APPENDIX.
Supplementary Information to selected Proposals
CLAS Committee on Curricula and Courses
February 8, 2005

2004-197 revised

INDIA STUDIES MINOR
College of Liberal Arts and Sciences
Plan of Study

The India Studies Minor requires the completion of a minimum of 15 credits at the 200 level, at least two courses from Group A and at least two courses from Group B. Remaining credits can be completed in INDS courses or an additional course from Group A or B. In addition the India Studies minor requires participation in an approved study abroad program that includes at least three weeks in India with the completion of at least one course, or the completion of INDS 296. Also recommended are appropriate 100-level courses that provide an introduction to the advanced courses. These might include Philosophy 106 and Art History 140. Students are strongly encouraged (although not required) to take a language course in the Critical Languages program.

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.

Check courses you have completed from Group A
___HIST 277 (also AASI 277). Modern India
___POLS 279/279W. South Asia in World Politics
___SOCI 222/ (also AASI 222). Asian Indian Women: Activism and Social Change in
India and the United States
___PHIL 263 - Oriental Philosophy and religion
___ENGL 218. Literature and Culture in the Third World (When
regional focus is India)
___INDS 210. Ancient and Indian Classical literature in Translation

Check courses you have completed from Group B
___SOCI 258/258W. The Developing World
___POLS 203/203W. Women and Development

___ECON 247/247W. Economic Development
___ARE 255. Role of Agriculture in Development
___ENG 227/227W. World Literature in English
___AH 216 (also AASI 216). Asian Medical Systems
___ INDS 295

____ other INDS course (list title and credits here: _____)

Indicate whether you have completed a thesis or study abroad
___Thesis: INDS 296
___Study Abroad: INDS 293 or completion of at least one course (list title and credits here: _____)

Name of Student: _____
I approve the above program for the Minor in India Studies
(signed) _____
Coordinator of India Studies

2005-1

COLLEGE of LIBERAL ARTS and SCIENCES
DEPARTMENT of PSYCHOLOGY

Minor in Psychology Plan of Study

You will need to submit **three** copies of the Minor Plan of Study within the first 4 weeks of your final semester to the Undergraduate Studies Office in Psychology. A copy will be sent to the Degree Auditing Office. COMPLETION OF A MINOR REQUIRES THAT A STUDENT EARN A "C" GRADE (2.0) OR BETTER IN EACH OF THE REQUIRED COURSES FOR THAT MINOR. A MAXIMUM OF 3 CREDITS TOWARD THE MINOR MAY BE TRANSFER CREDITS OF COURSES EQUIVALENT TO UNIVERSITY OF CONNECTICUT COURSES. **SUBSTITUTIONS ARE NOT POSSIBLE FOR REQUIRED COURSES IN A MINOR.**

NAME:_____

Student ID:
_____

This plan of study is intended to meet the requirements of the
_____ catalog. (year you entered the university)

Date you expect to complete degree requirements:
_____
Course Requirements: Must have at least a 2.0 in each Psychology course; not less then 16 credits in Psychology in courses numbered 2xx. CHECK (✓) COURSES TAKEN.
1. Psyc 202Q[*p] (4 credits) _____
2. ONE course (3 credits) from the following representing the Social & Applied Science Perspectives:
Psyc 236[*] _____ Psyc 245 _____ or Psyc 245(w) _____
Psyc 240[*] _____ Psyc 268 _____
Psyc 243[*] _____ Psyc 281[p] _____
3. One course (3 credits) from the following courses representing the Natural Science Perspective:
Psyc 220[*] _____ Psyc 254 _____ Psyc 259 _____
Psyc 221 _____ Psyc 256[*] _____
Psyc 253[p] _____ Psyc 257[*p]_____ or Psyc 257(w)[*p]_____
4. At least TWO elective courses (at least 6 credits): [a]

[*] open to sophomores
[p] has prerequisite in addition to Psychology 135, check your *Undergraduate Catalog*.
[a] may include any of the courses listed above that are not used to fulfill requirements #1, #2, or #3 above as well as any other 200 level Psychology courses listed in the catalog with the following exception: Not more than **3** credits of either Psychology 297 or Psychology 299 may count toward the minor. May not include PSYC 294, which is graded as S/U only.

I approve the above program for the Minor in Psychology:
(signed) __
Psychology Assoc. Department Head Date
and Coordinator, Undergraduate Studies

2005-105

Course outline: COGS 2XX: Foundations of Cognitive Science

Part 1: History and philosophical foundations (weeks 1-2).
The course will begin by charting the early history of ideas that lay the foundation for

cognitive science (Plato, Aristotle, Epicurus, Descartes, Hobbes, Locke, Leibniz, Berkeley (on vision), Hume, Kant), with emphasis on the development of a conception of mind. We then take up the debates about associationism. We cover the rise of scientific psychology (James, Wundt), the behaviourist reaction; some reactions to behaviourism (Gestalt psychology, Tolman's cognitive maps, Wiener's cybernetics, Hebb's neural models). Week 2 reviews the 20th-century "cognitive revolution", including Chomsky's critique of behaviorism, the role of the development of the computer and information theory (von Neumann, Turing, Newell, Simon, Minsky, Winograd, Shannon & Weaver), and the semi-synergetic development of explicit neural models (Helmholtz, McCulloch and Pitts, Lashley, Marr).

Week 1: Flanagan, *The Science of the Mind*, Chapters 1 & 6.1-6.2
Excerpts from Descartes, Locke, Hume
Week 2: Harnish, *Minds, Brains, and Computers*, Ch 1 ("Associationism")
Flanagan, Ch 2 (on W. James)
Harnish, Ch 3
Chomsky's review of Skinner, "Cartesian Linguistics"
Dennett, "Skinner Skinned" in *Brainstorms*

Part 2: Algorithmic Computation (week 3). The second part of the course will turn to the developments in philosophy and mathematics that made the cognitive revolution possible. Of particular importance is the notion of an *effective procedure* or *algorithm*. The mathematician Alan Turing described a type of device that could operate on such procedures. We will investigate the chief properties of Turing machines and the so-called Church-Turing thesis. We will also describe Hilbert's program of axiomatizing mathematics and its downfall at the hands of Godel's incompleteness theorem.

Week 3: Johnson-Laird, *The Computer Model of the Mind*, Ch 2-3
R. White, "Some Basic Concepts in Computability Theory". In B. Cooney (ed.), *The Place of Mind*. (Wadsworth, 2000, 204-218)
Harnish, Ch 6-7

Part 3: Cognitive neuroscience and neuropsychology (week 4). An overview of brain structure and function, from single cells and synapses, to networks, to the functional architecture of the
brain. The remark will be made that brains do not look very similar to Turing machines, but that looks can be deceiving.

Week 4: Sejnowski & Churchland, Brain & Cognition

Kolb & Whishaw, A general theory of brain organization and function
Kolb & Whishaw, Principles of neocortical organization

Part 4: The digital computer as a model of the mind (weeks 5-8). The next 4 weeks will examine at the use of computers to understand intelligent behavior. First, we'll investigate the so-called 'physical symbol-system hypothesis' (Newell & Simon, 1976) and the possibility of artificial intelligence. Some examples of Good, Old-Fashioned Artificial Intelligence will be presented, and difficulties, both empirical and philosophical, will be discussed. Then, we'll consider algorithmic modeling of mental processes, developing several examples from psychology and linguistics. The philosophical assumptions/implications of the algorithmic approach will also be discussed, including the language of thought hypothesis, the modularity hypothesis, and the supposed autonomy of psychology from neuroscience, evidence for cognitive hypotheses from neuroscience, the synergy with nativist conceptions of the source of mental complexity.
Week 5-6: Harnish, Ch 5
Excerpts from Gardner, *The Mind's New Science*
Newell & Simon, "Computer Science as Empirical Inquiry"
Winograd, "A Procedural Model of Language Understanding"
Turing, "Computing Machinery and Intelligence"
Searle, "Minds, Brains, and Programs"

Weeks 7-8: Shepard & Metzler on mental rotation
Forster on pushdown stack memory recall
Chomsky, *Syntactic Structures*
Fodor, *Precis of the Modularity of Mind*
Fodor, "Methodological Solipsism"
Pinker on language organs
Gopnik on Specific Language Impairment

Part 5: Connectionist models of cognitive processes (weeks 9-11). Next we turn to the idea of distributed computation and connectionist approaches to learning and representation. We discuss challenge that connectionist models present to modular and nativist views, the notion of emergent structure, the rejection of rules. We review connectionist efforts at bridging between mind and brain, noting the challenges involved in interpreting the behavior of connectionist networks.

Week 9: Rumelhart, "The architecture of mind: a connectionist approach"
Rumelhart & McClelland's interactive activation model of word reading

Weeks 10-11: Grossberg, "Competitive learning: from interactive activation to adaptive
resonance"
Elman, “Finding Structure in Time”
Excerpt from Elman et al., *Rethinking Innateness*.
McClelland and McNaughton on hippocampal transfer from short
To long term memory.
Fodor & Pylyshyn’s critique of connectionism

Part 6: Ecological Psychology (week 12). Ecological Psychology critiques the cognitivist notion of mental representation on the grounds that it leads to a reductio ad absurdum. It also notes that there is a big piece missing from the picture painted by 20th-century cognitivism because of the intimate interaction between mind and environment is not recognized. This leads to two important ideas: (i) building in-depth models of the environment into cognitive theories is essential; (ii) the theory must have a basis in dynamics (a mathematical perspective which has been pioneered by other sciences, especially physics).

Week 12: Gibson’s critique of “representation”
Gibson on Ecological Psychology
Turvey and Shaw on the Perception-Action Cycle

Part 7: Embodied cognition and dynamics (week 13-14). The ecological perspective leads to an emphasis on embodied cognition, which holds that the real properties of the device which is engaging in the mentation and the environment in which it lives, are important to understanding the mentation. The emphasis on dynamics leads to the possible relevance of a number of dynamical notions: e.g., attractors, phase-transitions, self-organization. These notions offer new says of approaching long-standing problems: e.g., mind vs. body, the origins of structure, the existence of complex behavior.

Week 13: Michael Anderson, "Embodied cognition: a field guide"
Thelen, Schöner, Sheier, & Smith, "The dynamics of embodiment: a field theory of infant perseverative reaching", BBS 2000

Week 14: Johnson’s description of the Slime Mold in *Emergence*
Dennett on Conway’s Game of Life and free will
Kelso, Self-Organization and the Human Brain (excerpt from *Dynamic Patterns*)

UNIVERSITY OF CONNECTICUT
PP 101 – Introduction to Public Policy
Abbreviated Syllabus

Course Description

This course provides an introduction and overview to the major concepts in American public policy today, including: the institutions and processes involved in policy-making; the historical development of public policy in the U.S.; analysis of specific public policy areas (such as environmental policy, welfare policy, economic policy); the role of the national government, state governments and local governments in policy-making; the influence of non-governmental entities in making policy (i.e., the news media, private business and interest groups); the implementation of policy through administration, the effects of elections on government policy-making; and the steps in the policy-making process. The course will explore both American domestic policy and American approaches to foreign policy.

This course answers these keyquestionsabout public policy and the public policy process in the United States. What are the characteristics and forms of public policy? How is policy made? By what actors and institutions? How has public policy in key areas, such as the economy, welfare, the environment, changed over the course of American history? How do major theories and concepts in the social sciences help us understand and evaluate public policy in America? To what extent do private entities influence public policy? What role does the media play in influencing policy? How is policy implemented? Do Americans control policy through elections? What about the influence of interest groups and the bureaucracy in the policy process? Who benefits from the American policy process? What are the ethical issues that ought to be considered in evaluating public policy and how it is made? Answers to these questions serve the basis for course material in Introduction to Public Policy. We begin the course with a consideration of what public policy is. Next, we move to a discussion of how public policy comes to be; that is, the process through which policy is made. This includes a discussion of the various actors (elected officials and other public office-holders), groups (interest groups, media organizations, businesses and associations, etc), and institutions (legislatures, courts, bureaucracies, political parties) which all bear on the policy-making process. How do these entities operate? When and when are they most influential on the policy creation process? Next, we focus on particular public policy areas, such as tax policy, welfare, the environment, and other social policy issues. We trace the development of policy in each area, identify how and by whom it has changed, and assess the current status of the policy area. Finally, we examine the effectiveness of public policy. What are the tools that may be used to gauge how good or bad a policy works? Also, from the perspective of major theories and concepts in the social

sciences, we discuss numerous approaches and concepts useful for assessing the utility of public policy.

Course Goals

· understand what we mean by "public policy";
· understand how the study of public policy relates to the social sciences, and how the tools and theories of the social sciences help us understand policy and the policy-making process
· be able to apply your knowledge of the policy process to any issue or topic that may confront you in your professional or personal life
· be able to intelligently analyze policies, and to find the strengths and weaknesses in partisan or news media depictions of policy issues;
· learn and enhance your critical and analytical thinking skills.

2005-19

Draft abbreviated syllabus: **PP 220. Public Policy Research Methods I.**

Federal, state and local governments spend billions of dollar every year on efforts to address social problems. Determining the impacts of these efforts is crucial to ensuring that tax dollars are used well and to learn how best to solve vexing social problems.

Estimating the impact of public policies is a difficult challenge that requires a sophisticated understanding of research design. In this class you will learn how to:

· use a socialscience theory to formulate hypotheses about policy and program impacts;
· operationalize and measure outcomes that a program is hypothesized to affect; and
· design data collection and analysis to test hypotheses in a way that allows one to make valid causal inferences.

Students will select a program or policy that interests them during the first week of class, and will incrementally develop a research design to determine the programs impact through the course of the semester. Students will also learn to assess program evaluations presented in journal articles and other publications.

Topics:
Using social science theory to understand your program
Defining causal impacts
Measurement, reliability & construct validity
Internal validity

Research designs
Randomized assignment, matched control group design, interrupted-time series, difference-in-differences, regression discontinuity
External Validity
Evaluating Published Evaluations
Evaluating Program Outcomes
Research Ethics
Student presentations of research designs

2005-20

Draft abbreviated syllabus: **PP 221Q. Public Policy Research Methods II.**

The purpose of this course is to prepare students to be critical consumers and effective producers of statistical evidence presented in support of policy arguments. Students will learn:

· to use descriptive, correlational and multiple regression analysis to understand policy problems and to implement specific policy research designs

· to present and evaluate policy arguments that makes use of descriptive, correlational, multiple regression and decision analysis.
TOPICS:
Data description (Graphical and numeric)
Basic concepts in probability theory (conditional and marginal probabilities, random variables, probability distributions)
Sampling
Statistical inference
Multiple regression (Interpretation, estimation,
model specification, linking regression & research design)
Time Series Analysis
Using statistical evidence to make policy arguments

2005-21

UNIVERSITY OF CONNECTICUT
PP 222 – Practicum in Public Policy
Abbreviated Syllabus

Course Description

This course is designed to provide students with an understanding of the practical aspects of policy-making at the State level. The course focuses on current public

policy dilemmas as they are discussed and solutions are formulated. One important part of the course is on-site observation of the policy process as it unfolds in the State Capitol. Another important part of the course is the development of students' oral communication and presentation skills.

In other courses offered by the Department of Public Policy students learn about the policy process and the policy analytic tools important for evaluating and implementing solutions to policy problems. The Practicum in Public Policy relatestheseskills directly to the real-world policy dilemmas facing the State. Students are responsible for observing and critiquing an on-going State level policy debate. Some examples might include ethics reform, property tax reform, and the on-going budget allocation debates.

Along with policy analytic skills, policy-makers need to be able to present their analysis in a concise, compelling, and cogent manner. Students will learn oral presentation techniques and the use of PowerPoint presentation software. Students will produce a written critique of the policy discourse they observed, and make a public presentation of their analysis.

2005-22

UNIVERSITY OF CONNECTICUT
PP 223 – Cases in Public Policy
Abbreviated Syllabus

COURSE DESCRIPTION
This course explores the structure, nature and resolution of public policy problems in the United States through the reading, review and discussion of a series of case studies. Students will prepare cases for discussion each day. They will present, analyze and defend the policy proposals assigned in the class, and prepare written materials based on the cases. Students write up and present their own case studies as the final assignment for the class.

WEEKTOPICCASE #1POLICY ANALYTIC FRAMEWORKS2MARKET FAILURE 13PUBLIC GOODS24POLICY MAKING PROCESS35ANALYTIC TECHNIQUES46TAXATION57EFFICIENCY & PRIVATIZATION68INTERGOVERNMENTAL GRANTS79ECONOMIC DEVELOPMENT810POLICY EVALUATION911IMPLEMENTATION1012PUBLIC MANAGEMENT DECISIONS13GROUP A PRESENTATIONS 14GROUP B PRESENTATIONS15FINAL EXAM

CASE LISTING

Case #Case Title1Mayor Evan Sweeny's Budget Cutbacks2Cable Wars3Citizen Participation in Monroe4New York City's Policies for the Homeless5California Water Pricing6Homestead Option in Syracuse7Contracting Out for Prisons in Texas8Funding Schools in Washington State9Alabama and the Mercedes Benz Plant10Implementing Welfare Reform

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2005-23

UNIVERSITY OF CONNECTICUT
PP 223W – Cases in Public Policy
Abbreviated Syllabus

COURSE DESCRIPTION
This courses explores the structure, nature and resolution of public policy problems in the United States through the reading, review and discussion of a series of case studies. Students will prepare cases for discussion each day. They will present, analyze and defend the policy proposals assigned in the class, and prepare written materials based on the cases. Students write up and present their own case studies as the final assignment for the class.

COURSE EVALUATION

Grades are based upon the quality of student work on the following items:
Written memoranda 60%
Case Presentation 10%
Written Cases 20%
Final Exam 10%

WEEKTOPICCASE #1POLICY ANALYTIC FRAMEWORKS2MARKET FAILURE 13PUBLIC GOODS24POLICY MAKING PROCESS35ANALYTIC TECHNIQUES46TAXATION57EFFICIENCY & PRIVATIZATION68INTERGOVERNMENTAL GRANTS79ECONOMIC DEVELOPMENT810POLICY EVALUATION911IMPLEMENTATION1012PUBLIC MANAGEMENT DECISIONS13GROUP A PRESENTATIONS 14GROUP B PRESENTATIONS15FINAL EXAM

CASE LISTING

Case #Case Title1Mayor Evan Sweeny's Budget Cutbacks2Cable Wars3Citizen Participation in Monroe4New York City's Policies for the Homeless5California Water Pricing6Homestead Option in Syracuse7Contracting Out for Prisons in

Texas8Funding Schools in Washington State9Alabama and the Mercedes Benz Plant10Implementing Welfare Reform

WRITING REQUIREMENT:
Students will complete three analytical case memoranda and one case. The total writing will be at least 20 - 25 pages. CREDIT FOR THIS CLASS CANNOT BE EARNED WITHOUT SATSIFACTORY COMPLETION OF THE WRITING COMPONENT.

Case Memoranda:
Written assignments will be in the form of case memoranda and cases. Case memoranda must be submitted as high quality printer output (laser print or equivalent) double spaced and be about 4 pages in length. The memoranda must be between 750 – 1,000 words. Style and format requirements of memoranda are specified in "Guide for writing case memoranda" in the course packet.
Because of the novel writing style and the demand for precision and clarity students often receive poor grades for their initial memorandum efforts. Re-writing these memoranda is an important part of the learning process. Consequently, case memoranda may revised and resubmitted as many times as the student wishes through the 10^{th} week. Each assignment must be revised and resubmitted at least once. The recorded grade for each memo will be that received on the last version submitted.

Student Case Assignment:
In addition to preparing case memoranda about existing cases, students are required to compose a case of their own. The assignment will be broken into separate sections. Each section must be about 4 pages in length (between 750 – 1,000 words).

I. Background: In this section, the context and essential elements of the case are presented. Students should compile this information from news accounts, published sources, and interviews (where necessary).
II. Decision Need: This section lays out the dynamics of the problems facing decision makers.
III. Analysis: Evidence which facilitates the evaluation of possible policy alternatives is provided. The analysis may include supporting attachments where needed.
IV. Conclusion: If the outcome of the case is known, report it here. If it is not known, identify the possible scenarios if the case decision is made in different ways.

End of Appendix for February 8, 2005