

College of Liberal Arts and Sciences

Committee on Curricula and Courses

Minutes for the meeting of September 9, 2003

Chairman Tom Terry called the meeting to order in Room 162 of the Dodd Center at 3:34 pm.

Present were: Roy D'Andrade (ANTH), Carl David (CHEM) Carl Coelho (COMS), Kent Wells (EEB), Albert Fairbanks (ENGL), Alexander Vias (GEOG), Ray Joesten (GEOL), Nancy Shoemaker (HIST), Wayne Worcester (JOURN) Jonathan Bobaljik (LING), Gerald Leibowitz (MATH), Roger Travis, Jr. (MCL), Annelie Skoog (MARN), Thomas Terry (MCB & Committee Chair), Paul Bloomfield (PHIL), George Rawitscher (PHYS), Jeffrey Ladewig (POLS), Robert Henning (PSYC), Richard Vitale (STAT), Marita McComiskey (WS), and Veronica Makowsky (Associate Dean, CLAS).

Also present during parts of the meeting as guests: Lynne Goodstein (Director of the Honors Program); Jennifer Sterling-Folker (IRMA, TOR & POLS); Beth Frankel-Merenstein, Director of the Center for Interdisciplinary Studies/Individualized Major Program; Carol Lewis (POLS), and Anne Hiskes (PHIL & GEOC Chair).

1. PRELIMINARIES

- a. Rob Henning was appointed secretary for this meeting.
- b. The Chair welcomed new representatives and returning veterans to the Committee.
- c. The Chair reviewed Committee procedures and responsibilities, circulated a handout that summarized this, and demonstrated some of the capabilities of the new CLAS CC&C website.
- d. The Chair informed the Committee that he has approved the following 298 courses:

ILCS (MCL) 298 "Cinema Italiano" (to be offered in spring 2004)

MARN 298 "Plankton Ecology" (to be offered in fall 2003)

- e. Dr. Lynne Goodstein, Director of the Honors Program, made a short presentation about curriculum plans for the Honors Program and circulated a handout regarding expanded course offerings to honors students. The Chair offered to create a link to Honors Program curricular documents on the CLAS CC&C website. Among other initiatives, Dr. Goodstein explained a proposal where honors students might substitute upper division courses for general education requirements as a means to provide a greater level of challenge to these highly capable and often advanced students. Dr. Goodstein also emphasized the need for more honors course offerings, and encouraged faculty to consider teaching more honors courses. Dr. Goodstein then invited comments from the Committee.

Prof. Rawitscher suggested that it would be helpful if the Honors Program would somehow provide support for advanced introductory courses in the Physics Department that would carry honors credit since the combined enrollments from both honors and other advanced students would help justify offering these courses. Other faculty commented on the problems of adequately filling honors courses when course enrollments are under increasing scrutiny. Prof. Henning questioned what appeared to be an exclusive emphasis on creating new interdisciplinary honors courses to substitute for general education requirements since a similar approach of inventing all new interdisciplinary courses for general education had been previously proposed by the General Education Task Force but was later rejected by both CLAS and the University Senate when our new general education guidelines were developed.

Several faculty were unsure of how to request honors sections of courses, and wondered if the present procedures for requesting approval for honors courses in some way involved the Honors Program. Dr. Goodstein indicated that present procedures only involved departmental approvals but agreed that the Honors Program could take a more active role in this.

Dr. Goodstein closed with an invitation to faculty to email her with ideas and suggestions, and also to participate in an upcoming breakfast/workshop on the honors program as well as a conference entitled "From Student to Scholar" on January 15th, 2004 that is jointly sponsored by the Honors Program and the Institute for Teaching and Learning.

f. Prof. Anne Hiskes, Chair of GEOC, led a discussion of General Education course revisions as they affect CLAS. All new and revised courses must be approved at both the departmental and School/College level before being submitted to GEOC. An implementation timetable was circulated in which the deadline for proposals to GEOC is Feb. 13, 2004 for courses to be included in the fall 2005 start date for the new general education system. Prof. Hiskes encouraged departments to begin a review of general education courses now and indicated that the form for submitting course proposals to GEOC will be available soon on the Senate C&C website.

A wide-ranging discussion followed such as the fate of W courses not submitted to GEOC (their W status will disappear). Prof. Hiskes indicated that departments submitting proposals well before the Feb. 13th deadline would be more likely to receive constructive feedback if a proposal was rejected.

The Chair circulated a draft of an approval process that would simplify procedures within the College for those planning GEOC submissions. A subcommittee was formed consisting of Profs. Marita McComiskey, Nancy Shoemaker, Carl Coelho, and Tom Terry (Chair) to prepare a set of recommendations on how best to proceed that would be presented at the October 14th meeting.

2. UNFINISHED BUSINESS

There was no unfinished business.

3. NEW BUSINESS

2003-80 Add: POLS 223. Comparative Politics of North America.

Approved catalog copy:

POLS. 223. Comparative Politics of North America. Second Semester. Three credits.
Recommended preparation: POLS 121.

Commonalities and differences in the political systems of the NAFTA countries, Canada, Mexico and the United States. Issues include political culture and value systems; electoral politics, approaches to federalism and regionalism; public opinion and support for NAFTA and its expansion; migration, political integration, the treatment of indigenous peoples, ethnic and gender representation; and decentralization and the role of municipal government in the provinces/states.

2003-86 Program of Study in International Relations.

[Note from the Chair, 10/15/03: This proposal was originally proposed as an "individualized major" in International Relations. That is not an accurate title -- the correct term is "program of study" in International Relations. Another appropriate term is "structured individualized major", as used by the Individualized Major program to refer to those programs (Consumer Behavior and International Relations) in which students do not have to go before the committee, but do have to follow preset guidelines, core course requirements, and complete a plan of study and statement of purpose. For any program of study to become a true "major", it would have to go through the Chancellor's Office and the Board of Higher Education. In the following minutes text, the term "major", where it occurred in the original minutes, has been replaced by "program of study", or in places by "structured individualized major" where the first substitution would have made the minutes' record of discussion less comprehensible. See the [Individualized Major website](#) for examples of how "structured individualized majors" are differentiated from other common but less structured programs of study.]

Dr. Frankel-Merenstein (Director CIS/IMP) first provided a brief overview of the proposal.

Committee members expressed some concerns about approving a "structured individualized major" within the Individual Major (IM) Program since this did not seem to qualify for the usual definition of a major. Dr. Frankel-Merenstein described some of the policies of the IM Program to explain how a structured individualized major differed. She also explained that a structured individualized major is forced to become a full-blown major, like the new American Studies major, or it is discontinued. As a recent example, she described problems with the structured "Criminal Justice" IM major that led to its demise, such as the combination of a large number of students plus inadequate faculty oversight. As stated in the appendix to this proposal, "discontinuing an individualized major would be determined so that the Individualized

Major Program does not become a backdoor mechanism to offer programs that exist at other institutions, but not at UConn.”

Prof. Henning commented that ending a structured IM major simply because it becomes very popular with students seems ungrounded since regardless of the number of students in a structured major, all IM majors represent a “back door mechanism.”

Prof. Leibowitz asked for clarification about how an “internationally-based organization” was defined for the “Applied Courses” internship requirement. He also asked whether enough internships like this were available with letter grades since most CLAS internships were graded only as satisfactory/unsatisfactory. Since no specific information was available at the meeting, Prof. Leibowitz requested information about the availability of these internships be provided to the Committee before voting on the proposal.

Prof. Henning referred to the approval process for structured individualized majors in the appendix to the proposal and questioned whether it was appropriate for the Committee to even consider approving a structured individualized major in the IM Program since the procedure specifically states that “The Associate Deans Council will be the final approving body for each specific title.”

After a little more than a total of ten minutes of discussion on this proposal, Prof. D’Andrade pointed out that it was not necessary for all of us to agree, and called the question. His motion passed but not unanimously. The proposal was then approved as submitted on the subsequent voice vote but not unanimously.

Approved Description of the Major:

The Program of Study in International Relations enables students to develop a broad understanding of the rapidly changing global environment in which they will be expected to function during their professional careers. The Program of Study contributes to both the professional development and intellectual enrichment of participating undergraduate students. It has been designed to help students relate, organize, and meaningfully analyze international events, transnational relations, and the multiple entities and actors that comprise the current global system. This Program of Study is an interdisciplinary program and is both rigorous and intellectually challenging.

Requirements of the Program of Study

I. Core Courses: 12 credits of core courses in at least 2 different departments from the following courses: ECON 242, 243, 247; HIST 249; POLS 211, 216, 217, 219, 220, 221, or 225

II. Applied courses: 6 credits from the following:

Internship in an Internationally based organization or Study Abroad or Language Proficiency (C or better in 200-level courses in a foreign language)

III. Area Studies or Thematic Focus: 18 credits from at least 3 different

departments (The following are examples and students are encouraged to develop their own focus)

Area Studies: Latin America; Europe; Asia; Middle East.

Thematic Focus: Trade; Economic Development; Human Rights; Healthcare.

Interested students may contact Beth Frankel-Merenstein, Director of the Center for Interdisciplinary Studies, at “Beth.F.Merenstein@uconn.edu” for further information, including a list of courses that have been used to satisfy requirements in groups II and III; or visit the center’s website: www.imjr.uconn.edu

4. ADJOURN

The meeting was adjourned at 5:32 PM

Respectfully submitted,

Robert Henning, secretary *pro tempore*