

# College of Liberal Arts and Sciences, Committee on Curricula and Courses, Agenda February 5<sup>th</sup>, 2013

Selection of the Secretary *pro tem*

Minutes of the meeting of December 11<sup>th</sup> (Unanimously approved Dec. 13<sup>th</sup> by email)

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## Proposals approved by the chair between meetings

### 2012-115 New Special Topics course HRTS 5095 Teaching Human Rights

1. Date of this proposal: 12/12/12
2. Semester and year this xx95 course will be offered: Spring 2013
3. Department: HRTS
4. Course number and Title proposed: HRTS 5095 Teaching Human Rights
5. Number of Credits: 1
6. Instructor: Glenn Mitoma
7. Instructor's position: Assistant Professor in Residence  
(resume attached)
8. Has this topic been offered before? NO            If yes, when?
9. Is this a (X) 1st-time, ( ) 2<sup>nd</sup>-time, ( ) 3<sup>rd</sup>-time request to offer this topic?
10. Short description: The goal of this course is to focus on the challenges of teaching human rights, and discuss pedagogical mechanisms for meeting this challenge. Students enrolled in this course will explore interdisciplinary pedagogy, human rights pedagogy, as well as how to make effective use of digital media to teach human rights.
11. Please attach a sample/draft syllabus to first-time proposals.
12. Comments, if comment is called for:
13. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: 12/12/12 Department Faculty: 12/12/12
14. Name, Phone Number, and e-mail address of principal contact person:  
Glenn Mitoma, 6-1041, [glenn.mitoma@uconn.edu](mailto:glenn.mitoma@uconn.edu)

### Syllabus

#### **HRTS 5095: Teaching Human Rights**

This course addresses the concerns unique to teaching human rights. These concerns include teaching interdisciplinary topics, to an interdisciplinary body of students, and grading work completed in a style other than that of the instructor's discipline. In addition, human rights education often broaches sensitive topics—for example, teaching about torture and violence against women—that requires special attention paid to how this information is presented in the classroom. Teaching human rights clearly is a distinctive enterprise with its own concerns. Consequently, to teach human rights effectively, special pedagogical attention is necessary. The goal of this course is to focus on the challenges of teaching human rights, and discuss pedagogical mechanisms for meeting this challenge. Students enrolled in this course will explore interdisciplinary pedagogy, human rights pedagogy, as well as how to make effective use of digital media to teach human rights.

This course will meet every other week for 2 hour sessions on specific topics. The assigned readings are available below. While the primary work for this class consists with class readings and class discussion, you will also be required to write a teaching statement. Teaching statements should address the material from the course and be suitable for submission with as part of an academic job application.

**January 29:** What does Interdisciplinary *Mean*, and How does One Teach Interdisciplinary Subjects?

- Gallagher, Catherine. 2005. "Theoretical Answers to Interdisciplinary Questions or Interdisciplinary Answers to Theoretical Questions" *Victorian Studies* 47(Winter): 253-59.
- Godemann, Jasmin. 2006. "Promotion of Interdisciplinary Competence as a Challenge for Higher Education." *Journal of Social Science Education* 5(2): 51-61.
- Kinnick, Mary K. 2004. "Innovations in Interdisciplinary Teaching." *The Review of Higher Education* 27(Winter): 278-79.
- Mullin, Joan A. 2008. "Interdisciplinary Work as Professional Development: Changing the Culture of Teaching." *Pedagogy* 8(Fall): 495-508.
- Nowacek, Rebecca S. 2009. "Why is Being Interdisciplinary so Very Hard to Do? Thoughts on the Perils and Promises of Interdisciplinary Pedagogy." *College Composition and Communication* 60 (Feb.): 493-516.

**February 12:** Teaching in an Interdisciplinary Classroom 1

- Barisonzi, Judith and Michael Thorn. 2003. "Teaching Revolution: Issues in Interdisciplinary Education." *College Teaching* 51(1): 5-8.
- Dilley, Patrick. 2002. "Creating Interdisciplinarity: Interdisciplinary Research and Teaching Among College and University Faculty." *The Journal of General Education* 51(2): 149-52.
- Holley, Karri A. 2009. "Best Practices Related to Interdisciplinary Education." *ASHE Higher Education Report* 35(2): 89-99.
- Woods, Charlotte. 2007. "Researching and Developing Interdisciplinary Teaching: Towards a Conceptual Framework for Classroom Communication." *Higher Education* 54(6): 853-66.

**February 26:** Teaching in an Interdisciplinary Classroom 2

- Dam-Mieras, Rietje van, Angelique Lansu, Marco Rieckmann, and Gerd Michelsen. 2008. "Development of an Interdisciplinary, Intercultural Master's Program on Sustainability: Learning from the Richness of Diversity." *Innovative Higher Education* 32(5): 251-64.
- Eisen, Arri, Anne Hall, Tong Soon Lee, and Jack Zupko. 2009. "Teaching Water: Connecting Across Disciplines and into Daily Life to Address Complex Societal Issues." *College Teaching* 57(2): 99-104.
- Tötösy de Zepetnek, Steven. 2007. "The New Humanities: The Intercultural, the Comparative, and the Interdisciplinary." *The Global South* 1(1 and 2): 45-68.
- Drake, Tom, Michael O'Rourke, Dean Panttaja, and Ivan Peterson. 2008. "It's Alive! The Life Span of an Interdisciplinary Course in the Humanities." *The Journal of General Education* 57(4): 223-43.

**March 12:** Teaching Human Rights

- Apsel, Joyce. 2011. "Educating a New Generation: The Model of the 'Genocide and Human Rights University Program.'" *Human Rights Review* 12 (December): 465-86.
- Carr Vellino, Brenda. 2004. "Everything I Know about Human Rights I Learned from Literature: Human Rights Literacy in the Canadian Literature

Classroom.” In *Home-Work: Postcolonialism, Pedagogy & Canadian Literature*, ed. Cynthia Sugars. Ottawa: University of Ottawa Press, 135-50.

- Isbel, Billie Jean. 2003. “‘You Can Make a Difference.’ Human Rights as the Subject Matter for a First-Year Writing Seminar.” In *Local Knowledges, Local Practices: Writing in the Disciplines at Cornell*, ed. Jonathan Monroe. Pittsburg, PA: U of Pittsburg P, 90-98.
- Magendzo, Abraham, 2005. “Latin American Approach on Pedagogy of Human Rights.” *Intercultural Education* 16 (May): 137-43.
- Stern, Mark. 2012. “Presence, Absence, and the Presently-Absent: Ethics and the Pedagogical Possibilities of Photographs.” *Educational Studies* 48(2): 174-98.
- Zartner, Dana. 2009. “An Interdisciplinary Approach to Teaching International Law: Using the Tools of the Law School Classroom in Political Science.” *PS: Political Science and Politics* 42(January): 189-95.
- March 26:** Creating a Human Rights Curriculum
- Daniel, CarolAnn Louise. 2008. “From Liberal Pluralism to Critical Multiculturalism: The Need for a Paradigm Shift in Multicultural Education for Social Work Practice in the United States.” *Journal of Progressive Human Services* 19(1): 19-38.
- Mundkur, Anuradha and Cara Ellickson. 2012. “Bringing the Real World in: Reflections on Building a Virtual Learning Environment.” *Journal of Geography in Higher Education* 36(3): 369-84.
- Paesani, Kate and Heather Willis Allen. 2012. “Beyond the Language-Content Divide: Research on Advanced Foreign Language Instruction at the Postsecondary Level.” *Foreign Language Annals* 45(S1): S54-S75.
- Parrish, Rick. 2007. “Getting Outside of the Canon: The Role of World, Contemporary, and Lesser Known Texts in the Political Theory Curriculum.” *Journal of Political Science Education* 3(Sept.): 277-91.
- Schech, Susanne. 2012. “Teaching Ways of Seeing Development in the Global South: An Introduction.” *Journal of Geography in Higher Education* 36(3): 323-27.
- Thornton, Stephen. 2008. “Pedagogy, Politics and Information Literacy.” *Politics* 28(1): 50-56.
- Van de Poel, Kris and Jessica Gasiorek. 2010. “Evaluation in the Course Development Process. A Learner Centered Approach.” *English Text Construction* 3(1): 120-40.
- Wilk, Richard. 1988. “Teaching Anthropology: Research, Students, and the Marketplace.” *Anthropology and Education Quarterly* 19(Sept.): 203-17.
- April 9:** Teaching about Torture and Other Difficult Subjects
- Fischer, Kurt Rudolf. 1984. “Teaching the Holocaust in Vienna: A Report.” *Political Psychology* 5(March): 99-102.
- Halpin, David. 2008. “Pedagogy and the Romantic Imagination.” *British Journal of Educational Studies* 56(March): 59-75.
- McCormack, Jo. 2004. “Terminal History Class: Teaching about Torture During the Algerian War.” *Modern & Contemporary France* 12(Feb.): 75-86.

- Pagán, Victoria Emma. 2007/2008. "Teaching Torture in Seneca Controversiae 2.5." *The Classical Journal* 103(Dec.-Jan.): 165-82.
- Rose, Emily. 2011. "Bridging the Information Gap: American Youth Perceptions on Torture and Civilian Protection." *Social Education* 75(Sept.): 204-07.
- April 23:** Digital Humanities and Their Value for Teaching Human Rights (?)
- Fyfe, Paul. 2011. "Digital Pedagogy Unplugged." *Digital Humanities Quarterly* 5(3). Available at: <http://digitalhumanities.org/dhq/vol/5/3/000106/000106.html>.
- Kirschenbaum, Matthew G. 2010. "What is Digital Humanities and What's it Doing in English Departments?" *ADE Bulletin* 150: 1-7.
- McPherson, Tara. 2009. "Introduction: Media Studies and the Digital Humanities". *Cinema Journal* 48(Winter): 119-23.
- Svensson, Patrik. 2010. "The Landscape of Digital Humanities." *Digital Humanities Quarterly* 1(4). Available at: <http://digitalhumanities.org/dhq/vol/4/1/000080/000080.html>.

### Instructor's CV<sup>1</sup>

## Proposals submitted for discussion

### El Instituto: Institute of Latina/o, Caribbean, Latin American Studies.

<sup>2</sup>Effective July 1,2012, the College of Liberal Arts & Sciences will merge the Center for Latin American and Caribbean Studies and the Institute of Puerto Rican and Latino Studies into a single institute, El Instituto: Institute of Latina/o, Caribbean, Latin American Studies.

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<sup>1</sup> Mitoma CV attached to pdf version of agenda.

<sup>2</sup> Documentation for this merger is appended to the pdf version of this agenda.

## New Proposals submitted for consideration

### 2013-001 Change ECON 5201: Title

1. Date: August 15, 2012
2. Department: Economics
3. Nature of Proposed Change: Title Change Only
4. Current Catalog Copy:  
ECON 5201

Microeconomics I

Beginning graduate microeconomics covering consumer and producer theory, price determination, economic efficiency, and welfare analysis.

Components: Lecture

Course Equivalents: ARE 5201

### 5. Proposed Catalog Copy:

ECON 5201

Microeconomics

Beginning graduate microeconomics covering consumer and producer theory, price determination, economic efficiency, and welfare analysis.

Components: Lecture

Course Equivalents: ARE 5201

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

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

### Justification

1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): ARE
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 3-2-2012  
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:  
Kathleen Segerson, 860-486-4567, [kathleen.segerson@uconn.edu](mailto:kathleen.segerson@uconn.edu)

### **2013-002 Change ECON 5202: Description and Title**

1. Date: August 15, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

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

ECON 5202

Macroeconomics I

Survey of the field: its historical foundations and development, conceptual framework, and application to current macroeconomic problems.

Components: Lecture

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

ECON 5202

Macroeconomics

Beginning course in graduate macroeconomics that introduces students to dynamic optimization problems and dynamic general equilibrium models.

Components: Lecture

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

#### **Justification**

1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description should be changed to accurately reflect the course content.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
  - Department Curriculum Committee: 3-2-2012
  - Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:  
Kathleen Segerson, 860-486-4567, [kathleen.segerson@uconn.edu](mailto:kathleen.segerson@uconn.edu)

### 2013-003 Change ECON 5301: Description

1. Date: August 1, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description

### 4. Current Catalog Copy:

ECON 5301

Mathematical Economics

Optimization, comparative statics, envelope theorem, basic differential and difference equations.

Components: Lecture

### 5. Proposed Catalog Copy:

ECON 5301

Mathematical Economics

Use of mathematical concepts such as matrix algebra, optimization, and comparative statics, to study economic problems.

Components: Lecture

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

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

### Justification

1. Reasons for changing this course: The description should be changed to accurately reflect the course content.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): ARE
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 3-2-2012  
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:  
Kathleen Segerson, 860-486-4567, [kathleen.segerson@uconn.edu](mailto:kathleen.segerson@uconn.edu)



### **2013-004 Change ECON 5311: Description and Title**

1. Date: August 15, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

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

ECON 5311

Econometrics I

Construction, estimation, and interpretation of economic behavioral and technical equations using data that are passively generated by a system of simultaneous, dynamic and stochastic relations.

Components: Lecture

Course Equivalents: ARE 5311

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

ECON 5311

Applied Econometrics I

Statistical Theory and linear regression applied to business and economic problems.

Components: Lecture

Course Equivalents: ARE 5311

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

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

#### **Justification**

1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description should be changed to accurately reflect the course content.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): ARE
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 3-2-2012  
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:  
Kathleen Segerson, 860-486-4567, [kathleen.segerson@uconn.edu](mailto:kathleen.segerson@uconn.edu)

### 2013-005 Change ECON 5312: Title

1. Date: August 1, 2012
2. Department: Economics
3. Nature of Proposed Change: Title Change Only

### 4. Current Catalog Copy:

ECON 5312

Econometrics II

Model estimation and hypothesis testing when standard assumptions of the classical regression model are violated. Pooled cross section and time series data; simultaneous equations; univariate and multivariate time series models; qualitative choice models.

Components: Lecture

Requirement Group: Prerequisite: ECON 5311

### 5. Proposed Catalog Copy:

ECON 5312(3) Course ID:015742

Applied Econometrics II

Model estimation and hypothesis testing when standard assumptions of the classical regression model are violated. Pooled cross section and time series data; simultaneous equations; univariate and multivariate time series models; qualitative choice models.

Components: Lecture

Requirement Group: Prerequisite: ECON 5311

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

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

### Justification

1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 3-2-2012  
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:  
Kathleen Segerson, 860-486-4567, [kathleen.segerson@uconn.edu](mailto:kathleen.segerson@uconn.edu)

### **2013-006 Change ECON 6201: Description and Title**

1. Date: August 15, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

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

ECON 6201

Microeconomics II

Microeconomic theory: contemporary economic analysis of decisions by consumers, producers, and other agents.

Components: Lecture

Requirement Group: Prerequisite: ECON 5201 or ARE 5201 (RG260).

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

ECON 6201

Microeconomic Theory I

Neoclassical consumer and producer theory, choice under uncertainty, competitive and monopoly markets, and an introduction to general equilibrium

Components: Lecture

Requirement Group: Prerequisite: ECON 5201 or ARE 5201 (RG260).

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

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

#### **Justification**

1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description should be changed to accurately reflect the course content.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 3-2-2012  
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:  
Kathleen Segerson, 860-486-4567, [kathleen.segerson@uconn.edu](mailto:kathleen.segerson@uconn.edu)

**2013-006 Change ECON 6202 Description and Title**

1. Date: August 15, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

**4. Current Catalog Copy:**

ECON 6202

Macroeconomics II

A rigorous course in macroeconomic modeling with policy applications. Focuses primarily on developments in the current literature, analytical techniques, and macroeconomic models. Includes an introduction to stochastic dynamic models.

Components: Lecture

Requirement Group: Prerequisite: ECON 5202 (RG263).

**5. Proposed Catalog Copy:**

ECON 6202

Macroeconomic Theory I

A rigorous course in dynamic general equilibrium models. Emphasis on analytical techniques and numerical solution methods.

Components: Lecture

Requirement Group: Prerequisite: ECON 5202

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

**Justification**

1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description should be changed to accurately reflect the course content.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
  - Department Curriculum Committee: 3-2-2012
  - Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:  
Kathleen Segerson, 860-486-4567, [kathleen.segerson@uconn.edu](mailto:kathleen.segerson@uconn.edu)

### **2013-007 Change ECON 6211: Description and Title**

1. Date: August 1, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

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

ECON 6211

Microeconomics III

Markets, general equilibrium theory, efficiency, and advanced topics in microeconomics.

Components: Lecture

Requirement Group: Prerequisite: Completion of ECON 6201 with a grade of B- or better (RG264).

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

ECON 6211

Microeconomic Theory II

Game theory, information, and related topics.

Components: Lecture

Requirement Group: Prerequisite: Completion of ECON 6201 with a grade of B- or better (RG264).

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

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

#### **Justification**

1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description should be changed to accurately reflect the course content.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 3-2-2012  
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:  
Kathleen Segerson, 860-486-4567, [kathleen.segerson@uconn.edu](mailto:kathleen.segerson@uconn.edu)

### 2013-008 Change ECON 6212: Title

1. Date: August 15, 2012
2. Department: Economics
3. Nature of Proposed Change: Title Change

#### 4. Current Catalog Copy:

ECON 6212

Macroeconomics III

Stochastic modeling, recent developments in the literature, and policy applications. Topics may include real business cycle theory, new classical economics, neo-Keynesian theory and growth models.

Components: Lecture

Requirement Group: Prerequisite: Completion of ECON 6202 with a grade of B- or better (RG265).

#### 5. Proposed Catalog Copy:

ECON 6212

Macroeconomic Theory II

Stochastic modeling, recent developments in the literature, and policy applications. Topics may include real business cycle theory, new classical economics, neo-Keynesian theory and growth models.

Components: Lecture

Requirement Group: Prerequisite: Completion of ECON 6202 with a grade of B- or better (RG265).

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

#### Justification

1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 3-2-2012  
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:  
Kathleen Segerson, 860-486-4567, [kathleen.segerson@uconn.edu](mailto:kathleen.segerson@uconn.edu)

### **2013-009 Change ECON 6311: Description**

1. Date: September, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description

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

ECON 6311

Econometrics II

Theoretical underpinnings of standard econometric methods of estimation and testing of single-equation models.

Components: Lecture

Requirement Group: Prerequisite: STAT 5415 (RG261).

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

ECON 6311

Econometrics II

Large sample linear regression, time series analysis, maximum likelihood, GMM, and qualitative choice models.

Components: Lecture

Requirement Group: Prerequisite: ECON 6310.

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

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

#### **Justification**

1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description and prerequisite should be changed to accurately reflect the course content.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 3-2-2012  
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:  
Kathleen Segerson, 860-486-4567, [kathleen.segerson@uconn.edu](mailto:kathleen.segerson@uconn.edu)

### **2013-010 Change ECON 6312: Description and Title**

1. Date: September , 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

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

ECON 6312

Econometrics III

Special topics from single-equation models; simultaneous equations models; full information maximum likelihood methods; and recent advances in econometrics.

Components: Lecture

Requirement Group: Prerequisite: Completion of ECON 6311 with a grade of B- or better (RG262).

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

ECON 6312

Econometrics II

Special topics from recent advances in econometrics.

Components: Lecture

Requirement Group: Prerequisite: Completion of ECON 6311 with a grade of B- or better (RG262).

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

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

#### **Justification**

1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description should be changed to accurately reflect the course content.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 3-2-2012  
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:  
Kathleen Segerson, 860-486-4567, [kathleen.segerson@uconn.edu](mailto:kathleen.segerson@uconn.edu)



### **2013-011 Change ECON 6411: Description and Title**

1. Date: August 15, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

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

ECON 6411  
Advanced Monetary Theory and Policy I  
Advanced treatment of material covered in ECON 346.  
Components: Lecture  
Requirement Group: Prerequisite: ECON 6212 (RG663)

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

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

ECON 6411  
Advanced Macroeconomics I  
Advanced treatment of material covered in ECON 6202 and ECON 6212.  
Components: Lecture  
Requirement Group: Prerequisite: ECON 6212 (RG663)

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

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

#### **Justification**

1. Reasons for changing this course: The title and description should be changed to accurately reflect the content of the course.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 3-2-2012  
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:  
Kathleen Segerson, 860-486-4567, [kathleen.segerson@uconn.edu](mailto:kathleen.segerson@uconn.edu)

### **2013-012 Change ECON 6412: Description and Title**

1. Date: August 15, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

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

ECON 6412  
Advanced Monetary Theory and Policy II  
Advanced treatment of material covered in ECON 347.  
Components: Lecture  
Requirement Group: Prerequisite: ECON 6411 (RG664).

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

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

ECON 6412  
Advanced Macroeconomics II  
Advanced treatment of material covered in ECON 6202 and ECON 6212.  
Components: Lecture  
Requirement Group: Prerequisite: ECON 6411 (RG664).

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

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

#### **Justification**

1. Reasons for changing this course: The title and description should be changed to accurately reflect the content of the course.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 3-2-2012  
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:  
Kathleen Segerson, 860-486-4567, [kathleen.segerson@uconn.edu](mailto:kathleen.segerson@uconn.edu)

**2013-013 Add HDFS 3XXX Asian-Pacific American Families**

1. Date: Jan 25, 2013
2. Department requesting this course: Human Development and Family Studies
3. Semester and year in which course will be first offered: Fall 2013

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

HDFS 3XXX. Asian-Pacific American Families  
(Also offered as AASI 3XXX). Either semester. Three credits.  
Overview of social, cultural, education, demographic and economic characteristics of Asian-Pacific American families. Examination and critique of values, customs, traditions and beliefs that distinguish families of this heterogeneous ethnic population.

**Obligatory Items**

1. Standard abbreviation for Department or Program: HDFS
2. Course Number: 3XXX
3. Course Title: Asian-Pacific American Families
4. Semester offered: Either
5. Number of Credits: Three credits
6. Course description: Overview of social, cultural, education, demographic and economic characteristics of Asian-Pacific American families. Examination and critique of values, customs, traditions and beliefs that distinguish families of this heterogeneous ethnic population.

**Optional Items**

7. Number of Class Periods, if not standard: N/A
8. Prerequisites, if applicable: N/A
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: N/A
13. Instructor(s) names if they will appear in catalog copy: N/A
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C": N/A
16. S/U grading: N/A

**Justification**

1. Reasons for adding this course: (see Note L) This content is not addressed to any extent in any other course; nor is it possible for existing courses to address Asian-Pacific American families from such a comprehensive perspective. Given demographic changes in this country it is imperative that individuals who are being trained to work with individuals and families have the opportunity to learn about members of this population. According to Census data, Asian Americans are the fastest growing racial group in the United States. Therefore this course will be an examination and critique of the distinguishing characteristics of this varied and diverse population.
2. Academic Merit (see Note L): This course will consist of an overview of the demographic, educational, social, cultural, structural and historical aspects of Asian-Pacific American (APA) families in the United States, including the Connecticut APA experience. Comparative family characteristics among

Asian-Pacific American ethnic groups will also be examined as well as parenting styles, communication styles, values, traditions, and beliefs ethnic backgrounds, gender, class, and immigration histories. Please refer to the syllabus below for course objectives.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 30

5. Number and Size of Section: 1 section of 30 students

6. Effects on Other Departments (see Note N): None - with the exception of the Asian American Studies Institute. Course will be offered by HDFS and AASI. Please see other proposals to cross-list course and add as AASI offering.

7. Effects on Regional Campuses: Course will be offered at the Stamford campus as well as Storrs.

8. Staffing (see Note P): Course will be offered at Storrs and Stamford and at other regional campuses as staffing permits.

9. Dates approved by (see Note Q):

Department Curriculum Committee: October 17, 2012

Department Faculty: October 17, 2012

10. Name, Phone Number, and e-mail address of principal contact person: Shannon Weaver, 860-486-4684, [shannon.weaver@uconn.edu](mailto:shannon.weaver@uconn.edu)

#### **Proposed course syllabus:**

##### Course description:

Overview of the demographic, educational, social, cultural, structural and historical aspects of Asian-Pacific American (APA) families in the United States, including the Connecticut APA experience. Comparative family characteristics among Asian-Pacific American ethnic groups to be examined. Parenting styles, communication styles, values, traditions, and beliefs to be examined across ethnic backgrounds, gender, class, and immigration histories.

##### Course objectives:

1. To understand the diversity of Asian-Pacific American families, and the ethnic backgrounds, social class and histories relevant to their presence in the United States
2. To understand issues related to family characteristics among the diverse groups of ethnic groups comprising the Asian-Pacific American population in the United States and in Connecticut
3. To understand the significance of the demographic growth of Asian-Pacific American families in the United States and in Connecticut
4. To understand the range of parenting styles and communications styles within and between Asian-Pacific American families
5. To understand the informal and formal family systems that comprise the Asian-Pacific American communities in the United States and Connecticut
6. To examine the differential roles of family members with special focus on gender.

7. To provide personal testimonies regarding Asian Pacific American families with guest speakers

Text required:

Min, Pyong Gap (Ed). Asian Americans: Contemporary Trends and Issues; other assigned readings

**Grading**

1. Guest speakers (5) – 50 points
2. Class participation – 40 points
3. Community event papers (3) – 30 points
4. Final exam – 50 points

Final Exam. The final exam will be held on **December 10** will cover materials for the whole semester.

Community events – Attend a community event in the Fairfield County region or other locations, and you will receive 10 points for each report you submit. The report shall summarize the activities related to Asian-Pacific American families and your observations of the event. One page maximum typed. Due by December 3.

Guest speakers – Guests from the community will share their background and experiences with the class. A one page report will summarize their presentation and submitted by December 3.

Grading will be tabulated by points with following points for each grade: e.g., A = + 93%, A- = 90-92. B+ = 87 – 89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 68-69; D = 63-67; D- = 60-62; and F = 59 and below)

**Schedule of Topics and Readings**

August 27 Overview of class/review syllabus

September 3 Holiday – no class

September 10 Introduction to Asian-Pacific American Studies

September 17 Community event – no class

September 24 Demographic, educational, social, cultural, structural and historical aspects of Asian-Pacific American families (Chapter 1 and 3)

October 1 Model minority myth, and intergenerational issues (first and second/later generations in United States)  
{Chapter 2, Chapter 4}

October 8 Family customs, norms, values and role, parenting styles and communication styles (Chapter 5)

October 15 Community event – no class

October 22 Role of women and elderly (Chapter 3)

October 29 Major Asian-Pacific American (MAPA) groups: Japanese and Chinese Americans (Chapter 6 and 7)

November 5 MAPA: Filipino Americans and Korean Americans (Chapter 8 and Chapter 10)

November 12 Community event – no class

November 19 Thanksgiving break – no class

November 26 MAPA: Indian American and South Asian Americans (Chapter 9)

December 3 MAPA: Southeast Asian Americans and Pacific Islander Americans (Chapter 11); Preserving the Ethnic Identity: Coping and

Robert G. Michel

February 3, 2013

Adaptation in the United States and Connecticut and forming American Identity and Bicultural Identify (Chapter 12); review for final exam  
December 10: Final exam

### 2013-014 Change HDFS Major: Description

1. Date: Jan 25, 2013
2. Department requesting this change: Human Development and Family Studies
3. Title of Major: Human Development and Family Studies
4. Nature of Change: Proposal to add HDFS 3XXX as option for completion of 12 additional HDFS credits.

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

Students in the Human Development and Family Studies major must complete the following requirements: [HDFS 1070](#); [PSYC 1100](#), [1103](#) (or [1101](#)); [SOC 1001](#) or [HDFS 1060](#); and [STAT 1000Q](#) or [STAT 1100Q](#) (Note: These courses may also fulfill University General Education requirements.) Students must meet the computer technology, information literacy, and writing competency requirements through satisfactory completion of [HDFS 2004W](#) and one of the following [HDFS 4007W](#), [HDFS 4087W](#) or [4181W](#).

The major in Human Development and Family Studies requires 46 credits at the 2000-level or above including 34 credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations:

Early Childhood Development and Education  
 Childhood and Adolescence  
 Family Relationships: Services and Counseling  
 Family in Society: Social Policy and Planning  
 Adult Development and Aging

This major must include all of the following required courses: [HDFS 2001](#), [2004W](#), [2100](#), [2200](#), [2300](#) and one of the following [4007W](#), [4087W](#) or [4181W](#).

This major must include the completion of one of the following courses: [HDFS 3520](#), [3530](#), [3540](#), [3550](#)

This major also must include at least 12 credits from the following courses.

[HDFS 3042](#), [3083](#), [3087](#), [3092](#), [3095](#), [3098](#), [3101](#), [3102](#), [3103](#), [3110](#), [3120](#), [3122](#), [3123](#), [3125](#), [3126](#), [3130](#), [3240](#), [3249](#), [3250](#), [3252](#), [3261](#), [3268](#), [3277](#), [3310](#), [3311](#), [3319](#), [3340](#), [3341](#), [3342](#), [3343](#), [3420](#), [3421](#), [3423](#), [3430](#), [3431](#), [3432](#), [3433](#), [3442](#), [3510](#), [3520](#), [3530](#), [3540](#), [3550](#), [4004](#), [4087W](#), [4097](#), [4133](#), [4255](#). These 12 credits may include elections from among the four courses listed above ([HDFS 3520](#), [3530](#), [3540](#), [3550](#)), if not applied to satisfaction of the foregoing

requirement.

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

Students in the Human Development and Family Studies major must complete the following requirements: [HDFS 1070](#); [PSYC 1100](#), [1103](#) (or [1101](#)); [SOCI 1001](#) or [HDFS 1060](#); and [STAT 1000Q](#) or [STAT 1100Q](#) (Note: These courses may also fulfill University General Education requirements.) Students must meet the computer technology, information literacy, and writing competency requirements through satisfactory completion of [HDFS 2004W](#) and one of the following [HDFS 4007W](#), [HDFS 4087W](#) or [4181W](#).

The major in Human Development and Family Studies requires 46 credits at the 2000-level or above including 34 credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations:

Early Childhood Development and Education  
Childhood and Adolescence  
Family Relationships: Services and Counseling  
Family in Society: Social Policy and Planning  
Adult Development and Aging

This major must include all of the following required courses: [HDFS 2001](#), [2004W](#), [2100](#), [2200](#), [2300](#) and one of the following [4007W](#), [4087W](#) or [4181W](#).

This major must include the completion of one of the following courses: [HDFS 3520](#), [3530](#), [3540](#), [3550](#)

This major also must include at least 12 credits from the following courses.

[HDFS 3XXX](#), [3042](#), [3083](#), [3087](#), [3092](#), [3095](#), [3098](#), [3101](#), [3102](#), [3103](#), [3110](#), [3120](#), [3122](#), [3123](#), [3125](#), [3126](#), [3130](#), [3240](#), [3249](#), [3250](#), [3252](#), [3261](#), [3268](#), [3277](#), [3310](#), [3311](#), [3319](#), [3340](#), [3341](#), [3342](#), [3343](#), [3420](#), [3421](#), [3423](#), [3430](#), [3431](#), [3432](#), [3433](#), [3442](#), [3510](#), [3520](#), [3530](#), [3540](#), [3550](#), [4004](#), [4087W](#), [4097](#), [4133](#), [4255](#).

These 12 credits may include elections from among the four courses listed above ([HDFS 3520](#), [3530](#), [3540](#), [3550](#)), if not applied to satisfaction of the foregoing requirement.

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

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



**Justification**

1. Why is a change required? HDFS 3XXX Asian-Pacific American families is a new course offering and it should be one of the possible courses for completing HDFS credits
2. What is the impact on students?  
Impact is minimal to none - students will just have another course option to complete their additional 12 hours.
3. What is the impact on regional campuses? Same as at Storrs
4. Dates approved by (see Note Q):  
Department Curriculum Committee: Oct 17, 2012  
Department Faculty: Oct 17, 2012
5. Name, Phone Number, and e-mail address of principal contact person:  
Shannon Weaver, 6-4684, shannon.weaver@uconn.edu

**2013-015 Change HDFS 3087: increase credit hours**

1. Date: January 2, 2013
2. Department: Human Development & Family Studies
3. Nature of Proposed Change: increase credit hours from one to two for HDFS 3087

**4. Current Catalog Copy:**

**3087. Honors Proseminar**

(291) One credit. One class period. Prerequisite: Open only with consent of instructor to students in the Honors Program. May be repeated once for credit.

Overview of the Human Development and Family Studies Honors Programs and the opportunities available through University Honors. Includes presentations by Family Studies faculty members and discussions with faculty regarding research. Provides direction to students planning honors theses.

**5. Proposed Catalog Copy:**

**3087. Honors Proseminar**

(291) Two credits. Class meets once a week for two hours. Prerequisite: Open only with consent of instructor to students in the Honors Program. May be repeated for credit.

Overview of the Human Development and Family Studies Honors Programs and the opportunities available through University Honors. Includes presentations by Family Studies faculty members and discussions with faculty regarding research. Provides direction to students planning honors theses.

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

**Justification**

1. Reasons for changing this course: Change in credit hours to more accurately reflect the amount of work required in the course.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): NA
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: No changes
7. Dates approved by (see Note Q):  
Department Curriculum Committee: October 17, 2012  
Department Faculty: October 17, 2012
8. Name, Phone Number, and e-mail address of principal contact person:  
Shannon Weaver, 860-486-4684, shannon.weaver@uconn.edu

**2013-016 Change HDFS 4097: reduce credit hours**

1. Date: January 2, 2013
2. Department: Human Development & Family Studies
3. Nature of Proposed Change: reduce credit hours from 2 to 1 for HDFS 4097

**4. Current Catalog Copy:****4097. Honors Thesis Preparation Seminar**

(297) Two credits. Class meets once a week for two hours. Prerequisite: [HDFS 3087](#); open only with consent of instructor to students in the Honors Program. May be repeated for credit. *Garey*

Prepares students to tackle the honors thesis by covering the basics of the thesis process. Course content will focus on strategies to make the thesis manageable, organizational and writing skills, and discussion of seminar members' thesis projects and progress. In this seminar, students form a community of scholars to discuss and support each other's work.

**5. Proposed Catalog Copy:****4097. Honors Thesis Preparation Seminar**

(297) One credit. Class meets once a week for one hours. Prerequisite: [HDFS 3087](#); open only with consent of instructor to students in the Honors Program. May be repeated for credit.

Prepares students to tackle the honors thesis by covering the basics of the thesis process. Course content will focus on strategies to make the thesis manageable, organizational and writing skills, and discussion of seminar members' thesis projects and progress. In this seminar, students form a community of scholars to discuss and support each other's work.

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

**Justification**

1. Reasons for changing this course: Change in credit hours to more accurately reflect the amount of work required in the course. Also removal of faculty name as individual no longer responsible for this course.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see [Note N](#)): NA
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: No changes
7. Dates approved by (see [Note Q](#)):  
Dept. C&C: October 17, 2012, Dept. Faculty: October 17, 2012
8. contact: Shannon Weaver, 860-486-4684, [shannon.weaver@uconn.edu](mailto:shannon.weaver@uconn.edu)

**2013-017 Add SPAN 3267W The Spanish-American Short Story**

1. Date:

10/1/2012

2. Department requesting this course:

Literatures, Cultures and Languages

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

Fall 2013 or Spring 2014

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

**SPAN 3267W. The Spanish-American Short Story**

Either semester. Three credits. Recommended preparation: Span 3178. With a change in content, this course may be repeated for credit.

Readings of major authors and works with special emphasis on the development of the short story since the nineteenth-century and on its relations to other short narrative forms (such as the fable, the *cuadro de costumbres*, or the *tradición*) as well as to significant moments of Spanish-American social history. Instruction in academic writing in Spanish through reading of criticism on the short story genre and through the discussion and editing of writing assignments.

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

1. Standard abbreviation for Department or Program (see [Note O](#)):

SPAN

2. Course Number (see [Note B](#)): 3267W

If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use?   x   Yes

3. Course Title: **The Spanish American Short Story**

4. Semester offered (see [Note C](#)): **Either semester**

5. Number of Credits (see [Note D](#)): **Three**

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

**Readings of major authors and works with special emphasis on the development of the short story since the nineteenth-century and on its relations to other short narrative forms (such as the fable, the *cuadro de costumbres*, or the *tradición*) as well as to significant moments of Spanish American social history. Instruction in academic writing through reading of criticism on the short story genre and through the discussion and editing of writing assignments.**

**Optional Items**

7. Number of Class Periods, if not standard (see [Note E](#)):

8. Prerequisites, if applicable (see [Note F](#)):
9. Recommended Preparation, if applicable (see [Note G](#)): SPAN 3178
10. Consent of Instructor, if applicable (see [Note T](#))
11. Exclusions, if applicable (see [Note H](#)):
12. Repetition for credit, if applicable (see [Note I](#)): With a change in content, this course may be repeated for credit.
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)):
14. Open to Sophomores (see [Note U](#)):
15. Skill Codes "W", "Q", or "C" (see [Note T](#)): W
16. S/U grading (see [Note W](#)):

#### Justification

1. Reasons for adding this course: (see [Note L](#))  
The number of majors and minors in Spanish has been steadily increasing in the last few years and so has the demand of writing courses, invariably taught at capacity. With this proposal, the Spanish program intends to add more variety to its offer of W courses. It is also trying to add more flexibility to its major and minor plan of studies, since this course may be used to fulfill the literature requirement or, due to its writing component, the advanced language requirement.
2. Academic Merit (see [Note L](#)):  
Our program did not have a course entirely devoted to the short story, a genre that has proven to be extremely important in Spanish America and has been practiced and theorized by authors of international influence, such as Jorge Luis Borges, Julio Cortázar, Gabriel García Márquez, Luisa Valenzuela, and Roberto Bolaño.
3. Overlapping Courses (see [Note M](#)): None.
4. Number of Students Expected: 19 students.
5. Number and Size of Section: 1 section, 19 students.
6. Effects on Other Departments (see [Note N](#)): None.
7. Effects on Regional Campuses: None.
8. Staffing (see [Note P](#)): Odette Casamayor, Miguel Gomes, Guillermo Irizarry, Jacqueline Loss, Laurietz Seda.
9. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: 1/19/13  
Department Faculty: 1/19/13
10. Name, Phone Number, and e-mail address of principal contact person:  
Jacqueline Loss (6-2529, jacqueline.loss@uconn.edu)  
and/or Miguel Gomes (6-3288, miguel.gomes@uconn.edu)

### 2013-018 Change Spanish Major: eliminate two tracks, reduce credits

1. Date: **January 2013**
2. Department requesting this change: **Literatures, Cultures and Languages**
3. Title of Major: **Spanish**
4. Nature of Change:

The structure of the major will be made clearer and more functional by eliminating the existing two tracks, adjusting the way the study abroad component is described and reducing the required number of credits from 27 to 24. A new course will be added.

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

Spanish courses comprise three main groups:

Group 1 (Literature): SPAN 3207, 3208, 3230, 3231, 3232, 3233, 3234, 3260, 3261, 3262, 3263, 3264, 3265, 3266, 3293, 3298, 4200W.

Group 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 3298, 4200W

Group 3 (Language and Communication): SPAN 3170, 3177, 3178/W, 3179, 3204, 3240W, 3241, 3242, 3261, 3293, 3298, 4200W

The Spanish major requires 27 credits in 3000 and 4000-level Spanish courses

and at least one semester of Study Abroad. A minimum of 12 of the major credits

must consist of Spanish courses taken in residence. Up to 12 credits may be met by Study Abroad courses, with advisor's consent. Up to 6 credits may be transfer credits. AP credits may not be used toward the major. An additional 12 credits are required in 2000-level or above related courses from programs other than Spanish. These may include appropriate Study Abroad courses (ARTH 2993; POLS 3993; INTD 3993; ECON 2493; HIST 3993). Other related courses require advisor's prior consent.

All majors in Spanish must complete SPAN 3177, 3178, or 3178W and eight

more courses from the three main groups.

A student majoring in Spanish can choose between the Literature and Culture

track and the Culture and Communication track.

a) Majors pursuing the Literature and Culture track must take SPAN 3230. The other courses must be distributed as follows: four courses from Group 1 (one of which must be 3231, 3232, 3233 or 3234), two courses from Group 2, and one course from Group 3.

b) Majors pursuing the Culture and Communication track must take SPAN 3242. The other courses must be distributed as follows: two courses from Group 1, three courses from Group 2, and two courses from Group 3.

Variable topics courses (3204, 3207, 3208, 3261, 3293, 3298, 4200W) may be

applied to any of the three groups as determined by course content and with prior consent by the Department.

To satisfy the information literacy and writing in the major requirements, all students must pass one of SPAN 3178W, 3240W, or 4200W.

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

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

Spanish courses comprise three main groups:

**Group 1** (Literature): SPAN 3260, 3207, 3208, 3230, 3261, 3262, 3263, 3264, 3231, 3232, 3265, 3233, 3234, 3266, 3267W, 3293, 3295, 3298, 3299, 4200W

**Group 2** (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3251, 3214, 3252, 3250, 3254, 3293, 3295, 3298, 3299, 4200W

**Group 3** (Language and Communication): SPAN 3204, 3110, 3261, 3170, 3178, 3178W, 3179, 3177, 3241, 3240W, 3242, 3267W, 3293, 3295, 3298, 3299, 4200W

The Spanish major requires 24 credits in 2000, 3000 or 4000-level Spanish courses and at least one study abroad experience. A minimum of 12 of the major credits must consist of Spanish courses taken in residence. Up to 12 credits may be met by Study Abroad Spanish courses, with advisor's consent. Only 6 credits may be transfer credits. AP credits may not be used toward the major. An additional 12 credits are required in 2000, 3000 or 4000-level related courses from programs other than Spanish. These may include appropriate Study Abroad courses. Related courses require advisor's prior consent.

All majors in Spanish must complete at least one composition course (Span 3178, 3240W or 3293). All majors should also take an introductory or survey course (Span 3230, 3231, 3232, 3233, 3234, 3242), and six more courses from the three main groups (2 from Group 1, 2 from Group 2 and 2 from Group 3). Variable topics courses (Span 3204, 3207, 3208, 3261, 3298, 3293, 3299, 4200W) may be applied to any of the three groups as determined by course content and with advisor's prior consent. A single course cannot satisfy more than one requirement in the major. The advisor in consultation with the Spanish Undergraduate Committee will decide substitutions for the Study Abroad requirement (among them, Urban Semester, internships, research projects related to the U.S. Hispanic community or additional Spanish credits in residence). All majors are required to take at least one W Spanish course. Any W Spanish course may be used as a group 3 course with advisor's consent.

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

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

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

### Justification

1. Why is a change required?

Since the time the Spanish program created its two-track major the number of students has more than doubled, but the number of faculty members has remained the same. This situation has created constant staffing and over-enrollment problems in the case of mandatory or introductory courses. Sometimes our department has been forced to rely on advanced graduate students to teach additional sections of those courses. By giving more introductory or survey courses options and by creating a list of requirements among our three groups of courses that is more balanced we expect to solve many of these conflicts while meeting the new demands of an increasingly diverse student body that can benefit from academic diversity. Writing courses have also been limited in Spanish and almost always taught at capacity, with long waiting lists, therefore we have designed a new course (Span 3267W) that will add even more flexibility to the major, since it can be used as a Group 1 or a Group 3 course.

2. What is the impact on students?

They will have more academic options within the field of Spanish studies. Students with very demanding dual degree requirements or a double major will have more flexibility to finish their studies on time.

3. What is the impact on regional campuses?

None.

4. Dates approved by (see Note Q):

Department Curriculum Committee: 1/19/13

Department Faculty: 1/19/13

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

Jacqueline Loss, Spanish Section Chair (6-2529,  
jacqueline.loss@uconn.edu)



### 2013-019 Change Spanish Minor requirements and options

1. Date: **January 2013**
2. Department requesting this change: **Literatures, Cultures and Languages**
3. Title of Minor: **Spanish**
4. Nature of Change: **The structure of the minor will be made more functional by modifying the list of requirements and adding the possibility of 3 more study abroad credits. A new course will be added (Span 3267W).**

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

Students wishing to complete a Minor in Spanish are expected to take at least 18 credits of 3000 and 4000-level Spanish courses. Students must earn a C (2.0) or better in each course. The requirements are:

a) One course in composition: SPAN 3178/W, 3177, or 3240W.

b) One introductory course: SPAN 3230 or 3242

c) One from each group and one additional from any group:

GROUP 1 (Literature): SPAN 3207, 3208, 3230, 3231, 3232, 3233, 3234, 3260, 3261, 3262, 3263, 3264, 3265, 3266, 3293, 3298, 4200W.

GROUP 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 3298, 4200W.

GROUP 3 (Language and Communication): SPAN 3170, 3177, 3178/W, 3179, 3204, 3240W, 3241, 3242, 3261, 3293, 3298, 4200W.

Variable subject courses (such as 3179, 3204, 3207, 3208, 3261, 3293, 3298, 4200W) and study abroad courses may be applied to any of the three groups as determined by course content and with advisor's prior consent. A single course cannot satisfy more than one requirement from categories a, b, and c, nor can a single course be applied to more than one group of courses as described in category c. AP credits may not be counted toward the minor. A maximum of 6 credits may be used from Study Abroad (SPAN 3293).

The minor is offered by the Literatures, Cultures, and Languages Department.

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

Students wishing to complete a Minor in Spanish are expected to take at least 18 credits of 2000, 3000 and 4000-level Spanish courses. Students must earn a C (2.0)

or better in each course. The requirements are:

a) One advanced grammar or writing course from SPAN 3178, 3240W or 3293

b) One course from each of the following groups:

GROUP 1 (Literature): SPAN 3260, 3207, 3208, 3230, 3261, 3262, 3263, 3264, 3231, 3232, 3295, 4200W, 3293, 3265, 3233, 3234, 3266, 3267W, 3299.

GROUP 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3251, 3214, 3252, 3250, 3254, 3295, 4200W, 3293, 3299.

GROUP 3 (Language and Communication): SPAN 3204, 3110, 3261, 3170, 3178, 3178W, 3179, 3177, 3295, 3241, 3240W, 3242, 3267W, 4200W, 3293, 3299.

c) Two additional courses from any group.

Variable subject courses (such as SPAN 3179, 3204, 3207, 3208, 3261, 3295, 4200W, 3293, 3299) and study abroad courses may be applied to any of the three groups as determined by course content and with advisor's prior consent. A single course cannot satisfy more than one requirement in the minor. AP credits may not be used toward the minor. A maximum of 3 transfer credits and a maximum of 9 Study Abroad credits may be used toward the minor, but students applying transfer credits toward completion of the minor may use only 6 Study Abroad credits. In any case, a minimum of 9 credits in residence is required.

The minor is offered by the Literatures, Cultures, and Languages Department.

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

#### Justification

1. Why is a change required?

The current major and minor in Spanish share the same mandatory introductory courses and the number of students has doubled in the last ten years. This has created constant staffing and over-enrollment problems. Additionally, increasing number of students from fields such as Nursing, Health Sciences and Business have shown interest in minoring in Spanish, but the current structure of the minor has not allowed them to do so, particularly in the case of students with very demanding practice or service schedules. Several other fields have also been sending their students to study abroad programs and many of these students have become interested in minoring in Spanish. The proposed changes in our minor will add flexibility to our program.

2. What is the impact on students?

They will have more academic options within the field of Spanish studies.

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

Plan of Study

# Minor in Spanish 2013

College of Liberal Arts and Sciences, Minor Requirements

The Minor in Spanish requires at least 18 credits in upper division Spanish courses. All of the courses below require Spanish 1001, 1002, 1003, 1004 or the equivalent, as prerequisites, but these courses do not count towards the Minor.

During the beginning of the last semester before graduation you should submit one copy of your final plan of studies to the Registrar.

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.

18 credits required:

a) One advanced grammar or writing course from SPAN 3178, 3240W or 3293

\_\_\_\_\_

b) One from each group.

GROUP 1 (Literature): SPAN 3260, 3207, 3208, 3230, 3261, 3262, 3263, 3264, 3231, 3232, 3295, 4200W, 3293, 3265, 3233, 3234, 3266, 3267W, 3299. \_\_\_\_\_

GROUP 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3251, 3214, 3252, 3250, 3254, 3295, 4200W, 3293, 3299. \_\_\_\_\_

GROUP 3 (Language and Communication): SPAN 3204, 3110, 3261, 3170, 3178, 3178W, 3179, 3177, 3295, 3241, 3240W, 3242, 3267W, 4200W, 3293, 3299. \_\_\_\_\_

\_\_\_\_\_

c) Two additional SPAN courses from any group \_\_\_\_\_

Variable subject courses (such as SPAN 3179, 3204, 3207, 3208, 3261, 3295, 4200W, 3293, 3299) and study abroad courses may be applied to any of the three groups as determined by course content and with advisor's prior consent. A single course cannot satisfy more than one requirement in the minor. AP credits may not be used toward the minor. A maximum of 9 Study Abroad credits may be used toward the minor, but students applying transfer credits toward completion of the minor may use only 6 Study Abroad credits. In any case, a minimum of 9 credits in residence is required.

\_\_\_\_\_  
Name of the student (please print) \_\_\_\_\_

student ID \_\_\_\_\_ catalog year \_\_\_\_\_

I approve the above program for the (B.A. or B.S.) Minor in Spanish  
Advisor's signature \_\_\_\_\_

Dept. of Literatures, Cultures and Languages, Spanish Section, Minor Advisor

5. Dates approved by (see Note Q):

Department Curriculum Committee: 1/19/13

Department Faculty: 1/19/13

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

Jacqueline Loss, Spanish Section Chair (6-2529,  
jacqueline.loss@uconn.edu)

**2013-020 Add LING 3410Q Semantics**

1. Date: 11/13/12
2. Department requesting this course: LING
3. Semester and year in which course will be first offered: Fall 2013

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

**LING 3410Q. Semantics**

Three credits. Prerequisite: LING 2010Q.

Analysis of the semantics of natural languages in a generative framework: truth conditions, compositionality, quantification.

**Items included in catalog Listing:**

**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): LING
2. Course Number (see Note B): 3410Q  
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: Semantics
4. Semester offered (see Note C): Spring
5. Number of Credits (see Note D): Three
6. Course description

**Optional Items**

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): LING 2010Q
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy
14. Open to Sophomores (see Note U): Yes
15. Skill Codes "W", "Q", or "C" (see Note T): Q
16. S/U grading (see Note W):

**Justification**

1. Reasons for adding this course: (see Note L) We have long wanted to split up our course 3510Q Syntax and Semantics in to two separate courses. We are now able to staff two such courses regularly.
2. Academic Merit (see Note L): Syntax is one of the core areas of theoretical linguistics.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 25
5. Number and Size of Section:
6. Effects on Other Departments (see Note N): None

7. Effects on Regional Campuses:
8. Staffing (see Note P):
9. Dates approved by (see Note Q):
  - Department Curriculum Committee: November 13, 2012
  - Department Faculty: November 13, 2012
10. Name, Phone Number, and e-mail address of principal contact person: Jon Gajewski, 6-1584, jon.gajewski@uconn.edu

## SYLLABUS

### LING 3410Q Semantics

#### Course description

Analysis of the semantics of natural languages in a generative framework: truth conditions, compositionality, quantification, intensionality.

**Textbook:** available at the UConn Co-op

*Meaning and Grammar* by Gennaro Chierchia and Sally McConnell-Ginet.

Published by MIT Press: Cambridge, MA. 2000, 2<sup>nd</sup> Edition.

The textbook will be supplemented by the instructor's lecture notes on formal issues: set theory, functions, propositional and predicate logic, and lambda-calculus. The lecture will be made available on HuskyCT.

#### Schedule

Week	Topic	Reading	Notes
1	Foundational Issues	M&G ch 1	
2	Denotation and Truth	M&G ch 2, pp. 53-73	HW 1 due
3	Set Theory	Lecture Notes	
4	Functions and Properties of Relations	Lecture Notes	HW 2 due
5	Exam Review Exam 1		
6	Semantic Composition: Predication and Conjunction	M&G ch 2, pp. 73-97	
7	Predicate Logic	M&G ch 4 pp.113-147	
8			HW 3 due
9	Quantification in English	M&G ch 4 pp. 147-187	
10			HW 4 due
11	Exam Review Exam 2		
12	Lambda-calculus	M&G ch 7 pp. 391-407	HW 5 due
13	Generalized quantifier theory	M&G ch 9	
14	Course Review		Bonus HW due

#### Course Requirements

Assessed through two midterms (20% each), a final exam (25%), five homework

assignments (25%) and class participation (10%).

**2013-021 Add Ling 3511Q Syntax**

1. Date: 11/13/12
2. Department requesting this course: LING
3. Semester and year in which course will be first offered: Fall 2013

**Proposed catalog Listing (see Note A):****LING 3511Q. Syntax**

Three credits. Prerequisite: LING 2010Q

Analysis of the syntax of natural languages in a generative framework: phrase structure, movement, syntactic operations and dependencies.

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

1. Standard abbreviation for dept. or Program (see Note O): LING
2. Course Number (see Note B): 3511Q  
If using a specific number) have you checked with the Registrar that this number is available for use?  No
3. Course Title: Syntax
4. Semester offered (see Note C): Fall
5. Number of Credits (see Note D): Three
6. Course description

**Optional Items**

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): LING 2010Q
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T):Q
16. S/U grading (see Note W):

**Justification**

1. Reasons for adding this course: (see Note L)  
We have long wanted to split up our course 3510Q Syntax and Semantics in to two separate courses. We are now able to staff two such courses regularly.
2. Academic Merit (see Note L): Syntax is one of the core areas of theoretical linguistics.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 25
5. Number and Size of Section:
6. Effects on Other Departments (see Note N):None
7. Effects on Regional Campuses:



8. Staffing (see Note P):  
 9. Dates approved by (see Note Q):  
     Department Curriculum Committee: November 13, 2012  
     Department Faculty: November 13, 2012  
 10. contact: Jon Gajewski, 6-1584, jon.gajewski@uconn.edu

### Syllabus

**LING3511Q: Syntax: Fall, Tu/Th, Prof. Susanne Wurmbrand** [susanne.wurmbrand@uconn.edu](mailto:susanne.wurmbrand@uconn.edu)

#### Course material

textbook: *Grammar as Science*. 2010. R. K. Larson & K. Ryokai. Cambridge, Mass: MIT Press.

Additional materials will be posted on HuskyCT and distributed in class. Regular attendance is therefore important since the class will cover material not discussed in the readings.

#### Schedule (subject to change)

Parts I to VII refer to:

*Grammar as Science*. 2010. R. K. Larson & K. Ryokai. Cambridge, Mass: MIT Press.

Haegeman (available on HuskyCT):

Haegeman, Liliane. 1994. Anaphoric Relations and Overt NPs. In *Introduction to Government and Binding theory*, 201-250. Oxford: Blackwell.

Week	Dates	Topic	Readings	Important dates
1		Overview and foundational issues	Part I	
		PS-rules and grammars	Part II	
2		Basic clause structure	Part III, Unit 6	
		Constituency tests	Part III, Unit 7	HW1 due
3		Syntactic categories and relations	Part III, Unit 8, 9	
		Subcategorization, selection	Part V, Units 13, 14	
4		Arguments vs. adjuncts	Part V, Units 15, 16	
		Structure of argument vs. adjuncts	Part V, Units 17, 18	HW2 due
5		Review and exercises		
		<b>First Exam</b>		
6		Complement clauses	Part VI: Unit 19	
		Non-finite complement clauses	Part VI: Unit 20	
7		Control	Part VI: Unit 21	
		Clauses within NPs	Part VI: Unit 22	HW3 due
		<b>SPRING BREAK</b>		
8		X-bar Theory	Part VI: Unit 23	
		Constituency again		
9		<i>Wh</i> -movement	Part VII: Unit 24	
		More on <i>wh</i> -movement	Part VII: Unit 25	HW4 due
10		Review and exercises		
		<b>Second Exam</b>		
11		Movement constraints I	Part VII: Unit 26	
		Movement constraints II	Part VII: Unit 27	
12		Parametric variation	Part VII: Unit 28	
		More on parameters		
13		Anaphoric relations	Haegeman	HW5 due
		Binding principles and domains		
14		Review and exercises		

**2013-022 Change COGS Major: add courses****1. Date:** 1/22/13**2. Department requesting this change:** Cognitive Science Program**3. Title of Major:** Cognitive Science**4. Nature of Change:** Change major to accommodate new course offerings.

- A. LING 3510Q is splitting into LING 3410Q and LING 3511Q. The former is uniformly replaced by the latter two.
- B. CDIS 3202/W, 4244/W and 4253 are becoming SLHS 2204, 4245/W and 4254/W.
- C. Writing in major requirement is changed to allow any W course on the plan of study to count.
- D. Inactive courses (SCI 2400, MATH 3270) are eliminated.

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

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

**Core Courses (16 credits)**

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

**Research Courses (6 credits)**

*Statistics (one of the following for at least 3 credits):* PSYC 2100Q; STAT 2215Q, 3025Q (Calculus level)

*Research Methods (one of the following for at least 3 credits):* ANTH 3004 (if elected for 3 credits); LING 3110; PSYC 3250/W, 3251/W, 3450W, 3550W, 3551W, 3552

**Formal Systems Courses (3 credits)**

CSE 2300W, 2500, 3500<sub>b</sub>, 3502<sub>a, b</sub>, 3802; LING 3310Q<sub>b</sub>, 3510Q<sub>b</sub>; MATH 2210Q, 2410Q, 3160, 3210, 3230, 3270<sub>a, b</sub>, 3412; PHIL 2211Q, 3214

**Advanced courses (12 credits)**

*Must include courses from at least 3 departments. Can include core courses not needed to satisfy the core course requirement*

ANTH 3200, 3250, CDIS 3202/W<sub>a</sub>, 4244/W, 4253; CSE 3500<sub>a, b</sub>, 3502<sub>b</sub>, 4095; LING 3310Q<sub>b</sub>, 3510Q<sub>b</sub>, 3610W; MATH 3270<sub>a, b</sub>; PHIL 2210, 2212/W<sub>a</sub>, 3241, 3247/W, 3249/W, 3256/W; PNB 3251; PSYC 2200, 2400, 2500, 3100/W, 3470<sub>c</sub>, 3500, 3501, 3502; SCI 2400<sub>a</sub>

**Electives (3-6 credits)**

One or two additional courses (from above lists or other related courses from any department), chosen with the approval of the advisors.

<sup>a</sup>Due to content overlap, no more than one of each of the following pairs may be

counted toward the major: (i) PHIL 2212/W and SCI 2400; (ii) CSE 3502 and MATH 3270.

The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 3500, 3502; LING 3310Q, 3510Q; and MATH 3270. In this event, two electives are required.

PSYC 3470 is a variable topics course and may only be counted toward the major with advisors' approval.

### **Competency and Writing Requirements**

The exit requirements for computer technology and information literacy will be met by satisfaction of the Research Methods Requirement. The exit requirements for writing in the major can be met by taking one of the following courses: CDIS 3202W, 4244W; LING 3610W; PHIL 2212W, 3247W, 3249W, 3256W; PSYC 2100WQ, 3100W, 3251W, 3450W, 3550W.

Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students will consult with both of them to plan a course of study.

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

### **General Requirements**

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

### **Core Courses (16 credits)**

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

### **Research Courses (6 credits)**

Statistics (one of the following for at least 3 credits): PSYC 2100Q; STAT 2215Q, 3025Q (Calculus level)

Research Methods (one of the following for at least 3 credits): ANTH 3004 (if elected for 3 credits); LING 3110; PSYC 3250/W, 3251/W, 3450W, 3550W, 3551W, 3552

### **Formal Systems Courses (3 credits)**

CSE 2300W, 2500, 3500<sub>a</sub>, 3502<sub>a</sub>, 3802; LING 3310Q<sub>a</sub>, 3410Q<sub>a</sub>, 3511Q<sub>a</sub>; MATH 2210Q, 2410Q, 3160, 3210, 3230, 3412; PHIL 2211Q, 3214

### **Advanced courses (12 credits)**

*Must include courses from at least 3 departments. Can include core courses not needed to satisfy the core course requirement*

ANTH 3200, 3250; CSE 3500<sub>a</sub>, 3502<sub>a</sub>, 4095; LING 3310Q<sub>a</sub>, 3410Q<sub>a</sub>, 3511Q<sub>a</sub>, 3610W; PHIL 2210, 2212/W, 3241, 3247/W, 3249/W, 3256/W; PNB 3251; PSYC

2200, 2400, 2500, 3100/W, 3470<sub>b</sub>, 3500, 3501, 3502; **SLHS 2204, 4245/W, 4254/W**

**Electives ( 3- 6 credits)**

One or two additional courses (from above lists or other related courses from any department), chosen with the approval of the advisors.

aThe following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 3500, 3502; LING 3310Q, **3410Q, 3511Q.**

In this event, two electives are required.

bPSYC 3470 is a variable topics course and may only be counted toward the major with advisors' approval.

**Competency and Writing Requirements**

The exit requirements for computer technology and information literacy will be met by satisfaction of the Research Methods Requirement. **The exit requirements for writing in the major are met by taking any W course on the plan of study.**

Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students will consult with both of them to plan a course of study.

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

**Justification**

1. Why is a change required? To accommodate changes in course offerings.
2. What is the impact on students? None.
3. What is the impact on regional campuses? None.
4. Dates approved by (see Note Q):  
Department Curriculum Committee: 1/28/13  
Department Faculty: 1/28/13
5. Name, Phone Number, and e-mail address of principal contact person:  
Jon Gajewski, 860 486 1584, [jon.gajewski@uconn.edu](mailto:jon.gajewski@uconn.edu)

### 2013-023 Change COGS Minor: update and replace courses

**1. Date:** 1/22/13

**2. Department requesting this change:** COGS

**3. Title of Minor:** Cognitive Science

**4. Nature of Change:** Replaces LING 3510Q with its successors LING 3410Q and LING 3511Q. Updates offerings by SLHS.

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

##### **Cognitive Science**

Cognitive Science is the interdisciplinary study of mind and intelligence, bringing together course content from Psychology, Linguistics, Artificial Intelligence, Anthropology, Communication Disorders, Neuroscience, and Philosophy. While available with any undergraduate major, the minor in Cognitive Science is especially appropriate for majors in the fields listed above.

**Requirements**To earn a minor in Cognitive Science, students must complete 15 credits at the 2000-level or above. COGS 2201 is required, plus four additional courses coming from at least three areas (A through F). No more than 6 credits may be counted from any one department.

A. Cognition: ANTH 3250; CSE 4705; PHIL 3247/W, 3250/W; PSYC 2500, 2501

B. Language: ANTH 3002 or LING 3610W; LING 2010Q; PHIL 3241; PSYC 3500

C. Perception: PHIL 3256/W; PSYC 3501, 3502

D. Development: CDIS 3202/W or PSYC 3470/W; CDIS 4253; PSYC 2400

E. Neuroscience: CDIS 4244/W, PHIL 3249/W; PNB 3251; PSYC 2200

F. Formal Systems: CSE 2500, 3502; LING 3310Q, 3510Q; PHIL 2211Q,

3214 The minor is offered by the College of Liberal Arts and Sciences. For the Cognitive Science minor, contact Prof. Bernard Grela, Director of Undergraduate Studies in Cognitive Science, David C. Phillips Communication Sciences Building, room 215.

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

##### **Cognitive Science**

Cognitive Science is the interdisciplinary study of mind and intelligence, bringing together course content from Psychology, Linguistics, Artificial Intelligence, Anthropology, Communication Disorders, Neuroscience, and Philosophy. While available with any undergraduate major, the minor in Cognitive Science is especially appropriate for majors in the fields listed above.

**Requirements**To earn a minor in Cognitive Science, students must complete 15 credits at the 2000-level or above. COGS 2201 is required, plus four additional courses coming from at least three areas (A through F). No more than 6 credits may be counted from any one department.

A. Cognition: ANTH 3250; CSE 4705; PHIL 3247/W, 3250/W; PSYC 2500, 2501

B. Language: ANTH 3002 or LING 3610W; LING 2010Q; PHIL 3241; PSYC 3500

C. Perception: PHIL 3256/W; PSYC 3501, 3502

D. Development: PSYC 2400; PSYC 3470/W or SLHS 2204; SLHS 4254/W

E. Neuroscience: PHIL 3249/W; PNB 3251; PSYC 2200; SLHS 4245W

F. Formal Systems: CSE 2500, 3502; LING 3310Q, 3410Q, 3511Q; PHIL 2211Q, 3214

The minor is offered by the College of Liberal Arts and Sciences.

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

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

#### Justification

1. Why is a change required? Changing course offerings from LING and SLHS
2. What is the impact on students? None.
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:

#### Plan of Study for Cognitive Science MINOR

A final plan of study for the minor, signed by the Director of Undergraduate Studies in Cognitive Science, must be filed with the Registrar during the first four weeks of classes of the semester in which a student expects to graduate, along with the final plan of study for his/her major. Another copy of the signed form should go to the student's major advisor. Once filed with the Registrar, changes in the plan may be made only with the consent of the Director of Undergraduate Studies.

Completion of a minor requires that a student earn a C (2.0) or better in each of the courses for the minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

Substitutions are not possible for required courses in a minor.

#### Course Requirements

To earn a minor in Cognitive Science, a student must take 15 credits the 2000 level. COGS 2201 is required, plus four additional courses coming from at least three areas (A through F). No more than 6 credits may be counted from any one department.

A. Cognition: ANTH 3250, PHIL 3250(W), PHIL 3247(W), PSYC 2500, PSYC 2501

B. Language: ANTH 3002 OR LING 3610, LING 2010Q, PHIL 3241, PSYC 3500

C. Perception: PHIL 3256, PSYC 3502, PSYC 3501

D. Development: PSYC 2400; PSYC 3470/W or SLHS 2204; SLHS 4254/W

E. Neuroscience: PHIL 3249/W; PNB 3251; PSYC 2200; SLHS 4245W

F. Formal Systems: CSE 2500, 3502; LING 3310Q, 3410Q, 3511Q; PHIL 2211Q, 3214

1. List semester in which COGS 2201 was taken: \_\_\_\_\_
2. For three of the above areas (A – F), list one course from each:

3. List one additional course taken from any of areas A – F: \_\_\_\_\_

Name of student: \_\_\_\_\_ Peoplesoft

ID#: \_\_\_\_\_

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

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

I approve the above program for the Minor in Cognitive Science:

(signed) \_\_\_\_\_ (date)

\_\_\_\_\_  
DUS, Cognitive Science

5. Dates approved by (see Note Q):

Department Curriculum Committee: 1/28/13

Department Faculty: 1/28/13

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

Jon Gajewski, 4-1584, [jon.gajewski@uconn.edu](mailto:jon.gajewski@uconn.edu)

### 2013-024 Change URBN 2000: Title

1. Date: 1/28/2013
2. Department: Urban and Community Studies
3. Nature of Proposed Change: We would like to change the name of our introductory core course (URBN 2000) to reflect the name of the program and the content of the course.

### 4. Current Catalog Copy:

#### **2000. Introduction to Urban Studies**

Three credits.

Introduction to the analysis of urban development with particular stress on those problems pertinent to the American central city.

#### **2000W. Introduction to Urban Studies**

Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#) or [3800](#).

### 5. Proposed Catalog Copy:

#### **2000. Introduction to Urban and Community Studies**

Three credits.

Introduction to the analysis of urban development with particular stress on those problems pertinent to the American central city.

#### **2000W. Introduction to Urban and Community Studies**

Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#) or [3800](#).

6. Effective Date (semester, year -- see [Note R](#)): Fall 2013

### Justification

1. Reasons for changing this course: Reflect the name of the program and the context of the course.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see [Note N](#)): NA
4. Effects on Other Departments: NA
5. Effects on Regional Campuses: NA
6. Staffing: UCS lecturers and affiliated tenure/tenure-track faculty.
7. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: October 24, 2012  
Department Faculty: December 2, 2012 (via email)
8. Name, Phone Number, and e-mail address of principal contact person:  
Edith Barrett, 860-570-9029, [edith.barrett@uconn.edu](mailto:edith.barrett@uconn.edu)



### 2013-025 Change URBN 4000W change requirements

1. Date: 1/28/2013
2. Department: Urban and Community Studies
3. Nature of Proposed Change: We are proposing to make URBN 4000(W) "Understanding Your Community" our capstone class for all UCS majors. Therefore, we would like to limit URBN 4000 to majors only and require that it be taken during the student's senior year. Furthermore, because it will be a capstone experience, students must have completed URBN 2000 "Introduction to Urban Studies." The actual content of the course will not change from its current status, however.

#### 4. Current Catalog Copy:

##### **4000. Understanding Your Community**

Three credits. Recommended preparation: Three courses within the Urban and Community Studies major. With a change in content, may be repeated for credit. Examination of an urban area or local community. Production of a detailed case study including historical perspective, analysis of issues and stakeholders, evaluation of internal strengths and weaknesses as well as external threats and opportunities. Proposal of strategies for addressing problems and advancing equity, growth, and development.

##### **4000W. Understanding Your Community**

Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#) or [3800](#).

#### 5. Proposed Catalog Copy:

##### **4000. Understanding Your Community**

Three credits. Prerequisite: URBN 2000, open to UCS majors in their senior year only. Examination of an urban area or local community. Production of a detailed case study including historical perspective, analysis of issues and stakeholders, evaluation of internal strengths and weaknesses as well as external threats and opportunities. Proposal of strategies for addressing problems and advancing equity, growth, and development.

##### **4000W. Understanding Your Community**

Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#) or [3800](#), and URBN 2000, open to UCS majors in their senior year only.

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

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

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

#### Justification

1. Reasons for changing this course: The UCS program is adding URBN 4000 to the curriculum as a required senior capstone experience.
2. Effect on Department's Curriculum: URBN 4000 will be a required UCS major course.
3. Other Departments Consulted (see Note N): NA
4. Effects on Other Departments: NA
5. Effects on Regional Campuses: URBN 4000 will be offered as a web-based course and will be accessible to students on all UConn campuses.

6. Staffing: UCS lecturers and affiliated tenure/tenure-track faculty.
7. Dates approved by (see Note Q):
  - Department Curriculum Committee: October 24, 2012
  - Department Faculty: December 2, 2012 (via email)
8. Name, Phone Number, and e-mail address of principal contact person:
  - Edith Barrett, 860-570-9029, edith.barrett@uconn.edu

**2013-026 Add URBN 23XX Research Methods and Analysis**

1. Date: 1/28/2013
2. Department requesting this course: Urban and Community Studies
3. Semester and year in which course will be first offered: possibly Summer 2013

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

**URBN 23XX. Research Methods and Analysis in Urban and Community Studies**

Either semester. Three credits. Prerequisite: MATH 1010 or equivalent. Open to sophomores.

An introduction to research methodologies and statistical techniques useful in the analysis of urban trends and public/non-profit programs.

**Items included in catalog Listing:**

**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): URBN
2. Course Number (see Note B): 23XX  
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: Research Methods and Analysis in Urban and Community Studies
4. Semester offered (see Note C): Either plus summer
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): An introduction to research methodologies and statistical techniques useful in the analysis of urban trends and public/non-profit programs.

**Optional Items**

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): Math 1010 or equivalent
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): yes
15. Skill Codes "W", "Q", or "C" (see Note T): Q
16. S/U grading (see Note W):

**Justification**

1. Reasons for adding this course: (see Note L) The UCS major currently offers no URBN course that specifically addresses the methods and statistical techniques used by urban scholars. We have relied on other departments to give our students the

necessary background, but this has meant that our students do not necessarily know skills specific to our discipline. To be sure there are overlaps with other social sciences, but the issues addressed in urban studies are unique to the field, and students would benefit from a course that deals specifically with urban-focused data.

2. Academic Merit (see Note L): Students will learn methods and quantitative analysis skills useful for researching urban problems.

3. Overlapping Courses (see Note M):

4. Number of Students Expected: 30

5. Number and Size of Section: 1 section of 30 students

6. Effects on Other Departments (see Note N): The Political Science Department confirms that it offers no similar class, and there are no objections to the course. The proposed course may include some of the content available in GEOG 3500Q, but according to a representative of the department would be a “good offering and one that would help students, including Geography majors.” No representative from the Sociology Department responded.

7. Effects on Regional Campuses: The course will be offered first as a web-based course and will be accessible to students on all UConn campuses.

8. Staffing (see Note P): Dr. Edith Barrett

9. Dates approved by (see Note Q):

Department Curriculum Committee: October 24, 2012

Department Faculty: December 2, 2012 (via email)

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

Edith Barrett, 860-570-9029, [edith.barrett@uconn.edu](mailto:edith.barrett@uconn.edu)

**2013-027 Add URBN 3993 Foreign Study**

1. Date: 1/28/2013
2. Department requesting this course: Urban and Community Studies
3. Semester and year in which course will be first offered: As needed

**Proposed catalog Listing (see Note A):****URBN 3993. Foreign Study**

Credits and hours by arrangement up to a maximum of six credits. Prerequisite: Open to juniors or higher; consent of Department Head required, preferably prior to the student's departure. With a change in content, may be repeated for credit.

Special topics in a foreign-study program.

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

1. Standard abbreviation for Department or Program (see Note O):  
URBN
2. Course Number (see Note B): 3993  
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: Foreign Study
4. Semester offered (see Note C): Either, plus summer
5. Number of Credits (see Note D): up to 6
6. Course description (second paragraph of catalog entry -- see Note K): Special topics in a foreign-study program.

**Optional Items**

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

**Justification**

1. Reasons for adding this course: (see Note L) Occasionally students will take courses abroad that appropriately belong in the URBN program. We would like to add a number that allows these course credits to be included.
2. Academic Merit (see Note L): UCS students who do a study-abroad program and are interested in urban-focused courses will have the opportunity to use the course credits toward their degree.

3. Overlapping Courses (see Note M): none
4. Number of Students Expected: unknown
5. Number and Size of Section: students enroll individually
6. Effects on Other Departments (see Note N): none
7. Effects on Regional Campuses: UCS students on the regional campuses have the same opportunity as Storrs students to study abroad and the same opportunity to use their foreign urban-focused courses.
8. Staffing (see Note P):
9. Dates approved by (see Note Q):
  - Department Curriculum Committee: October 24, 2012
  - Department Faculty: December 2, 2012 (via email)
10. Name, Phone Number, and e-mail address of principal contact person:
  - Edith Barrett, 860-570-9029, [edith.barrett@uconn.edu](mailto:edith.barrett@uconn.edu)

**2013-028 Add URBN 4499W Senior Thesis**

1. Date: 1/28/2013
2. Department requesting this course: Urban and Community Studies
3. Semester and year in which course will be first offered: As needed

**Proposed catalog Listing:****URBN 4499W. Senior Thesis**

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; open only with consent of an instructor. Students must have a thesis advisor and an approved thesis topic.

Research and writing of an urban and/or community focused thesis.

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

1. Standard abbreviation for Department or Program (see Note O):  
URBN
2. Course Number (see Note B): 4499W  
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: Senior Thesis
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): Research and writing of an urban and/or community focused thesis.

**Optional Items**

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ENGL 1010 or 1011 or 3800
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T) Yes
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W):

**Justification**

1. Reasons for adding this course: (see Note L) We need a course available for UCS students wishing to write a senior thesis. Currently, the only option for those students is URBN 4999 (Independent Study), which does not make clear on the students' transcripts that they wrote a thesis.
2. Academic Merit (see Note L): UCS students who are motivated will have the opportunity to write a thesis.
3. Overlapping Courses (see Note M): none
4. Number of Students Expected: unknown

5. Number and Size of Section: students enroll individually
6. Effects on Other Departments (see Note N): none
7. Effects on Regional Campuses: UCS students on the regional campuses will have the same opportunity as Storrs students to write a senior thesis.
8. Staffing (see Note P): TBA by student and faculty member
9. Dates approved by (see Note Q):
  - Department Curriculum Committee: October 24, 2012
  - Department Faculty: December 2, 2012 (via email)
10. Name, Phone Number, and e-mail address of principal contact person:
  - Edith Barrett, 860-570-9029, [edith.barrett@uconn.edu](mailto:edith.barrett@uconn.edu)



**2013-029 Change URBN Major: change requirements**

1. **Date:** 1/28/13

2. **Department requesting this change:** Urban and Community Studies

3. **Title of Major:** Urban and Community Studies

4. **Nature of Change:**

1) Add required core course: To make the UCS degree more cohesive and comprehensive for our students, we would like to add a capstone course. URBN 4000 (*Understanding Your Community*) already exists in the curriculum as an elective, but we would like to make it a requirement of all majors. The course will give students the opportunity to integrate what they have learned in their other courses and to use their skills and knowledge to address an existing urban issue.

2) Change distribution of required credits: In keeping with other majors within the social sciences, we wish to maintain the UCS requirements at 24 credits + 12 credits of related courses (36 credits total). Because the revised major will have 2 required courses (6 hours) in Group 1 (URBN 2000 and URBN 4000), we will decrease from 3 to 2 the number of courses required in our Group 4 (Supporting), changing the required credits from 9 to 6 hours.

3) Add a course as another option for fulfilling Group 3 (Methods) requirement: With its growth into a field of study in and of itself, UCS has also developed methods unique to the types of issues studied. We are proposing to add to the curriculum a quantitative-focused URBN designated methods course. Given the capacity of our very limited faculty, we will continue to allow students to take methods courses in other disciplines (see #3 in "Requirements of the major" below), but we will encourage students to enroll in the URBN course whenever possible.

4) Add a URBN 4499W Senior Thesis course number: The UCS program is developing an honors curriculum. Honors students will be encouraged to use URBN 4000 as an opportunity to write their thesis, but some may wish to pursue a separate thesis project. The 3-credit hour thesis course would count toward a student's Group 4 (Supporting) requirement, just as an internship (URBN 3981) or independent study (URBN 4999) would count as a supporting course.

5) Add a URBN 3993 Foreign Study course number: Occasionally students will take courses abroad that appropriately belong in the URBN program. We would like to add a number that allows these course credits to be included.

6) Add courses to options in Group 4 ("Supporting") category. Urban and Community Studies remains an interdisciplinary field. The major integrates urban- and community-relevant courses offered across the university. We have learned of several courses that we wish to include among options in our category 4. These include:

**EKIN 3547: Service Learning through Sport and Physical Activity**

**HDFS 3110: Social and Community Influence on Children in the United States**

HDFS 3540: Child Welfare, Law and Social Policy

POLS/HRTS 3212: Comparative Perspectives on Human Rights

POLS 3617: American Political Economy

PP 3033: Race & Public Policy

URBN 3993: Foreign Study

URBN 4996W: Senior Thesis

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

Urban and Community Studies

The undergraduate major in Urban and Community Studies is an interdisciplinary program in the College of Liberal Arts and Sciences with a focus on educating citizens on the multiple dimensions of urban and community life and preparing students for careers in public and community service as well as graduate study in social work, public administration, law, public health, or other related areas.

The major has three parts. First, students receive a broad education in the study of cities, suburbs, neighborhoods and communities through core courses in three fields drawn from Economics, Geography, History, Political Science, Public Policy, Sociology, and URBN 3000. Second, students acquire a solid foundation in analytical techniques such as statistical analysis, survey research, geographic information systems, qualitative methods, or archival research. Finally, students take three additional electives in order to broaden their academic training or to develop a deeper specialization in selected areas.

#### Requirements of the major.

1. URBN 2000

2. Three of the following with no more than one per department (cross-listed courses count towards the non-URBN department): ECON 2439, 2456; GEOG/URBN 3200; GEOG 4210; HIST/URBN 3541; HIST 3554; HIST/AFAM 3564; HIST 3674/PRLS 3220; POLS 3842 or PP 3031; POLS/URBN 3632W; PP 4034; SOCI 3901/URBN 3275, SOCI 3425, 3911; URBN 3000.

3. One of the following: ECON 2327; GEOG 3500Q, 4500, POLS 2072Q; PP/URBN 2100; PP 3010; SOCI 3201; STAT 2215Q.

4. Three additional courses selected from group 2, group 3, or the following list: ECON 2328, 2431, 3431; ECON/URBN 3439; ENGL 3235W; GEOG 4200W; HIST 3102, 3520; HIST 3530/AASI 3578; HIST/AFAM/HRTS 3563; HIST/AFAM 3568; HDFS 2001, 3510, 3530; INTD 3584; POLS 2622; POLS/AFAM 3642; POLS 3662/PRLS 3270; POLS 3847; PP 3001, 3020, 4033; SOCI/HRTS 3429; SOCI 3459/HDFS 3240; SOCI 3521, 3601; SOCI/AFAM/HRTS 3825; SOCI 3903/URBN 3276; SOCI 3907; URBN 3981 or INTD 3594; URBN 3995, 3998, 4000, 4999.

In order to assure a breadth of experience, students are encouraged to take courses which include content in each of the following areas: change over time, structural and spatial dimensions, diversity, power and decision-making, and political and social processes. One unique option for students is to enroll in the 15 credit Urban Semester Program, which provides major credit for two courses INTD 3584 and 3594.

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

Urban and Community Studies

The undergraduate major in Urban and Community Studies is an interdisciplinary program in the College of Liberal Arts and Sciences with a focus on educating citizens on the multiple dimensions of urban and community life and preparing students for careers in public and community service as well as graduate study in social work, public administration, law, **planning**, public health, or other related areas.

The major has three parts. First, students receive a broad education in the study of cities, suburbs, neighborhoods and communities through core courses in three fields drawn from

Economics, Geography, History, Political Science, Public Policy, Sociology, and **URBN 3000 Urban and Community Studies**. Second, students acquire a solid foundation in analytical techniques such as statistical analysis, survey research, geographic information systems, qualitative methods, or archival research. Finally, students take **three** additional electives in order to broaden their academic training or to develop a deeper specialization in selected areas.

**Requirements of the major.**

1. **URBN 2000 and URBN 4000**
2. Three of the following with no more than one per department (cross-listed courses count towards the non-URBN department): ECON 2439, 2456; GEOG/URBN 3200; GEOG 4210; HIST/URBN 3541; HIST 3554; HIST/AFAM 3564; HIST 3674/PRLS 3220; POLS 3842 or PP 3031; POLS/URBN 3632W; PP 4034; SOCI 3901/URBN 3275, SOCI 3425, 3911; URBN 3000.
3. One of the following: ECON 2327; GEOG 3500Q, 4500, POLS 2072Q; PP/URBN 2100; PP 3010; SOCI 3201; STAT 2215Q; **URBN 23XX**
4. **Three Two** additional courses selected from group 2, group 3, or the following list: ECON 2328, 2431, 3431; ECON/URBN 3439; **EKIN 3547**; ENGL 3235W; GEOG 4200W; HIST 3102, 3520; HIST 3530/AASI 3578; HIST/AFAM/HRTS 3563; HIST/AFAM 3568; HDFS 2001, **3110**, 3510, 3530, **3540**; INTD 3584; POLS 2622; **POLS/HRTS 3212; POLS 3617**; POLS/AFAM 3642; POLS 3662/PRLS 3270; POLS 3847; PP 3001, 3020, **3033**, 4033; SOCI/HRTS 3429; SOCI 3459/HDFS 3240; SOCI 3521, 3601; SOCI/AFAM/HRTS 3825; SOCI 3903/URBN 3276; SOCI 3907; URBN 3981 or INTD 3594; URBN **3993**, 3995, 3998, 4000, **4499W**, 4999.

In order to assure a breadth of experience, students are encouraged to take courses which include content in each of the following areas: change over time, structural and spatial dimensions, diversity, power and decision-making, and political and social processes. One unique option for students is to enroll in the 15 credit Urban Semester Program, which provides major credit for two courses INTD 3584 and 3594.

**7. Effective Date:** Changes to degree requirements to be effective for students declaring the UCS major starting fall 2013.

**Justification**

1. **Why is a change required?** We believe students will benefit from a capstone course in which they are given the opportunity to integrate their classroom knowledge and use it to address real-world issues. Because of its interdisciplinary nature and because it attracts students with a myriad of interests, we believe the UCS program needs to provide students with a final course to bring everything together. As mentioned earlier, we are adding a uniquely urban and community studies method courses into the curriculum to introduce students to the specific methods of the field. Finally, we are adding several courses to our “Supporting” courses list because we believe these courses offer students another look into urban and community themes.
2. **What is the impact on students?** Current students will not be affected by the curricular requirement change. For new students, the effect will add greater cohesion to their UCS curriculum. We are not adding credit hours to the degree. Students will have slightly less flexibility in their course selection because URBN 4000 must be taken during their final year of study. To make this requirement possible, URBN 4000 will be

offered both in the fall and spring semesters. (If demand is high enough, summer semester as well.)

**3. What is the impact on regional campuses?** The UCS program has students actively pursuing the degree on several regional campuses, with significant numbers of students on the Greater Hartford and Waterbury campuses. URBN 4000 and URBN 23XX will be offered as web-based courses to allow enrollment by students, regardless their home campus. The additional courses included in the “Supporting” category were selected, in part, because they are offered on the regional campuses, thus increasing the options for regional campus students.

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

Department Curriculum Committee: October 24, 2012

Department Faculty:

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

Edith J. Barrett, Director, Urban and Community Studies

860-570-9029

Edith.barrett@uconn.edu

## Old Business

### CLAS General Education Requirements (A-E)

From the minutes of 4/24/07:

**“Assigning courses to CLAS GER Groups.** The Chair brought to the committee’s attention that CLA&S departments are to decide the CLA&S GER groups to which its general education courses belong. The Chair and the Dean's Office will develop a procedure for such notification by departments over the summer. All such determinations will be reported by the chair and entered in the minutes of this committee.

Katrina Higgins has been consulting departments and asking them to approve courses to satisfy GER requirements.” The list approved since April '07 is on the next page:

The chair is inspecting CLAS C&C proposal forms to allow faculty to designate GER groups in proposals to the committee. Additionally, present procedures will likely continue.

<b>Changes to CLAS GER requirements since 2007</b>
<b>2005-2006 CLAS CA 1 Gen. Ed</b>
<b>A. Arts:</b> ART 135 ARTH 137, 138, 191 DRAM 101, 110 FINA 183 FREN 171 GERM 171, 281W, 284W ILCS 149, ILCS 258/W, 260W MUSI 190, MUSI 191 SPAN 250 WS 104
<b>B. Literature:</b> CAMS 101, 102, 103 CLCS 102 ENGL 112/112W, 113/113W, 127/127W, 130, 205, 206, 210, 216, 219 FREN 184, 230, 234*, 261W*, 262W*, 270W GERM 140W, 252W, 253W, 254W, 255W HEB/JUDS 103 ILCS 101, 158, 255W SPAN 187, 282*
<b>C. History:</b> ECON 201/201W, 203/203W GEOG 130/URBN 130 HIST 100, 101, 108, 121, 131/W, 132/W HIST/SCI 206
<b>D. Philosophical/ethical analysis:</b> LING 101 PHIL 101, 102, 103, 104, 105/105W, 106, 107, 175, 185W POLS 106
<b>E. World cultures:</b> AASI 201 AASI/HIST 268 ANTH 269 FREN 184, 196, 210*, 211*, 218, 224, 267W*, 268W* GERM 169, 251, 258 HIST 106, 205 ILCS 160 INTD 294 SPAN 188
<b>2006/2007 COURSES ADDED</b>
<b>A:</b> ARTH 123, 141 MUSI 102, 105, 112
<b>B:</b> CLCS 101 ENGL 140W, 200, 212
<b>C:</b> AASI/HIST 268 HIST 106, 126, 135/W, 205
<b>E:</b> FREN 169, 235
<b>2006/2007 COURSES REMOVED</b>
<b>E:</b> AASI/HIST 268~ HIST 106, 205~
<b>2007/2008 COURSES ADDED NONE</b>
<b>2007/2008 COURSES REMOVED NONE</b>
<b>2008/2009 COURSES ADDED</b>
<b>A:</b> CLCS 1110 DRAM 1101, 1110 MUSI 1021, 1022, 1112
<b>B:</b> ENGL 2274W
<b>C:</b> HIST 1805, 2401, 2402 HIST 3674/PRLS 3220 HIST/PRLS/LAMS 3660W
<b>D:</b> HRTS/PHIL 2170W
<b>E:</b> ANTH 1001W ARAB 1121, 1122 CHIN 1121, 1122 CLCS 1103W GERM 1175 ILCS 1170
<b>2008/2009 COURSES REMOVED</b>
<b>B:</b> ENGL 200 (3420), 312 (2409)
<b>2009/2010 COURSES ADDED</b>
<b>B:</b> ENGL 2408, 2409, 2411 PRLS/SPAN 1009
<b>C:</b> AMST 1700 HIST/LAMS 3609, 3635
<b>D:</b> GERM 1175~ PHIL 3220
<b>2009/2010 COURSES REMOVED E:</b> GERM 1175~
<b>2010/2011 COURSES ADDED</b>
<b>A:</b> MUSI 1003 SPAN 1010+
<b>B:</b> MAST 1200+
<b>C:</b> HIST/LAMS/PRLS 1570 MAST 1200+
<b>E:</b> SPAN 1010+
<b>2010/2011 COURSES REMOVED NONE</b>
<b>2011/2012 COURSES ADDED</b>

<b>A:</b> CLCS 1002, 3211
<b>B:</b> ENGL 3629, 3633/W
<b>2011/2012 COURSES REMOVED NONE</b>
<b>2012/2013 COURSES ADDED</b> (as of 12/10/12)
<b>E:</b> GERM 2400 NURS 2175
<b>2012/2013 COURSES REMOVED NONE</b>

<b>CLAS catalog requirements:</b>
<b>Bachelor of Arts (B.A.):</b> Five courses, including one from each of the areas A-D and a fifth course from any area A-E. Courses must be from at least four different academic units.
<b>Bachelor of Science (B.S.):</b> Four courses, including one course from each of the areas A-D. Courses must be from at least four different academic units.
<b>A. Arts:</b> AFAM/FINA 1100; ART 1000; ARTH 1128, 1137, 1138, 1141, 1162; CLCS 1002, 1110, 3211; DRAM 1101, 1110; FREN 1171; GERM 1171, 3261W, 3264W; ILCS 1149, 3258/W, 3260W; MUSI 1001, 1002, 1003, 1004, 1005, 1021, 1022, 1112; SPAN 1010, 3250; WGSS 1104
<b>B. Literature:</b> CAMS 1101, 1102, 1103; CLCS 1101, 1102; ENGL 1101/W, 1103/W, 1503, 1616/W, 1640W, 2100, 2101, 2274W, 2401, 2405, 2407, 2408/W, 2409, 2411/W, 3629, 3633/W; FREN 1176, 3230, 3234*, 3261W*, 3262W*, 3270W; GERM 1140W, 3252W, 3253W, 3254W, 3255W; HEB/JUDS 1103; ILCS 1101, 1158, 3255W; MAST 1200; PRLS/SPAN 1009; SPAN 1007, 3232*
<b>C. History:</b> AMST 1700; AASI/HIST 3531; ECON 2101/W, 2102/W; GEOG/ URBN 1200; HIST 1100/W, 1201, 1203/WGSS 1121, 1206, 1300, 1400, 1501/W, 1502/W, 1800, 1805, 2401, 2402, 3705; HIST/LAMS 3609, 3635; HIST/LAMS/PRLS 1570, 3660W; HIST 3674/PRLS 3220; HIST/SCI 2206; MAST 1200
<b>D. Philosophical/ethical analysis:</b> GERM 1175; HRTS/PHIL 2170W; LING 1010; PHIL 1101, 1102, 1103, 1104, 1105/W, 1106, 1107, 1165W, 1175, 3220; POLS 1002
<b>E. World cultures:</b> ANTH 1001W, 3401; ARAB 1121, 1122; AASI 3201; CHIN 1121, 1122; CLCS 1103W, 2201; FREN 1169, 1176, 1177, 3210*, 3211*, 3218, 3224, 3235, 3267/W*, 3268/W*; GERM 1169, 2400, 3251, 3258; ILCS 1160, 1170; INTD 3260; NURS 2175; SPAN 1008, 1010
<b>Bachelor of Science (B.S.), All of the following:</b> One of the Chemistry Sequences: CHEM 1124Q, 1125Q, 1126Q; CHEM 1127Q, 1128Q; CHEM 1137Q, 1138Q; CHEM 1147Q, 1148Q One of the Mathematics Sequences: MATH 1120Q, 1121Q, and either 1122Q or 1132Q; MATH 1125Q, 1126Q, 1132Q; MATH 1131Q (or 1151Q), 1132Q (or 1152Q); MATH 2141Q, 2142Q One of the following: BIOL 1107, 1108, 1110 One of the Physics Sequences: PHYS 1201Q, 1202Q; PHYS 1401Q, 1402Q; PHYS 1501Q, 1502Q; PHYS 1601Q, 1602Q
* indicates foreign-language prerequisite

\* indicates foreign-language pre-requisite

~ indicates that course was removed from its previous category and moved to a different one within CA 1.

() indicates former course code

+ indicates course overlap between CA 1 sections

**Glenn Tatsuya Mitoma**  
Ph.D.

Assistant Professor In Residence  
Human Rights Institute  
University of Connecticut  
glenn.mitoma@uconn.edu  
562.818.2215

## Education

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- PhD 2007 Cultural Studies, Claremont Graduate University**  
Dissertation Title: *Globalizing Rights: Defining, Declaring, and Denying Human Rights in the Age of American Hegemony, 1939-1955*  
Committee: Elazar Barkan, Henry Krips, John Seery
- MA 2001 Cultural Studies, Claremont Graduate University**
- BA 1996 Studio Art (Photography), University of California, Santa Cruz**

## Professional Experience

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- 2010 – Present Assistant Professor in Residence, Human Rights Institute**  
University of Connecticut
- 2008 – 2010 Post-Doctoral Fellow, Foundations of Humanitarianism**  
Program, University of Connecticut
- 2007 – 2008 Adjunct Professor, Cultural Studies Department**  
Claremont Graduate University
- 2003 – 2008 Lecturer, American Studies Department**  
California State University, Fullerton

## Editorship

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- 2011 – Present Book Review Editor**  
*Journal of Human Rights*

## Research & Teaching Fields

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### **Primary**

International Human Rights  
Culture of Humanitarianism  
U.S. Imperialism

### **Secondary**

Modern Lebanon  
Modern Philippines  
Cultural Studies Theory

## Research Languages

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*French, Italian, (Arabic currently under study)*

## Books and Edited Collections

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### ***Human Rights and the Negotiation of American Power***

Pennsylvania Studies in Human Rights Series (University of Pennsylvania Press, 2013)

### ***Journal of Human Rights Special Issue: Humanitarianism and Responsibility***

volume 12 issue 1 (March 2013), co-edited with Kerry Bystrom

### ***The Oxford Reader of Human Rights in the Twentieth Century***

co-edited with Emma Gilligan (Oxford University Press, proposal under consideration)

### ***The Figure of the Perpetrator in Post-Conflict Fiction, Reportage, and Discourse***

co-edited with Eleni Coundouriotis, Samuel Martínez, and Cathy Schlund-Vials (proposal under development)

## Articles and Book Chapters

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### **“Humanitarianism and Responsibility”**

with Kerry Bystrom, *The Journal of Human Rights* 12:1 (March 2012)

### **“Mode d’Assujettissement: Charles Malik, Carlos Romulo and the Emergence of the UN Human Rights Regime”**

*Human Rights from the Perspective of the Third World: Critique, History and International Law*, (Cambridge Scholars, 2012), edited by José-Manuel Barreto

### **“Charles H. Malik and Human Rights: Notes on a Biography”**

*Biography: An Interdisciplinary Quarterly* 33:1 (Winter 2010), 222-241

### **“Civil Society and International Human Rights: The Commission to Study the Organization of Peace and the Origins of the UN Human Rights Regime”**

*Human Rights Quarterly* 30:3 (August 2008), 607-630

### **“Human Rights and Cultural Studies: A Case for Centrality”**

*Cultural Critique* (Claremont) 1:1 (January 2008)

## Presentations

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### **“Humanitarianism and Responsibility: Mapping the Terrain”**

co-authored with Kerry Bystrom, *Protecting Human Rights: Duties and Responsibilities of States and Non-State Actors*, University of Glasgow, 2012

### **“From Zoe to Bios: Writing the History of Human Rights through Biography”**

International Conference on Human Rights and the Humanities, American University of Beirut, 2012

## **Presentations (cont.)**

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**“Catastrophic Failure or Critical Foundation? Reconsidering Human Rights in the 1940s”**

2<sup>nd</sup> Spring Human Rights Symposium: Contested Histories of Human Rights, University of California, Davis, 2012

**“Charles H. Malik and Human Rights: Notes on a Biography”**

Human Rights Institute, University of Connecticut, 2009

**“Mode d’Assujettissement: Charles Malik, Carlos Romulo and the Emergence of the United Nations Human Rights Regime”**

Critical Legal Conference 2009, University of Leicester, 2009

**“American Empire and the Globalization of Human Rights: The Cases of Charles H. Malik and Carlos P. Romulo”**

Globalization, Empire and Imperialism in Global Perspective, The Historical Society’s 2006 Conference, University of North Carolina, 2006

**“An Empire of Rights: Carlos Romulo and the Representation of US Rights Tradition,”**

The Art of Rights: Human Rights in Comparative Perspective, 5<sup>th</sup> Annual Graduate Student Conference, UC Transnational & Transcolonial Studies Multicampus Research Group, UCLA, 2006

**“The United States and the Eastern European Human Rights Cases at the International Court of Justice: Toward an Early Cold War Human Rights Policy,”**

The Cold War and its Contexts: The 2005 UCSB-GWU-LSE International Graduate Student Conference on the Cold War, UCSB, 2005

**“Transdisciplinary Teaching: Collaboration Beyond Team-Teaching”**

Co-Presenter, Hillcrest Transdisciplinary Fellows, CGU, 2005

**“The United States and Asian Human Rights Diplomacy at the United Nations”**

The United States and Global Human Rights Conference, Rothermere American Institute, Oxford, 2004

**“Transdisciplinary Research: Reflections and Prospects”**

Hillcrest Fellows Colloquium, CGU, 2004



## **Courses Taught**

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2012	Human Rights Through Film
2012	History of Human Rights in the 20 <sup>th</sup> Century (graduate)
2011	History of Humanitarianism
2010–12	Introduction to Human Rights
2010–12	History of Human Rights
2010	Genocide After the Second World War
2009	Human Rights and Personal Biography
2009	History of Human Rights & Decolonization
2008	History of Human Rights & NGOs
2008	Contemporary Debates in Human Rights (graduate)
2008	Advanced Thesis and Dissertation Writing (graduate)
2007	American Culture in Global Perspectives
2003–08	Introduction to American Studies
2003–08	Introduction to American Popular Culture

## **Service**

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2010–Present	Gladstein Committee on Human Rights
2011–Present	Research Program in Humanitarianism Advisory Committee
2011–Present	Human Rights Institute Conference Pilot Committee
2010–Present	Human Rights Major Committee
2010–Present	Universitas 21 Summer School Development Committee
2010–Present	History of Humanitarianism Faculty Study Group Leader
2010–Present	Human Rights Institute Undergraduate Funding Director
2010–11	Human Rights Major Program Development
2010–11	Human Rights Institute Faculty Research Grant Committee
2010–11	Human Rights Institute Grad Student Grant Committee
2009–11	Faculty Sponsor, Youth for Human Rights, UConn Chapter

## **Awards**

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2011	Human Rights Workshop Award for “The Category of ‘Perpetrator’ in Human Rights Discourse”
2005	Hillcrest Transdisciplinary Teaching Fellow
2004	Claremont Graduate University Dissertation Fellowship
2004	Graduate Student Council Travel Award
2003	Hillcrest Transdisciplinary Dissertation Fellow
2003	Graduate Student Council Research Award
1999 – 2002	Lawrence and Anne Glenn Fellow

## **Interdisciplinary Faculty Group Membership**

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2009–Present	Human Rights, Humanitarianism and the Media
2009–Present	History of Humanitarianism and Human Rights
2008–12	Narrative and Human Rights
2008-09	Gender of Humanitarian Narratives

## **Professional Organization Membership**

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American Historical Association  
American Studies Association  
International Studies Association



University of Connecticut  
*Office of the Provost*

Peter J. Nicholls  
*Provost & Executive  
Vice President  
for Academic Affairs*

February 28, 2012

TO: Members of the Board of Trustees  
FROM: Peter J. Nicholls, Provost  
RE: Five Year Review of Academic Centers and Institutes

The Laws, By-Laws and Rules of the University (Article XIII) require that "All centers and institutes will be reviewed on a five-year cycle to determine their continued contribution to the University's mission." In 2005, a Committee was charged to develop criteria for the establishment and review of academic centers and institutes. Based on the guidelines developed by this Committee, all academic centers and institutes at the University of Connecticut are reviewed over a period not to exceed five years.

**BACKGROUND:**

Effective July 1, 2012, the College of Liberal Arts & Sciences will merge the Center for Latin American and Caribbean Studies and the Institute of Puerto Rican and Latino Studies into a single institute, El Instituto: Institute of Latina/o, Caribbean, Latin American Studies.

The merger of these units will offer significant opportunities for increased administrative and financial efficiency and growth. As a united entity, these two units are well positioned to engage new academic initiatives that integrate older area and ethnic studies models with a transnational, hemispheric orientation of the Americas.

With its interdisciplinary faculty research initiatives, undergraduate and graduate curriculum, collaborative programming, and highly regarded regional, national, and international reputation, the merged Instituto is a potent academic entity.

The Instituto will be a magnet for external funding, while helping to recruit and develop first-rate graduate students, boosting overall student diversity, attracting underrepresented minority faculty, developing further interdisciplinary research and teaching, and boosting UConn's national and international recognition.

*An Equal Opportunity Employer*

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web: <http://provost.uconn.edu>

Provost Peter J. Nicholls  
Office of the Provost  
Gulley Hall  
352 Mansfield Road, U-2086  
Storrs, CT 06269-2086

January 27, 2012

**ACADEMIC INSTITUTE APPROVAL**

- Name of Institute: El Instituto: Institute of Latina/o, Caribbean, Latin American Studies. The proposed institute is a merger and revision of all the constituent elements of the Center for Latin American and Caribbean Studies (<http://clacs.uconn.edu>) and the Institute of Puerto Rican and Latino Studies (<http://web.uconn.edu/prls/>) and will be an institute in CLAS.<sup>1</sup>
- Institute Director (reports to Dean of CLAS):  
Dr. Mark Overmyer-Velázquez ([mark.velazquez@uconn.edu](mailto:mark.velazquez@uconn.edu); 6-5571/6-2814)  
General Position Qualifications: Tenured Associate or Full Professor responsible for the management and administration of the Institute and for advising the Dean of CLAS on academic issues relating to Latina/o, Caribbean, and Latin American Studies. Director must demonstrate a capacity for intellectual leadership, a strong record of research and publications dealing with Latina/o and Latin American Studies. Director position will be a joint appointment with the Institute and a CLAS department.

The main duties associated with the position include: mentoring and supervising jointly appointed faculty, coordination of related faculty research and teaching activities, and degree programs (graduate and undergraduate); supervising administrative support staff; serving as Chair of the Admissions and Financial Aid Committees for the Institute’s M.A. students; organizing co-curricular programs; development and management of linkages with Latin American universities and research institutions, and with other Latina/o and Latin American Studies programs in the United States; development and coordination of proposals for external funding for the Institute (including research, linkages, institutional development, training and outreach); responding to queries from faculty, media, corporations, NGOs, etc. about University resources on U.S. Latina/os and Latin America; and administering the Institute’s budget. Director position is a ten-month appointment which receives a two-course teaching reduction.

Overmyer-Velázquez Qualifications<sup>2</sup>: Tenured-Associate Professor of History and current Director of Center for Latin American and Caribbean Studies. Research and teaching related to intersecting fields of Latina/o and Latin American Studies. Past and current research and publications on Latin American political and cultural history, Mexican/Chicano migration, regional Latin American migration, Latino and Latin American studies pedagogy. Undergraduate and graduate courses taught in, for example,

<sup>1</sup> See Appendix A: Merger Rationale and Benefits  
<sup>2</sup> See Appendix D: Overmyer-Velázquez, CV selections

US Latino History, History of Migration, Modern Latin American History, and History of Mexico. National and institutional fellowships, grants, and awards support this research and teaching profile. University and community outreach service also complements this interdisciplinary work.

- **Mission:**

El Instituto: Latina/o, Caribbean, Latin American Studies is an interdisciplinary and multidisciplinary program that advances the research and undergraduate and graduate teaching of Latina/o, Caribbean, Puerto Rican, and Latin American Studies. The Institute faculty is engaged in regional, national, and international academic exchanges and scholarship that enhance our understanding of global diasporic issues, social justice, critical thinking, and historical inequalities affecting the Latina/o, Caribbean, and Latin American experience.

- **Goals:**

1. Develop **broad research/program clusters** to harness and focus the scholarship of our core and affiliate faculty in areas such as: 1) Migrations and Diasporas; 2) Media, Cultural Production and Cultural Studies; 3) Law, Policy, and Human Rights; 4) Education; 5) Political Economy, Development, and Society; 6) Gender and Sexualities; and 7) Race and Ethnicity. Develop an infrastructure of continuous improvement to further refine these or other areas of scholarship and create a mechanism to support initiatives for these clusters within the Institute, across the university through collaborative affiliates, and with other faculty and community leaders in institutions in the United States and abroad.
2. Engage or re-engage affiliate and non-affiliated faculty in **collaborative research and scholarly projects** and increase work with the Puerto Rican/Latin American Cultural Center and other Institutes, Centers, Programs and Departments throughout the University of Connecticut.
3. Develop a new integrated major and minor in Latina/o, Caribbean, and Latin American Studies. Combine and expand **course offerings** that were previously offered under IPRLS and CLACS; enhance departmental connections and research clusters through adding new faculty positions (two new Assistant or Associate-level), hosting visiting professors and professors-in-residence.
4. Develop a new **M.A. in Latina/o, Caribbean, and Latin American Studies**.<sup>3</sup>
5. Continue to advance and highlight the research and teaching of **Puerto Rican Studies**.
6. **Support and promote scholarship** of undergraduate and graduate students and core and affiliated faculty through grants and developing external funding opportunities.
7. Sponsor and co-sponsor **programs and events** that bolster the work of the research clusters as well as co-sponsor events that support the mission statement and the intersectional/interdisciplinary/multidisciplinary linkages at UConn.
8. Deepen and broaden **public engagement** with Connecticut's K-12 educators and social service and community organizations to serve multiple ends, such as: enhance the educational opportunities of UConn students (e.g. through service learning and internships) and develop faculty and student research (e.g. through opportunities to collect data and examine public engagement activities).

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<sup>3</sup> The current MA in Latin American Studies (LAMS) is a concentration within the MA in International Studies (<http://www.oia.uconn.edu/academics.html>). The new M.A. in Latina/o, Caribbean, and Latin American will be independent of the MA program in Latin American Studies.

9. Integrate into the Institute the services of the Librarian and Curator of the **library's Latino, Caribbean and Latin American Studies collections** and archives.

- Budget (see attached)

- Staff:

Dr. Anne Gebelein, Assistant Professor in Residence, Assoc. Director (100% time)

- Teaches five courses or equivalent per academic year
- Oversees co-curricular and public outreach programs
- Assists with daily management and coordination of activities of El Instituto
- Participates in grant writing and grant administration

Anne Theriault, Administrative Assistant (AFSCME, full-time position; currently Ms. Theriault provides support to the Institute for Puerto Rican and Latino Studies)

Responsibilities:

- Provides office administration and secretarial support under the limited supervision of Director.
- Supervises other clerical and/or student staff as assigned.
- Prepares reports, bills, website information, drafts, etc.; proofreads for content; and edits.
- Composes a full range of correspondence for own or director's signature
- Researches and assembles information from a variety of sources and prepares statistical and/or narrative reports.
- Arranges and coordinates meetings.
- Authorizes purchases and payments; develops input and prepares documentation for office and/or department budget; coordinates budget control and monitoring.
- Provides administrative assistance to undergraduate majors and minors.

- Space:

The Institute requires offices for its director, APIR, administrative assistant, joint faculty, visiting faculty, graduate students, and undergraduate student workers. A board room is necessary for meetings, seminar classes, and events (presentations, talks, tertulias). These requirements will be met by the current available space utilized by the Center for Latin American and Caribbean Studies: Offices and conference room on 2<sup>nd</sup> Floor of Ray Ryan Building, 2006 Hillside Road, Unit 1161

- Organizational chart (see attached)

- Participating faculty (name, rank and department)<sup>4</sup>:

*Joint Appointments* (all in CLAS except where noted)<sup>5</sup>

1. Marysol Asencio, Assoc. Prof., Human Development & Family Studies
2. Odette Casamayor-Cisneros, Asst. Prof., Literatures, Cultures, and Languages

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<sup>4</sup> See Appendix B: Faculty Consultation Process and Appendix C: Instituto Governance and Faculty Organization

<sup>5</sup> Appointments of faculty with joint appointments are 50% with the Institute and 50% in a tenure-home department, including teaching, service, and scholarship.

3. Anne Gebelein, Assistant Professor in Residence, Assoc. Director (100% time), El Instituto
4. Mark Overmyer-Velázquez, Assoc. Prof., History; Director
5. Xaé Alicia Reyes, Assoc. Prof., Curriculum & Instruction, Neag Sch of Education
6. Diana Rios, Assoc. Prof., Communication Sciences
7. Charles Robert Venator Santiago, Asst. Prof., Political Sciences
8. New joint appointment with Sociology, Asst./Assoc. Prof., pending

*Core Associate Faculty* (“\*” indicates member of Faculty Advisory Board)

1. Claudio Benzecry, Asst. Prof., Sociology
2. Jason Chang, Asst. Prof., History and AsianAm
3. \*Robin Chazdon, Prof., Ecology and Evolutionary Biology
4. Rosa Helena Chinchilla, Assoc. Prof., Literatures, Cultures, and Languages
5. \*Anne Eller, Asst. Prof., History
6. Miguel Gomes, Prof., Literatures, Cultures, and Languages
7. \*Robin Greeley, Assoc. Prof., Art History
8. Mark Healy, Asst. Prof., History
9. \*Shareen Hertel, Assoc. Prof., Political Science and Human Rights Institute
10. Guillermo Irizarry, Assoc. Prof., Literatures, Cultures, and Languages
11. Jason Irizarry, Assoc. Prof., Neag School of Education
12. Peter Kingstone, Prof., Political Science
13. \*Jacqueline Loss, Assoc. Prof., Literatures, Cultures, and Languages
14. \*Elizabeth Mahan, Assoc. Exec. Dir., Global Programs
15. \*Samuel Martinez, Assoc. Prof., Anthropology
16. Melina Pappademos, Asst. Prof., History and AfAm
17. Osvaldo Pardo, Assoc. Prof., Literatures, Cultures, and Languages
18. \*Marisol Ramos, Archivist, Library
19. \*Susan Randolph, Assoc. Prof., Economics
20. Eliana Rojas, Assoc. Prof-in-Residence, Neag School of Education
21. Laurietz Seda Ramirez, Assoc. Prof., Literatures, Cultures, and Languages
22. Blanca G. Silvestrini, Prof., History
23. Matthew Singer, Political Science
24. \*Lisa Werkmeister-Rozas, Assoc. Prof., School of Social Work

*Affiliate Faculty*

25. Gregory Anderson, Prof., Ecology and Evolutionary Biology
26. Carol Atkinson-Palombo, Asst. Prof., Geography
27. John Bauer, Clinical Professor, Law School
28. John Bell, Directory, Ballard Institute and Museum of Puppetry
29. James Boster, Prof., Anthropology
30. Boris Bravo-Ureta, Prof., Agricultural and Resource Economics
31. Margaret Bruhac, Asst. Prof., Anthropology
32. Kerry Bystrom, Asst. Prof., English
33. Felix Coe, Ecology and Evolutionary Biology
34. Antonia Cordero, Assoc. Prof., School of Social Work
35. Diane Drachman, Assoc. Prof., School of Social Work

36. Pamela Erickson, Prof., Anthropology
37. María Luz Fernández, Prof., Nutritional Sciences
38. Mary Fisher, Assoc. Prof., Sociology
39. Paul Goodwin, Emeritus, History
40. Bruce Gould, Prof., Health Center
41. Jocelyn Linnekin, Prof., Anthropology
42. Rigoberto López, Prof., Agricultural and Resource Economics
43. Alan Lurie, Prof., Health Center
44. Jose Manautou, Assoc. Prof., Pharmacy
45. Catherine Medina, Assoc. Prof., School of Social Work
46. Nancy Naples, Prof., Sociology and Women's Studies
47. Lirio Negroni, Assoc. Prof., School of Social Work
48. Angel Oquendo, Prof., Law School
49. Isaac Ortega, Assoc. Prof., Natural Resource Management and Engineering
50. Graciela Quiñones-Rodríguez, Instructor, School of Social Work
51. Anji Seth, Assoc. Prof., Geography
52. Karen Spalding, Emeritus, History
53. Robert Stephens, Prof., Music
54. Eduardo Urios-Aparisi, Assoc. Prof., Literatures, Cultures, and Languages
55. Michael Willig, Prof., Ecology and Evolutionary Biology
56. Richard Wilson, Prof., Anthropology, Human Rights, and Law

- Letters of support (see attached)

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 Approvals:

  
 \_\_\_\_\_  
 Dean Jeremy Teitelbaum, CLAS

Date 2-3-12

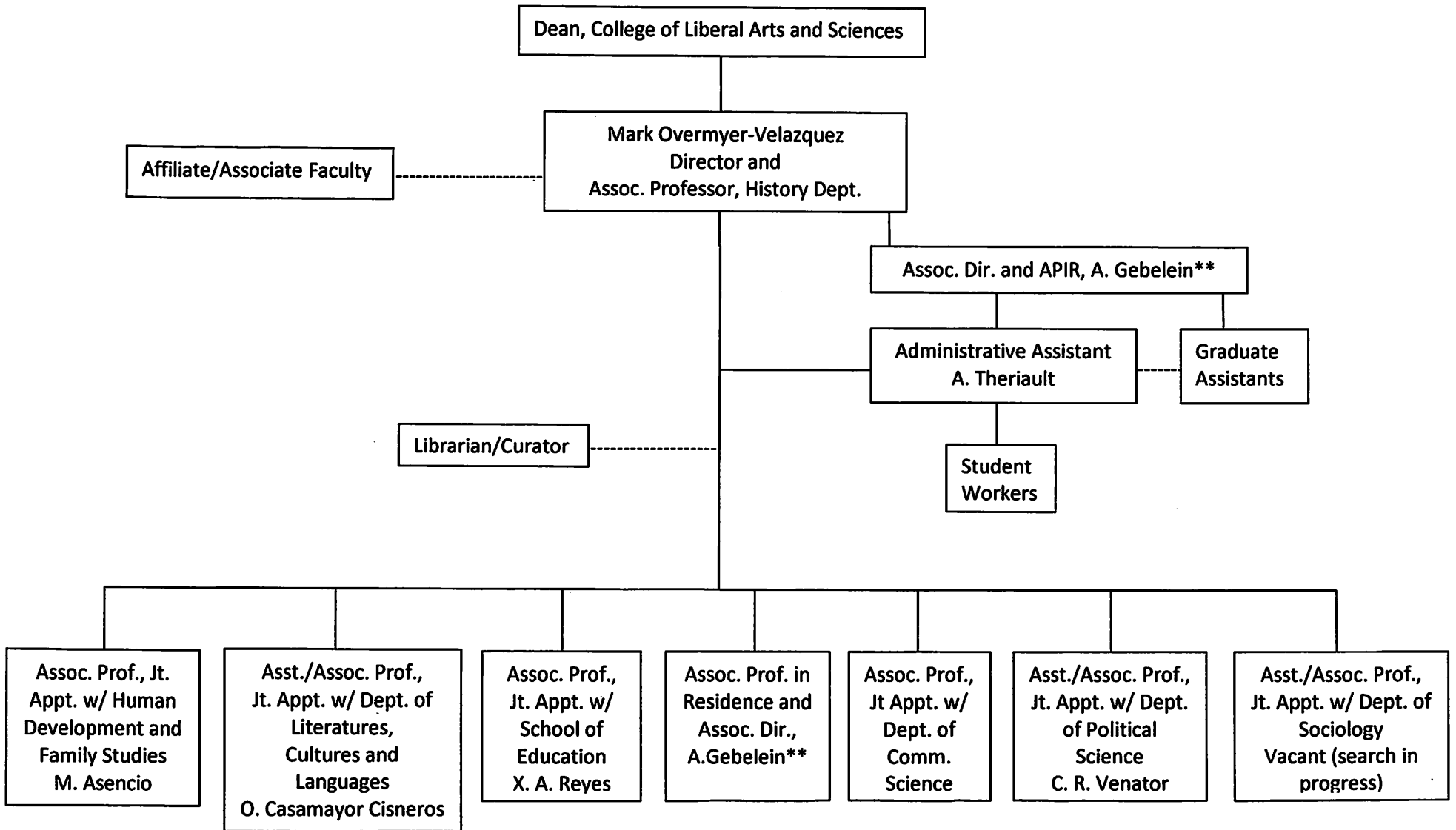
  
 \_\_\_\_\_  
 Provost and Executive Vice President

Date 2/3/12

*Note: This approval expires five years after the date of approval.*



**ORGANIZATIONAL CHART**  
**El Instituto: Institute of Latina/o, Caribbean, Latin American Studies**



January 2012



University of Connecticut  
*Human Development and Family Studies*

College of Liberal Arts and  
Sciences

January 5, 2012

Marysol Asencio  
Interim Director, IPRLS

Mark Overmyer-Velazquez  
Director, CLACS

Dear Professors Asencio and Overmyer-Velazquez:

As requested, I am providing you with a letter that confirms my awareness of the plans to merge IPRLS and CLACS into a new institute. I am fully supportive of this proposal.

Sincerely,

Ronald M. Sabatelli, Ph.D.  
Professor and Department Head  
Human Development & Family Studies

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8 Mansfield Road Unit 2058  
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University of Connecticut  
*Department of Literatures, Cultures & Languages*

College of Liberal Arts and  
Sciences

*Office of the Department Head*  
December 14, 2011

Dear Mark and Marysol,

I have read through the documentation that was sent to me on December 6, and I acknowledge the changes that will be made. There are many ways that our two programs in Spanish Studies and Institute of Latina/o, Caribbean, Latin American Studies intersect that I want to bring to your attention:

1. We currently have one joint appointment who is tenure-track and who has presented on campus extra curricular activities that have been important to the university at large. She has brought artists of Afro-Cuban Art for her whole tenure here. And these have been very significant events.
2. Guillermo Irizarry and Odette Casamayor-Cisneros developed a GEOC course SPAN PRLS 1009 that is taught annually, with over 100 student enrollment. PRLS has funded a ,25 position in our Spanish program to either a student of Latino or Puerto Rican research interests.
3. We are teaching many courses at the 3000 that are cross listed, in PRLS taught by Irizarry and Casamayor about Caribbean literature.
4. Our faculty in Latin American Studies listed in your addenda have actively formed a part of the M.A. in LAMS, as professors, advisors and M.A. Thesis directors
5. Our cooperation with Linkage through Language courses in PRLS 1009 and in the past with LAMS introductory courses.
6. Our participation through PRLACC, ALFAS and mentoring of undergraduate organizations that foster the increased recruitment of Latino undergraduate students and faculty and staff hires.

As Department Head I am hopeful that these collaborations will continue and if you want to sit down to speak about any of these matters I would be happy to do so. I know that the issues of the creation of PRLS served one community and the CLACS programs serve a different community, but I am confident that the merger will work out for the benefit of everyone included.

Sincerely yours,

Rosa-Helena Chinchilla  
Interim Department Head.

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web: [www.languages.uconn.edu](http://www.languages.uconn.edu)



University of Connecticut  
*College of Liberal Arts and Sciences*

Department of Sociology

December 20, 2011.

Dear Dr. Asencio and Dr. Overmyer-Velazquez,

Thank you for letting me know about the proposed merger of the Institute for Puerto Rican and Latino Studies (IPRLS) and the Center for Latin American and Caribbean Studies (CLACS). I support of your proposal. I expect we will work together to ensure that the transition is smooth for the person we hire through the joint search between Sociology and your unit.

Sincerely,

**Bandana Purkayastha**  
Interim Head, Sociology

*An Equal Opportunity Employer*

344 Mansfield Road Unit 2068  
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Facsimile: (860) 486-6356

web: <http://sociology.uconn.edu>



University of Connecticut  
*Neag School of Education*

Department of  
Curriculum and Instruction

December 21, 2011

Marysol Ascencio  
Interim Director, IPRLS

Mark Overmyer-Velazques  
Director, CLACS

Dear Dr. Ascencio and Dr. Overmyer-Velazquez:

I have received your letter explaining the new institute you are creating by merging IPRLS and the Center for Latin American and Caribbean Studies. I understand that Dr. Xaé Reyes will therefore have an affiliation with the new institute.

I write to confirm my support of your decision and wish you the best with your new endeavors.

Most sincerely,

Mary Anne Doyle, Department Head  
Department of Curriculum and Instruction

*An Equal Opportunity Employer*

249 Glenbrook Road Unit 2033  
Storrs, Connecticut 06269-2033

Telephone: (860) 486-2433  
Facsimile: (860) 486-0280



University of Connecticut  
*College of Liberal Arts and Sciences*

Department of  
Political Science

Prof. Marysol Asencio  
IPRLS

Prof. Mark Overmyer-Valazquez  
CLACS

Dear Marysol and Mark,

12/30/11

It is with great enthusiasm that I lend my support to the proposal to form *El Instituto* starting next academic year. I have read the proposal and feel that the IPRLS and CLACS faculties have done an excellent job of harmonizing the missions and resources of the two units in a way that will improve all aspects of the programs under the new structure.

In addition, as a department head who supervises dual appointed faculty in the old and new structures, I also think that this new approach will better support faculty research and teaching in the coming years.

Please let me know if you have any further questions for me and need any other information.

Cordially,

Mark A. Boyer  
Professor and Department Head  
Political Science  
Co-Director, GlobalEd Project  
Co-Editor, *International Studies Review*  
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mark.boyer@uconn.edu

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Telephone: (860) 486-2440  
Facsimile: (860) 486-3347  
web: <http://www.polisci.uconn.edu>

University of Connecticut  
*Department of Communication Sciences*

College of Liberal Arts  
and Sciences

January 20, 2012

Provost Peter J. Nicholls  
Office of the Provost  
Gulley Hall  
352 Mansfield Road, U-2086  
Storrs, CT 06269-2086

Dear Provost Nicholls,

I am writing to add my support to establish the new El Instituto: Institute of Latina/o, Caribbean, Latin American Studies by merging the Institute of Puerto Rican and Latino Studies (IPRLS) with the Center for Latin American and Caribbean Studies (CLACS). The joint faculty in Communication Sciences – Processes also support the plan. In fact, we feel it will strengthen both programs and create a stronger unit for our faculty and staff in the Latina/o and Latin American Studies fields.

Sincerely,

*Kristine Nowak*

Kristine Nowak,  
Associate Professor and Program Head, Communication

Cc: IPRLS  
CLACS

*An Equal Opportunity Employer*

850 Bolton Road, Unit-1085  
Storrs, Connecticut 06269-1085

Telephone: (860) 486-2628  
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University of Connecticut  
*Department of History*

College of Liberal Arts &  
Sciences

January 23, 2012

Prof. Mark Overmyer-Velazquez  
Director, CLACS

Dear Mark,

I write to express my full support for the new institute resulting from the merger of the Institute of Puerto Rican and Latino Studies and the Center for Latin American and Caribbean Studies. The History department has had a long and fruitful relationship with both IPRLS and CLACS, and we look forward to working with the new institute. As you know, a number of department faculty are associated with either or both institutes, and they are all agreed that the merger will provide an even more fruitful location for collaborative and interdisciplinary research and teaching.

I look forward to a continued strong relationship between the department and the new institute, and to supporting joint ventures.

Sincerely yours,

Shirley A. Roe  
Professor and Department Head

*An Equal Opportunity Employer*

Wood Hall  
241 Glenbrook Road Unit 2103  
Storrs, Connecticut 06269-2103

Telephone: (860) 486-3722  
Facsimile: (860) 486-0641  
web: [www.history.uconn.edu](http://www.history.uconn.edu)



## **Appendix A Merger Rationale and Benefits**

Merging the Institute of Puerto Rican and Latino Studies Institute (IPRLS) and the Center for Latin American and Caribbean Studies (CLACS) within the College of Liberal Arts and Sciences (CLAS) will enhance administrative efficiencies in that: staffing and budgets for two programs are replaced by staffing and a budget for one program; there is one director rather than the previous two directors. This allows savings from administrative overhead to be invested in teaching and research.

Moreover, the combined Instituto builds on the research, teaching, and programmatic strengths of IPRLS and CLACS and facilitates a new dynamic space to advance the research of joint and associated faculty as part of UConn's Academic Plan. Through curricular and programmatic consolidation this new unit can more efficiently work with the university's faculty and students to foster learning about the history, society, politics, and cultures of U.S. Latina/o, Latin American, and Caribbean populations. IPRLS and CLACS faculty are in a unique position to support UConn's agenda in international and multicultural studies.

These two units have existed as independent but collaborative entities within the Office of the Vice Provost for Multicultural and International Affairs and more recently separately under the Dean of CLAS (for IPRLS) and the Provost Office (for CLACS). While they have their individual histories, research agendas, and academic programs they also share significant areas of overlap. Moreover, the faculty associated with IPRLS and CLACS have increasingly moved closer together in their research and teaching agendas over the last decade. The merger of these units will offer significant opportunities for increased administrative and financial efficiency and growth. As a united entity these two units are well positioned to engage new academic initiatives that integrate older area and ethnic studies models with a transnational, hemispheric orientation of the Americas.

With its interdisciplinary faculty research initiatives, graduate and undergraduate curriculum, collaborative programming, and highly regarded regional, national, and international reputation, the merged Instituto unit is a potent academic entity that, to borrow the Academic Plan's own language, "sustain[s] core disciplines while also catalyzing interdisciplinary ventures ... and prepare our students for success and leadership in an increasingly diverse and global society, especially by increasing their exposure to the immense variety of cultures in this country and to the peoples, languages, and cultures of the world." Indeed, this new unit critically engages and advances all five areas identified by the Academic Plan: Undergraduate Education, Graduate and Professional Education, Research, Scholarship, and Creative Activity, Diversity, and Public Engagement.

The Instituto will be a magnet for external funding; help to recruit and develop first-rate graduate students; boost overall student diversity; attract underrepresented minority faculty; develop further interdisciplinary research and teaching; and boost UConn's national and international ranking.

## **Appendix B**

### **Faculty Consultation Process**

Given the procedural and administrative complexity of merging two units, we have developed a transparent and collaborative structure and process of development, review, and approval to function during this period of transition (until July 1, 2012). An IPRLS/CLACS faculty working group comprises jointly appointed IPRLS faculty and the current CLACS faculty advisory board. Combined, the faculty listed below represent the range of disciplines active in the research and teaching in both units. We have met and will continue to meet regularly, in addition to reviewing electronically each new step of the new institute's formation.

#### **IPRLS Faculty Board**

Marysol Asencio, Assoc. Prof., Human Development & Family Studies  
Odette Casamayor-Cisneros, Asst. Prof., Literatures, Cultures, and Languages  
Xaé Alicia Reyes, Assoc. Prof., Curriculum & Instruction, Neag Sch of Education  
Diana Rios, Assoc. Prof., Communication Sciences  
Charles Robert Venator Santiago, Asst. Prof., Political Sciences

#### **CLACS Advisory Board**

Marysol Asencio, Assoc. Prof., Human Development & Family Studies  
Anne Eller, Asst. Prof., History (Stamford)  
Anne Gebelein, Assistant Professor in Residence  
Robin Greeley, Assoc. Prof., Art History  
Shareen Hertel, Assoc. Prof., Political Science and HRI  
Jacqueline Loss, Assoc. Prof., LCL – Spanish  
Elizabeth Mahan, Assoc. Exec. Director, Global Programs  
Mark Overmyer-Velázquez, Director, Assoc. Prof., History  
Marisol Ramos, Library Liaison  
Susan Randolph, Assoc. Prof., Economics  
Lisa Werkmeister-Rozas, Assoc. Prof., Social Work

## **Appendix C**

### **Instituto Governance and Faculty Organization**

Faculty from across the university whose research, teaching, and service intersect with the mission and goals of the Instituto are organized into three categories, each with their own degree of governance and service responsibilities.

- 1) **Joint Appointments:** Joint Appointments meet regularly to discuss, vote on and implement the mission and goals of the Instituto. Joint Appointments are required to collaborate in the governance and operation of the Instituto, sharing in, for example, the duties and responsibilities of teaching, advising, and developing programmatic initiatives. The APIR/Associate Director is included in this category.
- 2) **Core Associates:** Core Associates are non-joint appointed faculty with research and teaching profiles that regularly intersect with the Instituto's mission and goals and whose scholarship benefits from collaboration with the Instituto's curricular and programmatic initiatives. For example, Core Associates teach courses cross-listed with the Instituto, work with Instituto undergraduate and graduate students, and draw on Instituto funding and programming to advance their own research projects. A subset of the Core Associates is selected to serve for a three year term as part of the Instituto's faculty advisory board (indicated with a "\*\*"). Representing the range of disciplines, schools, and UConn campuses contributing to the Instituto's mission, the Core Associates serving on the board advise the Director and joint faculty on a variety of matters, including curricular development, faculty hiring, programmatic initiatives, and external funding. The Core Associates Faculty Board does not have voting power on Instituto matters. Meetings occur approximately twice per semester.
- 3) **Affiliates:** Affiliates are non-joint appointed faculty with research and teaching profiles that intersect with the Instituto's mission and goals, but their involvement is to a lesser degree than the Core Associates. They are not directly involved with the governance and operation of the Instituto.

## **Appendix D**

### **Overmyer-Velázquez, CV selections**

#### **Education**

- Ph.D., Yale University, Latin American History, 2002.

#### **Academic Appointments**

- Director, Center for Latin American and Caribbean Studies, University of Connecticut, August 2008- present.
- Associate Professor, Department of History, University of Connecticut, August 2008-present.
- Assistant Professor, Department of History, University of Connecticut, August 2004 - July 2008.
- Associate Director, Oral History Office, University of Connecticut, May 2006-August 2008.
- Faculty Associate, Puerto Rican and Latino Studies Institute, University of Connecticut, August 2004- present.
- Honors Faculty Fellow, University of Connecticut, 2007-present.
- Faculty Associate, Human Rights Institute, University of Connecticut, March 2007-present.

#### **Visiting Positions**

- Visiting Professor, Instituto de Historia, Pontificia Universidad Católica de Chile, January - July 2011.
- Visiting Scholar, Center for the Study of Race and Ethnicity in America, Brown University, Sept.-Dec. 2010.
- Visiting Assistant Professor of History and Latino/a Studies, Pomona College, 2002-2003.

#### **National Fellowships**

- Fulbright Faculty Scholarship - Chile, 2011.
- Howard Foundation Fellowship, Brown University, Fall 2010.
- Peggy Rockefeller Visiting Scholar, David Rockefeller Center for Latin American Studies, Harvard University, 2009-2010.
- Yale University Visiting Fellow in Latin American Studies, Summer 2008.
- Social Science Research Council - International Migration Institute Fellowship, UCLA, Summer 2004.
- Andrew W. Mellon Postdoctoral Fellow, Center for the Humanities, Wesleyan University, 2003-2004.
- César E. Chávez Dissertation Fellow, U.S. Latino/a Scholars, Dartmouth College, 2002.
- National Research Council Ford Foundation Fellowship for Minorities, 2001.

## Books

- “*Bleeding Mexico White*”: *Race, Nation and the History of Mexico - US Migration*. Work in Progress.
- Editor, *Beyond la Frontera: The History of Mexico-US Migration*. New York: Oxford University Press, 2011.
- Editor, *Latino America: State-by-State*. (2 vols.) Westport: Greenwood Press, 2008.  
Award: 2009 American Library Association Booklist Editors' Choice Winner
- *Visions of the Emerald City: Modernity, Tradition and the Formation of Porfirian Oaxaca, Mexico*. Durham: Duke University Press, 2006 [2<sup>nd</sup> edition 2011].  
Awards: New England Council on Latin American Studies 2007 Best Book Prize; Finalist, Urban History Assoc. Kenneth Jackson 2007 Best Book in North American Urban History
- *Visiones de la ciudad esmeralda: Modernidad, tradición y la formación de Oaxaca porfiriana*. Oaxaca City: Universidad Autónoma de Oaxaca, 2010. [Spanish translation of *Visions of the Emerald City*, revised and expanded edition]

## Refereed Journal Articles and Book Chapters

- “Ansiedades, visiones, y espacios modernos en la Oaxaca porfiriana” in Carlos Sánchez Silva, ed., *La ciudad de Oaxaca durante el porfiriato*. Oaxaca City: Universidad Autónoma de Oaxaca, forthcoming 2012.
- “Migration and Labor in the Americas: Praxis, Knowledge, and Nations” Co-authored with Raymond Craib. Special issue on the pedagogy of Latin American history, *Hispanic American Historical Review* (Duke University Press) May 2012, Vol. 92, No. 2, 245-267.
- “Traspassando las fronteras: Pasado y futuro de los estudios de migración México-Estados Unidos” in Berenzon, Boris and Georgina Calderón, eds., *Voces de la historiografía para una traza de América*, Morelia, Michoacán, México: Instituto de Investigaciones Históricas, Universidad Michoacana de San Nicolás de Hidalgo, 2007, 105-140.
- “‘Un nuevo orden político religioso’: Iglesia, estado y trabajadores durante el Porfiriato.” In Daniela Traffano, ed., *Reconociendo al pasado: Miradas históricas sobre Oaxaca*. CIESAS, UABJO, Oaxaca, Mexico, 2008, 255-281.
- “Transforming Race and Nation: New Trends in Latin(o) American Migration.” *Latin American Perspectives*. (Sage Publications) Issue 6, Vol. 35, November 2008. 196-205.
- “Portraits of a Lady: Visions of Modernity in Porfirian Oaxaca City.” *Mexican Studies/Estudios Mexicanos*, (University of California Press) Vol. 23 No. 1 2007, 63-100.
- “A New Political Religious Order: Church, State, and Workers in Oaxaca City, 1887-1911.” in Martin A. Nesvig, ed. *Religious Culture in Modern Mexico*. New York: Rowman & Littlefield, 2007, 129-156.
- “Tracking the Fugitive City: Recent Works on Modern Latin American Urban History.” *Latin American Perspectives* (Sage Publications) 29, 4 (July 2002): 87-97.
- “The Renaissance of Oaxaca City’s Historical Archives.” Co-authored with Yanna Yannakakis, *Latin American Research Review* (University of Texas Press) 37, 1 (2002): 186-198.

**Invited Papers and Lectures (national and international): 33**

**Conference Presentations (national and international): 20**

**Public History/Engagement**

- Member, West Hartford, CT Board of Education, Democratic Party, 2011-2013.
- Advisory Board, CT Humanities Council Project: Neighbors Link Stamford, CT, 2011-2012.
- Advisory Board Member, Freedom University/Universidad de la Libertad, Athens, Georgia, 2011-
- Keynote Introduction, Parent Training Leadership Institute, West Hartford, Connecticut State Commission on Children, January 2012.
- Consultant, Migrant Studies Curriculum, Jacob Burns Media Arts Lab, New York, 2010.
- “Teaching Modern Mexican History: People, State and Nation.” Wesleyan University, Consolidated School District of New Britain Program Seminar, March 2007.
- Consultant, “The Reluctant Americans” 3 Part Series. *Hartford Courant*, January 2007.
- Video Presentation, “American-Mexican Relationship.” *Hartford Courant*, January 2007.

2012-13 Budget - El Instituto

<u>Subcode</u>	<u>Personnel</u>	2012-13 <u>Salary</u>	2012-13 <u>Fringes</u>	2012-13 <u>WC</u>		<u>Totals</u>
1010	SAL&WAGES-Classified					
	Therault, Anne	66,318.35	49,075.58	756.03		116,149.96
1011	SAL&WAGES-Faculty					
	Asencio, Marysol .5 FTE	47,800.00	16,361.94	544.92	64,706.86	
	Casamayor, Odette .5 FTE	34,218.99	11,713.16	390.10	46,322.25	
	Overmyer-Velazquez, Mark - 10th month salary	9,500.00	3,251.85	108.00	12,859.85	
	Overmyer-Velazquez, Mark - .5 FTE	42,250.00	14,462.18	473.10	57,185.28	
	Reyes, Xae .5 FTE	45,670.50	15,633.02	520.65	61,824.17	
	Rios, Diana .5 FTE	39,489.30	13,517.19	450.18	53,456.67	
	Venator, Charles .5 FTE	34,328.07	11,750.50	391.34	46,469.91	
	New Hire - Sociology .5 FTE	45,000.00	15,916.00	513.00	61,429.00	
	Total Faculty Wages	298,256.86	102,605.84	3,391.29		404,253.99
1012	SAL+WAGES-Other Professional					
	Gebelein, Anne, APIR and Assoc. Dir.	65,250.00	29,363.00	744.00		95,357.00
1030	SAL+WAGES-CONTRACTUAL					
	Adjunct - PRLACC Director - Mentoring class	4,269.00	761.59	48.67	5,079.26	
	Adjunct - TBD - Latino Masculinities class	4,269.00		55.07	4,324.07	
	Adjunct - TBD	4,269.00		48.67	4,317.67	
	Special Payroll - Translators 150 hrs @ \$20/hr	3,000.00				
	Total Adjuncts/Special Payroll	15,807.00	761.59	152.41		16,721.00
1040	STUDENT LABOR					
	TBD - undergrad student laborer	2,500.00		20.52		2,520.52
1150	SAL+WAGES-GRAD A					
	To History for Dir Course Release	12,500.00			12,500.00	
	A. Alpert .5 Fall and Spring	10,198.31	1,639.89	116.26	11,954.46	
	Jenny Cook - .75 Fall and Spring	14,538.00	2,341.00	166.00	17,045.00	
	Margarita Saenz .75 Fall and Spring	14,538.00	2,341.00	166.00	17,045.00	
	TBD - .5 Fall and Spring	9,691.89	1,558.46	110.49	11,360.83	
	TBD - .5 Fall and Spring	9,691.89	1,558.46	110.49	11,360.83	
	A. Aponte-Aviles .5 Fall	4845.95	779.23	55.24	5,680.42	
	Total Grad Assts.	76004.04	10218.03	724.48		86946.55
	<b>Total Personnel Costs</b>					<b>721,949.02</b>

2012-13 Budget - El Instituto

Subcode	Operating Budget		
2000	Events	20,650.00	
	Office Supplies	5,000.00	
	Phones	550.00	
	APIR and Assoc. Director Support	1,000.00	
	Director Support	3,000.00	
	Mail	400.00	
	Memberships/Dues	350.00	
	Color Copier Lease @ \$361.75/mo	4,341.00	
	<u>One-Time Expenditures:</u>		
	Two new computers	1,613.00	
	Moving Expenses - Beach Hall (PRLS) to Ryan Building: 5 hours @ \$80/hr (Central Stores)	400.00	
	<b>Total Operating Budget</b>		<b>37,304.00</b>
	<b>TOTAL PERSONNEL AND OPERATING</b>		<b>759,943.95</b>
	<u>UConn Foundation Accounts</u>	<u>Spendable</u>	<u>Actual</u>
	Mead Lecture	TBD	36,258.00
	Mead Fellowship	TBD	17,963.00
	Whetten	TBD	36,194.00
	Eyzaguirre	TBD	8,825.08
	Goodwin		2,041.00
	CLACS General Fund		3,761.40
	PRLS General Fund		122.50
	<b>Total Foundation Accounts</b>		<b>105,164.98</b>

Prepared 1/31/2012



2-28-2012

## Minutes, February 28, 2012

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**MEETING OF THE UNIVERSITY OF CONNECTICUT  
BOARD OF TRUSTEES**

**MINUTES**

University of Connecticut  
Rome Commons Ballroom  
South Campus Complex  
Storrs, Connecticut

February 28, 2012

**OPEN SESSION**

The meeting was called to order at 11:00 a.m. by Chairman Lawrence McHugh. Trustees Francis Archambault, Jr., Brien Buckman, Richard Carbray, Jr., Sanford Cloud, Jr., Peter Drotch, Marilda Gandara, Thomas Kruger, Denis Nayden, Thomas Ritter, Wayne Shepperd, and Mary Ann Handley, Governor Malloy's designee, were in attendance.

Trustees Louise Bailey, Rebecca Lobo, Catherine Smith, and Richard Treibick participated by telephone.

Trustees Lenworth Jacobs, Jr., Stefan Pryor, Steven Reviczky, and Adam Scianna, and were not in attendance.

**EXECUTIVE SESSION**

On a motion by Mr. Drotch, seconded by Mr. Shepperd, the Board voted unanimously to go into Executive Session at 11:02 a.m. to discuss:

1. Preliminary drafts and notes that the Health Center has determined that the public interest in withholding such documents clearly outweighs the public interest in disclosure; and
2. Records pertaining to strategy and negotiations with respect to pending claims or pending litigation to which the public agency is a party until such litigation or claim has been finally adjudicated or otherwise settled.

Chairman McHugh noted that on the advice of counsel only staff members whose presence was necessary to provide their opinion would be permitted to attend Executive Session.

Trustees Archambault, Buckman, Carbray, Cloud, Drotch, Gandara, Kruger, McHugh, Nayden, Ritter, Shepperd, and Mary Ann Handley, Governor Malloy's designee, were in attendance.

Trustees Bailey, Lobo, Smith, and Treibick participated by telephone.

The following University staff were present for the entire Executive Session: President Herbst, Executive Secretary to the Board Rubin, and Executive Officer Orr. Assistant Attorney General Urban was also present for the entire Executive Session.

The following University staff were present for part of the Executive Session: Vice President for Enrollment Management Locust, Chief Audit and Compliance Officer Walker, and Director of Audit Services Chiaputti.

February 28, 2012

**OPEN SESSION**

The Board returned to Open Session at 12:14 p.m. Senate Representatives Donna Korbel and William Stwalley were in attendance.

1. Public Participation

There were no members of the public who wished to address the Board.

2. Chairman's Report

(a) Matters outstanding

Chairman McHugh welcomed to the Board as Governor Malloy's designee former State Senator Mary Ann Handley.

(b) Minutes of the meeting of January 25, 2012

On a motion by Mr. Cloud, seconded by Dr. Archambault, the Board voted unanimously to approve the minutes of the meeting January 25, 2012.

(c) Consent Agenda Items:

On a motion by Mr. Drotch, seconded by Ms. Gandara, the Board voted unanimously to add to the agenda a Memorandum of Agreement Between the University of Connecticut Professional Employees Association (UCPEA) and the University of Connecticut Regarding Temporary and End-Date Employees.

(A copy of the Memorandum of Agreement is attached to the file copy of the Board minutes.)

On a motion by Mr. Drotch, seconded by Dr. Archambault, the Board voted to approve the following items, including the Memorandum of Agreement and a revised Contracts and Agreement List.

(A copy of the revised Contracts and Agreements list is attached to the file copy of the Board minutes.)

- |     |   |                |
|-----|---|----------------|
| (1) | Contracts and Agreements for the Storrs-based programs and the Health Center  | (Attachment 1) |
| (2) | Tenure Relocation   | (Attachment 2) |
| (3) | Sabbatic Leave Recommendations  | (Attachment 3) |
| (4) | Appointment of Dr. Flavio Uribe to the Dr. Charles J. Burstone Professorship in Orthodontics in the School of Dental Medicine | (Attachment 4) |
| (5) | Establishment of the Anthony J. Smits Professorship for Global Commerce in the School of Law                                  | (Attachment 5) |
| (6) | Bachelor of Science in Geography in the College of Liberal Arts and Sciences  | (Attachment 6) |
| (7) | Bachelor of Science Degree in Mathematics-Physics in the College of Liberal Arts and Sciences                                 | (Attachment 7) |

February 28, 2012

- (8) Modification of the Master of Arts Degree in Literatures, Cultures and Languages to include Classics and Ancient Mediterranean Studies as an Area of Concentration in the College of Liberal Arts and Sciences (Attachment 8)
- (9) Approval of Proposed Changes to the *By-Laws of the University of Connecticut* (Article V – Committees of the Board) (Attachment 9)

Vice Chair Drotch respectfully asked to give the Financial Affairs report at this time. The Board consented to change the order of the agenda.

### 3. Financial Affairs Committee Report

- (a) Report on Committee activities
- (b) Items requiring Board discussion and approval:

On a motion by Mr. Drotch, seconded by Dr. Archambault, the Board voted unanimously to add to the agenda the following item:

- (1) Project Budget (2<sup>nd</sup> Revised Final) for West Hartford Campus Renovations/Improvements – Electrical Switchgear Replacement

(A copy of the project budget is attached to the file copy of the Board minutes.)

On a motion by Mr. Drotch, seconded by Mr. Carbray, the Board voted unanimously to approve the following project budgets, including the added project budget noted above:

- (1) Project Budget (Planning) for Arjona and Monteith – Monteith Hall Renovations (Attachment 11)
- (2) Project Budget (Planning) for Ecology and Evolutionary Biology (EEB) Greenhouse Renovations (Attachment 12)
- (3) Project Budget (Planning) for Memorial Stadium Demolition (Attachment 13)
- (4) Project Budget (Planning) for Rodent Barrier Facility (Attachment 14)
- (5) Project Budget (Planning) for the UConn Health Center Demolition – Lower Research Campus\* (Attachment 15)
- (6) Project Budget (Planning) for the UConn Health Center Detention Basin Dredging\* (Attachment 16)
- (7) Project Budget (Revised Planning) for the UConn Health Center Main Building Renovation, L Building Phase I\* (Attachment 17)
- (8) Project Budget (Revised Planning) for the UConn Health Center New Construction and Renovations\* (Attachment 18)
- (9) Project Budget (Design) for the Avery Point Campus Undergraduate and Library Building Phase I (Student Center) (Attachment 19)
- (10) Project Budget (Final) for Beach Hall Renovations – Façade and Roof Repair (Attachment 20)
- (11) Project Budget (Final) for Pedestrian Safety Improvements – Hillside Road (Attachment 21)

February 28, 2012

(12) Project Budget (Final) for Law School Renovations/  
Improvements – Starr, Chase, Hosmer, and Knight  
Halls Building Envelope Repair (Attachment 22)

(13) Project Budget (Revised Final) for the UConn Health  
Center Administrative Services Building (ASB)  
Renovations\* (Attachment 23)

(c) Informational items:

(1) Financial Statements for Storrs and the Health Center:

Storrs:

<http://accountingoffice.uconn.edu/accounting/PDF/2011FS.pdf>

Health Center:

[http://controller.uhc.edu/reports/docs/year\\_end\\_report\\_2011.pdf](http://controller.uhc.edu/reports/docs/year_end_report_2011.pdf)

4. President's Report

President Herbst provided an update on personnel matters.

5. Academic Affairs Committee Report

(a) Report on Committee activities

(b) Informational items:

(1) Five-Year Review of Academic Centers and Institutes (Attachment 10)

6. Health Center Report

(a) Report on Health Center activities

7. Joint Audit and Compliance Committee Report

(a) Report on Committee activities

8. Buildings, Grounds and Environment Committee Report

On a motion by Mr. Ritter, seconded by Mr. Cloud, the Board voted unanimously to add to the agenda the Environmental Impact Evaluation (EIE) for New Construction and Renovation Project at the Health Center.

On a motion by Mr. Ritter, seconded by Dr. Archambault, the Board voted unanimously to approve this item.

(A copy of the EIE is attached to the file copy of the Board minutes.)

Pursuant to the By-Law amendment approved under the Consent Agenda (see Attachment 9), Mr. Ritter motioned, seconded by Mr. Cloud to add to the agenda and to approve the appointment of three members of the Health Center Board of Directors Buildings and Grounds Committee (Andrew Bessette, John Droney, and Roberts Samuels) to the Board of Trustees Buildings, Grounds and Environment Committee as voting members. Their terms will be concurrent with their terms as members of the Health Center Board of Directors.

The Board voted unanimously to approve.

February 28, 2012

- (a) Report on Committee activities
- 9. Construction Management Oversight Committee Report

- (a) Report on Committee activities

- 10. Student Life Committee Report

- (a) Report on Committee activities

- 11. Institutional Advancement Committee Report

- (a) Report on Committee activities

- (b) Item requiring Board discussion and approval:

On a motion by Dr. Archambault, seconded by Mr. Carbray, the Board voted unanimously to approve the naming recommendation for the Elizabeth M. Macfarlane Classroom in the College of Liberal Arts and Sciences.

- (1) Facility Naming Recommendation:

- (a) College of Liberal Arts and Sciences

- (1) Elizabeth M. Macfarlane Classroom (Attachment 24)

- (c) Development Progress Executive Summary (Attachment 25)

- 12. Adjournment

Chairman McHugh announced that the next meeting of the Board of Trustees is scheduled for Wednesday, March 28, 2012 at the Rome Commons Ballroom, Storrs, Connecticut.

There being no further business appearing, the Board meeting adjourned at 12:30 p.m.

Respectfully submitted,

Louise M. Bailey  
Secretary