

College of Liberal Arts and Sciences, Committee on Curricula and Courses, Agenda for April 2nd, 2013

Selection of the Secretary *pro tem*

Circulation of attendance sheet

Minutes of the March 5th, 2013 meeting

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Proposals approved by the chair in the interregnum

2013-042 Add Special Topics HIST 3995 Contemporary America

1. Date of this proposal:
February 28, 2013
2. Semester and year this xx95 course will be offered:
Fall 2013
3. Department:
History
4. Course number and Title proposed:
HIST 3995 Contemporary America
5. Number of Credits: 3
6. Instructor:
Eduardo Canedo
7. Instructor's position:
Assistant Professor of History
8. Has this topic been offered before?
No
9. Is this a (**X**) 1st-time, () 2nd-time, () 3rd-time request to offer this topic?

Short description:

American politics, society, and economy from 1973 through the present. Conservatism, feminism, gay liberation, the end of the Cold War, Latino immigration, deindustrialization, and the New Economy.

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

See attached.

12. Comments, if comment is called for:

No comments.

13. Dates approved by (see Note Q):

Department Curriculum Committee: March 2, 2013

Department Faculty: March 4, 2013

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

Micki McElya, micki.mcelya@uconn.edu, x6-2085

Syllabus

This course offers an overview of American politics, society, and economy from 1973 through the present. Characterized as the *Age of Fracture* by historian Daniel Rodgers, the past four decades of American life have witnessed the fragmentation of racial and gender identities, dramatic fluctuations between prosperity and economic crisis, the intensification of partisanship alongside widespread political apathy, and profound debates over the role of the United States in world affairs. As we examine these turbulent years, we will seek to identify key changes and continuities in the American experience. We will also consider the challenges and rewards of thinking historically about the recent

past and present.

ASSIGNMENTS & GRADING

Participation: 25%

2 Short Essays: 40%

Midterm Exam: 15%

Final Exam: 20%

Participation. Before each class meeting, you are expected to complete all reading assignments and to post to the online discussion board, by noon of that day, *at least one comment and one question* related to the readings. Your participation grade will be assessed on the basis of your in-class preparation and the quality and frequency of your online and in-class contributions.

Short Essays. Students will write 2 essays, each of which will be 5-7 pages in length, grounded in the assigned readings for a particular class session, and submitted online by noon of that day. Students will have an opportunity to select the class sessions for they will write.

Midterm and Final Exams. Exams will consist of a combination of short-answer identifications and lengthier essay questions. The final exam will take place on a date to be announced later in the term.

READINGS

Daniel T. Rodgers, *Age of Fracture* (2011).

Bruce Schulman, *The Seventies: The Great Shift in American Culture, Society, and Politics* (2002).

Sara M. Evans, *Tidal Wave: How Women Changed America at Century's End* (2008).

Ben Hamper, *Rivthead: Tales from the Assembly Line* (1991).

Michael Lewis, *Liar's Poker* (1989)

Chuck Palahniuk, *Fight Club* (1996)

Nelson Lichtenstein, *The Retail Revolution: How Wal-Mart Created a Brave New World of Business* (2009).

James Mann, *Rise of the Vulcans: The History of Bush's War Cabinet* (2004).

PRELIMINARY OUTLINE

Week 1: Introduction & The Postwar Boom

Week 2: Watergate & the End of Vietnam

Week 3: New Social Movements (Feminism & Environmentalism)

Week 4: The New Right

Week 5: Deindustrialization & Urban Crisis

Week 6: Film & Midterm Exam

Week 7: Reagan Revolution

Week 8: Wall Street & the Yuppies

Week 9: The AIDS Crisis & Gay Liberation

Week 10: The End of the Cold War & the New World Order

Week 11: The Booming Nineties & the New Economy

Week 12: Culture Wars

Week 13: America and the Middle East

Week 14: Financial Crisis

2013-043 Add Special Topics HIST 3995 American Homefront since 1898

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

Fall 2013

3. Department:

History

4. Course number and Title proposed:

HIST 3995 American Homefront since 1898

5. Number of Credits: 3

6. Instructor:

Eduardo Canedo

7. Instructor's position:

Assistant Professor of History

8. Has this topic been offered before?

Yes, in Fall 2013, but under HIST 3998.

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

Short description:

Examines the impact of war on domestic American society since 1898, with particular attention to the themes of patriotism, protest, and propaganda.

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

Attached is the Fall 2011 syllabus for American Homefront.

12. Comments, if comment is called for:

No comments.

13. Dates approved by (see Note Q):

Department Curriculum Committee: March 2, 2013

Department Faculty: March 4, 2013

14. Name, Phone Number, and e-mail address of principal contact person: Micki McElya, micki.mcelya@uconn.edu, x6-2085

Syllabus

American Homefront:

Patriotism, Protest, and Propaganda Since 1898

This course examines the impact of war on domestic American society since 1898, with particular attention to political participation and the integration of social groups into the national community. We will consider topics as diverse as women's suffrage, the wartime workplace, the Cold War dimensions of the civil rights movement, antiwar protest and conservative resurgence during the Vietnam War era, and ethnic relations during the recent Gulf Wars.

Course requirements consist of the following:

Participation: thoughtful contributions to discussion (10% of your final grade)

Midterm Exam: Oct. 11 (20%)

First Paper: due online on or before Oct. 18, 9:30 a.m. (20%)

Second Paper: due online on or before Dec. 8, 9:30 a.m. (25%)

Final Exam: date to be announced (25%)

Readings: You are expected to attend class fully prepared to discuss all readings assigned for that day's session. In addition to "doing" the reading, be sure to think critically about them in order to develop your own analysis and questions for discussion. Reading marked [online] will be available on the HuskyCT course website. The following books are available for purchase at the Co-op bookstore and are on reserve at Babbidge Library:

Susan A. Brewer, *Why America Fights: Patriotism and War Propaganda from the Philippines to Iraq* (2009).

Michael S. Foley and Brendan P. O'Malley, eds., *Home Fronts: A Wartime America Reader* (2008).

Miné Okubo, *Citizen 13660* (1983).

Emily S. Rosenberg, *A Date Which Will Live: Pearl Harbor in American Memory* (2003).

Exams: Exams will consist of a combination of short-answer identifications and longer essay questions.

Papers: The first and second papers involve the same basic assignment. The only difference is that the first paper should be 5-7 pages in length and utilize 2-3 scholarly sources (academic books and journal articles), while the second paper should be 8-12 pages in length and utilize 3-5 scholarly sources.

Paper topics must be approved in writing (via email) by the T.A. at least one week before paper deadlines. (Note that the topics of the first and second papers cannot be the same.)

The deadlines for the papers themselves are as followings: The first paper is due Oct. 18, 9:30 a.m.; the second paper is due by Dec. 8, 9:30 a.m. (this means the paper can be submitted a few days or even several weeks before the deadline if you so choose). The papers must be submitted online (or by email to the T.A. if there are any difficulties).

The objective of the papers is to situate an individual (or group of individuals), event, or controversy in a historical context. You are expected to develop an original argument about your subject's historical impact or significance. The paper should not read like an encyclopedia entry or a book report. Rather, it must contain your own independent, original analysis and interpretation, based on your reading of original sources and the evidence and interpretation presented by other scholars.

Papers should be well written and properly formatted. Be sure to check spelling, grammar, and style before submitting a paper. Good writing will be rewarded; poor writing will be penalized. Format the papers as follows: the main text should be in 12-point Times New Roman font, with double-spaced paragraphs, and margins no greater than 1.25 inches on the right and left (1.0 inches on top and bottom). Block quotes should be single-spaced with additional indentation of 0.5 inch on both the right and left sides.

Papers should have headers (on every page but the first) with your surname and page number. Footnotes should be single-spaced in 10 or 11 point font. You should place footnotes at the end of sentences, with a maximum of one footnote per sentence (you can have multiple citations in a footnote). Papers should also employ the *Chicago* citation method, which most historians use. See *Chicago Manual of Style*, http://www.chicagomanualofstyle.org/tools_citationguide.html.

Late Submissions: Papers must be submitted on time. Unless you have received an extension from Prof. Canedo or Ms. Lunt (in writing and *before* the deadline), late papers

will be penalized by a third of a grade (e.g., from a B+ to a B) for each partial or full day it is late (e.g., if a paper is due at 9:30 am and it is submitted a half-hour late at 10 am, then it will be penalized).

SCHEDULE & READINGS

WEEK 1

Tues., Aug. 30: Introduction

Thur., Sept. 1: SPANISH-AMERICAN WAR

WEEK 2

Tues., Sept. 6: Masculinity and Empire

Thur., Sept. 8: Anti-Imperialism

Brewer, "The 'Divine Mission': War in the Philippines," in *Why America Fights*, 14-45.

Foley and O'Malley, eds., *Home Fronts*:

- *New York World*, "The War Must Be Ended" (1897). (#1)
- William McKinley, "Declaration of War" (1898). (#3)
- Carl Schurz, "The Issue of Imperialism" (1899). (#6)
- "The Platform of the Anti-Imperialist League" (1899). (#7)
- William Jennings Bryan, "The Paralyzing Influence of Imperialism" (1900). (#10)
- Erving Winslow, "The Anti-Imperialist Position" (1901). (#11)
- William McKinley, "Second Inaugural Address" (1901). (#12)

Mark Twain, "Battle Hymn of the Republic (Brought Down to Date)" (1901), and "As Regards Patriotism" (1901), in *Mark Twain: Collected Tales, Sketches, Speeches, and Essays, 1891-1910* (1992), 474-478. [online]

WEEK 3

Tues., Sept. 13: WORLD WAR I

Thur., Sept. 15: Propaganda and Mobilization

Brewer, "Crusade for Democracy: Over There in the Great War," in *Why America Fights*, 46-86.

Christopher Capozzola, "The Only Badge Needed Is Your Patriotic Fervor: Vigilance, Coercion, and the Law in World War I America," *Journal of American History* (2002): 1354-1382. [online]

Foley and O'Malley, eds., *Home Fronts*:

- George M. Cohan, "Over There" (1917). (#17)
- Woodrow Wilson, "Proclamation Establishing Conscription" (1917). (#22)

Woodrow Wilson, "Ways to Serve the Nation," Committee on Public Information, Loyalty Leaflet No. 6 (1917). [online]

Rev. Joseph H. Odell, "What Really Matters," Committee on Public Information, Loyalty Leaflet No. 7 (1918). [online]

WEEK 4

Tues., Sept. 20: Women and Suffrage

Foley and O'Malley, eds., *Home Fronts*:

- *New York Times*, "Urge Unity for the War: Suffrage Leaders Demand 'Whole-Hearted Allegiance' to the Country" (1917). (#31)
- "Petition from the Women Voters Anti-Suffrage Party of New York to the United States Senate" (1917). (#32)
- Woodrow Wilson, "Appeal for Woman Suffrage" (1918). (#33)

Thur., Sept. 22: Escaping Racism

Adriane Lentz-Smith, *Freedom Struggles: African Americans and World War I* (2009), 137-168. [online]

James Grossman, *Land of Hope: Chicago, Black Southerners, and the Great Migration* (1989), 13-37. [online]

Foley and O'Malley, eds., *Home Fronts*:

- *New York Age*, "Editorial on the East St. Louis Riot (1917). (#34)
- W.E.B. DuBois, "Close Ranks" (1918). (#35)

WEEK 5

Tues., Sept. 27: WORLD WAR II

Thur., Sept. 29: American Ideals

Robert B. Westbrook, "Fighting for the American Family: Private Interests and Political Obligation in World War II" in *The Power of Culture* (1993), 194-221. [online]

Brewer, "The Good War: Fighting for a Better Life in World War II," in *Why America Fights*, 87-140.

Richard W. Steele, "The War on Intolerance: The Reformulation of American Nationalism, 1939-1941," *Journal of American Ethnic History* (1989): 9-35. [online]

WEEK 6

Tues., Oct. 4: Wartime Workplace

Foley and O'Malley, eds., *Home Fronts*:

- Franklin D. Roosevelt, "On Inflation and Progress of the War" (1942). (#42)
- "Warning and Instructions on Ration Book One" (1942). (#43)
- The Almanac Singers, "Deliver the Goods" (1942). (#44)

Thur., Oct. 6: Japanese-American Internment

Miné Okubo, *Citizen 13660* (1983).

WEEK 7

Tues., Oct. 11: **MIDTERM EXAM**

Thur., Oct. 13: COLD WAR

Brewer, "War in Korea: 'The Front Line in the Struggle between Freedom and Tyranny,'" in *Why America Fights*, 141-178.

WEEK 8

Tues., Oct. 18: Atomic Hopes and Anxieties *** **FIRST PAPER** due at the beginning of class.

Foley and O'Malley, eds., *Home Fronts*:

- Henry L. Stimson, "Prepared Statement for the Public Regarding the Use of the Atomic Bomb (1945). (#62)
- Senator Richard B. Russell, "Cable from Russell to Truman and Response from Truman (Favoring the Use of the Bomb)" (1945). (#63)
- Samuel McCrea Cavert, "Cable to President Truman (August 9) and Letter of Response (August 11)" (1945). (#64)
- J. Robert Oppenheimer, "Letter to the Secretary of War (Advice on Future Atomic Development)" (1945). (#65)
- Lowell Blanchard and the Valley Trio, "Jesus Hits Like an Atom Bomb" (1950). (#81)
- Albert S. Bigelow, "Why I am Sailing into the Pacific Bomb-Test Area" (1958). (#84)

Thur., Oct. 20: The Nuclear Family

Kristina Zarlengo, "Civilian Threat, the Suburban Citadel, and Atomic Age American

Women,” *Signs* (1999): 925-958. [online]

Marian Mollin, *Radical Pacifism in Modern America* (2006), 73-96. [online]

WEEK 9

Tues., Oct. 25: The Red Scare

Victor S. Navasky, *Naming Names* (1980), 3-69. [online]

Foley and O’Malley, eds., *Home Fronts*:

- Harry S. Truman, “Executive Order 9835” (1947). (#66)
- J. Edgar Hoover, “Testimony, House Committee on Un-American Activities” (1947). (#67)
- Ronald Reagan, “Testimony, House Committee on Un-American Activities” (1947). (#68)
- Ring Lardner, Jr., “Testimony, House Committee on Un-American Activities” (1947). (#69)

Thur., Oct. 27: Free Enterprise

Elizabeth Fones-Wolf and Ken Fones-Wolf, “Cold War Americanism: Business, Pageantry, and Antiunionism in Weirton, West Virginia,” *Business History Review* 77 (2003): 61-91. [online]

WEEK 10

Tues., Nov. 1: Cold-War Civil Rights

Thomas Borstelmann, *The Cold War and the Color Line* (2001), 135-172. [online]

Mary L. Dudziak, “Brown as a Cold War Case,” *Journal of American History* (2004): 32-42. [online]

Foley and O’Malley, eds., *Home Fronts*:

- John Hope Franklin, “America’s Window to the World: Her Race Problem” (1956). (#88)
- *Pittsburgh Courier*, “‘Satchmo’ Tells Off Ike, U.S.!” (1957). (#89)
- Fair Play for Cuba Committee, “Cuba: A Declaration of Conscience by Afro-Americans” (1961). (#90)

Thur., Nov. 3: VIETNAM WAR

WEEK 11

Tues., Nov. 8: The Draft

Foley and O’Malley, eds., *Home Fronts*:

- Selective Service System, “Channeling Memo,” (1965). (#97)
- Phil Ochs, “Draft Dodger Rag” (1965). (#98)
- Anthony Wolff, “Draft Board No. 13, Springfield, Ohio” (1968). (#99)
- Muhammad Ali, “Statement on Refusing Induction” (1967). (#100)
- Resist, “A Call to Resist Illegitimate Authority” (1967). (#101)

Tim O’Brien, *If I Die in a Combat Zone, Box Me Up and Ship Me Home* (1975), 1-68. [online]

James Fallows, “What Did You Do in the Class War, Daddy?” *Washington Monthly*, October 1975. [online]

Thur., Nov. 10: Antiwar Activism

Foley and O’Malley, eds., *Home Fronts*:

- Paul Potter, “Speech at Antiwar Demonstration, Washington, D.C.” (1965). (#92)
- Martin Luther King, Jr., *Beyond Vietnam: Address Delivered to the Clergy and Laymen Concerned About Vietnam* (1967). (#96)

- Dwight D. Eisenhower, "Let's Close Ranks on the Homefront" (1968). (#103)
- Merle Haggard, "Okie from Muskogee" (1969). (#105)
- Students for a Democratic Society, "Bring the War Home" (1969). (#107)
- Richard Nixon, "The Silent Majority Speech" (1969). (#108)
- John Kerry, "Vietnam Veterans Against the War" (1971). (#114)

WEEK 12

Tues., Nov. 15: The Vietnam Legacy

Arnold R. Isaacs, *Vietnam Shadows*, 103-136. [online]

Foley and O'Malley, eds., *Home Fronts*:

- Church Committee, Final Report, "Intelligence Activities and the Rights of Americans" (1976). (#119)
- Committee on the Present Danger, "Common Sense and the Common Danger" (1976). (#120)
- Dead Kennedys, "Kill the Poor" (1980). (#122)
- Charlie Daniels Band, "In America" (1980). (#123)
- Andrew Kopkind, "Rambo: Metamachismo Carries the Day" (1985). (#125)

Thur., Nov. 17: Remembering the Good War

Emily S. Rosenberg, A Date Which Will Live: Pearl Harbor in American Memory (2003), 113-189.

THANKSGIVING RECESS: No class on Nov. 22 and 24.

WEEK 13

Tues., Nov. 29: WARS OF THE MIDDLE-EAST

Thur., Dec. 1: Media and the Gulf Wars

Brewer, "Operation Iraqi Freedom: War and Infoganda," in *Why America Fights*, 230-275.

Foley and O'Malley, eds., *Home Fronts*:

- Lee Greenwood, "God Bless the USA" (1984). (#131)
- Sydney Schanberg, "Censoring for Political Security" (1991). (#132)
- Daniel Hallin, "TV's Clean Little War" (1991). (#133)

WEEK 14

Tues., Dec. 6: Post-9/11 Patriotism Debate

Patriotism Compilation [online]:

- Thomas J. McCarthy, "On Being a Patriot," *America* (2002).
- Jonah Goldberg, "Patriot Games," *National Review* (2002).
- Larry Hufford, "United States Today Needs Patriotism, Not Nationalism," *USA Today* (2002).
- Ruth Connif, "Patriot Games," *The Progressive* (2002).
- Michael Kazin, "A Patriotic Left," *Dissent* (2002).
- Michael Wreszin, "Confessions of an 'Anti-American,'" *Dissent* (2003).
- Charles B. Rangel, "Bring Back the Draft," *New York Times* (2002).

Thur., Dec. 8: Immigration and Islam *** **SECOND PAPER** due at the beginning of class.

FINAL EXAM (date to be announced)

New proposals submitted for consideration

2013-044 Add ECON 6495 Special Topics

1. Date: December 10, 2012
2. Department requesting this course: **Economics**
3. Semester and year in which course will be first offered: **Fall 2013**

Final catalog Listing:

ECON 6495. Special Topics

3 credits. Lecture. Open to graduate students in Economics, others with permission. With a change in topic, this course may be repeated for credit.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **ECON**
2. Course Number (see Note B): **6495**
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: **Special Topics**
4. Course description (if appropriate -- see Note K):
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): **3**
6. Course type (choose from the following as appropriate -- if none is appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
 Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T): **Consent required.**
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I): With a change in topic, this course may be repeated for credit.
12. S/U grading, if applicable (see Note X):

Justification

1. Reasons for adding this course: (see Note L)
ECON needs a factotum number for special topics at the Ph.D. level.
2. Academic Merit (see Note L):
3. Overlapping Courses (see Note M):
4. Number of Students Expected: **20**
5. Number and Size of Section: **1 section, cap of 20**
6. Effects on Other Departments (see Note N): **None**
8. Dates approved by (see Note Q): Dept. C&C: 2-26-2013 Dept.Faculty: 3-1-2013
9. Contact: Richard Langlois 860-821-0152 Richard.Langlois@UConn.edu

2013-045 Add ECON 6498 Variable Topics

1. Date: December 10, 2012
2. Department requesting this course: **Economics**
3. Semester and year in which course will be first offered: **Fall 2013**

Final catalog Listing:

ECON 6498. Variable Topics

3 credits. Lecture. Open to graduate students in Economics, others with permission. With a change in topic, this course may be repeated for credit.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **ECON**
2. Course Number (see Note B): **6498**
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: **Variable Topics**
4. Course description (if appropriate -- see Note K):
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): **3**
6. Course type (choose from the following as appropriate -- if none is appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")

Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T): **Consent required.**
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I): With a change in topic, this course may be repeated for credit.
12. S/U grading, if applicable (see Note X):

Justification

1. Reasons for adding this course: (see Note L)
ECON needs a factotum number for variable topics at the Ph.D. level.
2. Academic Merit (see Note L):
3. Overlapping Courses (see Note M):
4. Number of Students Expected: **20**
5. Number and Size of Section: **1 section, cap of 20**
6. Effects on Other Departments (see Note N): **None**
7. Staffing (see Note P):
8. Dates approved by (see Note Q):
Department Curriculum Committee: 2-26-2013
Department Faculty: 3-1-2013
9. Contact: Richard Langlois 860-821-0152 Richard.Langlois@UConn.edu

2013-046 Add ECON 5500 Writing in Economics

1. Date: March 1, 2013
2. Department requesting this course: **ECON**
3. Semester and year in which course will be first offered: Spring 2014

Final catalog Listing:

†ECON 5500. Writing in Economics.

1 credit. Lecture. Open for credit to masters students in Economics, others with permission.

Techniques for, and practice in, research, writing, citation, and data presentation in economics. Students taking this course will receive a grade of Satisfactory (S) or Unsatisfactory (U).

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **ECON**
2. Course Number (see Note B): **5500**

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: Graduate Writing in Economics

4. Course description (second paragraph of catalog entry

Techniques for, and practice in, research, writing, citation, and data presentation in economics.

5. Number of Credits (see Note D): **1 credit**

6. Course type Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Number of Class Periods, if not standard (see Note E): **One class period, plus discussion section.**

8. Prerequisites, if applicable (see Note F): **Both ECON 5201 and 5202.**

9. Recommended Preparation, if applicable (see Note G): **N/A**

10. Consent of Instructor, if applicable (see Note T): **Required**

11. Exclusions, if applicable (see Note H): **N/A**

12. Repetition for credit, if applicable (see Note I):

13. Instructor(s) names if they will appear in catalog copy (see Note J): **Richard Langlois, Kathleen Segerson**

14. S/U grading (see Note W): Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Justification

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

This course represents an effort to improve the quality of writing and assist Economics students in writing a research paper. For masters students, it is specifically intended to provide training that is necessary for successful completion of the requirement for a Masters Paper or thesis, which constitutes the final exam for masters students. Students would continue to work with their advisory committee on their masters paper or thesis, and substantive commentary as well as approval of the paper/thesis would continue to be the responsibility of the major and associate advisors. However, Econ 5500 would

provide needed training in writing that is independent of the specific topic chosen by the student for a masters paper or thesis.

Students are now receiving highly variable and uncoordinated instruction in writing and information literacy. Economics 5500 would address both of these issues by providing a more streamlined 1-credit format in which students would be exposed to a well-thought-out and more-uniform curriculum. The course would emphasize the process of research in economics as well as the process of writing and citation, introducing students to the modes of argument and presentation typical in professional publication. The course would stress not only the mechanics of presenting data and theoretical results but also the culture and ethos of economic argument.

The instructor would closely monitor student work, provide feedback on drafts, and orchestrate peer-review. Satisfactory completion of the course would require approval by an external review committee (in most cases, the student's advisory committee) of a substantive research paper demonstrating the student's ability to present economic analysis at a level consistent with masters level training (or above).

2. Academic Merit (see Note L): It is our view that this model of a specialized writing course will provide an efficient way of providing much needed training related to writing research papers in economics, while still allowing students to work primarily with their advisory committee on substantive issues related to their masters paper or thesis.

3. Overlapping Courses (see Note M): **ECON 2500W**

4. Number of Students Expected: 10 to 15 students are expected.

5. The course would be scheduled for one hour of common lecture (to overlap with ECON 2500W) along with a discussion section.

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

7. Effects on Regional Campuses: **None.**

8. Staffing (see Note P): The lecture portion of this course will typically be taught by the instructor of ECON 2500W, since many of the topics covered in the two courses will overlap. The discussion section would then provide more focused masters level instruction and meet as necessary and as determined by the instructor of 5500.

9. Dates approved by (see Note Q):

Department Graduate Committee: 10.12.2012

Department Faculty: 12.07.12

10. Name, Phone Number, and e-mail address of principal contact person: Kathleen Segerson (860) 486-4567 kathleen.segerson@UConn.edu

Syllabus

This course emphasizes the process of research in economics as well as the process of writing and citation, introducing students to the modes of argument and presentation typical in professional publication. It stresses not only the mechanics of presenting data and theoretical results but also the culture and ethos of economic argument. It is designed to provide students the training in writing that is necessary for successful completion of the requirement for a Masters Paper or thesis, which constitutes the final exam for masters students.

The course will meet both in a large group for lectures and in small sections for discussion and instructor feedback. In addition, students should continue to work with their advisory committee on their masters paper or thesis, and substantive commentary as well as approval of the paper/thesis would continue to be the responsibility of the major

and associate advisors. Satisfactory completion of the course requires approval by an external review committee (in most cases, the student's advisory committee) of a substantive research paper demonstrating the student's ability to present economic analysis at a level consistent with masters level training (or above).

Required textbook: Deirdre McCloskey, *Economical Writing* (Waveland Press, 2nd edition, 1999).

GRADING: This course will be graded on a S(satisfactory)/U(unsatisfactory) basis. Final approval of the Masters Paper in economics will be the basis for receiving a satisfactory grade in this class. Students who have not completed their masters paper by the end of the semester will receive a grade of "Incomplete" until the masters paper is completed and approved.

Week 1: Introduction and plan of course. Types of economic writing.

Week 2: Getting started: selecting topics for research papers.

Week 3: Outlines and organization for research papers

Week 4: Collecting and evaluating sources

Week 5: Ways to present economic arguments and data.

Week 6: Improving your writing I: writing coherent paragraphs

Week 7: Improving your writing II: writing clear sentences

Week 8: Improving your writing III: mechanics/word choice

Week 9: Style and tone in professional writing

Week 10: Documentation/citation/plagiarism

Week 11: Writing economics for a more general audience

Week 12: Feedback on drafts

Week 13: Peer review

Week 14: Revising drafts

2013-047 Add ECON 6473 Economic Development: Microeconomic Issues

1. Date: August 24, 2012
2. Department requesting this course: **Economics**
3. Semester and year in which course will be first offered: **Fall 2013**

Final catalog Listing

ECON 6473: Economic Development: Microeconomic Issues

3 credits. Lecture.

Overview of current literature on microeconomics of development, including human capital, internal structure of households, functioning of factor markets, and the role of institutions in mediating change.

Prerequisites: ECON 6211 and ECON 6310

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **ECON**
2. Course Number (see Note B): **6473**

If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? X_ Yes ___ No

3. Course Title: Economic Development: Microeconomic Issues

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

This course provides an overview of the current literature on the microeconomics of development in poor countries. Topics covered include the role of human capital (health, education), the internal structure of households (neoclassical, bargaining), the functioning of factor markets (land, credit and insurance), and the role of institutions in mediating change. On the methodological side, we will examine econometric techniques that researchers have used to identify causal relationships (panel data, instrumental variables, randomized experiments, regression discontinuity design).

5. Number of Credits: 3

6. Course type Lecture; ___ Laboratory; ___ Seminar; ___ Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): ECON 6310 and ECON 6211

8. Recommended Preparation, if applicable (see Note G):

9. Consent of Instructor, if applicable (see Note T): Open to graduate Economics students, all others with permission.

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

11. Repetition for credit, if applicable (see Note I): N/A

12. S/U grading, if applicable (see Note X): N/A

Justification

1. Reasons for adding this course: The Ph.D. program in Economics requires students to take a two-course sequence in a field of economics. We offer such sequences in only a few fields, which depend on the department's research strengths. With new hires last year, we now feel that we are in a position to offer such a field in Economics Development, which we have offered only at the M.A. level. The proposed course is a Ph.D. level survey of the microeconomics aspects of development, covering a range and

depth of material typical in a major Economics Ph.D. program. Once we have this course up and running, we will work toward adding one or more additional courses to create a full-fledged field.

2. Academic Merit (see Note L): This course is intended for students who want to research in Development Economics/Applied Microeconomics during their PhD. Student will do theory/applied problem sets, referee reports, write up a research proposal and will do a class presentations. For example, the research proposal should briefly (3-4 pages) survey an existing literature in Development Economics, and then describe a planned research project. The research proposal should describe the hypothesis you wish to test, why it is important and how your research design will provide credible evidence on this question. They may provide an overview of the data and methods they will employ. In the study you describe can include a field work component if you think that is necessary. If you are planning to choose development/labor as your field, this might be a good opportunity to write a proposal that will lead to a thesis chapter or research paper. For class presentations, each student will be assigned to replicate the results and provide a formal slide presentation of a paper.

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

4. Number of Students Expected: 20

5. Number and Size of Section: 001, 20 cap

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

7. Staffing (see Note P): See 1 above.

8. Dates approved by (see Note Q):

Department Curriculum Committee: October 5, 2012

Department Faculty: October 19, 2012

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

Nishith Prakash, nishith.prakash@uconn.edu, 860-486-8958

Syllabus

See at the end of the .pdf version of the agenda

2013-048 Add HRTS 3XXX: Economic Development and Human Rights

1. Date: February 20, 2013
2. Department requesting this course: Human Rights
3. Semester and year in which course will be first offered: spring 2014

Final catalog listing

HRTS 3XXX: Economic Development and Human Rights

Three credits. Prakash

Microeconomics of economic development and human rights. Impacts of human capital, health, education, on well-being and poverty.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): HRTS
 2. Course Number (see Note B): 3XXX
- If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? __ Yes __ No
3. Course Title: Economic Development and Human Rights
 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):

Microeconomics of economic development and human rights. Impacts of human capital, health, education, on well-being and poverty.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T):
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J): Prakash
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)

This course will be a core course in the new Human Rights major. Human Rights are an increasingly central in economic development and this course offers a microeconomic approach to complement the current focus of Human Rights course offerings.

2. Academic Merit (see Note L):

Issues in human rights are central in economic development of a country and its citizens. This course offers a broad reach and is relevant as an introduction to the subject for continuing students as well as to people who work in the worlds of policy and business. We will examine detailed survey data of the world's poor, and look at policies that have been attempted and evaluated scientifically. It is designed to equip the students with the

theoretical and applied tools (for example, we will make use of applied tools, including role of randomized controls trials in the context of social science) that would allow students to analyze the problems faced by the developing communities and countries in a systematic and analytical way.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 30
5. Number and Size of Section: 1 of 30 students
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P): Prakash will be the Instructor of Record
9. Dates approved by (see Note Q):
Department Curriculum Committee:
Department Faculty:
10. Name, Phone Number, and e-mail address of principal contact person:

Prof. Nishith Prakash
Department of Economics and Human Rights Institute
Email: nishith.prakash@uconn.edu
Phone: 860-486-8958

Syllabus

See at the end of the .pdf version of the agenda

2013-049 Change HRTS Major – add new course HRTS 3XXX

1. Date: 12 March 2013
2. Department requesting this change: HRTS
3. Title of Major: Human Rights
4. Nature of Change: Add new elective course
5. Existing catalog Description of the Major:

The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence - including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline.

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

Recommended: HRTS 1007

Requirements for the Major in Human Rights: Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of group A and B; 12 credits of elective courses from the lists of core courses or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and HRTS 4291 or 4996W.

Core Courses

A. Institutions, Laws, Movements

POLS/HRTS 3212; SOCI/HRTS 3831, 3835, 3837; HIST/HRTS 3202; POLS/HRTS 3428, 3430

B. History, Culture, Theory

HIST/HRTS 3201; POLS/HRTS 3042; HIST/HRTS 3207; HRTS 3149, DRAM/HRTS 3139; ENGL/HRTS 3631; PHIL/HRTS 2170W, 3219

Elective Courses

ANTH/HRTS 3028; ANTH/HRTS 3153W; ANTH/WGSS 3350; ECON 2127W, 3473W; ENGL/HRTS 3619; ENGL 3629; HIST/AASI 3531; HIST/WGSS 3562; HIST/HRTS/AFAM 3563; HIST 3570; HRTS 3293, 3295, 3298, 3299; PHIL 3218, 3220; POLS 3418/W/HRTS 3418; POLS/HRTS 3807; PRLS/HRTS 3221/HIST 3575;

SOCI/AASI 3221/HRTS 3571; SOCI/AASI 3222/HRTS 3573; SOCI 3421/W/HRTS 3421; SOCI 3429/W/HRTS 3429; SOCI 3503/W; SOCI/HRTS/AFAM 3505; SOCI 3801/W/HRTS 3801; SOCI/HRTS/AFAM 3825; WGSS/HRTS 2263

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements: ANTH/HRTS 3153W; PHIL/HRTS 2170W; HRTS 4996W; POLS 3418W, SOCI 3421W, 3429W, and 3801W.

Proposed catalog Description of the Major:

The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence - including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline.

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

Recommended: HRTS 1007

Requirements for the Major in Human Rights: Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of group A and B; 12 credits of elective courses from the lists of core courses or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and HRTS 4291 or 4996W.

Core Courses

A. Institutions, Laws, Movements

POLS/HRTS 3212; SOCI/HRTS 3831, 3835, 3837; HIST/HRTS 3202; POLS/HRTS 3428, 3430

B. History, Culture, Theory

HIST/HRTS 3201; POLS/HRTS 3042; HIST/HRTS 3207; HRTS 3149, DRAM/HRTS 3139; ENGL/HRTS 3631; PHIL/HRTS 2170W, 3219

Elective Courses

ANTH/HRTS 3028; ANTH/HRTS 3153W; ANTH/WGSS 3350; ECON 2127W, 3473W; ENGL/HRTS 3619; ENGL 3629; HIST/AASI 3531; HIST/WGSS 3562; HIST/HRTS/AFAM 3563; HIST 3570; HRTS 3293, 3295, 3298, 3299, **3XXX**; PHIL 3218, 3220; POLS 3418/W/HRTS 3418; POLS/HRTS 3807; PRLS/HRTS 3221/HIST 3575; SOCI/AASI 3221/HRTS 3571; SOCI/AASI 3222/HRTS 3573; SOCI 3421/W/HRTS 3421; SOCI 3429/W/HRTS 3429; SOCI 3503/W; SOCI/HRTS/AFAM 3505; SOCI 3801/W/HRTS 3801; SOCI/HRTS/AFAM 3825; WGSS/HRTS 2263

The following courses satisfy the Information Literacy Competency and Writing in the

Major requirements: ANTH/HRTS 3153W; PHIL/HRTS 2170W; HRTS 4996W; POLS 3418W, SOCI 3421W, 3429W, and 3801W.

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

Immediately

Justification

1. Why is a change required?

This course is being made permanent after being offered for several semesters under the HRTS 3298: Variable Topics number.

2. What is the impact on students?

This course will provide students with additional options in fulfilling the Major requirements.

3. What is the impact on regional campuses?

None

4. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty:

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

Glenn Mitoma, glenn.mitoma@uconn.edu, 860-486-8739

2013-050 Change HRTS Minor – add HRTS 3XXX

1. Date: 12 March 2013
2. Department requesting this change: HRTS
3. Title of Minor: Human Rights
4. Nature of Change: Add new elective course

Existing catalog Description of the Minor:

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least six credits from Group A (Core Courses); no more than six credits from Group B (Electives); and three credits from Group C (Internship). No more than six credits taken in any one department may be applied to this minor.

Group A. Core Courses.

HRTS 3149, HRTS/ENGL 3631; HRTS/POLS 3042; POLS/HRTS 3212, 3428;
HIST/HRTS 3201, 3202; SOCI/HRTS 3831, 3837

Group B. Electives.

AFAM 3224; AFAM/HIST/HRTS 3563; AFAM/HRTS/SOCI 3505, 3825; ANTH 3026;
ANTH/WGSS 3350; ANTH/HRTS 3028, 3153W; AASI 3215; AASI/HIST 3531; AASI
3221/HRTS 3571/SOCI 3221; AASI 3222/HRTS 3573/SOCI 3222; DRAM/HRTS 3139;
ECON 2126, ECON 2127, 2198, 3473; ENGL 3629; ENGL/HRTS 3619, 3631;
HIST/HRTS 3207; HIST/WGSS 3562; HIST 3570, 3995; HIST 3575/HRTS 3221/
PRLS 3221; HRTS 3293, 3295, 3298, 3299; HRTS/POLS 3418, 3430, 3807; HRTS/SOCI
3421, 3429, 3801; HRTS/WGSS 2263; PHIL 2215, 3218, 3220; PHIL/HRTS 2170W,
3219; SOCI 3503

Group C. Internship: HRTS 3245

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact Richard Hiskes in the Political Science department.

Proposed catalog Description of the Minor:

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least six credits from Group A (Core Courses); no more than six credits from Group B (Electives); and three credits from Group C (Internship). No more than six credits taken in any one department may be applied to this minor.

Group A. Core Courses.

HRTS 3149, HRTS/ENGL 3631; HRTS/POLS 3042; POLS/HRTS 3212, 3428;
HIST/HRTS 3201, 3202; SOCI/HRTS 3831, 3837

Group B. Electives.

AFAM 3224; AFAM/HIST/HRTS 3563; AFAM/HRTS/SOCI 3505, 3825; ANTH 3026;
ANTH/WGSS 3350; ANTH/HRTS 3028, 3153W; AASI 3215; AASI/HIST 3531; AASI
3221/HRTS 3571/SOCI 3221; AASI 3222/HRTS 3573/SOCI 3222; DRAM/HRTS 3139;
ECON 2126, ECON 2127, 2198, 3473; ENGL 3629; ENGL/HRTS 3619, 3631;

HIST/HRTS 3207; HIST/WGSS 3562; HIST 3570, 3995; HIST 3575/HRTS 3221/ PRLS 3221; HRTS 3293, 3295, 3298, 3299, ~~3XXX~~; HRTS/POLS 3418, 3430, 3807; HRTS/SOCI 3421, 3429, 3801; HRTS/WGSS 2263; PHIL 2215, 3218, 3220; PHIL/HRTS 2170W, 3219; SOCI 3503

Group C. Internship: HRTS 3245

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact Richard Hiskes in the Political Science department.

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?

This course is being made permanent after being offered for several semesters under the HRTS 3298: Variable Topics number.

2. What is the impact on students?

This course will provide students with additional options in fulfilling the Minor requirements.

3. What is the impact on regional campuses?

None

4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

A. In information near the top of the form:

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

B. In information at the bottom of the form:

Name of Student: _____

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

(signed) _____ Dept. of (insert name)

Minor Advisor

5. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty:

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

Glenn Mitoma, glenn.mitoma@uconn.edu, 860-486-8739

HRTS Minor Plan of study

Name of Student: _____

The Human Rights Minor:

Fifteen (15) credits at the 2000 or 3000 level are required. Students take six credits from Core Courses (Group A); six credits from Electives (Group B); and three credits of Internship (Group C). More than six credits may not be taken in one department.

Cross-listed courses appear under both the primary department and HRTS, but they may only count once toward the minor requirement.

Group A – Core Courses (6 credits):

ENGL: 3631

HIST: 3201, 3202

POLS: 3042, 3212, 3428

HRTS: 3042, 3149, 3201, 3202, 3212, 3428, 3631, 3831, 3837

SOCI: 3831, 3837

Group B – Electives (6 credits):

ANTH: 3026, 3028, 3153W, 3350

AASI: 3221, 3222, 3531

DRAM: 3139

ECON: 2126, 2127, 3473

ENGL: 3619, 3629, 3631

HIST: 3201, 3202, 3207, 3531, 3562, 3563, 3570, 3575, 3770

HRTS: 3028, 3042, 3130, 3139, 3153W, 3201, 3202, 3207, 3212, 3219, 3221, 3231, 3263, 3293, 3295, 3298, 3299, 3418, 3421, 3428, 3429, 3505, 3563, 3571, 3573, 3619, 3631, 3801, 3807, 3825, 3831, 3835, 3837, 3XXX

PHIL: 2170W, 2215, 2245, 3218, 3219, 3220

POLS: 3042, 3212, 3256W, 3255, 3418, 3428, 3430, 3807

PRLS: 3221

SOCI: 3221, 3222, 3421, 3429, 3503, 3505, 3801, 3825, 3831, 3835, 3837

WS: 2263, 3562

Group C – Internship (3 credits):

HRTS: 3245

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.

Consult your advisor while completing this plan. An approved final plan of study must be filed with the registrar during the first four weeks of classes of the semester in which a student expects to graduate.

SID#: _____

Expected date of

graduation: _____

This plan is for the requirements of the _____ catalogue.

Student Signature

Date

I approve the above program for the Minor in Human Rights.

(signed) _____

Director of Undergraduate Programs in Human Rights

Date

2013-051 Change Middle East Studies Minor

1. Date: February 28, 2013
2. Department requesting this change: POLS professor on behalf of Middle East Studies
3. Title of Minor: Middle Eastern Studies
4. Nature of Change: adding one course to eligible courses for minor

Existing catalog Description of the Minor:

Overview: This minor is intended to enable students to pursue a multi-disciplinary approach to the Middle East and to acquire a thorough understanding of the area from anthropological, economic, historical, literary, political, and religious perspectives. Students electing this minor must complete at least 15 credits at the 2000, 3000, and 4000-level from at least three fields that satisfy the following criteria.

1. The basic required course is HIST 3705.
2. In addition, students must complete four courses from the following list: ANTH 3038; ANTH 3513/HIST 3300; CLCS 2214, 3201, 3203; ECON 2104(W); FREN 3218; HEB/JUDS 3201; HIST 3704, 3712; HIST 3301/CAMS 3253, HIST 3330/HEB 3218/CAMS 3256/JUDS 3218; INTD 3260; POLS 3447, 3462, 3464(W); and any 2000, 3000 and 4000-level courses in Middle East Languages.

Study abroad courses and those offered by the Comparative Literary and Cultural Studies (CLCS) Program count toward the minor when the topic contains substantial Middle Eastern material.

With the approval of a student's Middle Eastern Studies Advisor, one other course not listed above or a 3-credit independent study course with substantial Middle Eastern content may also be counted toward the minor. Students are strongly encouraged to take a Middle Eastern language such as Arabic, Hebrew, Persian, or Turkish. Students are also strongly encouraged to study abroad at a university in the Middle East.

Proposed catalog Description of the Minor:

Overview: This minor is intended to enable students to pursue a multi-disciplinary approach to the Middle East and to acquire a thorough understanding of the area from anthropological, economic, historical, literary, political, and religious perspectives. Students electing this minor must complete at least 15 credits at the 2000, 3000, and 4000-level from at least three fields that satisfy the following criteria.

1. The basic required course is HIST 3705.
2. In addition, students must complete four courses from the following list: ANTH 3038; ANTH 3513/HIST 3300; CLCS 2214, 3201, 3203; ECON 2104(W); FREN 3218; HEB/JUDS 3201; HIST 3704, 3712; HIST 3301/CAMS 3253, HIST 3330/HEB 3218/CAMS 3256/JUDS 3218; INTD 3260; POLS 3447, 3462, 3464(W); and any 2000, 3000 and 4000-level courses in Middle East Languages.

Study abroad courses, **POLS 2998**, and those offered by the Comparative Literary and Cultural Studies (CLCS) Program count toward the minor when the topic contains substantial Middle Eastern material.

With the approval of a student's Middle Eastern Studies Advisor, one other course not listed above or a 3-credit independent study course with substantial Middle Eastern content may also be counted toward the minor. Students are strongly encouraged to take a Middle Eastern language such as Arabic, Hebrew, Persian, or Turkish.

Students are also strongly encouraged to study abroad at a university in the Middle East.
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? We already have had a case where a student could not get credit toward the minor for a course because the subject matter of POLS 2998s vary. In addition, we anticipate additional courses to be taught as POLS 2998 with Middle East content, sometimes by visiting professor associated with the Middle East Studies program.

2. What is the impact on students? This would make it ever so slightly easier to fulfill the requirements of the minor.

3. What is the impact on regional campuses? No impact.

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:

See http://www.iisp.uconn.edu/FORMS/ME_plan_of_study_form.pdf

A. In information near the top of the form:

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

B. In information at the bottom of the form:

Name of Student: _____

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

(signed) _____ Dept. of (insert name)

Minor Advisor

5. Dates approved by (see Note Q): All departments with courses in the minor were asked if they had any changes to the current listing and were made aware of the POLS 2998 change. No additional changes were suggested and no objections were raised. ECON (January 3, 2013); HIST and ANTH (January 8-9, 2013); POLS (January 9, 2013); JUDS/CAMS (January 21, 2013); LCL (oral conversation, February 2013).

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

Prof. Jeremy Pressman (POLS), 6-3464, jeremy.pressman@uconn.edu

Plan of Study

Plan of Study Minor in Middle East Studies

Name: _____

Peoplesoft #: _____

Date: _____

Requirements:

- 1) HIST 3705 (formerly 205)
- 2) 12 credits from at least three fields (see list of approved courses)
- 3) Credits that are neither on the list of approved courses nor taken abroad must be approved by minor advisor.
- 4) 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.

| Department | Course | Approved List (Y/N/Study Abroad) | Signature of minor advisor for non-approved course |
|------------|--------|----------------------------------|--|
| HIST | 3705 | Y | |
| | | | |
| | | | |
| | | | |
| | | | |

List fields in which courses were taken:

I approve the above program for the Minor in Middle East Studies.

 Prof. Jeremy Pressman
 Political Science

2013-052 Change MCB 5893 – title and credits

1. Date: 2/25/2013
2. Department: Molecular and Cell Biology
3. Nature of Proposed Change: Change Credits and title of MCB 5893

Current Catalog Copy: MCB 5893(2) Course ID:010700 05-FEB-2008

Special Topics in Cellular and Molecular Biology

Consideration of selected topics in cellular and molecular biology. Presentations are made by invited speakers. Each session is preceded by a discussion of readings related to the subject matter of the presentation.

Components: Seminar

Proposed Catalog Copy:

MCB 5893 (**variable credits**) Current Topics in Cellular and Molecular Biology. Selected topics in cellular and molecular biology presented by invited speakers. May be repeated for credit.

Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory.)

Components: Seminar

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

Justification

1. Reasons for changing this course: The course is sometimes taught with an additional classroom component in which students discuss the work of the invited speaker in advance and thus receive 2 credits. Other times it is taught with just seminar attendance required. (1 credit).
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): n/a
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Same
7. Dates approved by (see Note Q):
Department Curriculum Committee: 3/4/2013
Department Faculty: 3/15/2013
8. Name, Phone Number, and e-mail address of principal contact person: David Knecht, 486-2200, david.knecht@uconn.edu .

2013-053 Change MCB 5499 title and credits

- Date: 02/04/13
 - Department: Molecular and Cell Biology
1. Nature of Proposed Change: change number of credits to variable credits. Change title to eliminate confusion about "special topics" course. Add repeat for credit.

Current Catalog Copy:

MCB 5499 Special Topics in Genetics 2 credits

Intensive reading and discussion in current topics in genetics. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Components: Seminar

Proposed Catalog Copy:

MCB 5499 (variable credits) Current Topics in Genetics.

Intensive reading and discussion of current topics in genetics. **May be repeated for credit.**

Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory.) Components: Seminar

6. Effective Date (Fall 2013):

Justification

2. Reasons for changing this course:

Faculty would like the option to have the course count for 1 or 2 credits. Allows different faculty to change the credits to match the student workload.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted (see Note N): None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: rotating among faculty

7. Dates approved by (see Note Q):

Department Curriculum Committee: 3/4/2013

Department Faculty: 3/15/2013

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

Rachel O'Neill, 860-486-6031, Rachel.oneill@uconn.edu

2013-054 Change SLHS 3247 – add omitted prerequisite

1. Date: 3/6/13
2. Department: SLHS
3. Nature of Proposed Change: Add previous course number for listed prerequisites

Current Catalog Copy:

3247. Introduction to Phonetic Principles
(Formerly offered as CDIS 3247.) Three credits.
Prerequisite: SLHS 2156Q and 2203; open to juniors or higher.
The analysis of speech through the application of phonetic theory.

Proposed Catalog Copy:

3247. Introduction to Phonetic Principles
(Formerly offered as CDIS 3247.) Three credits.
Prerequisite: SLHS 2156Q and 2203 or **CDIS 3201**; open to juniors or higher.
The analysis of speech through the application of phonetic theory.

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

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

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

Justification

1. Reasons for changing this course: The addition of CDIS 3201 reflects the old numbering system for this course. CDIS 3201 has been split into two courses, SLHS 2156Q and SLHS 2203.
2. Effect on Department's Curriculum: NONE
3. Other Departments Consulted (see Note N): NONE
4. Effects on Other Departments: NONE
5. Effects on Regional Campuses: NONE
6. Staffing: --
7. Dates approved by (see Note Q): 4/6/13
Department Curriculum Committee:
Department Faculty:
8. Name, Phone Number, and e-mail address of principal contact person:
Emily Myers, 6-2630, Emily.myers@uconn.edu

2013-055 Change SLHS 3248 – add omitted prerequisite

1. Date: 3/6/13
2. Department: SLHS
3. Nature of Proposed Change: Re-add prerequisites that were accidentally dropped in a previous revision of this course

Current Catalog Copy:

3248. Introduction to Audiology
(Formerly offered as CDIS 3248.) Three credits. Open to juniors or higher.

An introduction to the nature, causation, assessment and management of hearing impairment and the principles and techniques of public school conservation programs.

Proposed Catalog Copy:

3248. Introduction to Audiology
(Formerly offered as CDIS 3248.) Three credits.

Prerequisite: SLHS 2156Q and 2203 or CDIS 3250; open to juniors or higher.

An introduction to the nature, causation, assessment and management of hearing impairment and the principles and techniques of public school conservation programs.

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

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

Justification

1. Reasons for changing this course: The previous prerequisite was CDIS 3250. This was re-added so that students who took the old course number could continue to enroll in 3248. Portions of the former 3250 relevant as preparation for this course are now covered in two new courses, SLHS 2156Q and SLHS 2203.

2. Effect on Department's Curriculum: NONE

3. Other Departments Consulted (see Note N): NONE

4. Effects on Other Departments: NONE

5. Effects on Regional Campuses: NONE

6. Staffing:--

7. Dates approved by (see Note Q): 4/6/13

Department Curriculum Committee:

Department Faculty:

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

Emily Myers, 6-2630, Emily.myers@uconn.edu

2013-056 Change SLHS 4204 – add omitted prerequisites

1. Date: 3/6/13
2. Department: SLHS
3. Nature of Proposed Change: Re-add prerequisites that were accidentally dropped in a previous revision of this course

Current Catalog Copy:

4204. Methods and Issues in Child Language Research

(Formerly offered as CDIS 4204.) Three credits. Two class periods, and child observations and individual conferences by arrangement. Open to juniors or higher; open only with consent of instructor.

Critical discussion of recent research in child language, and supervised individual research projects.

Proposed Catalog Copy:

4204. Methods and Issues in Child Language Research

(Formerly offered as CDIS 4204.) Three credits. Two class periods, and child observations and individual conferences by arrangement. **Prerequisite: SLHS 2204 or CDIS 3202**; open to juniors or higher; open only with consent of instructor.

Critical discussion of recent research in child language, and supervised individual research projects.

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

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

Justification

1. Reasons for changing this course: This course has been updated to reflect the new course number for the former CDIS 3202 (SLHS 2204).
2. Effect on Department's Curriculum: NONE
3. Other Departments Consulted (see Note N): NONE
4. Effects on Other Departments: NONE
5. Effects on Regional Campuses: NONE
6. Staffing: --
7. Dates approved by (see Note Q): 4/6/13
Department Curriculum Committee:
Department Faculty:
8. Name, Phone Number, and e-mail address of principal contact person:
Emily Myers, 6-2630, Emily.myers@uconn.edu

2013-057 Change SLHS 4245 - add omitted prerequisites

1. Date: 3/6/13
2. Department: SLHS
3. Nature of Proposed Change: Re-add prerequisites that were accidentally dropped in a previous revision of this course

Current Catalog Copy:

4245. Neuroscience of Cognitive and Communication Disorders

Three credits. Open

to juniors or higher. Not open for credit to students who have passed CDIS 4244/W.

Anatomy and physiology of the central nervous system. Brain mechanisms that underlie speech, language, hearing, and cognition. Neurogenic communication disorders.

Proposed Catalog Copy:

4245. Neuroscience of Cognitive and Communication Disorders

Three credits. **Prerequisite: SLHS 2203 and 2204, or CDIS 3201 and 3202;** open

to juniors or higher. Not open for credit to students who have passed CDIS 4244/W.

Anatomy and physiology of the central nervous system. Brain mechanisms that underlie speech, language, hearing, and cognition. Neurogenic communication disorders.

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

Justification

1. Reasons for changing this course: Prerequisites (CDIS 3201 and 3202, now renumbered as SLHS 2203 and 2204) were erroneously dropped when this course was modified. Portions of CDIS 3201 that are relevant for this course are now covered in SLHS 2203, and CDIS 3202 has been renumbered as SLHS 2204.

2. Effect on Department's Curriculum: NONE

3. Other Departments Consulted (see Note N): NONE

4. Effects on Other Departments: NONE

5. Effects on Regional Campuses: NONE

6. Staffing:--

7. Dates approved by (see Note Q): 4/6/13

Department Curriculum Committee:

Department Faculty:

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

Emily Myers, 6-2630, Emily.myers@uconn.edu

2013-058 Change SLHS 4245W - add omitted prerequisites

1. Date: 3/6/13
2. Department: SLHS
3. Nature of Proposed Change: Re-add prerequisites that were accidentally dropped in a previous revision of this course

Current Catalog Copy:

4245W. Neuroscience of Cognitive and Communication Disorders
Four credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher. Not open for credit to students who have passed CDIS 4244/W.

Proposed Catalog Copy:

4245W. Neuroscience of Cognitive and Communication Disorders
Four credits. Prerequisite: SLHS 2203 and 2204 or CDIS 3201 and 3202; ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher. Not open for credit to students who have passed CDIS 4244/W.

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

Justification

1. Reasons for changing this course: Prerequisites (CDIS 3201 and 3202, now renumbered as SLHS 2203 and 2204) were erroneously dropped when this course was modified. Portions of CDIS 3201 that are relevant for this course are now covered in SLHS 2203, and CDIS 3202 has been renumbered as SLHS 2204.
2. Effect on Department's Curriculum: NONE
3. Other Departments Consulted (see Note N): NONE
4. Effects on Other Departments: NONE
5. Effects on Regional Campuses: NONE
6. Staffing: --
7. Dates approved by (see Note Q): 4/6/13
Department Curriculum Committee:
Department Faculty:
8. Name, Phone Number, and e-mail address of principal contact person:
Emily Myers, 6-2630, Emily.myers@uconn.edu

2013-059 Change SLHS 4251 - add omitted prerequisites

1. Date: 3/6/13
2. Department: SLHS
3. Nature of Proposed Change: Add old (CDIS) course numbers for prerequisites.

Current Catalog Copy:

4251. Introduction to Articulation, Voice, and Fluency Disorders

(Formerly offered as CDIS 4251.) Three credits. Prerequisites: SLHS 2156Q, 2203, 2204, and 3247; open to juniors or higher.

Communication problems resulting from disorders of speech, voice, and fluency. Assessment and management strategies in settings including public schools, hospitals, and rehabilitation centers.

Proposed Catalog Copy:

4251. Introduction to Articulation, Voice, and Fluency Disorders

(Formerly offered as CDIS 4251.) Three credits. Prerequisites: SLHS 2156Q, 2203, 2204, and 3247 or **CDIS 3201, 3202, and 3247**; open to juniors or higher.

Communication problems resulting from disorders of speech, voice, and fluency. Assessment and management strategies in settings including public schools, hospitals, and rehabilitation centers.

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

Justification

1. Reasons for changing this course: Previous equivalent course numbers were added so that students who took courses under the old numbering scheme can take this course. CDIS 3201 has become SLHS 2156Q and 2203; CDIS 3202 is now SLHS 2204, and CDIS 3247 is now SLHS 3247.

2. Effect on Department's Curriculum: NONE

3. Other Departments Consulted (see Note N): NONE

4. Effects on Other Departments: NONE

5. Effects on Regional Campuses: NONE

6. Staffing: --

7. Dates approved by (see Note Q): 4/6/13

Department Curriculum Committee:

Department Faculty:

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

Emily Myers, 6-2630, Emily.myers@uconn.edu

2013-060 Change SLHS 4254 – add omitted prerequisites

1. Date: 3/6/13
2. Department: SLHS
3. Nature of Proposed Change: Add equivalent prerequisite course under old numbering scheme

Current Catalog Copy:

4254. Introduction to Language Disorders in Children

Three credits. Prerequisite: SLHS 2204; open to juniors or higher.

Development, measurement, and function of language in children. Emphasis on child language disorders and their causes. Assessment and management strategies in settings including public schools and private clinics.

Proposed Catalog Copy:

4254. Introduction to Language Disorders in Children

Three credits. Prerequisite: SLHS 2204 or **CDIS 3202**; open to juniors or higher.

Development, measurement, and function of language in children. Emphasis on child language disorders and their causes. Assessment and management strategies in settings including public schools and private clinics.

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

Justification

1. Reasons for changing this course: A previous equivalent course number was added so that students who took courses under the old numbering scheme can take this 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
6. Staffing:--
7. Dates approved by (see Note Q): 4/6/13
Department Curriculum Committee:
Department Faculty:
8. Name, Phone Number, and e-mail address of principal contact person:
Emily Myers, 6-2630, Emily.myers@uconn.edu

2013-061 Change SLHS 4254W - add omitted prerequisites

1. Date: 3/6/13
2. Department: SLHS
3. Nature of Proposed Change: Add equivalent prerequisite course under old numbering scheme

Current Catalog Copy:

4254W. Introduction to Language Disorders in Children
Prerequisite: SLHS 2204; ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.

Proposed Catalog Copy:

4254W. Introduction to Language Disorders in Children
Prerequisite: SLHS 2204 **or** **CDIS 3202**; ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.

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

Justification

1. Reasons for changing this course: A previous equivalent course number was added so that students who took courses under the old numbering scheme can take this 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
6. Staffing: --
7. Dates approved by (see Note Q): 4/6/13
Department Curriculum Committee:
Department Faculty:
8. Name, Phone Number, and e-mail address of principal contact person:
Emily Myers, 6-2630, Emily.myers@uconn.edu

2013-062 Add CHIN 3282 Women in Chinese Literature and Film

1. Date: March 4, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Fall 2013

Final catalog Listing:

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

3282: Women in Chinese Literature and Film

Three credits. Recommended preparation: CHIN1121 and CHIN 1122 or equivalent
Critical study of representations of women in Chinese film and literature from the early twentieth century to the present. Development of feminism movements in China and gender issues. Taught in Chinese. In-depth development of listening and speaking skills. Films in Chinese with English subtitles. Taught in Chinese.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O):
CHIN
2. Course Number (see Note B): 3282
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: Women in Chinese Literature and Film
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): Critical study of representations of women in Chinese film and literature from the early twentieth century to the present. Development of feminism movements in China and gender issues. Taught in Chinese. In-depth development of listening and speaking skills. Films in Chinese with English subtitles. Taught in Chinese.

Optional Items

7. Number of Class Periods, if not standard (see Note E): 1
8. Prerequisites, if applicable (see Note F)
9. Recommended Preparation, if applicable (see Note G): CHIN 1121 or 1122
10. Consent of Instructor, if applicable (see Note T) N
11. Exclusions, if applicable (see Note H): n/a
12. Repetition for credit, if applicable (see Note I): n/a
13. Instructor(s) names if they will appear in catalog copy (see Note J): Liansu Meng

- 14. Open to Sophomores (see Note U): y
- 15. Skill Codes "W", "Q", or "C" (see Note T): n/a
- 16. S/U grading (see Note W): n/a

Justification

- 1. Reasons for adding this course: (see Note L) We are beginning the course offerings for Chinese as a future major, and we have just hired two full time professors and one assistant professor in residence.
- 2. Academic Merit (see Note L): This course will be one of the core courses
- 3. Overlapping Courses (see Note M): n/a
- 4. Number of Students Expected: 20
- 5. Number and Size of Section: 1 at 20 students
- 6. Effects on Other Departments (see Note N): I have consulted with Cathy Schlund-Vials.
- 7. Effects on Regional Campuses: n/a
- 8. Staffing (see Note P): Prof. Meng
- 9. Dates approved by (see Note Q):
 Department Curriculum Committee: March 22, 2013
 Department Faculty: March 22, 2013
- 10. Name, Phone Number, and e-mail address of principal contact person:
 Rosa Helena Chinchilla, 6-3313, rosa.chinchilla@uconn.edu

Syllabus

3282: Gender in Chinese Literature and Film

Three credits. Recommended preparation for Chinese Majors: CHIN3210 or equivalent
 A critical study of representations of gender issues in Chinese film and literature from the early twentieth century to the present. Development of feminist movements in China.
 Taught in English. Chinese majors are expected to read extra materials and write extra assignments in Chinese.

Course Description:

This course is a critical study of representations of gender issues in Chinese film and literature from the early twentieth century to the present. The goal is to cast a new light on issues of gender in modern Chinese history. We will examine how the early Chinese feminists articulated their relationship to the modern state, political economy, ideology, and cultural authority. The class will mainly focus on the close reading and appreciation of primary texts and films. Secondary materials are included to offer theoretical and historical underpinnings. Readings will be in English for non-Chinese majors. Chinese majors are expected to read primary texts in both English and Chinese and write extra assignments in Chinese. All films are with English subtitles.

Required Texts:

Lydia H. Liu, Rebecca E. Karl, and Dorothy Ko, eds. *The Birth of Chinese Feminism: Essential Texts in Transnational Theory*. NYC: Columbia University Press, 2013.

Zhang Zhen. *The Amorous History of the Silver Screen*. Chicago: U of Chicago Press, 2005.

John Stuart Mill, *The Subjection of Women*. 1869.

Ding Ling. *Miss Sophia's Dairy and Other Stories*. Beijing: Panda, 1985.

Eileen Chang (Zhang Ailing), *Love in a Fallen City*, trans. Karen S. Kingsbury. NYRB, 2006.

Requirements:

- Regular attendance and active participation in class discussion; presence at film screenings is obligatory.
- Weekly response papers to set questions and facilitate class discussions, 1 page each.
- Presentation: Each student will have the opportunity to present on the course materials at least once during the semester.
- Mid-term paper (5-6 pages). Chinese majors are expected to incorporate a significant amount of Chinese materials in the paper and provide the English version of the Chinese materials.
- Final Exam. Chinese majors are expected to answer some questions in Chinese.

Grading:

- Class participation: 15%
- Weekly Response Papers: 30%
- Presentation: 10%
- Mid-term paper: 15%
- Final Exam: 30%

Course Schedule:

Week 1: Introduction

Week 2: Liberty, Gender, and the Modern State

Readings: 1. Jin Tianhe, "A Bell to Warn Women's World" (selections, tr. Michael Hill)

2. Zhang, Zhen. *Amorous History*. Chapter 1

Film Screening: *The Goddess* (dir. Wu Yonggang, 1934, 85 mins)

Week 3: Feminist Theories of the State

Readings: He Zhen, "On Liberation" (tr. Lydia Liu)

John Stuart Mill, "On the Subjection of Women" (Chapters I & III)

Film Screening: *The New Woman* (Cai Chusheng, 1934, 106 min)

Week 4: Feminism, Anarchism, and Labor

Readings: He Zhen, "On the Question of Labor" (tr. R. Karl)

Film Screening: *Daybreak* (Sun Yu, 1933, 116 min)

Week 5: Feminist Critiques of Ideology: Scholarly Practices

Readings: 1. He Zhen, "The Revenge of Women" (tr. D. Ko)

2. John Stuart Mill, "On the Subjection of Women" (Chapter II)

Film Screening: *Crossroads* (Shen Xiling, 1937, 110 mins)

Week 6: Feminist Critiques of Ideology: Social Practices

Readings: 1. Mao Zedong, Commentary on Miss Zhao's Suicide

2. Rou Shi, "Slave Mother"

Film Screening: *The Air Hostess* (Yi Wen, 1959, 102 mins)

Week 7: Bodies, Practices, Agency

Readings: D. Ko, *Cinderella's Sisters: A Revisionist History of Footbinding*, pp. 1-68; 227-229

Film Screening: *Diary of a Nurse* (Tao Jin, 1957, 95 mins)

Week 8: Race, Gender, and Hygiene

Readings: 1. Xiao Hong, "Hands"

2. Lydia Liu, "Life as Form," *Journal of Asian Studies*

Film Screening: *Troubleshooters* (Mi Jiashan, 1988, 110 mins)

Week 9: Labor Revisited

Readings: 1. He Zhen, "On the Question of Labor"

2. Hershatter, *Dangerous pleasures: prostitution and modernity in twentieth-century Shanghai* [selections]

Film Screening: *The Terrorizer* (Edward Young, 1986, 110 mins)

Week 10: Interiority, the Feminist Self, and Writing

Readings: 1. Ding Ling, "Miss Sophie's Diary"

2. Xie Bingying, *A Woman Soldier's Own Story* [selections]

3. Theorizing Woman: Funu, Guojia, Jiating"

Film Screening: *Woman Being* (Wen-Jie Qin, 1997)

Week 11: War, Nationalism, Revolution

Readings: 1. Xiao Hong, *Field of Life and Death* [Selections]

2. Ding Ling, "Shanghai, Spring 1930"

Film Screening: *Through Chinese Women's Eyes* (Mayfair Yang, 1997)

Week 12: Theories of the State Revisited

Readings: 1. He Zhen, "On Liberation"

2. J. Butler, *The Psychic Life of Power* [Selections]

Film Screening: *Suzhou River* (Lou Ye, 2001)

Week 13: Critiques of Ideology Revisited

Readings: 1. He Zhen, "The Revenge of Women"

2. de Beauvoir, , *The Long March*, Chapter 3 ("On Family")

Film Screening: *Out of Phoenix Bridge* (Li Hong, 1997)

Week 14: Thanksgiving Break

Week 15: Final Presentations

2013-063 Add CHIN 3250W Advanced Chinese

1. Date: March 4, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Spring 2014

Final catalog Listing:

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

CHIN 3250W: Advanced Chinese

Three credits. Recommended preparation: CHIN 3210

Development of advanced reading, speaking and writing competency in Chinese through modern and contemporary Chinese literature. Taught in Chinese.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O):
CHIN
2. Course Number (see Note B): 3250W
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: Advanced Chinese
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):
Development of advanced reading, speaking and writing competency in Chinese through modern and contemporary Chinese literature. Taught in Chinese.

Optional Items

7. Number of Class Periods, if not standard (see Note E): 1
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G): CHIN 3210
10. Consent of Instructor, if applicable (see Note T): N
11. Exclusions, if applicable (see Note H): n/a
12. Repetition for credit, if applicable (see Note I): n/a
13. Instructor(s) names if they will appear in catalog copy (see Note J): Liansu Meng or Chunsheng Yang
14. Open to Sophomores (see Note U): y
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W): n/a

Justification

1. Reasons for adding this course: (see Note L) We are beginning the course offerings for Chinese as a future major, and we have just hired two full time professors and one assistant professor in residence.
2. Academic Merit (see Note L): This course will be one of the core courses.
3. Overlapping Courses (see Note M): n/a
4. Number of Students Expected: 20
5. Number and Size of Section: 1 at 20 students
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses: n/a
8. Staffing (see Note P): Prof. Meng or Prof. Yang
9. Dates approved by (see Note Q):
 Department Curriculum Committee: March 22, 2013
 Department Faculty: March 22, 2013
10. Name, Phone Number, and e-mail address of principal contact person:
 Rosa Helena Chinchilla, 6-3313, rosa.chinchilla@uconn.edu

Syllabus**Objectives**

This course introduces unique angles of self-understanding suggested by Chinese writers and intellectuals who have participated in the making of modern China and provided illuminating and critical analyses of their own culture, history, and the world. Our readings will cover a wide selection of modern Chinese fiction, poetry and autobiographical writing with emphasis on the interplays of art/literature, history, and politics. We will pay close attention to the role of storytelling, the mediating powers of technology, and the emergence of critical consciousness in response to global modernity. Our goal is to develop critical reading skills, improve the ability to write Chinese texts with appropriate vocabulary, punctuation and grammatical structures, and gain in-depth understanding of modern China. Topics of discussion include gender, class, history, exile, migration, social bonding, identity, capitalism, nationalism, and globalization.

Requirements: Specify exam formats, nature and scope of weekly reading assignments, nature and scope of writing assignments, problem sets, etc.

Course Texts:

Required:

Bei Dao, *Lan Fangzi* (Blue House)

Ding Ling, *Suofei de Riji* (Miss Sophie's Diary)

Zhang Ailing, *Qingcheng Zhilian* (Love in a Fallen City)

Han Shaogong. *Maqiao Cidian* (A Dictionary of Maqiao)

Yu Hua, *Shige Ci Li de Zhongguo* (China in Ten Words)

Mo Yan, *Hong Gaoliang* (Red Sorghum)

Course Reserves.

Recommended:

Pocket Oxford Chinese Dictionary. 4 edition. Oxford University Press, USA, 2009.

Grade Breakdown

1. Participation (15%)
2. Weekly Writing Assignments (30%)
3. Presentations (15%)
6. Final Paper (40%)

Course Requirements:

Weekly Writings: Write down one "quote" either from the lecture notes you took or from the text that you read for Tuesday or Thursday. Follow the quote with one corresponding "note": Why do you think it struck you? Is it confusing, inspiring, controversial or else? What do you think it means? You can write about this in terms of thoughts and ideas (related to either this or other courses). Simple comments such as "I like / don't like..." and "I agree with ..." don't count unless followed with substantial elaborations. The weekly writing posts should be about **200 characters** long excluding the quote. Post your writing under the weekly topic by **Thursday midnight each week**. You will earn 3 points for each weekly writing post submitted on time. Unexcused late post will receive partial grade (2 points) if posted by **Sunday** midnight that week. Please don't post on Facebook after Sunday midnight. No submission will be accepted on Facebook after that time.

If you miss the deadlines due to unexpected situations, email me as soon as possible. After Sunday midnight, please **email** your quotes and notes to me for partial or full credit if you are excused.

Participation: you are strongly encouraged to respond to your classmates' post on the Facebook group discussion forum or participate in classroom discussions. On-line and in-class comments will count towards your participation grade. You earn one point for

each comment and 15 points maximum for the semester. You have about **one week** to post your comments on each week's quotes and notes. You may start posting comments as soon as someone posts their quotes and notes under the weekly topic on Tuesday, but please stop posting any comments on Facebook after Sunday midnight. No posts will be accepted on Facebook after that time.

Presentations: Each student is expected to prepare discussion questions or points and lead the discussion at least once during the semester. Thorough preparation and sustained engagement with the issues raised by assigned readings are necessary to the success of your presentation. You are strongly encouraged to discuss with the instructor about your presentation beforehand.

W Class Requirement: Final Research Paper: The final paper is a research paper of at least 2000 Chinese characters excluding notes, bibliography, etc. You should have decided on a general topic or area toward a research topic and submit a short proposal delineating the goals of your research as well as the central questions you wish to explore in your paper by Nov 1. By November 12 you should have completed a bibliography and the first draft of your paper. We will workshop your first draft in small groups in class on November 12 so that you not only receive feedbacks from me but also from at least two of your classmates. Please submit the second draft of your paper by November 22. The final version of the paper should be submitted by Friday, December 13.

The final grade of your paper will be based on the quality of your writing, the clarity of your analysis as well as the improvements you make on each revised draft after receiving feedbacks from your classmates and me.

Weekly Schedule:

Week 1: Introduction/Modern China and the May 4th Movement

Week 2: Alienation, National Character and Modernity

Readings: Lu Xun, *Kuangren Rizi* ("A Madman's Diary")

Week 3: Women Writers in China

Readings: Lesson 3 of *Learn Chinese from Modern Writers*

Week 4: Gender, Class and Politics

Readings: Ding Ling, *Miss Sophie's Dairy*

Week 5: Love, Marriage and War

Readings: Zhang Ailing, *Qingcheng Zhilian* (Love in a Fallen City)

Week 6: Language, Gender, and Local Knowledge
Readings: Han Shaogong, *A Dictionary of Maoqiao*
Week 7: Global Capitalism and the Chinese Revolution
Readings: Yu Hua, *China in Ten Words*
Week 8: Social Protest, Cultural Critique, and the Power of language
Readings: Poems by Bei Dao, Zhai Yongming, etc; Selections from Bei Dao's *Blue House*
Week 9: Industrial Ruins and Post-socialist Memory
Readings: Can Xue, *Dialogues in Paradise*
Week 10: Pollution, Ecology and Industrial Progress
Readings: Poems by Wen Yiduo, Guo Moruo, Xi Chuan and Wang Xiaoni
Week 11: Migration, Exile and Globalization
Readings, Essays by Zha Jianying
Week 12: Workshop First Draft of Research Paper in Class
Week 13: Fantasy, Violence, and the Limits of Representation in Contemporary Chinese Fiction
Readings: Mo Yan, *Red Sorghum*
Week 14: Thanksgiving Break – No Class
Week 15: Final Presentations
d. If this is an existing general education course, please specify how the revisions will affect the way in which the course fulfills the requirements.
n/a

2013-064 Change ANTH 3202W -

1. Date: March 28, 2013

2. Department: Anthropology

3. Nature of Proposed Change: Offer class in either regular (3 credit W format limited to 19 students) or large format (3 credit W Lecture/discussion (sections limited to 19 students; course enrollment 171) and individual writing consultation with discussion section instructors)

Current Catalog Copy:

3202W (246W). Illness and Curing

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

Cross-cultural analysis of ethnomedicine, major medical systems, alternative medical systems, curing and healing illness and social control, gender and healing, and the role of traditional and cosmopolitan medical systems in international health. CA 4.

Proposed Catalog Copy:

3202W (246W). Illness and Curing

Three (regular lecture format) or four (lecture/discussion format) credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800.

Cross-cultural analysis of ethnomedicine, major medical systems, alternative medical systems, curing and healing, illness, gender, and social control, gender and healing, and the role of traditional and cosmopolitan medical systems in international health. CA 4.

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

Justification

1. Reasons for changing this course: This course is always in high demand since it is a W course and appeals to students from a variety of disciplines (Nursing, Allied Health, Biology, pre-med students, animal science, pharmacy, etc.). ANTH would like to expand opportunities for students to take this class with Erickson, who developed it and would teach the Honors discussion section where the writing component would be addressed. It is the same content as the lecture format version, but with a lecture/discussion format and more in-person consultation time with students about their writing projects. ANTH would like have the option to teach this class in either the large or small both formats as needed.

2. Effect on Department's Curriculum: expands opportunities for students to fulfill W requirement

3. Other Departments Consulted (see Note N): not necessary, existing course

4. Effects on Other Departments: expands opportunities for students to fulfill W requirement

5. Effects on Regional Campuses: none – this course is sometimes taught at regional campuses in its small format, usually by one of our advanced graduate students.

6. Staffing: Erickson or approved instructor, TAs for lecture/discussion (preference to medical anthropology, cultural, and evolution and ecology tracks)

7. Dates approved by (see Note Q): N/A

Dept. Curriculum Committee: Feb. 2, 2013 Dept. Faculty: Feb. 2, 2013

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

person: Pamela I. Erickson, 860 377-7859 (cell) or 860 486-1736 (office)

2013-065 Change Criminal Justice Minor

1. Date: March 29, 2013

2. Department requesting this change:

Individualized and Interdisciplinary Studies Program, which coordinates the Criminal Justice minor. Proposed changes approved by the Criminal Justice minor advisory group consisting of representatives from the departments contributing courses to the minor: Psychology, Political Science, Human Development and Family Studies, Sociology, and Urban and Community Studies.

3. Title of Minor:

Criminal Justice Minor

4. Nature of Change:

Removal of SOCI 3990 as a stand-alone option for completing the internship requirement; retention of SOCI 3990/3991 as an internship option.

Addition of URBN 3991/3981 as an internship option.

5. Existing catalog Description of the Minor:

The purpose of this minor is to provide in-depth study of topics in criminal justice and to offer preparation for possible careers within the criminal justice system. A maximum of three credits in the minor can be part of a major; 12 to 15 credits can constitute the related area courses.

Course Requirements

A total of 18 credits comprised of 15 credits from the following courses (Groups I and II) and 3 credits of approved internship or field experience in a criminal justice setting (Group III):

I. Three required courses: [POLS 3827](#), [SOCI 2301](#), [PSYC 2300](#)

II. Two or more elective courses (six credits) from the following: [HDFS 2001](#), [3103](#), [3340](#), [3510](#), [3520](#); [HRTS/WGSS 2263](#); [PHIL 3226](#); [POLS 2622](#), [3802](#), [3817](#), [3842](#), [3999](#) (on a criminal justice topic); [PSYC 2100Q](#), [2301](#), [2501](#), [2700](#); [SOCI 3307](#), [3311](#), [3315/W](#), [3425](#), [3457](#), [3503](#), [3999](#) (on a criminal justice topic).

III. Three credits of approved internship or field experience. The academic credits must be one of the following courses (or combinations of courses) and the coursework must be done in a criminal justice setting: [HDFS 3080](#); [INTD 3590](#); [POLS 3991](#) (or a combination of two credits of [POLS 3991](#) with an associated one credit of [POLS 3999](#)); [SOCI 3990](#) (or a combination of two credits of [SOCI 3990](#) with an associated one credit of [SOCI 3991](#)); [PSYC 3880](#); or another 2000-level or higher internship or field work course with field study done in a criminal justice setting approved in advance by the student's Criminal Justice Advisor.

Students who are employed full time within a criminal justice setting may have the Group III requirement waived by their Criminal Justice Advisor when employment is documented by their supervisor.

The minor is offered by the College of Liberal Arts and Sciences and coordinated by the Individualized and Interdisciplinary Studies Program, Center for Undergraduate Education. Details of the minor are available at http://iisp.uconn.edu/cjm_home.html. For further information, students may contact the Criminal Justice Advisor in their major field or Dr. Monica van Beusekom, Individualized and Interdisciplinary Studies Program, iisp@uconn.edu.

Criminal Justice Advisors: Kathleen Bonesio, Kathleen.Bonesio@uconn.edu (Psychology); Steven Wisensale, Steven.Wisensale@uconn.edu (Human Development and Family Studies); Bradley Wright, Bradley.Wright@uconn.edu (Sociology); Stephen L. Ross, Stephen.L.Ross@uconn.edu (Urban and Community Studies; Greater Hartford Campus); Jeffrey Dudas, Jeffrey.Dudas@uconn.edu (Political Science); and Monica van Beusekom, monica.vanbeusekom@uconn.edu (Criminal Justice minor coordinator).

6. Proposed catalog Description of the Minor:

The purpose of this minor is to provide in-depth study of topics in criminal justice and to offer preparation for possible careers within the criminal justice system. A maximum of three credits in the minor can be part of a major; 12 to 15 credits can constitute the related area courses.

Course Requirements

A total of 18 credits comprised of 15 credits from the following courses (Groups I and II) and 3 credits of approved internship or field experience in a criminal justice setting (Group III):

I. Three required courses: [POLS 3827](#), [SOC 2301](#), [PSYC 2300](#)

II. Two or more elective courses (six credits) from the following: [HDFS 2001](#), [3103](#), [3340](#), [3510](#), [3520](#); [HRTS/WGSS 2263](#); [PHIL 3226](#); [POLS 2622](#), [3802](#), [3817](#), [3842](#), [3999](#) (on a criminal justice topic); [PSYC 2100Q](#), [2301](#), [2501](#), [2700](#); [SOC 3307](#), [3311](#), [3315/W](#), [3425](#), [3457](#), [3503](#), [3999](#) (on a criminal justice topic).

III. Three credits of approved internship or field experience. The academic credits must be one of the following courses (or combinations of courses) and the coursework must be done in a criminal justice setting: [HDFS 3080](#); [INTD 3590](#); [POLS 3991](#) (or a combination of two credits of [POLS 3991](#) with an associated one credit of [POLS 3999](#)); a combination of two credits of [SOC 3990](#) with an associated one credit of [SOC 3991](#); [PSYC 3880](#); a combination of 2 credits of [URBN 3991](#) with an associated one credit of [URBN 3981](#) or another 2000-level or higher internship or field work course with field study done in a criminal justice setting approved in advance by the student's Criminal Justice Advisor.

Students who are employed full time within a criminal justice setting may have the Group III requirement waived by their Criminal Justice Advisor when employment is documented by their supervisor.

The minor is offered by the College of Liberal Arts and Sciences and coordinated by the Individualized and Interdisciplinary Studies Program, Center for Undergraduate Education. Details of the minor are available at http://iisp.uconn.edu/cjm_home.html. For further information, students may contact the Criminal Justice Advisor in their major field or Dr. Monica van Beusekom, Individualized and Interdisciplinary Studies Program, iisp@uconn.edu.

Criminal Justice Advisors: Gregory Champion, gregory.champion@uconn.edu (Psychology); Steven Wisensale, Steven.Wisensale@uconn.edu (Human Development and Family Studies); Bradley Wright, Bradley.Wright@uconn.edu (Sociology); Edith Barrett, edith.barrett@uconn.edu (Urban and Community Studies; Greater Hartford Campus); Jeffrey Dudas, Jeffrey.Dudas@uconn.edu (Political Science); and Monica van Beusekom, monica.vanbeusekom@uconn.edu (Criminal Justice minor coordinator).

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

Effective Aug. 26, 2013

Justification

1. Why is a change required?

The change in the SOCI internship option is required so that the Criminal Justice minor catalog language conforms with the internship policy of the Sociology Department which requires students to enroll simultaneously in the internship field experience and the internship seminar unless a student is continuing in an internship for which s/he has already obtained credit.

The addition of the URBN internship option is required to facilitate the enrollment in an internship of Urban and Community Studies majors who are pursuing a criminal justice minor.

The SOCI change is requested by the Sociology Associate Department head, Kathryn Ratcliff, and Undergraduate Director, Richard Rockwell.

The URBN change is requested by the Director of Urban and Community Studies, Edith Barrett, who also serves as advisor for the Criminal Justice minor.

2. What is the impact on students?

The catalog language and plan of study form will now clearly state the internship course options available to students.

3. What is the impact on regional campuses?

The Criminal Justice minor has been and continues to be available to regional campus students. The inclusion of the URBN internship option will make it easier for regional campus students to enroll in an appropriate internship course.

4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

A. In information near the top of the form:

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

B. In information at the bottom of the form:

Name of Student: _____

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

(signed) _____ Dept. of (insert name)

Minor Advisor

5. Dates approved by (see Note Q):

Department Curriculum Committee: CJ minor advisory group, March 14, 2013

Department Faculty: CJ minor advisory group, March 14, 2013

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

Bradley Wright, Associate Professor of Sociology and Advisor for Criminal Justice minor, bradley.wright@uconn.edu

Monica van Beusekom, Coordinator of Criminal Justice minor, Interim Director, Individualized and Interdisciplinary Studies Program, monica.vanbeusekom@uconn.edu

2013-066 Add MATH 3545 Actuarial Case Studies

1. Date: 05 March 2013
2. Department requesting this course: Mathematics
3. Semester and year in which course will be first offered: Fall 2013

Final catalog Listing:

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

MATH 3545. Actuarial Case Studies using SAS

Either semester. One credit. Prerequisites: MATH 2620, MATH 3160, STAT 3375, and consent of instructor.

Design, development, testing, and implementation of solutions to problems in actuarial science using SAS.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O):
MATH
2. Course Number (see Note B): 3545
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: Actuarial Case Studies using SAS
4. Semester offered (see Note C): Either Semester
5. Number of Credits (see Note D): One credit
6. Course description (second paragraph of catalog entry -- see Note K): Design, development, testing, and implementation of solutions to problems in actuarial science using SAS.

Optional Items

7. Number of Class Periods, if not standard (see Note E): One meeting of 1-1.5 hours per week.
8. Prerequisites, if applicable (see Note F): MATH 2620, MATH 3160 and STAT 3375
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): No
13. Instructor(s) names if they will appear in catalog copy (see Note J): None
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W): No

Justification

1. Reasons for adding this course: (see Note L) Our actuarial computation course (MATH 3550) focuses mainly on Excel and VBA. We do not have a course which focuses on SAS.
2. Academic Merit (see Note L): Practicing actuaries are constantly dealing with large data sets, especially in property and casualty companies. Very large data sets require the use of SAS. Many of our local employers have stated that SAS training is important for our students.
3. Overlapping Courses (see Note M): None, other than some slight overlap in the statistics department (see item 6).
4. Number of Students Expected: 20-25
5. Number and Size of Section: 1 section 20-25 students
6. Effects on Other Departments (see Note N): None, since there are many statistics topics in the course, we have consulted with the statistics department and have their approval. I talked to both Joe Glaz and Nalini Ravishankar. The proposed course is about (a) 2/3 actuarial case studies and (b) 1/3 learning to use SAS. Part a is uniquely actuarial, but part b overlaps somewhat with a course that is not regularly offered (3675Q: Statistical Computing).
7. Effects on Regional Campuses: None
8. Staffing (see Note P): Adjunct faculty from industry, currently Marianne Purushotham
9. Dates approved by (see Note Q):
 Department Curriculum Committee: 08 March 2013
 Department Faculty: 15 March 2013
10. Name, Phone Number, and e-mail address of principal contact person: Brian Hartman, 860.486.6331, brian.hartman@uconn.edu

Syllabus

1. High Level Overview of Applications of Actuarial Science
 - Current applications – in both life and property-casualty lines
 - Data manipulation and analysis
 - Mortality, Morbidity and Persistency Experience studies (mostly life lines)
 - Predictive modeling (used most extensively by property casualty lines but new applications on the life side are growing)
 - Capital Requirements Analysis (economic capital, Solvency II, etc.)
 - Others
2. Introduction to SAS Basics for Actuarial Science
 Review with the class the basics of SAS for PCs including those procedures and functions most often used in current industry applications.

3. Case Study #1 – Morbidity Experience Studies using SAS
 - Discuss approaches used by companies to perform product experience studies in detail with class. Include discussion of examples of reports produced by the SOA in different areas for different products.
 - Give examples of the importance of these studies to individual companies and the industry as a whole (CSO table development, principles based reserving, pricing, GAAP and Stat reserving, etc.)
 - Break class into small groups (size will depend on number of students signing up) and assign a project to perform a small morbidity study for individual disability income products.

4. Case Study #2 – Predictive Modeling for Underwriting and Mortality Assumption Setting using SAS
 - Discuss approaches used by companies to better understand mortality results and potentially modify underwriting practices using predictive modeling.
 - Discuss predictive modeling at a high level including the models/approaches used in the industry in practice.
 - Give specific industry examples of the use of predictive modeling in experience analysis and decision making.
 - Break class into small groups (size will depend on number of students signing up) and assign a project to perform a predictive modeling exercise which will inform decisions regarding changes to a life insurance product experience assumption as well as decisions regarding changes in the underwriting guidelines for the product.

5. Case Study #3 – Determining Tail Expectation Assumptions for Determining Required Capital and Surplus Levels using SAS (*if time permits*)
 - Discuss approaches used by companies to meet capital and surplus determination requirements.
 - Give specific industry examples including economic capital and Solvency II initiatives.
 - Break class into small groups (size will depend on number of students signing up) and assign a project to perform a modeling exercise that will be used to inform decisions regarding a company's required capital levels.

2013-067 Change Major – Latin American Studies

1. Date: 3/28/2013
2. Department requesting this change: El Instituto: Institute of Latina/o, Caribbean and Latin American Studies
3. Title of Major: *Latin American Studies* to become *Latino and Latin American Studies*
4. Nature of Change: El Instituto's faculty are expanding the major to include Latino Studies, an experiential learning component, and a core-course sequence to strengthen students' writing and research skills.

Existing catalog Description of the Major:

Latin American Studies

The interdisciplinary major in Latin American Studies offers an understanding of the peoples and cultures of Latin America and the Caribbean, their history and contemporary economic, social, and political problems, and the region's relations with the United States. Completion of the B.A. in Latin American Studies prepares the student for work in government, international organizations, business, journalism and communications, or for graduate studies that lead to careers in research and teaching.

The major in Latin American Studies consists of a minimum of 36 credit hours of course work, including five required course selections as specified below (15 credit hours) and additional courses (21 credits) as described below. In addition, intermediate proficiency in Spanish or Portuguese, though not a prerequisite for major study, must be demonstrated for completion of the major; language courses undertaken to satisfy this requirement do not count toward the major's total credit hours.

Five Required Courses (15 credits):

Anthropology/Art History: Select one course from: ANTH 3021, 3029, 3042, 3150; ARTH 3610, 3620, 3630, 3640, or 3645 or appropriate LAMS 3000-level course.

History: Select one course from: HIST 3607, 3608W, 3609, 3660W

Political Science: Select one course from: POLS 3235, 3237

Spanish: Select one course from: SPAN 3201, 3205, 3233, 3234, 3251, 3265, or 3266

Latin American Studies: Select: LAMS 4994W Research Seminar

Additional Courses (21 Credits): These may include additional course elections from among those listed above, and other 3/4000-level elections chosen in consultation with a LAMS major advisor, who will assure that the student's program is coherent and comprehensive.

Language Requirement (credits do not apply to the major's 36 credit minimum)

Intermediate proficiency in Spanish or Portuguese must be demonstrated in one of the following ways (consult Spanish Department for course equivalents for Portuguese):

- ⌚ Select two courses from: SPAN 3178, 3179, 3240W, or 3241.
- ⌚ Pass equivalent language exam in Spanish or Portuguese administered by the

Spanish Department.

🕒 Requirement waived for native speakers.

Study Abroad While study abroad is not mandatory, we strongly urge all Latin American Studies majors to spend at least a semester in Latin America or the Caribbean. The University sponsors several academic programs in Latin America and the Caribbean. For further information, contact the Center for Latin American and Caribbean Studies or the Study Abroad Office.

Information literacy and writing in the major competencies will be satisfied by completion of the core course LAMS 4994W.

A minor in Latin American Studies is described in the “Minors” section.

Proposed catalog Description of the Major:

Latino and Latin American Studies

The interdisciplinary major in Latino and Latin American Studies offers an understanding of hemispheric relationships between the peoples and cultures of Latin America and the Caribbean, and those of the United States. It explores interconnected histories and contemporary economic, social, and political challenges including migration, transnational communities, and economic development. Completion of the B.A. in Latino and Latin American Studies prepares the student for work in government, community agencies, international organizations, business, journalism and communications, or for graduate studies that lead to careers in research and teaching. The major in Latino and Latin American Studies consists of a minimum of 37 credit hours of course work, including a required 2-course sequence in writing, research, and methodology (7 credits); an experiential learning component (6 credits); a capstone project (3 credits); 3 electives in LLAS (9 credits), and 4 related courses (12 credits). In addition, intermediate proficiency in a language spoken in Latin America, though not a prerequisite for major study, must be demonstrated for completion of the major for students focusing on Latin America, and proficiency in Spanish is strongly suggested for those focusing on Latinos in the U.S.

Pre-requisite for the major: A 1000 level Intro course on Latino or Latin American Studies.

Required Courses (16 credits)

- 1) Critical Methodology sequence in LLAS (7 credits) LLAS 2011W and LLAS 2012
- 2) Experiential Learning Requirement. Choose 6 credits from:
 - a) Community immersion project (combination of LLAS 3999, LLAS 4212 or 3290, or service-learning courses)
 - b) Urban Semester with Latino Studies focus (INTD 3584 and INTD 3594 or 3590, the internship itself; additional credits can count as related courses, or towards the capstone)
 - c) Study abroad courses or internship in Latin American or Caribbean Studies
- 3) Capstone project: LAMS 4994W or comprehensive project through Urban Semester (3 credits)

Elective Courses (9 credits)

Elective courses must have a LLAS designation, and must fall within content area of chosen concentration, either Latino or Latin American Studies.

Related Courses (12 credits)

4 related courses may involve content in Latino or Latin American themes, may be additional

courses in core disciplinary methodologies, courses in area/ethnic/WGSS studies, courses taken abroad, additional credits from Urban Semester.

Language Requirement

Intermediate proficiency in a language spoken in Latin America is required for students focusing in Latin America, and proficiency in Spanish is strongly suggested for students focusing on Latinos in the US. Proficiency can be demonstrated in one of the ways below:

- Take at least one 3000 level or above course in literature, culture, film or the arts in the target language
- Pass equivalent language exam
- Requirement waived for native speakers.

Study Abroad While study abroad is not mandatory, we strongly encourage all Latino and Latin American Studies majors to spend at least a semester in Latin America or the Caribbean. For further information on academic programs in the region, contact El Instituto or the Study Abroad Office.

Information literacy and writing in the major competencies will be satisfied by completion of the core courses LLAS 2011W and LAMS 4994W.

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

Justification

1. Why is a change required?

The Center for Latin American Studies, established in 1974, and the Institute for Puerto Rican and Latino Studies, established in 1998, were disbanded in July of 2012 in order to establish a new unit, El Instituto: Institute of Latina/o, Caribbean, and Latin American Studies. LAMS (Latin American Studies) courses and PRLS (Puerto Rican and Latino Studies) courses are now managed by El Instituto's joint faculty, currently including:

Director Mark Overmyer-Velazquez (History), Samuel Martinez (Anthropology), Marysol Asencio (HDFS), Diana Ríos (Communications), Xaé Alicia Reyes (Education), Charles Robert Venator Santiago (Political Science), Odette Casamayor-Cisneros (LCL), and Anne Gebelein, Associate Director (El Instituto).

This group of 8 faculty will be joined by 2 new joint faculty in the fall of 2013, Daisy Reyes (Sociology) and Jorge Agüero (Economics).

The faculty of El Instituto recognizes the need to update the long-standing major in Latin American Studies to incorporate PRLS courses, and to reflect the expertise of current faculty. In addition, it wishes to acknowledge the increasing interconnectedness of hemispheric research in Latin American and Latino populations, particularly with regard to transnationalism, globalization studies, migration studies, economic development, and human rights. Because of this interconnectedness, it has long had the practice of accepting Latino studies courses as related courses for the major.

The faculty also sees the proposed revisions to the major as an occasion to provide new opportunities for students to strengthen research and writing skills, and to gain valuable experience in the community that may lead to future employment possibilities.

The curriculum committee of El Instituto (Martinez, Venator Santiago, Gebelein) has developed this proposal which was then vetted and approved by all of El Instituto faculty. It has 3 components: A) a prefix change of LAMS and PRLS courses to LLAS courses, to reflect their common home in El Instituto B) a revision of the sequence of courses required for the major C)

the addition of 2 new courses.

In the current LAMS major, students are required to select a 3000+ course from 4 different disciplines to ensure that the student's knowledge of Latin America is broadly based and interdisciplinary. They work with their advisor to develop a concentration within the major, such as "migration studies", "economic development", "human rights", etc. and then choose 7 additional 3000+ courses that (at least in part) reflect this concentration. In addition, students must take the capstone course LAMS 4994W, which has traditionally been taught as a thesis course, and they have a language requirement of 2 of the following courses: SPAN 3178, 3179, 3240W, 3241 or their equivalents in Portuguese.

In the revised major, students will participate in what we are calling a "scaled model of skill-building" that adds 2 core courses on a 2000 level to develop research, writing, and community-based learning skills; as well as an experiential learning component, either in the Latino community or as a study abroad experience. In addition, the language requirement will be amended to permit the inclusion of courses on a 3000+ level taught in any language other than English spoken in the Americas for students concentrating in Latin America (not just Spanish or Portuguese), and Spanish competency will be strongly suggested, but not required, for students focusing in Latino Studies.

Students will work with an advisor to select a focus in either Latin American or Latino Studies within the major. In addition, they must choose a core discipline in which to focus their work (history, anthropology, cultural studies, etc.). Students are also encouraged to choose a concentration or theme: migration, economic development, health disparities, human rights, etc. that will inform their course selection, final projects, language study, and community work. Lastly, advisors will help students develop breadth and depth in their coursework, i.e. breadth: study the theme of migration from various disciplines; depth: take a concentration of courses in political science. These choices will emerge over time in working semester after semester with an advisor; but an ultimate goal is to help students develop a narrative of interests, knowledge bases and skills developed from the major that can guide their own personal and intellectual development, as well as pitch to future employers and grad schools.

[See document below for Major plan of study](#)

2. What is the impact on students?

- A) Students will be able to study Latinos in the US within a major plan of study, and be able to study Latinos and Latin Americans comparatively.
- B) Students will receive intensive training in research and writing skills in sophomore year, which will improve their opportunities for participating in advanced research in their junior and senior years in our program and in others.
- C) Students will have the opportunity to work directly with the Latino community which will enhance their resumes, help focus their studies, and inspire community research projects.
- D) Students will be able to see and capitalize on connections between coursework, research, and community in a program that integrates the three.

3. What is the impact on regional campuses? none

4. Dates approved by (see [Note Q](#)): 3/6/2013. Dept. Curriculum Committee: Samuel Martinez, Anne Gebelein, Charles R. Venator Santiago and Mark Overmyer-Velazquez (ex officio) Dept. Faculty: Samuel Martinez, Anne Gebelein, Charles R. Venator Santiago, Mark Overmyer-Velazquez, Odette Casamayor-Cisneros, Xae Alicia Reyes, Marysol Asencio, Diana Rios, and as of 8/23/13, Daisy Reyes and Jorge Aguero

5. contact: Anne Gebelein, anne.gebelein@uconn.edu, 203-464-8910 or 6-5508

Plan of Study

EL INSTITUTO: INSTITUTE OF LATINA/O, CARIBBEAN, AND LATIN AMERICAN STUDIES

Latino and Latin American Studies Major Plan of Study

Date _____ Name _____ Student ID# _____

Anticipated graduation date (mo/yr) _____

Complete this Plan of Study in consultation with your advisor. A tentative program indicating how you will fulfill the requirements for the major must be filed with your advisor in your 5th semester. A **final plan must be signed** by your advisor and deposited in the Registrar’s office no later than the 4th week of classes of the semester in which you expect to graduate. Once filed with the Registrar, the plan may be changed only with advisor consent.

The interdisciplinary major in Latino and Latin American Studies (LLAS) consists of 36 credit hours of required course work. In addition, intermediate proficiency in a Latin American language is required for students focusing in Latin America and the Caribbean, and Spanish proficiency is strongly advised for those in Latino Studies. Students will work with their advisor to choose a disciplinary focus and/or theme of study within Latino or Latin American Studies that will guide their electives and related course selections.

Choose one: Focus in LATINO STUDIES LATIN AMERICAN STUDIES

Pre-requisite for the major: A 1000 level Intro course on Latino or Latin American Studies.

Required Courses (15 credits)

- 1) Methodology sequence in LLAS (7 credits) LLAS 2011W and LLAS 2012
- 2) Experiential Learning Requirement. Choose 6 credits from:
 - a) Community immersion project (combination of LLAS 3999, LLAS 4212 or 3290, or service-learning courses)
 - b) Urban Semester with Latino Studies focus (INTD 3584 and INTD 3594 or 3590, the internship itself; additional credits can count as related courses, or towards the capstone)
 - c) Study abroad courses or internship in Latin American or Caribbean Studies)

Choices: _____

3) Capstone project: LAMS 4994W or comprehensive project through Urban Semester (3 credits)

Elective Courses (9 credits)

Select 3 elective courses. Elective courses must have a LLAS designation, and must fall within content area of chosen concentration, either Latino or Latin American Studies.

| <u>Course number & title</u> | <u>Credits</u> |
|----------------------------------|----------------|
| LLAS _____ | _____ |
| LLAS _____ | _____ |
| LLAS _____ | _____ |

Related Courses (12 credits)

4 related courses may involve content in Latino or Latin American themes, may be additional courses in core disciplinary methodologies, courses in area/ethnic/WGSS studies, courses taken abroad, additional credits from Urban Semester.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Language Requirement

Students may demonstrate intermediate proficiency in a Latin American language in one of the following ways:

- take at least 1 3000-level or above course in the target language in literature, culture, film, or the arts (which may count towards the major)
- Pass equivalent language exam
- Requirement waived for native speakers

Plan Approved By: _____

(Print Advisor's Name)

(Advisor's Signature)

(Student's Signature)
04/2013

2013-068 Prefix Changes to LLAS

The following pages are the course listings currently under the heading of PRLS and LAMS. Following this request for a prefix change to LLAS, please find the 2 new course proposals for LLAS 2011W and LLAS 2012.

We are requesting that the following courses be changed from the PRLS prefix to a new prefix of LLAS (Latino and Latin American Studies)

Existing:

- PRLS 1009 Latino Literature, Culture, and Society (Also offered as [SPAN 1009](#).)

Three credits. Knowledge of Spanish is not required. Taught in English.

Critical approaches to Latinos/as and cultural representation, production, and agency, as impacted by globalization and local dynamics. Will engage the value and function of race, gender, and sexuality in popular culture, literature, film, music, digital culture, visual arts, and urban culture. CA 1. CA 4.

New:

- LLAS 1009 Latino Literature, Culture, and Society (Also offered as [SPAN 1009](#).)

Three credits. Knowledge of Spanish is not required. Taught in English.

Critical approaches to Latinos/as and cultural representation, production, and agency, as impacted by globalization and local dynamics. Will engage the value and function of race, gender, and sexuality in popular culture, literature, film, music, digital culture, visual arts, and urban culture. CA 1. CA 4.

Existing:

- PRLS 2001 Latinos, Leadership and Mentoring (formerly offered as PRLS 3295 Special Topics)

Introduces issues affecting Latinos in higher education. Leadership and mentoring training. Students analyze responsibilities and commitments in context of leadership for the common good and for purposeful change.

New:

- LLAS 2001 Latinos, Leadership and Mentoring (formerly offered as PRLS 3295 Special Topics)

Introduces issues affecting Latinos in higher education. Leadership and mentoring training. Students analyze responsibilities and commitments in context of leadership for the common good and for purposeful change.

Existing:

- PRLS 3210 Contemporary Issues in Latino Studies

Three credits.

Topics in socio-demographic patterns, cultural identity claims, community organization, migration and citizenship issues of Latino groups in post-WWII United States. Emphasis on comparative analysis and on policy implications. CA 4.

New:

- LLAS 3210 Contemporary Issues in Latino Studies

Three credits.

Topics in socio-demographic patterns, cultural identity claims, community organization, migration and citizenship issues of Latino groups in post-WWII United States. Emphasis on comparative analysis and on policy implications. CA 4.

Existing:

- PRLS 3211 Puerto Rican/Latino Studies Research

Three credits. Students design, execute and write original, library or archival-based research on Latino/a experience using documents, films, literary works, surveys, photographic and newspaper materials.

New:

- LLAS 3211 Puerto Rican/Latino Studies Research

Three credits. Students design, execute and write original, library or archival-based research on Latino/a

experience using documents, films, literary works, surveys, photographic and newspaper materials.

Existing:

- PRLS 3220 History of Latinos/as in the US (Also offered as HIST 3674)

Three credits. Prerequisite: Open to juniors or higher.

Settlement and growth of Hispanic-origin populations in the United States today, from Spanish and Mexican settlement of western United States to the growth of Latino communities. Student oral history project. CA 1.

CA 4.

New:

- LLAS 3220 History of Latinos/as in the US (Also offered as HIST 3674)

Three credits. Prerequisite: Open to juniors or higher.

Settlement and growth of Hispanic-origin populations in the United States today, from Spanish and Mexican settlement of western United States to the growth of Latino communities. Student oral history project. CA 1.

CA 4.

Existing:

- PRLS 3221 Latinos and Human Rights (Also offered as HIST 3575 and HRTS 3221)

Three credits. Prerequisite: Open to juniors or higher.

Latino/a issues related to human, civil and cultural rights, and gender differences.

New:

- LLAS 3221 Latinos and Human Rights (Also offered as HIST 3575 and HRTS 3221)

Three credits. Prerequisite: Open to juniors or higher.

Latino/a issues related to human, civil and cultural rights, and gender differences.

Existing:

- PRLS 3230 Latina Narrative (Also offered as WS 3258)

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800 or instructor consent.

Feminist topics in contemporary Latina literature and cultural studies.

New:

- LLAS 3230 Latina Narrative (Also offered as WS 3258)

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800 or instructor consent.

Feminist topics in contemporary Latina literature and cultural studies.

Existing:

- PRLS 3231 Fictions of Latino Masculinity (Also offered as WS 3259 and ENGL 3623)

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800 or instructor consent.

Topics in Latino literature and cultural studies with an emphasis on masculinity and male authors.

New:

- LLAS 3231 Fictions of Latino Masculinity (Also offered as WS 3259 and ENGL 3623)

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800 or instructor consent.

Topics in Latino literature and cultural studies with an emphasis on masculinity and male authors.

Existing:

- PRLS 3232 Latina/o Literature (Also offered as ENGL 3605.)

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800 or instructor consent; offered to juniors or higher.

Extensive readings in Latina/o literature from the late nineteenth century to the present. CA 4.

New:

- LLAS 3232 Latina/o Literature (Also offered as ENGL 3605.)

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800 or instructor consent; offered to juniors or higher.

Extensive readings in Latina/o literature from the late nineteenth century to the present. CA 4.

Existing:

- PRLS 3233 Studies in Latina/o Literature (Also offered as ENGL 3607)

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800 or instructor consent; offered to juniors or higher. May be repeated for credit with a change of topic.

Advanced study of a theme, form, author, or movement in contemporary Latina/o literature.

New:

- LLAS 3233 Studies in Latina/o Literature (Also offered as ENGL 3607)

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800 or instructor consent; offered to juniors or higher. May be repeated for credit with a change of topic.

Advanced study of a theme, form, author, or movement in contemporary Latina/o literature.

Existing:

- PRLS 3241 Latin American Minorities in the US (Also offered as ANTH 3041)

Three credits.

Emphasis on groups of Mexican, Puerto Rican and Cuban origin, including treatment and historical background, social stratification, informal social relations, ethnic perceptions, relations and the concept of Latino identity.

New:

- LLAS 3241 Latin American Minorities in the US (Also offered as ANTH 3041)

Three credits.

Emphasis on groups of Mexican, Puerto Rican and Cuban origin, including treatment and historical background, social stratification, informal social relations, ethnic perceptions, relations and the concept of Latino identity.

Existing:

- PRLS 3250 Latino Health (Also offered as HDFS 3442)

Three credits. Prerequisite: Open to juniors or higher.

Overview of health and health care issues among Latinos in the United States. Particular attention is paid to cultural and social factors associated with health and well-being (e.g. migration, acculturation, SES).

New:

- LLAS 3250 Latino Health (Also offered as HDFS 3442)

Three credits. Prerequisite: Open to juniors or higher.

Overview of health and health care issues among Latinos in the United States. Particular attention is paid to cultural and social factors associated with health and well-being (e.g. migration, acculturation, SES).

Existing:

- PRLS 3251 Latino Sexuality and Gender (Also offered as HDFS 3268)

Three credits. Prerequisite: Open to juniors or higher.

Critical discussion of issues involving gender and sexuality among Latinos, with particular attention to race, class, ethnicity, and acculturation.

New:

- LLAS 3251 Latino Sexuality and Gender (Also offered as HDFS 3268)

Three credits. Prerequisite: Open to juniors or higher.

Critical discussion of issues involving gender and sexuality among Latinos, with particular attention to race, class, ethnicity, and acculturation.

Existing:

- PRLS 3264 Latinas and Media (Also offered as WS3260 & COMM3321)

Three credits. Prerequisite: Open to juniors or higher.

The role of ethnicity and race in women's lives. Special attention to communication research on ethnic and racial minority women. CA 4.

New:

- LLAS 3264 Latinas and Media (Also offered as WS3260 & COMM3321)

Three credits. Prerequisite: Open to juniors or higher.

The role of ethnicity and race in women's lives. Special attention to communication research on ethnic and racial minority women. CA 4.

Existing:

- PRLS 3265 Literature of Puerto Rico & the Spanish Caribbean (Also offered as SPAN 3265)

Three credits. Recommended preparation: SPAN 3178 or instructor consent.

Readings and discussions of major authors and works of the Spanish Caribbean with special emphasis on Puerto Rico.

New:

- LLAS 3265 Literature of Puerto Rico & the Spanish Caribbean (Also offered as SPAN 3265)

Three credits. Recommended preparation: SPAN 3178 or instructor consent.

Readings and discussions of major authors and works of the Spanish Caribbean with special emphasis on Puerto Rico.

Existing:

- PRLS 3270 Latino Political Behavior (Also offered as POLS 3662)

Three credits. Prerequisite: Open to juniors or higher.

Latino politics in the United States. Political histories of four different Latino populations: Mexican, Puerto Rican, Cuban, and Central American. Different forms of political expressions, ranging from electoral behavior to political art. CA 4.

New:

- LLAS 3270 Latino Political Behavior (Also offered as POLS 3662)

Three credits. Prerequisite: Open to juniors or higher.

Latino politics in the United States. Political histories of four different Latino populations: Mexican, Puerto Rican, Cuban, and Central American. Different forms of political expressions, ranging from electoral behavior to political art. CA 4.

Existing:

- PRLS 3271 Immigration and Transborder Politics (also offered as POLS 3834)

Three credits. Prerequisite: Open to juniors or higher.

U.S. immigration policy, trans-border politics, and the impact diasporas and ethnic lobbies have on U.S. foreign policy, with emphasis on Latino diasporas.

New:

- LLAS 3271 Immigration and Transborder Politics (also offered as POLS 3834)

Three credits. Prerequisite: Open to juniors or higher.

U.S. immigration policy, trans-border politics, and the impact diasporas and ethnic lobbies have on U.S. foreign policy, with emphasis on Latino diasporas.

Existing:

- PRLS 3667 and 3667W Puerto Rican Politics (Also offered as POLS 3667)

Three credits. Prerequisite: Open to juniors or higher.

Legal and political history of the relationship between Puerto Rico and the United States with an emphasis on the question of the United States empire and the politics of cultural resistance.

New:

- LLAS 3667 and 3667W Puerto Rican Politics (Also offered as POLS 3667)

Three credits. Prerequisite: Open to juniors or higher.

Legal and political history of the relationship between Puerto Rico and the United States with an emphasis on the question of the United States empire and the politics of cultural resistance.

Existing:

- PRLS 4212 Field Internship in Latino Studies.

One to three credits; may be repeated for up to six credits.

Work in cultural community-oriented setting(s).

New:

- LLAS 4212 Field Internship in Latino Studies.

One to three credits; may be repeated for up to six credits.

Work in cultural community-oriented setting(s).

Existing:

- PRLS 4320 Media and Special Audiences (Also offered as COMM 4320)

Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: COMM 1000. Media content and audience responses. Ethnic, racial, and gender issues in mainstream and ethnic media. Special audiences include Latina/os, African Americans, Asian Americans, Women, Gays, Lesbians.

New:

- LLAS 4320 Media and Special Audiences (Also offered as COMM 4320)

Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: COMM 1000. Media content and audience responses. Ethnic, racial, and gender issues in mainstream and ethnic media. Special audiences include Latina/os, African Americans, Asian Americans, Women, Gays, Lesbians.

Existing:

- PRLS 4700 Soap Opera/Telenovela (Also offered as COMM 4470)

Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: COMM 1000, 3300. Socio-cultural functions of soap operas/telenovelas as mediated serials constructed by commercial organizations and consumed by United States and global audiences.

New:

- LLAS 4700 Soap Opera/Telenovela (Also offered as COMM 4470)

Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: COMM 1000, 3300. Socio-cultural functions of soap operas/telenovelas as mediated serials constructed by commercial organizations and consumed by United States and global audiences.

Existing:

- PRLS 5300 Latinos and U.S. Education (Also offered as EDCI 5740)

Historical context of schooling for Latinos in the US and the impact of "push and pull" economics on migration patterns. Explores educational policy issues; theoretical discussions related to (under)achievement. Covers relationship between dominant/subordinate cultures and languages and their effects on classroom discourses.

New:

- LLAS 5300 Latinos and U.S. Education (Also offered as EDCI 5740)

Historical context of schooling for Latinos in the US and the impact of "push and pull" economics on migration patterns. Explores educational policy issues; theoretical discussions related to (under)achievement. Covers relationship between dominant/subordinate cultures and languages and their effects on classroom discourses.

(Note: this course is not listed in the graduate catalog under PRLS 5300 because there is no section for graduate work in PRLS. Its only entry in the catalog is below. When this course changes to LLAS 5300, it will have a place in the Latino and Latin American Studies page)

EDCI 5740(3) Course ID:003913 05-FEB-2008

Latinos and U.S. Education

Conditions of schooling Latinos in the U.S. educational system via an historical and economic context, including principles of second language acquisition. Policy issues and theoretical discussions of underachievement. Relationship between dominant and subordinate cultures and their effect on classroom discourses.

Existing:

- PRLS 5390 Independent Study

New:

- LLAS 5390 Independent Study

We are requesting that the following courses be changed from a LAMS prefix to LLAS:

Existing:

- LAMS 1190 and LAMS 1190W. Perspectives on Latin America (Also offered as HIST 1190)

Three credits. Prerequisite (for W course): ENGL 1010 or 1011 or 2011 or 3800.

A multidisciplinary course including geography, indigenous peoples, colonization and nation formation; society, politics, economy, and culture of contemporary Latin America and its place in the world today. CA 2. CA 4-INT.

New:

- **LLAS 1190 and LAMS 1190W. Perspectives on Latin America (Also offered as HIST 1190)**

Three credits. Prerequisite (for W course): ENGL 1010 or 1011 or 2011 or 3800.

A multidisciplinary course including geography, indigenous peoples, colonization and nation formation; society, politics, economy, and culture of contemporary Latin America and its place in the world today. CA 2. CA 4-INT.

Existing:

- **LAMS 1193. Foreign Study**

Credits and hours by arrangement. Prerequisite: Consent of Director of Latin American and Caribbean Studies required before departure. May be repeated for credit (to a maximum of 15).

Course work undertaken within approved Study Abroad programs, usually focusing on the history, culture, and society of a particular Latin American or Caribbean country or countries.

New:

- **LLAS 1193. Foreign Study**

Credits and hours by arrangement. Prerequisite: Consent of Director of Latin American and Caribbean Studies required before departure. May be repeated for credit (to a maximum of 15).

Course work undertaken within approved Study Abroad programs, usually focusing on the history, culture, and society of a particular Latin American or Caribbean country or countries.

Existing:

- **LAMS 3293. Foreign Study**

Credits (to a maximum of 17) and hours by arrangement. Prerequisite: Consent of Director of Latin American and Caribbean Studies required before departure. May count toward the major with consent of advisor.

Special topics taken in a foreign study program.

New:

- **LLAS 3293. Foreign Study**

Credits (to a maximum of 17) and hours by arrangement. Prerequisite: Consent of Director of Latin American and Caribbean Studies required before departure. May count toward the major with consent of advisor.

Special topics taken in a foreign study program.

Existing:

- **LAMS 3575. Cinema and Society in Latin America**

Variable credit up to a maximum of three credits. Hours by arrangement. With a change in content, this course may be repeated once for credit.

The aesthetic, social, and political significance of Latin American film.

New:

- **LLAS 3575. Cinema and Society in Latin America**

Variable credit up to a maximum of three credits. Hours by arrangement. With a change in content, this course may be repeated once for credit.

The aesthetic, social, and political significance of Latin American film.

Existing:

- **LAMS 3579. Latin America**

Credits and hours by arrangement. Prerequisite: Open only with the consent of instructor of director of the Center for Latin American and Caribbean Studies.

This number covers courses in Latin American Studies taken at other Universities by special arrangement for University of Connecticut credit.

New:

- **LLAS 3579. Latin America**

Credits and hours by arrangement. Prerequisite: Open only with the consent of instructor of director of the Center for Latin American and Caribbean Studies.

This number covers courses in Latin American Studies taken at other Universities by special arrangement

for University of Connecticut credit.

Existing:

- LAMS 3607. Latin America in the Colonial Period (Also offered as [HIST 3607.](#))

Three credits. Prerequisite: Open to sophomores or higher.

Pre-Columbian Civilization in America, the epoch of conquest and settlement, together with a study of the Ibero-Indian cultural synthesis which forms the basis of modern Latin American civilization.

New:

- LLAS 3607. Latin America in the Colonial Period (Also offered as [HIST 3607.](#))

Three credits. Prerequisite: Open to sophomores or higher.

Pre-Columbian Civilization in America, the epoch of conquest and settlement, together with a study of the Ibero-Indian cultural synthesis which forms the basis of modern Latin American civilization.

Existing:

- LAMS 3609. Latin America in the National Period (Also offered as [HIST 3609.](#))

Three credits. Prerequisite: Open to sophomores or higher.

Representative countries in North, Central, and South America and the Caribbean together with the historic development of inter-American relations and contemporary Latin American problems. CA 1. CA 4-INT.

New:

- LLAS 3609. Latin America in the National Period (Also offered as [HIST 3609.](#))

Three credits. Prerequisite: Open to sophomores or higher.

Representative countries in North, Central, and South America and the Caribbean together with the historic development of inter-American relations and contemporary Latin American problems. CA 1. CA 4-INT.

Existing:

- LAMS 3635. Mexico in the Nineteenth and Twentieth Centuries (Also offered as [HIST 3635.](#))

Three credits. Recommended preparation: HIST 3607. *Overmyer-Velazquez*

The emergence of modern Mexico from independence to the present with emphasis on the Revolution of 1910. CA 1. CA 4-INT.

New:

- LLAS 3635. Mexico in the Nineteenth and Twentieth Centuries (Also offered as [HIST 3635.](#))

Three credits. Recommended preparation: HIST 3607. *Overmyer-Velazquez*

The emergence of modern Mexico from independence to the present with emphasis on the Revolution of 1910. CA 1. CA 4-INT.

Existing:

- LAMS 4994W Latin American Studies Research Seminar

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800 or instructor consent.

Capstone course in which majors and minors in Latin American Studies design, execute and write up original, library-based research on Latin America. Some readings may be in Spanish or Portuguese.

New:

- LLAS 4994W Latin American Studies Research Seminar

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800 or instructor consent.

Capstone course in which majors and minors in Latin American Studies design, execute and write up original, library-based research on Latin America. Some readings may be in Spanish or Portuguese.

Existing:

- LAMS 5000 Seminar in International Studies (Also offered as INTS 5000)

Interdisciplinary introduction to graduate level study of Latin America.

New:

- LLAS 5000 Seminar in International Studies (Also offered as INTS 5000)

Interdisciplinary introduction to graduate level study of Latin America.

Existing:

- LAMS 5105 Special Topics

Special Topics

New:

- LLAS 5105 Special Topics

Special Topics

Existing:

- LAMS 5110 (1 - 6 Credits) Independent Study

New:

- LLAS 5110 (1 - 6 Credits) Independent Study

Existing:

- LAMS 5560 Seminar on Latin American Business

Latin American business practices and operations. U.S. and transnational business in Latin America.

New:

- LLAS 5560 Seminar on Latin American Business

Latin American business practices and operations. U.S. and transnational business in Latin America.

Existing:

- LAMS 5570 Latin American Popular Culture

Culture, subcultures, and culture industries in Latin America. Conditions which affect the mass production, dissemination and reception of entertainment products. Reading knowledge of Portuguese or Spanish required.

New:

- LLAS 5570 Latin American Popular Culture

Culture, subcultures, and culture industries in Latin America. Conditions which affect the mass production, dissemination and reception of entertainment products. Reading knowledge of Portuguese or Spanish required.

Existing:

- LAMS 5890 Latin American Studies Final Project

Independent, interdisciplinary research project culminating in a written paper, developed by the student under the supervision of a committee consisting of a first and second reader. The first reader will be the major advisor on the project. This course is intended to be the capstone course for the master's degree, to be taken after all other course requirements are completed.

New:

- LLAS 5890 Latin American Studies Final Project

Independent, interdisciplinary research project culminating in a written paper, developed by the student under the supervision of a committee consisting of a first and second reader. The first reader will be the major advisor on the project. This course is intended to be the capstone course for the master's degree, to be taken after all other course requirements are completed.

We are requesting that these two courses, which already have PRLS and LAMS overlap, have a new prefix of LLAS.

Existing:

- LAMS 1570. Migrant Workers in Connecticut (Also offered as HIST 1570 and **PRLS 1570**)

Interdisciplinary honors course on the life and work experiences of contemporary Latin American and Caribbean migrant workers with focus on Connecticut. Integrated service learning component. Field trips required. CA 1. CA 4.

New:

- LLAS 1570. Migrant Workers in Connecticut (Also offered as HIST 1570 and **PRLS 1570**)

Interdisciplinary honors course on the life and work experiences of contemporary Latin

American and Caribbean migrant workers with focus on Connecticut. Integrated service learning component. Field trips required. CA 1. CA 4.

Existing:

- LAMS 3660W. History of Migration in *Las Américas* (Also offered as [HIST 3660W](#) and [PRLS 3660W](#).)

Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#) or [3800](#) ; open to juniors or higher; instructor consent. Recommended preparation: [PRLS 3210](#) , [LAMS 1190](#) , [ANTH 3042](#) , [HIST 3609](#) , [HIST 3635](#) , or [HIST 3674 /PRLS 3220](#) . Spanish useful, but not required.

Applies broad chronological and spatial analyses of origins of migration in the Americas to the experiences of people of Latin American origin in Connecticut. Addresses a range of topics from the initial settlement of the Americas to 21st century migrations. CA 1. CA 4.

New:

- LLAS 3660W. History of Migration in *Las Américas* (Also offered as [HIST 3660W](#) and [PRLS 3660W](#).)

Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#) or [3800](#) ; open to juniors or higher; instructor consent. Recommended preparation: [PRLS 3210](#) , [LAMS 1190](#) , [ANTH 3042](#) , [HIST 3609](#) , [HIST 3635](#) , or [HIST 3674 /PRLS 3220](#) . Spanish useful, but not required.

Applies broad chronological and spatial analyses of origins of migration in the Americas to the experiences of people of Latin American origin in Connecticut. Addresses a range of topics from the initial settlement of the Americas to 21st century migrations. CA 1. CA 4.

We are also requesting the following merges:

Merge these 2 into LLAS 2998: Special Topics in Latino and Latin American Studies

- PRLS 3295 Special Topics in Puerto Rican and Latino Studies. May be repeated for credit with approval from advisor.
- LAMS 2998 Special Topics in Latin American Studies. May be repeated for credit with approval from advisor.

Merge these 2 into LLAS 3998: Variable Topics in Latino and Latin American Studies

- PRLS 3298 and Variable Topics in Puerto Rican and Latino Studies. May be repeated for credit with approval from advisor.
- LAMS 3998 Variable Topics in Latin American Studies. May be repeated for credit with approval from advisor.

Merge these 2 into LLAS 3999: Independent Study in Latino and Latin American Studies

- PRLS 3299 Independent Study in Puerto Rican and Latino Studies. With a change in content, this course may be repeated for credit.
- LAMS 3999 Independent Study in Latin American Studies. With a change in content, this course may be repeated for credit.

2013-069 Add LLAS 2012. Latino CT: Writing the Community

1. Date: 3/28/13
2. Department requesting this course: El Instituto
3. Semester and year in which course will be first offered: Spring 2014

Final catalog Listing

LLAS 2012. Latino CT: Writing the Community

Second semester. Four credits. Open to sophomores or higher.

Service learning course. Students partner with Latino agencies to apply research, writing skills to community needs. Community theory, digital literacy, historical background of CT Latinos, contemporary issues that impact the population. Recommended preparation: LLAS 2011W.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): LLAS (formerly LAMS)
2. Course Number (see Note B): LLAS 2012
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 (NA: LLAS is a new designation)
3. Course Title: **Latino CT: Writing the Community**
4. Semester offered (see Note C): second
5. Number of Credits (see Note D): 4
6. Course description (second paragraph of catalog entry -- see Note K): Second semester. Four credits. Open to sophomores or higher.

Service learning course. Students partner with Latino agencies to apply research, writing skills to community needs. Community theory, digital literacy, historical background of CT Latinos, contemporary issues that impact the population. Recommended preparation: LLAS 2011W.

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): LLAS 2011W
10. Consent of Instructor, if applicable (see Note T) no

11. Exclusions, if applicable (see Note H): none
12. Repetition for credit, if applicable (see Note I): no
13. Instructor(s) names if they will appear in catalog copy (see Note J): Staff
14. Open to Sophomores (see Note U): Open to sophomores or higher
15. Skill Codes "W", "Q", or "C" (see Note T): no
16. S/U grading (see Note W): no

Justification

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

This is the second of a two-course sequence in the LLAS major that teaches students research and writing skills (LLAS 2011W) and then takes those skills on the road and applies them to local communities and needs (LLAS 2012). The design of this course is driven by multiple concerns and questions:

- 1) What are the digital literacy skills students in our field will need when they are professionals, given that technology is rapidly changing the ways in which research is communicated and narratives about it are crafted?
- 2) How can students use classroom research and writing techniques to identify and help resolve challenges to local community groups' success and well-being? How can this experience better prepare them for eventual work in these same communities?
- 3) How can community involvement help students explore and integrate connections between theory and practice/ our field of study and its application beyond the bounds of campus?
- 4) How can we prepare our students earlier on in our major trajectory to identify areas of original research and community need that can then be more fully developed in the capstone project?
- 5) What should all majors in Latino and Latin American Studies know about the immigrant and long-standing Hispanic communities in their midst, with whom they will one day be serving as professionals?

No course we currently offer addresses the needs of students to develop 21st century digital literacy skills, or allows students to apply their research and writing skills to local communities. LAMS/HIST/PRLS 1570, Migrant Workers in CT, is a course that offers students community exposure and placements in working with community agencies, but it is a course limited to honors students as it is a core course in the honors program. It is not a research or theory based

class. It is our only course that offers a hands-on approach to learning about local Latino communities, and in particular, LAMS 1570 focuses on migrant workers. As a program that prepares students to work with migrant, immigrant, and long-standing Latino communities in New England, we need to offer courses that directly engage students with these populations.

For the same reason that LAMS 1570 is a 4-credit course--significant community work and time commitment in weekly placement hours for Service Learning on top of a regular course load that includes exams, papers, and a heavy reading load--faculty at El Instituto believe this course merits 4 credits. See tentative syllabus below for readings.

A last justification for this course, is that we are revising the major to incorporate an experiential learning component in the local community or abroad. This course is also designed to prepare students for their experiential learning.

2. Academic Merit (see [Note L](#)):

This course will train students in writing for the community--how to construct a blog, how to write a letter to a state legislator and a letter to the editor, how to communicate research online, how to use websites for posting information and creating interactive dialogues with the community. It will consider the ways in which narrative--both fictional and factual--is being reinvented with contemporary media, and the occasional blurring of the two.

This course will allow students to see the relevance of their own studies in the world at large, help them understand how they might contribute to local communities by identifying community need and applying their skills to potential solutions. It will give students significant experience in working with a local agency in developing a project that will benefit the community and the student's resume.

This course will provide historical background on the Latino populations that live in the students' home state, their achievements, challenges, and their cultural and intellectual impact on CT. It will achieve this through a lens that will first consider national trends regarding Hispanic native-born, migrant, and immigrant populations and second, their local manifestations.

Lastly, the course will introduce students to urban and community theory, and theorists like Mike Davis, Miranda Joseph, William Flores, and Itamar Even-Zohar.

3. Overlapping Courses (see Note M):NA
4. Number of Students Expected: 20
5. Number and Size of Section: 001 20 students (because SL course)
6. Effects on Other Departments (see Note N): NA
7. Effects on Regional Campuses: NA
8. Staffing (see Note P): Gebelein, Overmyer-Velazquez
9. Dates approved by (see Note Q): 3/6/2013

Department Curriculum Committee: Samuel Martinez, Anne Gebelein, Charles R. Venator Santiago, Mark Overmyer-Velazquez (ex officio)

Department Faculty: Samuel Martinez, Anne Gebelein, Charles R. Venator Santiago, Mark Overmyer-Velazquez, Odette Casamayor-Cisneros, Xae Alicia Reyes, Marysol Asencio, Diana Rios, and as of 7/1/13, Daisy Reyes and Jorge Aguero

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

Anne Gebelein, anne.gebelein@uconn.edu_, 203-464-8910 or 860-486-5508

Syllabus

This syllabus may change based on instructor, technology skills needed by students, or projects requested by Latino-serving agencies.

Course Proposal:

This course seeks to place students in active and informed dialogue with Connecticut's large and diverse set of Spanish-speaking communities. The course will help students recognize and analyze the distinct national histories which have contributed to the Hispanic diaspora in the state and the northeastern region of the United States. Students will undertake assignments designed to look at the effects of transnational migration on urban culture, institution building, and identity formation, and will consider the conceptualization of community, who's in charge of its construction, and what motivates its continual re-imagining. In addition, students will be participating in several technology workshops that will teach them how to create "storyboards" for online narratives, blogs and webpages using wordpress; will work with Marisol Ramos, research librarian for LLAS, to explore venues for utilizing and producing online research; and will populate their blogs/pages with their own investigations. Students will critically reflect on course readings and apply them to local realities, and will then write letters to a newspaper and to state legislators or officials and also blog about them as homework assignments. Students will also meet with local agencies to talk about challenges to the Latino population in CT and how those challenges are addressed, and will also meet with professors whose research is community-based to learn more about how community research is conducted and how it can benefit a community. Lastly, students will develop

ideas for their own community-based research project and submit a draft proposal at the end of the semester.

This course requires a serious time commitment, as it is a four-credit course with a service learning component that requires students to undertake projects in collaboration with community organizations that serve Latino populations. If the students' work for an agency requires digital literacy or mixed media projects, students may need to do additional technological training. Students are required to spend on average 3 hours a week outside of class time working at an agency or on the agency's behalf. Projects may be writing projects that the students initiate for the agency, such as publicity, public service announcements, translation, and original materials for client distribution; it may be assisting an agency in developing these materials for the web; may be assisting agencies in their own research projects (think Hispanic Health Council); may be developing a project based on students' own expertise or research interests, if agency is open to it; possibilities are many.

It is strongly suggested that students keep the 3-hour block opposite this class free for community placement work (class is Tuesday afternoon 3 hour block, keep Th same block free; class is Wed afternoon, keep Fri or Mon block same time frame free). Few agencies have weekend hours for placement.

Course Materials:

Cruz, José: *Identity and Power*.

Joseph, Miranda: *Against the Romance of Community*.

Suárez-Orozco, Marcelo, ed. *Latinos Remaking America*.

Scanned articles on Blackboard/ HuskyCT

Grade distribution:

| | |
|---------------------------|-----|
| Participation: | 11% |
| Service learning project: | 25% |
| Digital and other essays: | 29% |
| History quiz: | 2% |
| Draft Proposal: | 10% |
| Final Exam: | 23% |

COURSE READINGS, fieldtrips, and 4 technology workshops (I have not yet thought through placement of writing assignments in this syllabus, but they will be weekly)

(BB) = Blackboard/ HuskyCT

Week 1 Space and Place in the City

Introduction to the course. Reading: “Walking in the City” de Michel de Certeau (BB)
Outdoor exercise, weather permitting: Walking the campus and reflection on space and place.

An examination of online CT newspapers and their presentation of the Latino community and its virtual and imagined place within the larger CT community.

Week 2 Space and Place II

Orem y Chen: *World of Cities* Cap 1 y 2 (BB)

Davis: *Magical Urbanism* selections (BB)

1st technology workshop: creating web pages with Wordpress

Community placements assigned

Week 3: The Community and its Polysystems

“History of Immigration to CT” by Gebelein; Chap. 1 of *Community* by Suzanne Keller; article by Medardo Arias S. (BB); Even-Zohar “Polysystems” p. 5-48 (BB)

2nd technology workshop: creating a blog on Wordpress

Students begin Community Placements

Week 4: Polysystems cont; Puerto Ricans in the Diaspora

Even-Zohar cont., William Flores: “Citizens vs. Citizenry”; Duany “PR in the Diaspora”; Flores: “The Latino Imaginary” (BB)

Week 5: Immigrant Identity/ What is Digital Literacy?

Cornelius: “Ambivalent Reception” (Latinos), Falicov: “Ambiguous Loss” (Latinos),

Listen on BB link: “Growing Latino population in Siler City” (14 minutes)

Literacy in the Information Age: Inquiries into Meaning Making with New Technologies, Bruce, selection. (BB)

3rd workshop on online research with Marisol Ramos, research librarian for LLAS

Week 6: What Does Community Research Look Like? Panel with Community-Based Researchers

readings will be based on articles written by invited guests

Week 7: The History of Latinos in the Hartford region

José Cruz, *Power and Identity*

Week 8: Social and Cultural Capital in the Schooling of Latino Children

Zentella: “Latin@ Languages and Identities” (Latinos). Gándara: “Learning English in California” (Latinos), Moll y Ruiz: “The Schooling of Latino Children” (Latinos)

Week 9: OFF CAMPUS TRIP TO BILINGUAL SCHOOL, WILLIMANTIC

Capetillo-Ponce y Kramer: “Politics, Ethnicity and Bilingual Education in Massachusetts” (BB)

Week 10: Latinos and Religion

Levitt: “Two Nations Under God?” (Latinos), and listen to NPR interview with Manuel Vasquez (1 hour) on BB

4th technology workshop: What is Storyboarding? Creating narratives for the web.

Week 11: Medicine and Public Health. OFF CAMPUS TRIP TO HISPANIC HEALTH COUNCIL, HARTFORD

read: <http://www.hispanichealth.com> “A Profile of Latino Health in CT” familiarize yourself with their services as explained on website.

Haynes-Bautista: “Latino Health Research” (Latinos), Brown and Yu: “Latinos’ Access” (Latinos)

Week 12: Community and Capitalism

Miranda Joseph, *Against the Romance of Community*: Intro, Chapters 1 and 2

Week 13: Community and Capitalism cont.

Joseph, Chapter 3

reading on contemporary economic development and Latino businesses, TBA

Fisman “Cos and Effect” (BB)

Guest visit from folks from SAMA?

Week 14: Conclusions and Final discussion. Reports on community projects, drafts for future research proposals. Identify next steps for students' own digital literacy, community research.

2013-070 Add LLAS 2011W Introduction to Latino-American Writing and Research

1. Date: 3/28/13
2. Department requesting this course: El Instituto
3. Semester and year in which course will be first offered: Fall 2013

Final catalog Listing:

LLAS 2011W: Introduction to Latino-American Writing and Research

First semester. Three credits. Open to sophomores or higher.

Writing course. Students develop basic writing skills and learn how and where to conduct transnational academic research on the Latino-American experience. Interdisciplinary research, digital literacy, historical background on Latino American studies. Recommended preparation: 1000-level intro course on Latino or Latin American Studies.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): LLAS (formerly LAMS)
2. Course Number (see Note B): LLAS 2011W
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 (NA: LLAS is a new designation)
3. Course Title: **Introduction to Latino-American Writing and Research**
4. Semester offered (see Note C): First
5. Number of Credits (see Note D): 3
6. Course description

First semester. Three credits. Open to sophomores or higher.

Writing course. Students develop basic writing skills and learn how and where to conduct transnational academic research on the Latino-American experience. Interdisciplinary research, digital literacy, historical background on Latino American studies. Recommended preparation: 1000-level intro course on Latino or Latin American Studies.

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): 1000-level intro course on Latino or Latin American Studies.
10. Consent of Instructor, if applicable (see Note T) no
11. Exclusions, if applicable (see Note H): none

12. Repetition for credit, if applicable (see Note I): no
13. Instructor(s) names if they will appear in catalog copy: Staff
14. Open to Sophomores (see Note U): Open to sophomores or higher
15. Skill Codes "W", "Q", or "C" (see Note T): Yes
16. S/U grading (see Note W): no

Justification

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

This is the first of a two-course sequence that teaches students research and writing skills (LLAS 2011W) and then takes those skills on the road and applies them to local communities and needs (LLAS 2012). The design of this course is driven by multiple concerns and questions:

- 1) What are the basic writing and research skills needed to complete research papers in undergraduate courses?
- 2) What are available academic sources of research on the Latino American experience (Latino/as and Latin Americans)?

This is the first of a two part sequence intended to prepare students to conduct research on the Latino American experience, while simultaneously preparing students to write research papers. Although most courses possess a research component, no course prepares students to conduct interdisciplinary research on the Latino American experience.

2. Academic Merit (see Note L):

This course will prepare the LLAS students to conduct research on the Latino American experience and learn how to write successful research papers. This is the first of a two part sequence designed to prepare students for an eventual capstone experience.

Students will learn how to conduct interdisciplinary research on Latino/as, Latin America, and transnational research on the Latino American experience more generally. Students will learn where to find digital research and data on the Latino American experience. This course will prepare students to develop a future capstone research project.

3. Overlapping Courses (see Note M):NA

4. Number of Students Expected: 20

5. Number and Size of Section: 001 20 students

6. Effects on Other Departments (see Note N): NA

7. Effects on Regional Campuses: NA

8. Staffing (see Note P): Venator, Reyes, Casamayor-Cisneros, Gebelein, Overmyer-Velazquez, Aguero, Martinez, Rios

9. Dates approved by (see Note Q): 3/6/2013

Department Curriculum Committee: Samuel Martinez, Anne Gebelein, Charles R. Venator Santiago, Mark Overmyer-Velazquez

Department Faculty: Samuel Martinez, Anne Gebelein, Charles R. Venator Santiago, Mark Overmyer-Velazquez, Odette Casamayor-Cisneros, Xae Alicia Reyes, Marysol Asencio, Diana Rios, and as of 7/1/13, Daisy Reyes and Jorge Aguero

10. Contact:

Charles R. Venator Santiago, 860.486.9052,
charles.venator@uconn.edu

Syllabus

Course Description

This is the first of a two part sequence intended to prepare students to conduct research on the Latino American experience, while simultaneously preparing students to write research papers. Although most courses possess a research component, no course prepares students to conduct interdisciplinary research on the Latino American experience.

Course Objectives

Upon completion of this course, students will be able:

1. To understand the elements of a research paper;
2. To learn how to conduct interdisciplinary research on the Latino American experience

Required Readings:

- Loomba, Ania, *Colonialism/Postcolonialism*, 2nd Edition (New York: Routledge, 2005).
- Scott, Gregory M. and Stephen M. Garrison, *The Political Science Student Writer's Manual*, 7th Edition (Boston: Longman, 2012).
- Rodolfo Acuña, *Occupied America* (Longman).
- Walter D. Mignolo, *The Idea of Latin America* (Malden: Blackwell Publishing, 2005).
- Gloria Anzaldúa, *Borderlands/La Frontera*, 2nd Edition (San Francisco: Aunt Lute Books, 1999).

The assigned texts are available at the UConn COOP.

Let me reiterate that you will be evaluated on your ability to understand the materials in the assigned texts. I urge you to purchase or borrow these texts and to read them carefully if you want to succeed in this course.

Course Outline

Week #1: Introductions

Week #2: Defining Colonial and Post Colonial Studies

- Scott and Garrison, *The Political Science*, Chapter 1
 - Ania Loomba, *Colonialism/Postcolonialism*, Chapter 1
- Journal #1:** *What is the difference between colonialism and imperialism according to Loomba?*

Week #3: Defining Colonial and Postcolonial Identities

- Scott and Garrison, *The Political Science*, Chapter 3
 - Ania Loomba, *Colonialism/Postcolonialism*, Chapter 2
- Journal #2:** *What is political about the post-colonial notion of identity?*

Week #4: Challenging the Colonialism

- Scott and Garrison, *The Political Science*, Chapter 4
- Ania Loomba, *Colonialism/Postcolonialism*, Chapter 3

Journal #3: What is the difference between a post-modern and a post-colonial critique?

Thesis Statement due in-class.

Week #5: Currents in Postcolonial Thought

- Scott and Garrison, *The Political Science*, Chapter 5
- Gayatri Chakravorty Spivak, “*Can the Subaltern Speak?*” (HuskyCT)
- Dipesh Chakrabarty, “*The Idea of Provincializing Europe*” (HuskyCT)
- Ranajit Guha, “*Subaltern Studies*” (HuskyCT)
- Walter D. Mignolo, “*Introduction*” (HuskyCT)

Journal #4: What is the relationship between language (vernacular) and the subaltern voice?

Week #6: Chicanos in The United States

- Scott and Garrison, *The Political Science*, Chapter 6
- Acuña, *Occupied America*, Chapters 1-5

Annotated Bibliography Due In-Class.

Week #7: Latinos in the United States

- Scott and Garrison, *The Political Science*, Chapter 8
- Acuña, *Occupied America*, Chapters 6-10

Journal #5: What is the core thesis of Acuña’s argument?

Journals 1-5 due in-class.

Week #8: Latino Studies In the U.S.

- Frances R. Aparicio, “*Latino Cultural Studies*” (HuskyCT)
- Tomás Almaguer, “*At the Crossroads of Race,*” (HuskyCT)
- George Yúdice, “*Rethinking Area and Ethnic Studies in the Context of Economic and Political Restructuring,*” (HuskyCT)
- Chela Sandoval, “*On Cultural Studies*” (HuskyCT)
- TUSD Files (HuskyCT)

Journal #6: Is the TUSD justified in eliminating their ethnic-studies program?

Detailed Outline Due in-Class.

Week #9: Revisiting the Indigenous Foundations

- Scott and Garrison, *The Political Science*, Chapter 9
- Anzaldúa, *Borderlands/La Frontera*, Chapters 1-7
- Josefina Saldaña-Portillo, “*Who’s the Indian in Aztlán?*” (HuskyCT)

Week #10: Latina/Latin American Borderlands

- Walter Mignolo, *Border Thinking and the Colonial Difference* (HuskyCT)
- Anibal Quijano, “*Coloniality of Power, Eurocentrism, and Latin America*” (HuskyCT)

Journal #7: What is coloniality of power?

Week #11: Revisiting Latin America

- Walter Mignolo, *The Idea of Latin America*, Chapters 1-2

Paper Draft Due in-class.

Week #12: The Latin American Subaltern

- Walter Mignolo, *The Idea of Latin America*, Chapters 2-3 & Postface

Journal #8: Is there a Latin American epistemology?

Week #13: Postcolonial Identities

- Enrique Dussel, “*Racism: A Report on the Situation in Latin America*” (Husky CT)
- Marcia Stephenson, “*The Architectural Relationship Between Gender, Race, and the*

Bolivian State" (HuskyCT)

- Linda Martín Alcoff, "*Philosophy in/and Latino Afro-Caribbean Studies*" (HuskyCT)
Journal #9: *How does the post-colonial conceptualize race differently than traditional interpretations?*

Week #14: What is Political about the Postcolonial?

- John Beverly, "*The Im/possibility of Politics*" (HuskyCT)
- Chela Sandoval, "*U.S. Third World Feminism*" (HuskyCT)
- Eduardo Mendieta, "*What Can Latino/as Learn From Cornell West?*" (HuskyCT)
Journal #10: *Choose one writer and answer the following question: What is the political in his/her argument?*

Final paper due in - Class

Grading Policy

I will not accept re-writes of final assignments. Please plan accordingly.

Any student should feel free to approach me ahead of time and request special accommodations to complete the required assignments. However, students must have a documented rationale to justify any special arrangements.

*Note on citing assigned readings. Students are expected to provide citations for all of their major arguments. Citations should follow either the Chicago Style or American Political Science Style (see: www.ipsonet.org/data/files/APSASStyleManual2006.pdf). Students are also required to use the templates provided in Scott and Garrison's *The Political Science Student Writer's Manual*.*

I also expect students to cite academic research, which includes academic journals, books, and other research-based publications. Please refrain from using non-academic articles to substantiate your arguments unless there are no other publications on the subject available.

I will not accept unexcused late papers. All late papers will be penalized 1-2 points per day.

Class Exercises (10%). I will assign up to 10 points for various exercises that include in-class quizzes, attendance to out of class activities (accompanied by some sort of written assignment), etc.

Journals (20%). Please answer the assigned journal questions using the assigned readings for the week. Students will be awarded 2 points for each answer, 1 point for providing a clear answer/thesis and 1 point for substantiating the answer with textual evidence/citations. Journals 1-5 are due in-class on February 29, 2012. Journals 5-10 are due in-class on Wednesday April 25, 2012.

Research Paper (50%). Students will be required to write a 20-page paper that analyses a political topic using a post-colonial approach. Students can select their topics and use the assigned readings to analyze it.

Thesis Statement (5%) (Due on XXX, 2013). This thesis statement should reflect a clear understanding of the key debates and topics that the student will examine.

Annotated Bibliography (10%) (Due on XXX, 2013). Students are expected to identify FIVE ACADEMIC JOURNALS THAT ADDRESS the content of the thesis and if available post-colonial interpretation of the chosen topic. Students are encouraged to use various databases and journals through the UConn Library webpage.

Detailed Outline (5%) (Due on XXX, 2013). The student outline should serve as a basis for a paper.

Draft of Paper (10%) (Due on XXX, 2013).

Final Paper (20%) (Due on XXX, 2013 by 12:00pm).

Final Exam (20%). This exam will consist of 30 multiple-choice, true-false, and short answer questions. The exam date will be announced at a later time.

2013-071 Add CHIN 3220 Business Chinese

1. Date: March 4, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Fall 2013

Final catalog Listing:

CHIN 3220. Business Chinese

Either semester. Three credits. Prerequisite: CHIN 3210

Introduction to Chinese business culture. Development of advanced Chinese written and oral competency in a business context.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CHIN
2. Course Number (see Note B): 3220
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: Business Chinese
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Either semester. Three credits. Prerequisite: CHIN 3210
Introduction to Chinese business culture. Development of advanced Chinese written and oral competency in a business context.

Optional Items

7. Number of Class Periods, if not standard (see Note E): 1
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G): CHIN 3210 or the equivalent of third year Chinese
10. Consent of Instructor, if applicable (see Note T): N
11. Exclusions, if applicable (see Note H): n/a
12. Repetition for credit, if applicable (see Note I): n/a
13. Instructor(s) names if they will appear in catalog copy (see Note J): Liansu Meng or Chunsheng Yang
14. Open to Sophomores (see Note U): y
15. Skill Codes "W", "Q", or "C" (see Note T): n/a
16. S/U grading (see Note W): n/a

Justification

1. Reasons for adding this course: (see Note L) We are beginning the course offerings for Chinese as a future major, and we have just hired two full time professors and one assistant professor in residence.

2. Academic Merit (see Note L): This course will be one of the core courses
3. Overlapping Courses (see Note M): n/a
4. Number of Students Expected: 20
5. Number and Size of Section: 1 at 20 students
6. Effects on Other Departments (see Note N): I have consulted with Cathy Schlund-Vials.
7. Effects on Regional Campuses: n/a
8. Staffing (see Note P): Prof. Meng or Prof. Yang
9. Dates approved by (see Note Q):
 Department Curriculum Committee: March .22, 2013
 Department Faculty: March 22, 2013
10. Name, Phone Number, and e-mail address of principal contact person:
 Rosa Helena Chinchilla, 6-3313, rosa.chinchilla@uconn.edu

Syllabus

CHIN 3220. Business Chinese

Either semester. Three credits. Prerequisite: CHIN 3210

Introduction to Chinese business culture. Development of advanced Chinese written and oral competency in a business context.

Required Textbook:

Jane Kuo, *Open For Business: Lessons in Chinese Commerce for the New Millenium 1: Textbook and Exercise Book*, Cheng & Tsui; 2nd edition (2003)

Jane C. M. Kuo, *Open For Business: Lessons in Chinese Commerce for the New Millenium 1: Audio CD Set*, Cheng & Tsui; 2nd edition (2002)

Recommended:

Pocket Oxford Chinese Dictionary. 4 edition. Oxford University Press, USA, 2009.

Requirements:

- Be on time. A quiz is generally given at the beginning of a class meeting. If you are late for class, you might miss a quiz.
- Make sure to preview the course materials before the class.
- Regular attendance and active participation in class activities.
- Absence due to emergencies can be excused if you email the instructor ahead of time or on the day you miss class, or if you bring a doctor's or academic advisor's note afterwards. Excuses such as coursework or sleeping late will not be accepted.
- As absence from class will affect your class participation, more than three unexcused absences during the semester will drop your grade one mark (i.e., an A- will become a B+, a C will become a C-, etc.). Showing up to class excessively late (more than 10 minutes) three times will equal one unexcused absence.
- Cell phones or laptops in class are not allowed except for taking notes.

- Homework must be turned in on the due date. Late homework is not accepted unless accompanied with a doctor's or academic advisor's note.
- No make-up quizzes or exams unless a doctor's or academic advisor's note is provided.

Speaking Exercises: You will be graded on your fluency, pronunciation and tones. You have the option to do presentations, conversations, performances or debates for these exercises.

Writing Assignments: Please post your writing on our online discussion forum. You are strongly encouraged to comment on one another's writings.

- Use characters only.
- Use at least 200 characters in total.
- Write every other line and leave space for corrections.
- Use punctuation marks.

Final Presentation: You are strongly encouraged to work in groups of three or four to create a video project utilizing the materials you have learned in this course.

Grading:

2. Participation: 15%
3. Homework: 15%
4. Speaking Exercises: 10%
5. Quizzes: 15%
6. Mid-term Exam: 15%
7. Final Presentation: 10%
8. Final Exam: 20%

GRADING SYSTEM

According to university-wide policies for W courses, you cannot pass CDIS 4254 unless you receive a passing grade for its writing component (CDIS 4254W).

Grades will be based on a point accumulation system.

Course Schedule:

Week 1: Introduction/ Lesson 1: 中国的☐☐体制改革 The Reform of China's Economic System

Week2: Lesson 2: 私有企☐的☐展 The Development of Private Enterprises
Quiz 1 (vocabulary and grammar)

Week 3: Lesson 3: ☐☐特区 Special Economic Zones
Quiz 2 (vocabulary and grammar); Speaking Exercise 1

Week 4: Lesson 4: 三☐企☐ Three Capital Enterprises
Quiz 3 (vocabulary and grammar)

Week 5: Lesson 5: 中国☐行☐的改革 China's Banking Reforms
Quiz 4 (vocabulary and grammar); Speaking Exercise 2

Week 6: Lesson 6: 利率与汇率的影响 The Influence of Interest Rates & Foreign Exchange Rates on the Economy

Quiz 5 (vocabulary and grammar)

Week 7: review and midterm exam for Lesson 1-6

Week 8: Lesson 7: 中国股票市场的展 The Development of the Chinese Stock Market

Quiz 6 (vocabulary and grammar); Speaking Exercise 3

Week 9: Lesson 8: 将上海建成国际金融贸易中心 Turning Shanghai into an International Financial and Trade Center

Quiz 7 (vocabulary and grammar)

Week 10: Lesson 9: 市场调研在中国 Market Research in China

Quiz 8 (vocabulary and grammar); Speaking Exercise 4

Week 11: Lesson 10: 市场的变革及趋势 Transformation and Trends in Marketing

Quiz 9 (vocabulary and grammar)

Week 12: Lesson 11: 品牌意识 Brand Consciousness

Week 13: Lesson 12: 中国商品的国际竞争力 International Competitiveness of Chinese Products

Week 14: Thanksgiving Break. No Class.

Week 15: Final Presentation

2013-072 Add CHIN 3240 Contemporary Chinese Film

1. Date: March 4, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Fall 2013

Final catalog Listing:

CHIN 3240. Contemporary Chinese Film

Three credits. Prerequisite: CHIN1111-1114 or equivalent

Study of language and culture through contemporary Chinese films. In-depth development of listening and speaking skills. Films in Chinese with English subtitles. Taught in Chinese.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CHIN
 2. Course Number (see Note B): 3240
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: Contemporary Chinese Film
 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):
Study of language and culture through contemporary Chinese films. In-depth development of listening and speaking skills. Films in Chinese with English subtitles. Taught in Chinese.
- ##### **Optional Items**
7. Number of Class Periods, if not standard (see Note E): 1
 8. Prerequisites, if applicable (see Note F): CHIN 1114
 9. Recommended Preparation, if applicable (see Note G): CHIN 1114
 10. Consent of Instructor, if applicable (see Note T): N
 11. Exclusions, if applicable (see Note H): n/a
 12. Repetition for credit, if applicable (see Note I): n/a

 13. Instructor(s) names if they will appear in catalog copy (see Note J): Liansu Meng or Chunsheng Yang
 14. Open to Sophomores (see Note U): y
 15. Skill Codes "W", "Q", or "C" (see Note T): n/a
 16. S/U grading (see Note W): n/a

Justification

1. Reasons for adding this course: (see Note L) We are beginning the course offerings for Chinese as a future major, and we have just hired two full time professors and one assistant professor in residence.
2. Academic Merit (see Note L): This course will be one of the core courses
3. Overlapping Courses (see Note M): n/a
4. Number of Students Expected: 20
5. Number and Size of Section: 1 at 20 students
6. Effects on Other Departments (see Note N): I have consulted with Cathy Schlund-Vials.
7. Effects on Regional Campuses: n/a
8. Staffing (see Note P): Prof. Meng or Prof. Yang
9. Dates approved by (see Note Q):
 Department Curriculum Committee: March 22, 2013
 Department Faculty: March 22, 2013
10. Name, Phone Number, and e-mail address of principal contact person:
 Rosa Helena Chinchilla, 6-3313, rosa.chinchilla@uconn.edu

Syllabus**CHIN 3240. Contemporary Chinese Film**

Three credits. Prerequisite: CHIN1114 or equivalent

Study of language and culture through contemporary Chinese films.

In-depth development of listening and speaking skills. Films in Chinese with English subtitles.

Taught in Chinese.

Required Textbook:

Zhao Yunhui & Liu Xiaoyu, eds., *Learning Chinese Through Movies*
 看电影学英语, Vol 1. (Beijing: World Book Press, 2010)

Recommended:

Pocket Oxford Chinese Dictionary. 4 edition. Oxford University Press, USA, 2009.

Requirements:

- Be on time. A quiz is generally given at the beginning of a class meeting. If you are late for class, you might miss a quiz.
- Make sure to preview the course materials before the class.
- Regular attendance and active participation in class activities.
- Absence due to emergencies can be excused if you email the instructor ahead of time or on the day you miss class, or if you bring a doctor's or academic advisor's note afterwards. Excuses such as coursework or sleeping late will not be accepted.

- As absence from class will affect your class participation, more than three unexcused absences during the semester will drop your grade one mark (i.e., an A- will become a B+, a C will become a C-, etc.). Showing up to class excessively late (more than 10 minutes) three times will equal one unexcused absence.
- Cell phones or laptops in class are not allowed except for taking notes.
- Homework must be turned in on the due date. Late homework is not accepted unless accompanied with a doctor's or academic advisor's note.
- No make-up quizzes or exams unless a doctor's or academic advisor's note is provided.

Speaking Exercises: You will be graded on your fluency, pronunciation and tones. You have the option to do presentations, conversations, performances or debates for these exercises.

Final Presentation: You are strongly encouraged to work in groups of three or four to create a video project utilizing the materials you have learned in this course.

Grading:

- Participation: 15%
- Homework: 15%
- Speaking Exercises: 10%
- Quizzes: 15%
- Mid-term Exam: 15%
- Final Presentation: 10%
- Final Exam: 20%

GRADING SYSTEM

According to university-wide policies for W courses, you cannot pass CDIS 4254 unless you receive a passing grade for its writing component (CDIS 4254W).

Grades will be based on a point accumulation system.

Course Schedule:

Week 1: Introduction/ Lesson 1: 和你在一起 (*Together*)

Week2: Lesson 1 continued

Quiz 1 (vocabulary and grammar)

Week 3: Lesson 2: 无道3 (*Infernal Affairs*)

Quiz 2 (vocabulary and grammar); Speaking Exercise 1

Week 4: Lesson 2 continued

Quiz 3 (vocabulary and grammar)

Week 5: Lesson 3: 姨的后代生活 (*The Postmodern Life of My Aunt*)

Quiz 4 (vocabulary and grammar); Speaking Exercise 2

Week 6: Lesson 3 continued

Quiz 5 (vocabulary and grammar)

Week 7: review and midterm exam for Lesson 1-3

Week 8: Lesson 4: 开往春天的地铁 (*Spring Subway*)

Quiz 6 (vocabulary and grammar); Speaking Exercise 3

Week 9: Lesson 4 continued

Quiz 7 (vocabulary and grammar);

Week 10: Lesson 5: 保持通连 (*Connected*)

Quiz 8 (vocabulary and grammar); Speaking Exercise 4

Week 11: Lesson 5 continued

Quiz 9 (vocabulary and grammar)

Week 12: Lesson 6: 美人草 (*Years Without Epidemic*)

Week 13: Lesson 6 continued

Week 14: Thanksgiving Break. No Class.

Week 15: Final Project presentation

Sub-committee reports - none

Old Business

New Business

Adjournment

Next meetings April 23rd, 2013 – Policy meeting
April 30th, 2013 – proposals review meeting