

College of Liberal Arts & Sciences  
**Committee on Curricula & Courses**  
Minutes of the meeting of 18 November 2008  
[Approved 9 December 2008]

Chair John Manning called the meeting to order in Room 162 of the Thomas Dodd Research center at 3:35 p.m., 18 November 2008.

Present: Caner, Dan (HIST); Clark, Austen (PHIL); Cromley, Robert (GEOG); Fairbanks, Hap (ENGL); Gajerski, Jon (LING); Gallo, Bob (PNB); Goldman, Jane (HDFS); Hamilton, Doug (CLAS); Henning, Robert (PSYCH); Knecht, David (MCB); Kuo, Lynn (STAT); Langlois, Dick (ECON); Leibowitz, Gerald (MATH); Linnekin, Jocelyn (ANTH); Manning, John (Chair); McComiskey, Marita (WS); Michel, Robert (CHEM); Rawitscher, George (PHYS); Robbins, Mark, DPP; Rockwell, Richard (SOCL); Schultz, Eric (EEB); Skoog, Annelie (MARN); Worcester, Wayne (JOUR). Guests: Dashefsky, Arnold (SOCL); Hanson, Betty (India Studies/POLS); Hiskes, Richard (HRTS/POLS).

## I. PRELIMINARIES

- a. Jane Goldman was appointed secretary *pro tem*.
- b. Minutes of the 28 October meeting were approved 12 November 2008 by electronic ballot.
- c. Chair's report:
  1. Approvals in the interim by the chair:

SPAN 3295, Special Topics: Modern Spanish in Green Industry (2008-173)
  2. Assignment of extracollegiate courses to CLAS Gen Ed groups (CA1 proposed): Postponed.
    - a. NRME 1235. Environmental Conservation  
(130) Second semester. Three credits. Barclay  
Overview of conservation policy development from colonial period to present and development of the environmental movement in the U.S. Discussion of the context and complexity of some contemporary environmental policy issues.
    - b. LAND 2210. The Common [shared] Landscape of the USA 2 credits [text pending]
  3. MCL Name change: Postponed at department's request.
  4. INTD courses in Gen Ed across categories: The chair distributed copies of (1) a proposal for Cross-Content Area General Education Courses already approved by GEOC and presented to the Senate C&C committee and (2) comments on the proposal from Kimberly D. Page, Assistant Registrar. Considerable discussion and many questions ensued about the proposal's purpose, meaning, and feasibility. The chair was instructed to convey to contact Senate C&C Chair Michael Darre this committee's request to delay action pending further information.
  5. Report of curriculum costs subcommittee: The committee considered this subcommittee's preliminary report (attached) urging recommendations to the dean in response to his enquiry of 15 September. Discussion emphasized need for departmental control of offerings, and concern about extracollegiate inducements intruding thereupon. Editorial suggestions were incorporated. Motion: That the committee ask the Chair to submit the memo, with the recommended editing, to the Dean. Moved by Clark, seconded by Worcester, and passed unanimously. [see attached, below]

## II. DEPARTMENTAL COURSE PROPOSALS

### 1. Proposals postponed from an earlier meeting

#### 2008 -- 140 Proposal to Change HIST 3562/WS 3562

##### Approved catalog listing:

##### **HIST 3562. History of Women and Gender in the United States, 1850-Present**

(215) (also offered as WS 3562). Either Semester. Three credits. Prerequisite: Open to juniors or higher. History of gender and the lives and cultural representations of women in the U.S., emphasizing intersections with race, sexuality, class, region, and nation.

**[WS] 3562. History of Women and Gender in the United States, 1850-Present**

(215) (also offered as Hist 3562). Either Semester. Three credits. Prerequisite: Open to juniors or higher. History of gender and the lives and cultural representations of women in the U.S., emphasizing intersections with race, sexuality, class, region, and nation.

**2008 – 145 Proposal to Change EEB 2214 (introduce online version) No action needed.**

**2008 – 146 Proposal to Add ENGL 3082**

**Approved catalog listing:**

**ENGL 3082. Writing Center Practicum**

Either semester, One credit. Prerequisite: [ENGL 1010](#) or [1011](#) or [3800](#).

Consent of instructor is required. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory).

Introduction to Writing Center pedagogy, theory and research methods. Intended primarily for Writing Center staff.

**2008 – 147 Proposal to Change the ENGL Major**

**Approved catalog description for the major:**

To satisfy the English major, the student must present for the degree thirty credits of English courses numbered 2000 or above and including the following:

A. Introduction to Literary Studies (3 credits) ENGL 2600. This course should be taken within a semester of declaring the major or at its next offering.

B. Literary History (9 credits): One course from group 1, one course from group 2, and a third course from group 1, 2, or 3:

1) Survey and period courses before 1800: 2100, 3111, 3113, 3115, 3805W, 3807W.

2) Survey and period courses after 1800: 2101, 2201, 2203, 2301, 3117, 3118, 3119, 3801W, 3803W, 3809W, 3811W.

3) Multi-period, multicultural, and ethnic literature courses: 3120, 3122, 3210, 3212, 3214, 3216W, 3218, 3605, 3607.

C. Methods (6 credits). One course from group 1 and a second course from group 1 or 2:

1) 2401, 2405, 2407, 2408, 2409, 2411, 3240, 3265W, 3318, 3320, 3403, 3420, 3422, 3601, 3603, 3609, 3613, 3617, 3619, 3621, 3623, 3625, 3650, 3651.

2) 3003W, 3010W, 3701, 3703, 3705, 3707, 3709.

D. Major Author (3 credits). One course from the following: 3501, 3503, 3505, 3507, 3509.

E. Advanced Study (3 credits). One from the following: 4101W, 4201W, 4203W, 4301W, 4302W, 4401W, 4405W, 4407W, 4600W, 4601W, 4613W, 4965W. These courses also satisfy the departmental requirements for Writing in the Major and Information Literacy.

F. Additional courses (6 credits). In addition to courses used to satisfy requirements A-E above, six credits must be chosen from English courses numbered 2000 or above. Course numbers used to satisfy requirements A-E may be used toward satisfaction of requirement F only when they designate a second or third section of a course repeated for credit with a change of topic.

Distribution Requirements:

1) At least two courses must concern literature written before 1800. Courses satisfying this requirement are 2100, 3111, 3113, 3115, 3301, 3495, 3501, 3503, 3505, 3507, 3805W, 3807W, 4965W.

2) At least one course must concern ethnic or postcolonial literatures in English. Courses satisfying this requirement are 2301, 3120, 3122, 3210, 3212, 3214, 3216W, 3218, 3318, 3320, 3605, 3607, 4203W, 4301W, 4302W.

3) No more than three credits from the following courses may count toward the

English major: 3003W, 3010W, 3011W, 3082, 3091, 3692, 3701, 3703, 3705, 3707, 3709.

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

Concentration in Irish Literature. English majors may choose to pursue a concentration in Irish Literature. Within the requirements for all English majors, these students will select four courses in Irish literature approved by their advisors in Irish literature and by the Irish Literature Coordinator.

Study Abroad in London: The Department of English sponsors programs in London occurring on an as-offered basis. These include the UConn Summer in London program and ENGL 3193, a spring course that includes a trip to London during the winter break.

**2008 – 149 Proposal to Add PSYC 5600**

**Approved catalog listing:**

PSYC 5600. Research and Practice of Industrial/Organizational Psychology.

1 Credit. Instructor Consent Required. May be repeated for up to 12 credits. Seminar.

Current research and practice in industrial/organizational psychology, with intra- and extramural speakers.

**2008 – 154 Proposal to change GEOG 3210: Catalog description and number**

**Approved catalog listing and new number:**

4210. Population Geography

(238) Either semester. Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: GEOG 1000 or 2100.

Composition and growth of small area populations with respect to public and private sector decision making in more developed societies. Basic concepts and techniques for analyzing local populations are presented in the context of significant population issues in the United States.

**2008 – 155 Proposal to Add MARN 5035 [ Postponed at department's request]**

**2008 – 157 Proposal to Drop ANTH 3023. Approved.**

**2008 – 158 Proposal to Drop ANTH 3042. Approved.**

**2008 – 159 Proposal to Drop ANTH 3100. Approved.**

**2008 – 160 Proposal to Drop ANTH 3102. Approved.**

**2008 – 161 Proposal to Drop ANTH 3201. Approved.**

**2008 – 162 Proposal to Add ANTH 3XXX Postponed: Returned to department for clarification of title and catalog copy. Questions also were raised regarding the fact that there is no recommended preparation.**

**2008 – 163 Proposal to Add ANTH 3XXY Postponed: Returned to department for clarification and consistency regarding recommended preparation.**

**2008 – 164 Proposal to Add ANTH 53XX**

**Approved catalog listing:**

ANTH 5XXX. Evolution and Cognition

Either semester. Three credits. Boster.

An introduction to recent work in evolutionary psychology, exploring the variety of ways in which we can understand human cognition as a product of evolution.

**2008 – 165 Proposal to Add ANTH 2XXX Postponed: Returned to department for editing of catalog copy to add information on field trips and for clarification regarding recommended preparation.**

**2008 – 166 Proposal to Change an existing Minor – Religion**

**Approved catalog description of the Minor:**

**Religion**

Fifteen credits at the 2000-level or above are required, six credits from Group A, *Foundational Courses*, and nine additional credits from either Group A or B, *Topical Courses*. No more than six credits may be taken in one department.

**Group A. Foundational Courses:**

[ANTH 3400/W](#), [3401](#), [INTD 3260](#), [PHIL 3231](#), [SOC 3521](#)

**Group B. Topical Courses:**

[ANTH/WS 3402](#); [ANTH/WS 3403](#); [ARTH 3140/CAMS 3251](#); [ARTH 3150/CAMS 3252](#); [ARTH 3210, 3220, 3230, 3240](#); [CAMS \(Latin\) 3213, 3244](#); [CAMS 3243/HIST 3340](#), [CAMS 3250/HIST 3335](#); [CAMS 3253/HIST 3301](#); [CAMS 3256/HEB 3218/HIST 3330/JUDS 3218](#); [ENGL 3617, 3621](#) (when offered as *Literature and Mysticism*), [3623](#) (when offered as *Literature of the Holocaust*), [3627](#) (when offered as *The Satanic in Literature or Literature Goes to Hell*); [HEB/JUDS 3201](#); [HEB 3298](#); [HDFS 3252](#); [HIST 3704](#); [INTD 3999](#); [JUDS 3202](#); [JUDS /SOC 3511](#); [PHIL 3261, 3263](#)

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact the [Anthropology Department](#) by phone (860) 486-0067 or e-mail [Jocelyn.Linnekin@uconn.edu](mailto:Jocelyn.Linnekin@uconn.edu)

**2008 – 167 Proposal to change ANTH 3402 and WS 3402.**

**Approved catalog listings for both departments:**

3402. Women in the Bible

(273) (Also offered as [WS 3402](#).) Either semester. Three credits.

An introduction to Biblical interpretation from a feminist perspective, examining how women are represented in the Hebrew Scriptures and the New Testament. Issues of authorship, translation, point of view, cultural context and language.

## **2. New Departmental Proposals**

**2008 – 168 Proposal to Add SOCY 2XXX & its W Variant**

**Approved catalog listings for both variants:**

SOCI 2XXX. Sociology of Anti-Semitism

Either semester. Three credits. Open to sophomores for higher.

Sources and consequences of anti-Semitism in society.

SOCI 2XXXW. Sociology of Anti-Semitism

Either semester. Three credits. Open to sophomores for higher. Prerequisite: ENGL 1010 or 1011 or 3800.

Sources and consequences of anti-Semitism in society.

**2008 – 169 Proposal to Change the PSYC Minor: Withdrawn by department, as the provost's rules forbid limiting number of transfer credits toward any minor. (Objections to this rule were voiced by the membership.)**

**2008 – 170 Proposal to Add WS 2XXXW Postponed: Returned to department for clarification regarding title, description, and prerequisites (level of students).**

**2008 – 171 Proposal to Add POLS 3214 & 3214W Postponed: Returned to department for consultation with the public policy department.**

### **2008 – 172 Proposal to Change the Human Rights Minor**

#### **Approved catalog description for the minor:**

##### Human Rights

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. Six credits from Group A, Core Courses, six credits from Group A or B, Electives; and three credits from Group C, Internship. More than six credits may not be taken in one department. A student may petition the Director of the Human Rights Minor to allow a course not on the following list to count as an Elective (Group B).

\* Group A. Core Courses.

HRTS/POLS 3042; POLS/HRTS 3212; HIST/HRTS 3201, 3202

\* Group B. Electives.

AFAM/HIST/HRTS 3563; AFAM/HRTS/SOCI 3505, 3825; ANTH 3026; ANTH/WS 3350; ANTH/HRTS 3028; AASI 3215; AASI/HIST 3531; AASI 3221/HRTS 3571/SOCI 3221; AASI 3222/HRTS 3573/SOCI 3222; ECON 2127, 2198, 3473; HIST/WS 3562; HIST3770/AFAM 3224; HIST 3570, 3995; HIST 3575/HRTS 3221/ PRLS 3221; HRTS 3293, 3295, 3299; HRTS/POLS 3418; HRTS/SOCI 3421, 3429, 3801; HRTS/WS 3263; PHIL 2215, 3218; PHIL 2245/ECON 2126; PHIL 3220; PHIL/HRTS 2170W; POLS 3255; SOCI/HRTS 3831; SOCI 3503, 3701

\* 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.

### **2008 – 173 Proposal to Add SPAN 3295 Special Topics: Modern Spanish for Green Industry (Approved by Chair)**

Short description: This course focuses on listening, speaking, writing and reading Spanish within the context of the Green Industry (including Landscaping and Agriculture industry).

### **2008 – 174 Proposal to Change the India Studies Minor**

#### **Approved catalog description for the minor:**

##### India Studies

Completion of a minimum of fifteen credits at the 2000-level or above is required, including at least 3 courses from Group A. Any remaining credits can be completed in Group B courses, INDS courses, or any independent study that focuses on India (approved by coordinator of India Studies). In addition the India Studies minor requires one of the following:

1. The completion of INDS 4296 (thesis) or
2. The completion of any thesis focusing on India and approved by coordinator of India Studies or
3. Participation in an approved, credit-bearing Study Abroad program in India or
4. An approved independent study which is completed in India

Also recommended are appropriate courses that provide an introduction to the advanced courses, such as PHIL 1106. Students are strongly encouraged (although not required) to take an Indian language course in the Critical Languages program.

##### Group A: Core courses

AASI/HIST 3812; INDS 3210; PHIL 3263; POLS 3472/W; AASI 3222/HRTS 3573/SOCI 3222; ENGL 3320; ART 3375

##### Group B: Related courses

SOCI 3701/W; POLS/WS 3216; ECON 3473/W; ARE 3255; ENGL 2301/W; AASI 3216

### **2008 – 175 Proposal to Change ANTH 3030**

#### **Approved catalog listing:**

3030. Peoples of the Pacific Islands

(230) Either semester. Three credits. Prerequisite: ANTH 1000 or 1006 or 2000.

Survey of the indigenous societies and cultures of the Pacific Islands, from first settlement to the postcolonial period. Prehistoric canoe voyaging, subsistence modes, political forms, ritual and religion, gender ideologies, colonization, indigenous nationalism. Ethnographic examples drawn from Polynesia, Melanesia, and Micronesia. CA 4-INT.

### **2008 – 176 Proposal to Add HDFS 5021**

#### **Approved catalog listing:**

HDFS 5021 Current Research in Culture, Health and Human Development  
1 credit. Seminar. This course may be repeated to a maximum of three credits.

Discussions with invited speakers on current research, focusing on how to combine disciplinary perspectives and methods in order to build a new integrative science of health and development across and within cultures.

III. The meeting was adjourned at 6:00 p.m. Submitted by Jane Goldman, secretary *pro tem*.

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19 November 2008

To: Prof. Jeremy Teitelbaum, Dean CLAS

#### **Preliminary recommendations of the CLAS C&C Committee**

Dear Dean Teitelbaum,

In your letter of 15 September, you enlisted this committee to review the college curriculum in the light of forecast loss of financial resources that support it, observing that 'financial reality and educational values cannot be treated in isolation.' Citing the college's resolve to 'avoid unnecessary harm and make smart and efficient choices about our curriculum' as academic and financial planning go forward, you invited us to 'review ... issues that are potentially relevant to the management of these difficulties.' You met with us on 14 October to expand upon your concerns, and the lively discussion that followed expanded upon our earlier discussion at the 30 September meeting.

Shortly thereafter, to give sharper focus to ideas arising in full committee and its internal correspondence, a subcommittee was formed to identify specific issues, and to give sharper focus to discussion of them. The subcommittee has met three times in November, and expects to continue its work after the Thanksgiving recess. What follows are observations and recommendations arising from the preliminary investigations of this subcommittee, reviewed and endorsed by the parent committee on 18 November for communication to you.

They are of two sorts. The first group reflects a general consensus that the college's ability to manage its curriculum has become subject to significant extracollegiate constraints and obligations initiated by both the senate and the provost over the past decade. Comment upon specific characteristics and consequences of a marked recent shift toward centralized management of undergraduate education at UConn will be set forth elsewhere. For now, the committee urges quick action on the following four points, for which an abbreviated rationale is given below:

**1. Suspend approval of proposals to add new courses intended for GenEd application, unless such a course a) will serve as a prerequisite or gateway introductory course to further elections in the same department, b) be designed for offering without a low enrolment cap, or c) is a replacement for an existing GenEd course.**

**2. Urge suspension of the Provost's inducements to develop new Gen Ed courses.**

**3. Suspend the current provision that certain courses already proposed and approved must be offered at a prescribed frequency.**

**4. Undertake negotiation of a comprehensive policy governing reimbursement to the College for all Honors course offerings, including such courses already offered. Such policy to serve as framework for considering inducements to develop new Honors Courses as recently proposed.**

Summary rationale for the four points above:

Extracollegiate inducements for course development and course offerings, including course development awards and the proposed selective targeting of new honors courses for reimbursement, introduce distortions to department-based curriculum planning and course scheduling, and risk in some cases contravention of the letter and spirit of the bylaws.

The awards program has had the effect of prematurely anointing certain course proposals as 'Gen Ed appropriate' even before the normal process of faculty accreditation has been initiated; this committee resists pressure to approve a proposal said to have been approved elsewhere for one or another curricular application even before its submission to the college. There is a proper sequencing to the accreditation process, and the provost's program perhaps unwittingly distorts it.

The history of Honors courses in the college is uneven, and current overtures to expand the number and type of such offerings compound some evident inconsistencies. From a curricular viewpoint, an honors section of a regular course, particularly a course intended as introductory to a discipline or intended to satisfy major requirements, and taught more intensively and to higher standards to a select enrollment, is a recognized feature of any good honors program. Class size is of secondary importance.

Our departments have offered such sections, as well as differently numbered honors variants of regular courses, for years. In a season of imposed curricular parsimony, to offer compensation for developing 'boutique' courses intended for a special limited-enrollment market is at best an imprudent course. More important, it skirts very closely the practice of instructing departments what to teach and how to teach it. Whether a course exhibits honors characteristics is fundamentally a departmental determination.

Courses of both types often come with a lien attached: an obligation to schedule them, often at prescribed frequency. This Committee urges the cancellation of all such liens forthwith, permitting the development of scheduling rotas within the framework of a college-wide reimbursement agreement.

**Such undertakings will of course require detailed consultations outside the college, but central administration ought to be alerted to their character and urgency now.**

Further, the Committee urges the dean to initiate early action on useful tactical steps that lie within the college's brief to manage its own affairs:

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**5. Re-emphasize to departments that College policy admits of different patterns for design of W offerings. Students seeking W credit, ordinarily not commingled with non-W students, may be commingled with others in a large regular offering, provided that they be segregated for W instruction, typically in small sections that earn an additional course credit, if an approved W variant of the course has been approved. The C&C Committee will fast-track consideration of department proposals to restructure existing courses to that specific purpose.**

**6. Re-emphasize to departments that qualified upper-level undergraduates may routinely be commingled with graduate students in 5/6000-level courses, and graduate students may enroll in a limited number of 4000-level courses. Alternatively, graduate and undergraduate courses covering similar material may be scheduled to meet at the same time and place, provided that course assignments are differentiated to reflect student standing. Approved variable topics numbers may be used, but need not. The C&C Committee will fast-track approval of new or altered course numbering to facilitate a department's efforts in this connection. The dean should encourage development of informational systems for use by undergrads to become better**

**acquainted with the opportunities to enroll in graduate courses, including designating any undergraduate courses that are recommended preparation for such courses.**

**7. Develop course scheduling tools and guidelines that can be used by all departments to assist course scheduling and planning efforts across semesters by faculty and students alike. Such tools could help ensure that specialized courses offered infrequently will be enrolled at capacity when offered, and could assist students in developing plans of study multiple semesters ahead. In addition, develop scheduling tools to help multiple departments schedule competing, high-enrollment undergraduate courses at different times so as not to reduce enrollments artificially. Course registration wait-listing should be introduced. We stress that these steps need not imply the desirability of uniform innovation across the college.**

Finally, yet very importantly, the committee placed special emphasis upon the need for clearer articulation of UConn's strategies for response to fiscal distress. There is widespread perception that uniform local cuts 'across the board' fail to recognize and protect the inherent primacy of our academic programs and the high quality of faculty who conduct them. (In contrast, a former and respected UConn provost often expressed a lean-times retrenchment strategy thus: 'first, we let the grass grow'.) Informal reviews of other universities' published strategies suggest that we lag behind them in this respect. The committee accordingly urges you to

**8. Emphasize to central administration that other very good universities appear to have established all manner of institution-wide cost-savings programs with the acknowledged purpose of protecting the hiring and retention of the best faculty, and maintaining programs of instruction of continuing high quality at both the undergraduate and graduate levels. See, for instance, Michigan's program at <http://www.provost.umich.edu/budgeting/CostContain-2008.pdf>**

In closing, the C&C Committee emphasizes that in responding to financial retrenchment needs, it would be a serious blunder to scant graduate education in favor of propping up undergraduate instruction, or to downsize the faculty research enterprise upon which both levels of instruction depend for excellence. All three elements of our work are intrinsically interrelated.

You may expect further recommendations from this committee.

Very truly yours,

[signed]

John J. Manning, Chair, CLAS C&C Committee