacy, etc. It should also be noted that students studying Italian can take advantage of the option to pursue a double major (e.g., Italian and Political Science, Italian and

Business Administration, etc.), thus enhancing their prospect of success in their future professional life.

The Italian Studies Program at the University of Connecticut is one of the most respected in the nation. It offers a full range of courses, from elementary language up to graduate courses in literature and critical theory.

Italian Literary and Cultural Studies

The major in "Italian Literary and Cultural Studies" allows students to pursue a traditional concentration in Italian literary studies or a concentration in Italian cultural studies. Students who concentrate in Italian literary studies may take courses in Italian cultural studies in addition to their language and literature requirements. Those who concentrate in Italian cultural studies may also pursue some relevant Italian literary studies. Both major and minor study are available in either concentration.

Concentration in Italian Literary Studies

Students must complete a minimum of 8 courses (the equivalent of 24 credits) to be chosen among the following:

ILCS 3237, 3238, 3239, 3240, 3243, 3244, 3245, 3246, 3250, 3251-3252, 3253, 3254, 3259, 3261, 3262, 3270, 4279, 32XY

No more than 12 credits earned in a Study Abroad Program may count toward the major.

Students must also complete ILCS 1145 through ILCS 1147 (Elementary Italian I, II, and III).

Concentration in Italian Cultural Studies

Students must complete a minimum of eight courses (the equivalent of 24 credits) from the following:

A. Four 3000 level Italian courses from the following: ILCS 3239, 3240, 3255W, 3256, 3258/3258W, 3260W, 3237, 3238, 3243, 3244, 3250, 3251-3252, 3253, 3254, 3259, 3261, 3262, 3270, 4279, 32XY

B. Four courses from the following: HIST 3325, 3460, 3463, 3370, 4494W, ARTH 3340, 3030, 3320, or MUSI 3413, 3421W

Students must also complete ILCS 1145 through ILCS 1147 (Elementary Italian I, II, and III).

ITALIAN LITERARY AND CULTURAL STUDIES

College of Liberal Arts and Sciences

CONCENTRATION IN ITALIAN LITERARY STUDIES

Major Requirements: Audit Check List (2012-)

Students must complete a minimum of eight courses (the equivalent of 24 credits) to be chosen among the following:

- ILCS 3237 _____
- ILCS 3239 _____
- ILCS 3240 _____
- ILCS 3243 _____
- ILCS 3244 _____
- ILCS 3245 _____
- ILCS 3246 _____
- ILCS 3250 _____
- ILCS 3253 _____
- ILCS 3254 _____
- ILCS 3259 _____
- ILCS 3261 _____
- ILCS 3262 _____
- ILCS 3270 _____
- ILCS 4279 _____
- ILCS 32XY _____

D. Four related courses

Name of Student (please print): _____

Student ID _____

I approve the above program for the B.A. Major in Italian Literary Studies
(signed) _____ date _____
(Italian Literary Studies and Cultural Studies Advisor)

ITALIAN LITERARY AND CULTURAL STUDIES
CONCENTRATION IN ITALIAN CULTURAL STUDIES
Major Requirements: Audit Check List (2012-)

Students must complete a minimum of 8 courses (the equivalent of 24 credits) from the following:

A. Four 2000-level or above Italian courses to be chosen among the following:

- ILCS 3237
- ILCS 3239
- ILCS 3240
- ILCS 3243
- ILCS 3244
- ILCS 3250
- ILCS 3253
- ILCS 3254
- ILCS3255W
- ILCS 3256
- ILCS 3258/3258W
- ILCS 3259
- ILCS 3260W
- ILCS 3261
- ILCS 3262
- ILCS 3270
- ILCS 4279
- ILCS 32XY

B. Four courses to be chosen among the following:

- HIST 3325 _____
- HIS 3370 _____
- HIS 3463 _____
- HIS 4994W _____
- ARTH 3030 _____
- ARTH 3320 _____
- ARTH 3340 _____
- MUSI 3413 _____
- MUSI 3421W _____

D. Four related courses

Students must demonstrate proficiency in Italian at a level equivalent to ILCS 147.

Name of Student (please print): _____ Student
ID _____

I approve the above program for the B.A. Major in Italian Literary Studies

(signed) _____

Date _____

(Italian Literary Studies and Cultural Studies Advisor)

2012-104 Change ILCS Minor (various concentrations)

1. Date: 11-2-2012
2. Department requesting this change: LCL
3. Title of Minor: Italian literary and cultural studies (concentration in Italian literary studies)
4. Nature of Change: adding one course
5. Existing catalog Description of the Minor: Italian literary and cultural studies (concentration in Italian literary studies)
6. Proposed catalog Description of the Minor: Italian literary and cultural studies (concentration in Italian literary studies)
7. Effective Date (semester, year -- see Note R): Spring 2014
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Why is a change required? To factor a Judaic Studies component into the coursework for the major in Italian.
2. What is the impact on students? One more course for the major and minor equals more variety of coursework, and expediency in taking the required variety of classes and graduating in a timely fashion.
3. What is the impact on regional campuses? none
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

A. In information near the top of the form:

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. 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.

B. In information at the bottom of the form:

Name of Student: _____

I approve the above program for the (B.A. or B.S.) Minor in (insert name)

(signed) _____ Dept. of (insert name)

Minor Advisor

5. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty: Philip Balma

6. Name, Phone Number, and e-mail address of principal contact person: Philip Balma, 6-1531, 265 Fairfield Way, Unit 1057, Storrs, CT 06269-1057

1. Date: 11-2-2012
2. Department requesting this change: LCL
3. Title of Minor: Italian literary and cultural studies (concentration in Italian cultural studies)
4. Nature of Change: adding one course
5. Existing catalog Description of the Minor: Italian literary and cultural studies (concentration in Italian cultural studies)
6. Proposed catalog Description of the Minor: Italian literary and cultural studies (concentration in Italian cultural studies)
7. Effective Date (semester, year -- see Note R): Spring 2014
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Why is a change required? To factor a Judaic Studies component into the coursework for the major in Italian.
2. What is the impact on students? One more course for the major and minor equals more variety of coursework, and expediency in taking the required variety of classes and graduating in a timely fashion.
3. What is the impact on regional campuses? none
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

A. In information near the top of the form:

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. 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.

B. In information at the bottom of the form:

Name of Student: _____

I approve the above program for the (B.A. or B.S.) Minor in (insert name)

(signed) _____ Dept. of (insert name)

Minor Advisor

5. Dates approved by (see Note Q):

Department Curriculum Committee: 11/7/12

Department Faculty: 11/7/12

6. Name, Phone Number, and e-mail address of principal contact person: Philip Balma, 6-1531, 265 Fairfield Way, Unit 1057, Storrs, CT 06269-1057

Plans of Study

ILCS MINORS (CURRENT as of FALL 2012)

ITALIAN LITERARY AND CULTURAL STUDIES

Italian is one of the major European cultural languages. Throughout the centuries

Italians have made a fundamental contribution to the development of Western

civilization in such fields as literature, architecture, painting, sculpture, music,

philosophy and the sciences. A student intending to devote his or her career to the

study of these disciplines will find Italian very important. Since Italy is the cradle of

Roman civilization and also heir to part of Greek civilization (in Magna Graecia),

Italian is also indispensable for the study of Greco-Roman history, art and archeology.

Students interested mainly in contemporary life and culture will, however, find that

the study of Italian will open the door to one of the most exciting countries of Europe.

The Italian scene of today is extraordinarily rich in such fields as literature,

performing arts, cinema, design, politics, sports, fashion, and industry. In today's

open world of business, the importance of Italian can hardly be overestimated.

Hundreds of American companies - from those dealing in high technology to those

dealing in household products, from banks to travel organizations - operate in Italy

or base their Mediterranean operations there, just as hundreds of Italian exporting

companies operate in the U.S. In the past, in fact, many a student with a major in

Italian has gone on to join firms on this or the other side of the Atlantic.

A student undertaking a college education should also remember that many professional graduate schools are open to language majors. In the recent past, students with an Italian major have successfully enrolled in Law schools, schools of International Affairs or Diplomacy, etc. It should also be noted that students studying Italian can take advantage of the option to pursue a double major (e.g., Italian and Political Science, Italian and Business Administration, etc.), thus enhancing their prospect of success in their future professional life. The Italian Studies Program at the University of Connecticut is one of the most respected in the nation. It offers a full range of courses, from elementary language up to graduate courses in literature and critical theory.

Italian Literary and Cultural Studies

The major in "Italian Literary and Cultural Studies" allows students to pursue a traditional concentration in Italian literary studies or a concentration in Italian cultural studies. Students who concentrate in Italian literary studies may take courses in Italian cultural studies in addition to their language and literature requirements. Those who concentrate in Italian cultural studies may also pursue some relevant Italian literary studies. Both major and minor study are available in either concentration.

Minor in Italian Literary Studies

The minor concentration in Italian Literary Studies requires at least 18 credits in 3000 level courses as specified in the Catalog. All of the courses listed below require ILCS 1145, 1146, 1147, 1148, or the equivalent, as prerequisites, but those courses do not

count toward the Minor. The following are the courses a student pursuing the Minor concentration in Italian Literary Studies is required to complete (6 courses to be selected from the following):
ILCS 3237, 3239, 3240, 3243, 3244, 3245, 3246, 3250, 3253, 3254, 3259, 3261, 3262, 3270, 4279

Minor in Italian Cultural Studies

Students electing the minor concentration in Italian Cultural Studies must complete

a minimum of 18 credits from the following:

A. Three courses in Italian Literature and/or Cinema in English to be chosen among

the following: ILCS 3255W, 3256, 3258/3258W, 3260W, 3239, 3240, 3270, 4279

B. Three courses to be chosen from the following: HIST 3325, HIST 3370, HIST 3460,

HIST 3463, HIST 4994W, ARTH 3030, ARTH 3320W ARTH 3340W

Students must demonstrate proficiency in Italian at a level equivalent to ILCS 1147.

ITALIAN LITERARY AND CULTURAL STUDIES
CONCENTRATION IN ITALIAN CULTURAL STUDIES
Minor Requirements: Audit Check List (2012-)

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. 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

Students electing this minor must complete 18 credits from the following:

A. Three courses in Italian Literature and/or Cinema in English to be chosen among the following:

ILCS 3255W

ILCS 3256

ILCS 3258/3258W

ILCS 3260W

ILCS 3239

ILCS 3240

ILCS 3270

ILCS 4279

B. Three courses to be chosen from the following:

HIST 3325

HIST 3370

HIST 3460

HIST 3463

HIST 4994W

ARTH 3030

ARTH 3320W

ARTH 3340W

Name of Student (please print): _____ Student ID _____

I approve the above program for them Minor in Italian Cultural Studies

(signed) _____

Date _____

(Italian Literary Studies and Cultural Studies Advisor)

ITALIAN LITERARY AND CULTURAL STUDIES
CONCENTRATION IN ITALIAN LITERARY STUDIES
Minor Requirements: Audit Check List (2012-)

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. 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

Students electing this minor must complete 18 credits to be selected from the following:

- ILCS 3237 _____
- ILCS 3239 _____
- ILCS 3240 _____
- ILCS 3243 _____
- ILCS 3244 _____
- ILCS 3245 _____
- ILCS 3246 _____
- ILCS 3250 _____
- ILCS 3253 _____
- ILCS 3254 _____
- ILCS 3259 _____
- ILCS 3261 _____
- ILCS 3262 _____
- ILCS 3270 _____
- ILCS 4279 _____

Name of Student (please print): _____ Student ID _____

I approve the above program for them Minor in Italian Cultural Studies (signed) _____

Date _____

(Italian Literary Studies and Cultural Studies Advisor)

ILCS MINORS (REVISED TO REFLECT THE INCLUSION OF A NEW COURSE)

ITALIAN LITERARY AND CULTURAL STUDIES

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Italians have made a fundamental contribution to the development of Western

civilization in such fields as literature, architecture, painting, sculpture, music,

philosophy and the sciences. A student intending to devote his or her career to the

study of these disciplines will find Italian very important. Since Italy is the cradle of

Roman civilization and also heir to part of Greek civilization (in Magna Graecia),

Italian is also indispensable for the study of Greco-Roman history, art and archeology.

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the study of Italian will open the door to one of the most exciting countries of Europe.

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performing arts, cinema, design, politics, sports, fashion, and industry. In today's

open world of business, the importance of Italian can hardly be overestimated.

Hundreds of American companies - from those dealing in high technology to those

dealing in household products, from banks to travel organizations - operate in Italy

or base their Mediterranean operations there, just as hundreds of Italian exporting

companies operate in the U.S. In the past, in fact, many a student with a major in

Italian has gone on to join firms on this or the other side of the Atlantic.

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professional graduate schools are open to language majors. In the recent past, students with an Italian major have successfully enrolled in Law schools, schools of International Affairs or Diplomacy, etc. It should also be noted that students studying Italian can take advantage of the option to pursue a double major (e.g., Italian and Political Science, Italian and Business Administration, etc.), thus enhancing their prospect of success in their future professional life. The Italian Studies Program at the University of Connecticut is one of the most respected in the nation. It offers a full range of courses, from elementary language up to graduate courses in literature and critical theory.

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The major in "Italian Literary and Cultural Studies" allows students to pursue a traditional concentration in Italian literary studies or a concentration in Italian cultural studies. Students who concentrate in Italian literary studies may take courses in Italian cultural studies in addition to their language and literature requirements. Those who concentrate in Italian cultural studies may also pursue some relevant Italian literary studies. Both major and minor study are available in either concentration.

Minor in Italian Literary Studies

The minor concentration in Italian Literary Studies requires at least 18 credits in 3000 level courses as specified in the Catalog. All of the courses listed below require ILCS 1145, 1146, 1147, 1148, or the equivalent, as prerequisites, but those courses do not count toward the Minor. The following are the courses a student pursuing the Minor

concentration in Italian Literary Studies is required to complete (6 courses to be selected from the following):
 ILCS 3237, 3239, 3240, 3243, 3244, 3245, 3246, 3250, 3253, 3254, 3259, 3261, 3262, 3270, 4279, 32XY

Minor in Italian Cultural Studies

Students electing the minor concentration in Italian Cultural Studies must complete

a minimum of 18 credits from the following:

A. Three courses in Italian Literature and/or Cinema in English to be chosen among

the following: ILCS 3255W, 3256, 3258/3258W, 3260W, 3239, 3240, 3270, 4279, 32XY

B. Three courses to be chosen from the following: HIST 3325, HIST 3370, HIST 3460,

HIST 3463, HIST 4994W, ARTH 3030, ARTH 3320W ARTH 3340W

Students must demonstrate proficiency in Italian at a level equivalent to ILCS 1147.

ITALIAN LITERARY AND CULTURAL STUDIES CONCENTRATION IN ITALIAN CULTURAL STUDIES Minor Requirements: Audit Check List (2012-)

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. 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

Students electing this minor must complete 18 credits from the following:

A. Three courses in Italian Literature and/or Cinema in English to be chosen among the following:

ILCS 3255W

ILCS 3256

ILCS 3258/3258W

ILCS 3260W

ILCS 3239

ILCS 3240

ILCS 3270

ILCS 4279

ILCS 32XY

B. Three courses to be chosen from the following:

HIST 3325

HIST 3370

HIST 3460

HIST 3463

HIST 4994W

ARTH 3030

ARTH 3320W

ARTH 3340W

Name of Student (please print): _____ Student
ID _____

I approve the above program for them Minor in Italian Cultural Studies

(signed) _____

Date _____

(Italian Literary Studies and Cultural Studies Advisor)

ITALIAN LITERARY AND CULTURAL STUDIES
CONCENTRATION IN ITALIAN LITERARY STUDIES
Minor Requirements: Audit Check List (2012-)

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. 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

Students electing this minor must complete 18 credits to be selected from the following:

- ILCS 3237_____
- ILCS 3239_____
- ILCS 3240_____
- ILCS 3243_____
- ILCS 3244_____
- ILCS 3245_____
- ILCS 3246_____
- ILCS 3250_____
- ILCS 3253_____
- ILCS 3254_____
- ILCS 3259_____
- ILCS 3261_____
- ILCS 3262_____
- ILCS 3270_____
- ILCS 4279_____
- ILCS 32XY_____

Name of Student (please print):_____ Student ID _____

I approve the above program for them Minor in Italian Cultural Studies (signed)_____

Date_____

(Italian Literary Studies and Cultural Studies Advisor)

Old Business

BS sub-committee report

The subcommittee met at 9:00 AM November 8th, 2012 during the aftermath of the previous night's nor'easter. The conclusion was reached that the proposal from ECON to introduce a BS degree has considerable merit. However, it was considered that our present CLAS rules prevent implementation without broadening the definition of "science" to include disciplines other than the physical and natural sciences. Also, it was inferred that other departments besides ECON might like to introduce a BS degree in the future.

The BS sub-committee came to a consensus that a new set of BS requirements are appropriate, which would allow inclusion of courses from departments that might like to offer a BS degree. By adding courses, a wider range of choices could be provided to students wishing to do a BS degree outside the traditional sciences. ECON has agreed to delay submission of their proposal for a BS degree until new requirements are designed. Other views included removing College BS degree requirements entirely, and allowing departments to design their own requirements, or allowing new BS degrees to be developed outside the present requirements of the sciences. These views were discussed to some degree, and were not ruled out.

Recommendation

In order to determine whether or not satisfactory new requirements can be designed, it is necessary to add members to the sub-committee from departments outside the traditional sciences. It is recommended that volunteers from interested departments be sought before further action is taken.

Study Abroad Sub-committee membership

The following is the final list of members of the sub-committee: Richard Langlois (ECON), Rob Henning (PSYC), Lettie Naigles (PSYC), Katrina Higgins (CLAS non-voting), Hap Fairbanks (ENGL), Bob Michel (CHEM), Shannon Weaver (HDFS), Roger Celestin (LCL).

This sub-committee will begin its deliberations after Thanksgiving

New Business

Adjournment until 3:30 PM December 11th, 2012, ROWE 130