

**Proposals**  
**CLAS Committee on Curricula and Courses**  
**May 7, 2002**

**OLD BUSINESS**

**ITEM 2001-210**

Proposal to ADD a new Major American Studies.

**INFORMATION:**

1. Department Name: Not Applicable - American Studies is not currently a department at the University. However, Dean Ross MacKinnon has suggested that this proposal go forward without asking a particular department to "sponsor" American Studies.
2. Title of the Proposed Major: American Studies
3. Existing Catalogue Description of the Major: Not Applicable
4. Proposed Catalogue Description of the Major:

The American Studies Program at the University of Connecticut provides students with the opportunity to gain a comprehensive and critical understanding of the American experience while allowing individual students to define what aspects of that experience they would like to explore. Although our required courses focus largely on the United States, the field is now understood as legitimately comprising the study of issues and subjects from throughout the Western Hemisphere. Among the goals of the American Studies curriculum is to promote an awareness of complex cultural, political, and economic structures at the root of the social organizations that have existed throughout the history of what has come to be known as the "New World." Other areas of concentration may include the ways in which literary, musical, and visual artists have articulated cultural concerns, the study of our changing understandings of the geography and ecology of the Western Hemisphere, or interdisciplinarity as it relates to diversity. Students will be encouraged to fashion a course of study that will allow them to pursue their particular interests.

6. Effective Date: Fall, 2002

**JUSTIFICATION**

7. What will be the impact on the university?

As with all good interdisciplinary programs, a major in American Studies will provide a rigorous new course of study that will allow our students a wide array curricular alternatives. (For further information, please see the attached document, which is structured according to the "New Program Approval" form of the Office of the Vice-Provost for Undergraduate Education and Instruction. )

8. What will be the impact on students?

Because the American experience is multi-faceted, it is best studied within an interdisciplinary context.

It can be difficult to understand an entity as diverse as “America” when one’s course of study is confined to a single discipline. The major in American Studies will provide a curriculum for those students who wish to seek out connections between fields and/or to take a more holistic approach to America and things American.

9. What will be the impact on the branch campuses?

While it is at times difficult for the branch campuses to sustain a disciplinary major, it might be possible for them to create and maintain an interdisciplinary major such as American Studies with the resources currently available.

10. Dates approved by:

10.a. Department Curriculum Committee: The decision to propose a Major in American Studies was made by the Committee-in-Charge of American Studies at a meeting on November 16, 2000. Subsequent decisions concerning the parameters of the Major were made at a meeting in March, 2001 and in e-mail and telephone communications.

10.b. Department Head: Not Applicable

10.c. Department Faculty: See 10.a. above.

11. Name, Telephone Number, and e-mail address of Department Contact:

Robert Tilton  
486-2058  
[robert.tilton@uconn.edu](mailto:robert.tilton@uconn.edu)

## **NEW PROGRAM APPROVAL**

NAME OF PROPOSED PROGRAM: AMERICAN STUDIES

### **Background:**

In the Fall of 1997, Dean Ross MacKinnon appointed a Committee-in-Charge to oversee the creation of a curriculum in American Studies. The minor in American Studies came into being later that academic year, and the “Introduction to American Studies” course was first offered in Fall, 1998. The minor has proven to be a success, and so the Committee-in-Charge, with the support of Vice Chancellor Fred Maryanski, Dean MacKinnon, Associate Dean Veronica Makowsky, and faculty from the American Studies disciplines decided that it would be appropriate at this time to propose a major in American Studies. This decision was made at a meeting of the Committee-in-Charge on November 16, 2000.

### **Quality:**

The University of Connecticut has outstanding faculty in all of the traditional American Studies disciplines (Anthropology, Art History, English, History, and Political Science). Such renowned scholars as Richard Brown and Bruce Stave from History, Howard Reiter from Political Science, John Gatta and Thomas Riggio from English, and Robert Bee from Anthropology have supported the American Studies initiative from the outset and serve on the Committee-in-Charge.

The Curriculum: The Major in American Studies:

*Prerequisite:*

100-level "Introduction to American Studies"

*Core Courses: 12 Credits*

I. History 231: American History to 1877

or

History 232: American History since 1877

II. English 270: American Literature to 1880

or

English 271: American Literature since 1880

III. Political Science 241: American Political Parties

or

Political Science 251: Law and Society

or

Political Science 252: Constitutional Law

or

Political Science 275: The Presidency and Congress

or

Economics 203: Economic History of the United States

IV. One 200-level course that deals with Latin America, Canada, or the Caribbean.

*Track Requirement: 9 Credits*

Students must choose a "Track" from the four American Studies tracks. They must take three 200-level courses from within this track.

The American Studies Tracks are:

1. History, Culture, and Society
2. Literature and the Arts
3. Economics, Political Science, and the Law
4. The Americas

NOTE 1 : The Core Courses may not be used to fulfill the 9-credit track requirement. A second core course from the same group, however, may be so used.

NOTE 2 : Students choosing Track 4, "The Americas," should be prepared to construct an interdisciplinary or comparative curriculum of the type not available in Latin American Studies.

(A listing of the American Studies courses currently available is attached to this document. Please see Appendix II below.)

*Seminar in American Studies: 3 Credits*

This seminar will provide an in-depth study of a historical period, event, or cultural movement from an interdisciplinary perspective. Students will produce a substantial essay on a topic approved by the instructor.

*Related Courses: 12 Credits*

Students will take four related courses. The approval of these courses as germane to the American Studies Major will be left to the discretion of the advisor.

**Need:**

The American Studies Association, which was founded in 1951, currently has over 5,000 members. Among its more active affiliates is NEASA, the New England American Studies Association. There are approximately 170 colleges and universities in the United States offering an undergraduate degree in American Studies, according to the most recent *Guide to American Studies Resources* (2000). There are long-standing American Studies Programs at a number of the more prestigious private institutions of higher learning in Connecticut, including Yale University, Wesleyan University, and Trinity College. The Committee-in-Charge believes that it is appropriate for the state's flagship public university to offer a degree in American Studies as well.

A degree in American Studies can lead to a number of careers. Graduates can pursue interests in government, community relations, law, public policy, environmental issues, journalism, and education. Students majoring in American Studies will be qualified to apply for admission to universities offering advanced degrees in American Studies, or to programs in one of the disciplines encompassed by American Studies if the student has a strong disciplinary foundation.

Interdisciplinary Studies continue to grow in appeal for students who seek to make connections between fields and for faculty who wish to pursue innovative research agendas. Some of the most interesting work currently being done in such fields as History and English grows out of an interdisciplinary approach, reflecting an understanding that one cannot fully understand a period without studying the artistic and cultural productions that emerged from it, nor can one understand many of the nuances of a literary text without a good understanding of the cultural context from which it emanated. The opportunity for students to double-major in a traditional discipline and American Studies would provide further occasions for this type of contextualization, which may not always be available if the majority of one's courses are taken within a single department.

Beside allowing students to examine related issues in divergent disciplines, an undergraduate degree in American Studies would introduce young scholars to the methodologies of different fields, and allow those who wish to pursue an advanced degree to get a sense of the demands and rewards of interdisciplinary work. Jennie Talbot, the Director of the Center for Interdisciplinary Studies at UConn, has been a member of our Committee-in-Charge from the beginning. She informed the Committee that each year there are a number of students who are forced to construct "Individualized" majors because of our lack of a Program in American Studies. There were 15 such students who were seniors in the 2000-2001 academic year, and a total of approximately 48 such students since 1998. A Program in American Studies would allow such students to graduate with a degree in a recognized field, while still allowing them considerable flexibility to pursue their particular interests.

**Centrality and Strategic Importance:**

An interdisciplinary program in American Studies would foster the type of interaction among undergraduates and faculty members from different departments and colleges that could lead to the promotion of the "excellence in

research, scholarship, and artistic creativity" that is targeted in the first of the university's strategic goals. Further, our requirement that students attend to issues beyond the borders of the United States in one of their core courses, in combination with the type of interdisciplinary curricula in Ethnic Studies that would be available under the rubric of American Studies, might well encourage greater "interaction" among our "diverse population." (Strategic Goal 3)

**Cost:**

There will be only two required "American Studies" courses: the 100-level "Introduction to American Studies" and the 200-level "Seminar in American Studies." (Both of these courses have already been approved.) All of the other courses will be drawn from the existing, discipline-based offerings already in our catalogue. At the outset, and for the foreseeable future, each of the American Studies courses will be taught once per year. The cost would therefore be one course per semester, which the Committee-in-Charge hopes would be absorbed by the participating departments on a rotating basis so as not to be burdensome to any one department. (Dean MacKinnon has suggested that it might be possible to provide a Teaching Assistant to the department that provides a course to the American Studies Program.)

To this point, the office of the faculty member who is serving as Director of American Studies has also served as the American Studies office. This will continue to be the case.

**Oversight:**

The American Studies program will be overseen by a Director, who will handle the day-to-day administrative duties. Programmatic policy decisions will be made by the American Studies Executive Committee, which will replace the current Committee-in-Charge. Following the approval of the major, Dean MacKinnon will disband the Committee-in-Charge, appoint the new committee, and appoint a Director, who will also serve as Chair of the Executive Committee. As currently proposed, the Executive Committee will be made up of one representative from each of the traditional American Studies disciplines (Anthropology, Art History, English, History, and Political Science), one representative from an Ethnic Studies Program, and one regional campus representative.

The Director will serve a term of three years. The committee will each serve two year terms.

**Uniqueness:**

Beyond our strengths in the traditional American Studies disciplines, the University of Connecticut is situated to provide an American Studies experience that could be unlike any other in the state. For instance, our outstanding programs in Agriculture, Ecology, and Natural Resource Management would allow for a wider range of curricular opportunities than are available at Yale, Wesleyan, or Trinity. As an example, students who are interested in the relationship between Politics and Environmental Studies, or the history of Connecticut's agriculture industry, could fashion unique curricula under the rubric of American Studies. (A student who recently completed the Minor in American Studies, David Naumec, has authored an original, 250-page manuscript on the Connecticut arms industry during the Civil War. Without a background in the workings of national, state, and local governments, a good sense of the history of manufacturing of all kinds in Connecticut during the 18<sup>th</sup> and 19<sup>th</sup> centuries, and a working knowledge of Connecticut's unique geography and topography, he would not have been able to produce his outstanding, truly interdisciplinary study.) One can also imagine numerous opportunities for cross-pollination between CLAS and each of our professional schools, as students seek out the cultural ramifications inherent in the pursuit of their chosen occupations. An American Studies major would also allow students to take greater advantage of our growing strength in the evolving fields of Ethnic Studies.

**AMERICAN STUDIES MAJOR  
PLAN OF STUDY**

Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

A. Please provide the semester the you completed or intend to complete the following required courses:

Introduction to American Studies:

History 231 or 232:

English 270 or 271:

Political Science 241, 251, 252, or 275; Economics 203:

200-level Extra-U.S. course:

Seminar in American Studies:

B. Please identify the Track that you have chosen:

Please list below the three 200-level courses that you have chosen to fulfill your track requirement, with their tentative or actual completion dates:

Course:

Semester:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. Please provide a brief rationale for these choices:

D. I approve the above program as meeting the requirements for the B.A. in American Studies:

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

Director of American Studies

\_\_\_\_\_

Date

### **Appendix I to the American Studies Proposal**

I. Departments Consulted:

Because every American Studies major must take either History 231 or 232, and either English 270 or 271, and because many will opt to take either Political Science 241, 251, 252, or 275, the heads of these departments were recently consulted concerning the American Studies requirements. Neither Shirley Roe, nor John Abbott, nor John Rourke objected to the use of these courses to fulfill AS requirements.

Such contacts were a follow-up to a November 24, 2000 letter sent to the heads of the departments of Anthropology, Art History, English, History, and Political Science to inform them of the intention of the Committee-in-Charge of American Studies to go forward with a proposal for a major. There were no objections at that time, although John Rourke expressed a concern that at times there might not be enough seats in Political Science courses for both POLS majors and American Studies majors. Our hope is that the relatively small number of American Studies majors will be able to find seats in one of the four possible Political Science courses or in ECON 203, which is offered on a regular basis. (Please see B below.)

#### B. Effects on Other Departments:

At the outset, none. The number of students selecting American Studies as a major will no doubt be relatively low in the early years of the program. Traditional departments should not lose a significant number of majors to American Studies, nor should they have to create a greater number of sections of the courses required for the American Studies major. While the possibility exists that if AS is successful there might be some adjustments to resources necessary in the future, the feeling of the Committee-in-Charge is that the majority of the students who will opt to major in American Studies will be of the type who currently make use of the Individualized Major program to work on interdisciplinary projects.

Because all but two of the courses ("Introduction to American Studies" and the upper-division "Seminar in American Studies") will be drawn from the currently available, discipline-based courses, there will be no need for large-scale additions or modifications to our offerings to be made at the present time.

#### C. Effects on the Regional Campuses

American Studies might well prove to be a sustainable major at the branch campuses, particularly the "Tri-Campus" assemblage.

#### D. Data Concerning the Minor in American Studies

Students completing the Minor in American Studies:

May, 1999 – 4 (These students had already taken all of the necessary courses other than "Introduction to American Studies" on their own. Upon completing that course in the Fall of 1998 --- the first time that the introductory course was offered --- they qualified for the Minor in American Studies.)

May, 2000 – 11 (This includes two students who completed their degrees in December, 1999.)

May, 2001 – 14 (This includes one student who finished his degree in December, 2000.)

#### V. Data concerning the "Introduction to American Studies" course:

"Introduction to American Studies" has been offered four times. In the first class (Fall, 1998) there were 5 students, in the second class (Fall, 1999) there were 17, in the third (Spring, 2001) there were 15, and in the version offered in Fall, 2001 there were approximately 30 students.

#### V. Data concerning Individualized Majors:

Jennie Talbot, the Director of the Center for Interdisciplinary Studies, reported to the

Committee-in-Charge of American Studies that since 1998 there have been 48 students who worked on interdisciplinary projects of the type often associated with an American Studies curriculum. In the 2000-2001 academic year there were 15 such students.

## **Appendix II to the American Studies Proposal List of Tracks and Courses**

The following courses are listed in the 2001-2002 *Undergraduate Catalogue*. A number of the courses below are cross-listed in the catalogue, but in most cases they appear on this list only once. Many are offered as “W” courses, and some may have departmental prerequisites.

In the great majority of cases, all of these courses have been offered at least once in the past two years. In a few instances, courses have been included here because either a Department Head, a Department Administrator, or a faculty member expressed the possibility that the course would be offered in the near future, and perhaps be taught on a regular basis thereafter.

Other courses, such as “Special Topics” courses, may be used to fulfill American Studies requirements with the approval of the Director of American Studies. (If possible, students should seek such permission before taking the course. ) All courses must be taken for three credits.

### Track I – History, Culture, and Society

ANTH 218 – New World Prehistory  
ANTH 226 – Peoples and Cultures of North America  
ANTH 241 – Latin American Minorities in the United States  
ANTH 242 – African American Culture  
ANTH 253 – North American Prehistory  
ANTH 254 – Archeology of Eastern North America  
ANTH 263 – Indians of Southern New England  
ANTH 270 – Contemporary American Indian Life  
ANTH 275 – Race, Ethnicity, and Nationalism  
GEOG 239 – Geography of the Asian American Experience  
HDFS 201 – Diversity Issues in HDFS  
HDFS 248 – Aging in American Society (SOC 248)  
HDFS 267 – Latino Health  
HIST 210 – History of Women and Gender in Early America (WS 210)  
HIST 215 – History of Women and Gender in the U.S., 1790-Present (WS 215)  
HIST 227 – Social and Cultural History of Connecticut and New England  
HIST 231 – American History to 1877  
HIST 232 – American History since 1877  
HIST 233 – Social and Intellectual History of the United States Through the Civil War  
HIST 234 – American Thought and Society since the Late Nineteenth Century  
HIST 237 – The Indian in American History  
HIST 238 – African American History to 1865  
HIST 239 – History of Connecticut  
HIST 241 – The History of Urban America  
HIST 242 – Work and Workers in American Society  
HIST 243 – The Establishment of the American Colonies  
HIST 244 – The American Revolution



HIST 246 – African American History since 1865  
HIST 247 – Immigration and the Shaping of American History  
HIST 294 – Asian American Experience since 1850  
NRME 217 – North American Wildlife  
PHIL 228 – American Philosophy  
SOCIO 221 – Sociological Perspectives on Asian American Women  
SOCIO 235 – African Americans and Social Protest  
SOCIO 242 – American Jewry  
SOCIO 240 – Ethnicity and Race  
SOCIO 250 – Sociology of the Family  
SOCIO 252 – Sociological Perspectives on Women  
WS 264 – Gender in the Workplace  
WS 266 – Women and Ethnicity: Changing Roles in a Changing Society  
WS 267 – Women and Poverty  
WS 268 – Gender and Communication (COMS 268)

#### Track II – Literature and the Arts

ARTH 253 – American Architecture  
ARTH 254 – Nineteenth-Century American Art  
ARTH 256 – Native American Arts  
DRAM 231 – African American Theater  
DRAM 251 – The American Film  
ENGL 251 – Honors in American Literature I  
ENGL 252 – Honors in American Literature II  
ENGL 270 – American Literature to 1880  
ENGL 271 – American Literature since 1880  
ENGL 272 – Native American Literature  
ENGL 274 – Asian American Literature  
ENGL 276 – Black American Writers I  
ENGL 277 – Black American Writers II  
ENGL 278 – Ethnic Literatures of the United States

#### Track III – Political Science, Economics, and the Law

BLAW 275 – Business, Law, and Society  
COMS 238 – Mass Media and the Political Process  
ECON 203 – Economic History of the United States  
ECON 268 – Economics of Law  
HDFS 274 – Public Policy and the Family  
HIST 235 – Constitutional History of the United States  
HIST 242 – Work and Workers in American Society  
HIST 248 – Main Currents in American Law  
HIST 249 – Rise of U.S. Global Power  
JOUR 220 – Law of Libel and Communications  
NRME 240 – Environmental Law  
PHIL 226 – Philosophy of Law  
PHIL 245 – Philosophy and Economics  
PHRM 208 – Pharmacy Law and Ethics  
POLS 207 – American Political Thought and Ideology  
POLS 215 – American Diplomacy  
POLS 217 – Recent American Diplomacy

POLS 219 – The Politics of American Foreign Policy  
POLS 221 – National and International Security  
POLS 224 – American Diplomacy in the Middle East  
POLS 241 – American Political Parties  
POLS 248 – African American Politics  
POLS 251 – Law and Society  
POLS 252 – Constitutional Law  
POLS 253 – Judiciary in the Political Process  
POLS 255 – Politics of Crime and Justice  
POLS 260 – Public Administration  
POLS 270 – Connecticut State and Municipal Politics  
POLS 274 – State and Local Government  
POLS 275 – The Presidency and Congress  
POLS 276 – The Policy-making Process  
SOCI 267 – Public Opinion and Mass Communications  
Track IV – The Americas

ANTH 221 – Anthropological Perspectives on Latin America Today  
ANTH 222 – Peoples and Cultures of South America  
ANTH 227 – Contemporary Mexico  
ANTH 229 – Caribbean Cultures  
ARTH 276 – Caribbean Art of the Nineteenth and Twentieth Centuries  
ARTH 279 – Modern Latin American Art  
FREN 281 – Quebec Studies  
GEOG 255 – Geography of Latin America  
HIST 275 – Latin America and the Great Powers  
HIST 276 – Andean Societies  
HIST 280 – Mexico in the Nineteenth and Twentieth Centuries  
HIST 281 – Latin America in the Colonial Period  
HIST 282 – Latin America in the National Period  
HIST 283 – The Hispanic World in the Ages of Reason and Revolution  
HIST 285 – Cuba, Puerto Rico, and the Spanish Caribbean  
HIST 286 – Argentina and the LaPlata Region  
LAMS 275 – Cinema and Society in Latin America  
LAMS 284 – Latin America  
LAMS 290 – Seminar in Latin American Studies  
POLS 235 – Latin American Politics  
SPAN 201 – Ibero-American Civilization and Culture  
SPAN 202 – Studies in Spanish-American Literature  
SPAN 204 – Language and Culture of U.S. Hispanics  
SPAN 294 – Literature of Puerto Rico and the Spanish Caribbean  
SPAN 295 – Spanish-American Literature: The Formative Years  
SPAN 296 – Great Works of Modern Spanish-American Literature  
SPAN 297 – Spanish-American Fiction

#### **ITEM 2002-34**

Proposals to: ADD NEW PREREQUISITE TO EXISTING COURSES.

Date: March 29, 2002

Department: Mathematics

Courses: Math 113,114,116,210,211 and 227

In the following, we will propose adding a C- grade prerequisite in any prerequisite calculus course (the honors sequence: Math 120,121,220 and 221 is excluded). This will affect the prerequisite structures in the following courses: Math 113, 114,116,210, 211 and 227. Only Math 210, 211 and 227 need approval of the CLAS CCC, but all have been included for completeness.

Justification:

1. Reason for changing this course:

To insure adequate preparation of students taking the course. We have had too many students continuing in the calculus sequence after having done poorly in the prerequisite course. This not only significantly reduces their chances of success in the current course, but it tends to pull down the level at which the instructor can teach the class. This in turn affects all the students in the class.

2. Effects on department curriculum: None

3. Effect on Students: This will mean that a student who did not get a C- or better in the prerequisite course will have to take that course over before continuing. With the new “grade forgiveness” policy, a student retaking a course completely replaces his/her grade with the new grade and the GPA only reflects the new grade. Thus, although they do not receive credit toward graduation for retaking a course, their GPA will actually benefit as will their overall understanding of material that will be significantly relied upon in subsequent courses.

4. Other departments consulted: Biology (MCB, Biophysics, Biochemistry), Chemistry, Engineering, Geology & Geophysics, Pharmacy, Physics, and Statistics.

5. Effects on other departments: Students will be better prepared to apply calculus in their science classes.

6. Effects on regional campuses: None beyond those stated above.

7. Approvals Received and Dates:

Departmental Undergraduate Program Committee: October 16, 2001

Department of Mathematics: October 30, 2001

Department Head: October 30, 2001

7. Names and phone numbers: David Gross, 486-1292

**\*\*\* Example course change (Chair has included details for only one course) \*\*\*\***

Course: Math 210Q. Multivariable Calculus

Present Catalog Copy:

210Q. Multivariable Calculus

Either semester. Four credits. Four class periods. Prerequisite: MATH 114, 116, or 121 or a score of 4 or 5 on the Advanced Placement Calculus BC exam. Not open for credit to students who have passed MATH 220. Open to sophomores.

Two- and three-dimensional vector algebra, calculus of functions of several variables, vector differential calculus, line and surface integrals.

Proposed Catalog Copy:

210Q. Multivariable Calculus

Either semester. Four credits. Four class periods. Prerequisite: Math 121, or a grade of C- or better in MATH 114 or 116, or a score of 4 or 5 on the Advanced Placement Calculus BC exam. Not open for credit to students who have passed MATH 220. Open to sophomores.

Two- and three-dimensional vector algebra, calculus of functions of several variables, vector differential calculus, line and surface integrals.

Effective Date of Change: Fall 2003

## **NEW BUSINESS**

**2002-35** 298 course approved by Chair for fall 2002.

COMS (Processes) 298 Advanced Media Effects. 3 Credits.

Prerequisite, COMS 235. Prof. Kirstie Cope-Farrar.

An in-depth look at some of the hottest topics in current media effects research including sexual content on television, pornography, alcohol on television, and video games.

**2002-36**

Proposal to: CHANGE A COURSE

Date: 4/11/02

Department: PNB

Nature of Proposed Change: Catalog Copy

CURRENT CATALOG COPY: PNB 225 Biological Rhythms, Second semester, alternative years. Three credits. Prerequisite: PNB 250 or PNB 274-275 or MCB 259 or consent of instructor. *Goldman*

PROPOSED CATALOG COPY: PNB 225 Biological Rhythms, Second semester, each year. Three credits. Prerequisite: one 200 level course in PNB or consent of instructor. *Goldman*

Effective Date of Change:

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

#### JUSTIFICATION

1. Reasons for changing this course: To better serve students within our major and since enrollment within this class has increased significantly (51 this semester).
2. Effect on Department's Curriculum: None
3. Other Departments Consulted: None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Approvals Received and Dates: 1/14/02 by department
7. Names and Phone Numbers of Persons for the CCC to contact: Joe Crivello, 6-5415
8. Staffing: No change

#### **2002-37**

Proposal to: CHANGE A COURSE

Date: 4/11/02

Department: PNB

Nature of Proposed Change: Catalog Copy

CURRENT CATALOG COPY: PNB 230 Hormones and Behavior, First semester, alternative years. Three credits. Prerequisite: PNB 250 or PNB 262 or 274-275 or consent of instructor. *Goldman*

PROPOSED CATALOG COPY: PNB 230 Hormones and Behavior, First semester, each year. Three credits. Prerequisite: one 200 level course in PNB or consent of instructor. *Goldman*

Effective Date of Change:

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

## JUSTIFICATION

1. Reasons for changing this course: To better serve students within our major, since enrollment has increased significantly in this course.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted: None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Approvals Received and Dates: 1/14/02 by department
7. Names and Phone Numbers of Persons for the CCC to contact: Joe Crivello, 6-5415
8. Staffing: No change

### **2002-38**

Proposal to: CHANGE A COURSE

Date: 4/11/02

Department: PNB

Nature of Proposed Change: Catalog Copy

CURRENT CATALOG COPY: PNB 235 Fish Physiology and Endocrinology, Second semester. Three credits. Prerequisite: EEB 200 (may be taken concurrently). *Chapple, Chen, Crivello, Laufer, Renfro*

PROPOSED CATALOG COPY: PNB 235 Fish Physiology and Endocrinology, Second semester. Three credits. Prerequisite: one 200 level course in PNB or consent of instructor. *Chapple, Chen, Crivello, Laufer, Renfro*

Effective Date of Change:

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

## JUSTIFICATION

1. Reasons for changing this course: To better serve students within our major
2. Effect on Department's Curriculum: None
3. Other Departments Consulted: None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Approvals Received and Dates: 1/14/02 by department
7. Names and Phone Numbers of Persons for the CCC to contact: Joe Crivello, 6-5415
8. Staffing: No change

**2002-39**

Proposal to: CHANGE A COURSE

Date: 4/11/02

Department: PNB

Nature of Proposed Change: Catalog Copy

CURRENT CATALOG COPY: PNB 251 Biology of the Brain, Second semester. Three credits. Prerequisite: PNB 250 or PNB 274-275 or consent of instructor. *LoTurco*

PROPOSED CATALOG COPY: PNB 251 Biology of the Brain, Second semester. Three credits. Prerequisite: one 200 level course in PNB or consent of instructor. *LoTurco*

Effective Date of Change:

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

**JUSTIFICATION**

1. Reasons for changing this course: To better serve students within our major
2. Effect on Department's Curriculum: None
3. Other Departments Consulted: None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Approvals Received and Dates: 1/14/02 by department
7. Names and Phone Numbers of Persons for the CCC to contact: Joe Crivello, 6-5415
8. Staffing: No change

Date: 3/12/02

Department: PNB

Nature of Proposed Change: Catalog Copy

CURRENT CATALOG COPY: PNB 262 Mammalian Endocrinology, Second semester. Two credits. Two class periods. Prerequisite: PNB 250 or PNB 274-275 or consent of instructor. *Gallo*

PROPOSED CATALOG COPY: PNB 262 Mammalian Endocrinology, Second semester. Two credits. Two class periods. Prerequisite: one 200 level course in PNB or consent of instructor. *Gallo*

Effective Date of Change:

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

**JUSTIFICATION**

1. Reasons for changing this course: To better serve students within our major

2. Effect on Department's Curriculum: None
3. Other Departments Consulted: None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Approvals Received and Dates: 1/14/02 by department
7. Names and Phone Numbers of Persons for the CCC to contact: Joe Crivello, 6-5415
8. Staffing: No change

## **2002-40**

Proposal to: CHANGE A COURSE

Nature of Proposed Change: Catalog Copy

CURRENT CATALOG COPY: PNB 263W Investigations in Neurobiology, First semester. Three credits. One 1-hour discussion, one 4-hour laboratory period. Prerequisite: PNB 250 or PNB 274-275 or consent of instructor. *Moiseff*

PROPOSED CATALOG COPY: PNB 263W Investigations in Neurobiology, First semester. Three credits. One 1-hour discussion, one 4-hour laboratory period. Prerequisite: one 200 level course in PNB or consent of instructor. *Moiseff*

Effective Date of Change:

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

### JUSTIFICATION

1. Reasons for changing this course: To better serve students within our major
2. Effect on Department's Curriculum: None
3. Other Departments Consulted: None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Approvals Received and Dates: 1/14/02 by department
7. Names and Phone Numbers of Persons for the CCC to contact: Joe Crivello, 6-5415
8. Staffing: No change

## **2002-41**

Proposal to: ADD A NEW COURSE

Date: April 18, 2002

Department: Economics

Abbreviated Title: Math Economics



## CATALOGUE COPY:

ECON 314: Mathematical Economics. Fall. Three credits.

Prerequisites: Two semesters of calculus. *Heffley, Cunningham*.

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

Effective Date of Change: Immediately

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

1. Course Number: ECON 314
2. Course Title: Mathematical Economics
3. Semester(s) offered: Fall
4. Number of Credits: Three
5. Number of Class Periods: Two
6. Prerequisite/Required Preparation: Two semesters of calculus.
7. Any required consent/any exclusions: None
8. Repetition for credit: No
9. Instructor in charge: Heffley, Cunningham
10. Course description: Optimization, comparative statics, envelope theorem, basic differential and difference equations.
11. Semester and year in which course will be first offered: Fall 2002 (may be offered as 316 that semester if approval not in time).

## JUSTIFICATION

1. Reasons for adding this course: This was the MA level mathematical economics course prior to the graduate program's restructuring in 2000 (separating the MA and Ph.D. programs). At the time we thought that the undergraduate Math class, ECON 214, would suffice for our MA students. It turns out that was mistaken so we want 214 for our undergraduates, 314 for our MA students, and 414 for our Ph.D. students. This proposal is just to reinstate 314.

2. Academic Merit: Required Math Economics preparation for MA degree.
3. Overlapping Courses: None
4. Other Departments Consulted: Agricultural Economics
5. Number of Students Expected: 20
6. Number and Size of Section: 1 section, 20 students
7. Effects on Other Departments: This course is less rigorous than 414 and may benefit non-majors.
8. Effects on Regional Campuses: None
9. Approvals Received and Dates: Department approval March 10, 2002
10. Names and Phone Numbers of Persons for the CCC to contact:
- Kathleen Segerson, Head  
Department of Economics, 486-4567
11. Staffing We have several faculty members who can teach the course.

**2002-42**

Proposal to: CHANGE A COURSE

Date: April 18, 2002

Department: Economics

Nature of Proposed Change: Change catalog copy of ECON 414.

CURRENT CATALOG COPY: ECON 414. Mathematical Economics I. Second Semester.  
Three Credits. Prerequisite: ECON 214 or its equivalent.

The application of matrix algebra and differential and integral calculus to statics, comparative statics, and optimization problems in economics. Introduction to difference, differential equations, and optimal control.

PROPOSED CATALOG COPY: ECON 414. Mathematical Economics I. First Semester. Three Credits. Prerequisite: ECON 314 or its equivalent. Advanced topics in matrix algebra (e.g., eigenvalues, diagonalizing matrices, etc.), fixed point theorems, set theory, an introduction to topology/real analysis, an introduction to dynamics (optimal control/dynamic programming). Emphasis on proofs and the development of mathematical logic and reasoning.

Effective Date of Change: Immediately

### JUSTIFICATION

1. Reasons for changing this course: The Economics Department embarked on a structural change of its graduate program in the fall of 2000. In part the goal was to differentiate the MA and Ph.D. programs. This proposal is one of three necessary to adjust our Mathematical Economics sequence. This proposal slightly changes the description of our one required Math Economics course required for the Ph.D.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: Agricultural Economics

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Approvals Received and Dates: Department approval March 10, 2002

7. Names and Phone Numbers of Persons for the CCC to contact:

Kathleen Segerson, Head  
Department of Economics, 486-4567

8. Staffing: We have several faculty who can teach the course

### **2002-43**

Proposal to: CHANGE A COURSE

Date: April 18, 2002

Department: Economics

Nature of Proposed Change: Change catalog copy of ECON 415

CURRENT CATALOG COPY: ECON 415. Mathematical Economics II. Second Semester. Three Credits. Prerequisite:ECON 414. Open only with consent of instructor. The application of integral calculus, differential equations, difference equations, and convex sets to economic dynamics, linear programming, and non-linear programming.

PROPOSED CATALOG COPY: ECON 415. Mathematical Economics II. Either Semester. Three Credits. Prerequisite:ECON 414. Open only with consent of instructor.

Advanced topics such as Banach spaces. Topics will change year to year.

Effective Date of Change: Immediately

#### JUSTIFICATION

1. Reasons for changing this course: The Economics Department embarked on a structural change of its graduate program in the fall of 2000. In part the goal was to differentiate the MA and Ph.D. programs. This proposal is one of three necessary to adjust our Mathematical Economics sequence. This proposal makes ECON 415 an optional topics course.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted:Agricultural Economics

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Approvals Received and Dates: Department approval March 10, 2002

7. Names and Phone Numbers of Persons for the CCC to contact:

Kathleen Segerson, Head  
Department of Economics, 486-4567

8. Staffing: Knoblauch, Ahking, Morand.

**2002-44**

Proposal to: ADD A NEW COURSE

Date: April 18, 2002  
Department: Economics  
Abbreviated Title: Applied Res Sem

CATALOGUE COPY:

ECON 496: Applied Research Seminar. Either Semester. Three credits.  
Prerequisites: ECON 411, ECON 418. Open only with the consent of instructor. *Ray*.

Advanced topics; may include any of the following: time series analysis, theory and econometrics of duality in production, or data envelopment analysis.

Effective Date of Change: Immediately

1. Course Number: ECON 496
2. Course Title: Applied Research Seminar
3. Semester(s) offered: Either
4. Number of Credits: Three
5. Number of Class Periods: Two
6. Prerequisite/Required Preparation: ECON 411, ECON 418
7. Any required consent/any exclusions: Consent of instructor
8. Repetition for credit: Yes
9. Instructor in charge: Ray
10. Course description: Advanced topics; may include any of the following: time series analysis, theory and econometrics of duality in production, or data envelopment analysis.
11. Semester and year in which course will be first offered: 2003 or 2004

JUSTIFICATION

With the addition of this course, ECON 396 can now be taught at the MA level, while those interested in a Ph.D. level treatment can take 496. This proposed class is in keeping in line with separating our MA and Ph.D. programs.

2. Academic Merit:                    Allows advanced students to study advanced topics.

3. Overlapping Courses:        None

4. Other Departments Consulted:    None

5. Number of Students Expected:    7

6. Number and Size of Section:     1 section, 7 students

7. Effects on Other Departments:    Agricultural Economics and Business may have interested students.

8. Effects on Regional Campuses:    None

9. Approvals Received and Dates:    Graduate Affairs approval April 3, 2002

10. Names and Phone Numbers of Persons for the CCC to contact:

Kathleen Segerson, Head  
Department of Economics, 486-4567

11. Staffing                        Ray.

**2002-45**

Proposal to: DROP A COURSE

Date:                                April 18, 2002

Department:    Economics

Abbreviated Title: Fiscal Policy

CATALOGUE COPY: ECON 334. Fiscal Policy. Either semester. Three credits. Open only with consent of instructor.

Theory of government finance, with special emphasis on Federal expenditure and tax policies in pursuit of price stability and full employment. Emphasis on problems of collective choice, including the political business cycle and relations with the monetary authorities.

Effective Date of Change: Immediately

1. Course Number: 334
2. Course Title: Fiscal Policy
3. Semester(s) offered: Either
4. Number of Credits: Three

#### JUSTIFICATION

1. Reasons for dropping this course: It has not been offered in several years and there are no plans to offer it in the foreseeable future.
2. Other Departments Consulted: None
3. Effects on Other Departments: None
4. Effects on Regional Campuses: None
5. Approvals Received and Dates: Graduate Affairs approval April 3, 2002.
6. Names and Phone Numbers of Persons for the CCC to contact:

Kathleen Segerson, Head  
Department of Economics, 486-4567

**2002-46**

Proposal to: DROP A COURSE

Date: April 18, 2002  
Department: Economics  
Abbreviated Title: Economic Development Policy

CATALOGUE COPY: ECON 348. Economic Development Policy. Either semester. Three credits. Open only with consent of instructor.*Sazama*.

The role of government in the development of underdeveloped countries. Topics include: alternative paradigms of development and the resulting place of government in the economy; the theory, institutions and policies of government in planning, fiscal, and monetary concerns; analysis of policy instruments influencing international trade and financial flows; and the influence of international organizations on the development process.

Effective Date of Change: Immediately  
(Note that changes will be effective immediately unless a specific date is requested.)

1. Course Number: 348
2. Course Title: Economic Development Policy
3. Semester(s) offered: Either
4. Number of Credits: Three

#### JUSTIFICATION

1. Reasons for dropping this course: It has not been offered in several years and there are no plans to offer it in the foreseeable future.
2. Other Departments Consulted: None
3. Effects on Other Departments: None
4. Effects on Regional Campuses: None
5. Approvals Received and Dates: Graduate Affairs approval April 3, 2002.
6. Names and Phone Numbers of Persons for the CCC to contact:

Kathleen Segerson, Head  
Department of Economics, 486-4567



**2002-47**

Proposal to: DROP A COURSE

Date: April 18, 2002

Department: Economics

Abbreviated Title: Economic Growth and Fluctuations

CATALOGUE COPY: ECON 351. Economic Growth and Fluctuations. Either semester. alternate years. Three credits. Open only with consent of instructor.

Economic growth and business cycles in the economically advanced countries, with emphasis on both theory and evidence.

Effective Date of Change: Immediately

1. Course Number: 351
2. Course Title: Economic Growth and Fluctuations
3. Semester(s) offered: Either
4. Number of Credits: Three

**JUSTIFICATION**

1. Reasons for dropping this course: It has not been offered in several years and there are no plans to offer it in the foreseeable future.
2. Other Departments Consulted: None
3. Effects on Other Departments: None
4. Effects on Regional Campuses: None
5. Approvals Received and Dates: Graduate Affairs approval April 3, 2002.

6. Names and Phone Numbers of Persons for the CCC to contact:

Kathleen Segerson, Head  
Department of Economics, 486-4567

**2002-48**

Proposal to: DROP A COURSE

Date: April 18, 2002  
Department: Economics  
Abbreviated Title: Comparative Economic Systems

CATALOGUE COPY: ECON 392. Comparative Economic Systems. First semester. Three credits. Open only with consent of instructor.

Comparison of alternative economic systems, with emphasis on socialism in the former Soviet Union and Eastern Europe. Prices, planning, and enterprise management under socialism. Special attention to the system of market socialism in the former Yugoslavia.

Effective Date of Change: Immediately  
(Note that changes will be effective immediately unless a specific date is requested.)

1. Course Number: 392
2. Course Title: Comparative Economic Systems
3. Semester(s) offered: Either
4. Number of Credits: Three

JUSTIFICATION

1. Reasons for dropping this course: It has not been offered in several years and there are no plans to offer it in the foreseeable future.
2. Other Departments Consulted: None
3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Approvals Received and Dates: Graduate Affairs approval April 3, 2002.

6. Names and Phone Numbers of Persons for the CCC to contact:

Kathleen Segerson, Head  
Department of Economics, 486-4567

**2002-49**

PROPOSAL TO DROP A COURSE

Date: April 25, 2002  
Department: Psychology  
Abbreviated Title: PSYC

CATALOGUE COPY:

**PSYC 112. Brain, Behavior and Mental Activity.** Either semester. Three credits.  
Current research and concepts about the brain as related to behavioral adjustments made by human beings to their physical, biological and social environments.

Effective Date of Change: Immediately

1. Course Number: PSYC 112
2. Course Title: Brain, Behavior and Mental Activity
3. Semester(s) offered: Either semester.
4. Number of Credits: Three

JUSTIFICATION

1. Reasons for dropping this course: This was a course taught by Professor Yutzey, who has retired. The course has content that will not be taught in the future.
2. Other Departments Consulted: None
3. Effects on Other Departments: There should be none. The course has not been taught in over 10 years.
4. Effects on Regional Campuses: None
5. Approvals Received and Dates:  
Charles Lowe, Head, Department of Psychology: March 26, 2002  
Psychology Department Curriculum and Courses Committee: April 25, 2002

- Names and Phone Numbers of Persons for the CCC to contact:  
Donald Dickerson (6-4943)

**2002-50**

PROPOSAL TO DROP A COURSE

Date: April 25, 2002  
Department: Psychology  
Abbreviated Title: PSYC

CATALOGUE COPY:

**PSYC 258. Hormones and Behavior.** Either semester. Three credits. Prerequisite: PSYC 132 and BIOL 100 or 102 or 107, and PSYC 257 or BIOL 262 (which may be taken concurrently), or consent of instructor.

Interactions among hormones, behavior, and psychological states and processes.

Effective Date of Change: Immediately

- Course Number: PSYC 258
- Course Title: Hormones and Behavior
- Semester(s) offered: Either semester.
- Number of Credits: Three

JUSTIFICATION

- Reasons for dropping this course: This was a course taught by Professor Sachs, who has retired. The course has specialized content that will not be taught in the future.
- Other Departments Consulted: None
- Effects on Other Departments: There should be none. The course has not been taught for 10 years.
- Effects on Regional Campuses: None
- Approvals Received and Dates:  
Charles Lowe, Head, Department of Psychology: March 26, 2002  
Psychology Department Curriculum and Courses Committee: April 25, 2002
- Names and Phone Numbers of Persons for the CCC to contact:

Donald Dickerson (6-4943)

**2002-51**

Proposal to: ADD A NEW COURSE

Date: 4-20-02

Department: Statistics

Abbreviated Title: Advanced Statistical Methods

CATALOGUE COPY:

STAT 314. Advanced Statistical Methods. Three credits. Prerequisite: Multivariable Calculus, and an undergraduate mathematical statistics course.

Discrete and continuous random variables, exponential family, joint and conditional distributions, order statistics, statistical inference: point estimation, confidence interval estimation, and hypothesis testing.

Effective Date of Change:

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

1. Course Number: STAT 314
2. Course Title: Advanced Statistical Methods
3. Semester(s) offered: Either semester
4. Number of Credits: Three (3)
5. Number of Class Periods: 3 hours per week
6. Prerequisite/Required Preparation:  
Prerequisite: Multivariable Calculus, and an undergraduate mathematical statistics course.
7. Any required consent/any exclusions: This course may not be taken for credit by Masters or Ph.D. students in Statistics.
8. Repetition for credit: May not be repeated for credit.
9. Instructor in charge: Dipak K. Dey
10. Course description: This is a one-semester course in Statistical methods for graduate students from varied disciplines whose background includes multivariable calculus, and undergraduate level mathematical statistics. This

course will give a succinct treatment of probability, random variables and their distributions, and statistical inference.

11. Semester and year in which course will be first offered: Spring 2003

#### JUSTIFICATION

1. Reasons for adding this course: This course is expected to serve the needs of graduate students from many departments in the University, such as Agricultural Economics, Economics, Mathematics (as an optional course in their Applied Financial Mathematics program), etc.

2. Academic Merit: This one-semester course will offer topics in mathematical statistical methods. Such a course at the graduate level does not currently exist.

3. Overlapping Courses: STAT 315 and 316. These courses offer a more extensive and more in-depth two-semester sequence in mathematical statistics.

4. Other Departments Consulted: Agricultural Economics, Economics, Mathematics.

V. Number of Students Expected: 25

VI. Number and Size of Section: 1 section with about 25 students

VII. Effects on Other Departments: This course will serve the needs of departments like Agricultural Economics, Economics and Mathematics. It is expected that other departments would find this useful as well.

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: Department: 4-2-02  
Department Head: 4-2-02

10. Names and Phone Numbers of Persons for the CCC to contact: Richard Vitale (6-2008)

11. Staffing: Existing faculty will teach this course.

#### **2002-52**

#### Authorization to CHANGE A New Minor

1. Department Name: Interdepartmental

2. Title of Minor: Human Rights Minor

3. Nature of Change:

Add courses to the Human Rights Minor's Group B Electives

4. Existing Catalogue Description of the Minor:

Fifteen (15) credits at the 200 level are required. Six (6) credits from Group A, Core Courses, six (6) credits from Group A or B, Electives, and three (3) credits from Group C, Internship. More than six (6) 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).

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Group A: Core Courses

Political Science 205 – The Theory of Human Rights  
Political Science 258 – Comparative Perspectives on Human Rights  
History 253 – History of Human Rights  
History 226 – International Human Rights

Group B: Electives

**Allied Health**

215. Critical Health Issues of Asian Americans

**Anthropology**

226. Peoples and Cultures of North America

228. Australian Aborigines

231. Anthropological Perspectives on Women

**Economics**

202. Topics in Economic History and Thought

207. Beyond Self-interest

247. Economic Development

**History**

215. History of Women and Gender in the United States, 1790-Present

224. History of Pan-Africanism

237. The Indian in American History

238. African American History to 1865

268. Japanese Americans and World War II

298-02. The Holocaust and World War II

**Philosophy**

215. Ethics

218. Feminist Theory

245. Philosophy and Economics

**Political Science**

225. International Organizations and Law

244. Politics of South Africa

257. World Cultures and U.S. Law

**Sociology**

221. Sociological Perspectives on Asian American Women

222. Asian Indian Women: Activism and Social Change

235. African Americans and Social Protest

236. White Racism  
243. Prejudice and Discrimination  
249. Sociological Perspectives on Poverty  
258. The Developing World  
268. Class, Power, and Inequality  
269. Political Sociology  
**Women's Studies**  
263. Women and Violence

Group C: Internship

**Interdepartmental**

245. Human Rights Internship and Portfolio

5. Proposed Catalogue Description of the Minor:

Same as above, with the following changes:

Add to Group B, Electives:

AASI 215. Critical Health Issues of Asian Americans  
AASI 221. Sociological Perspectives on Asian American Women  
AASI 221W. Sociological Perspectives on Asian American Women  
AASI 222. Asian American Women: Activism and Social Change  
AASI 268. Japanese Americans and World War II  
PLRS 221. Latinos/as and Human Rights in the United States  
SOC 221W. Sociological Perspectives on Asian American Women

6. Effective Date (semester, year): Immediately

JUSTIFICATION

7. Why is a change required?

Adding these courses helps undergraduate students by expanding the options and offerings available to them in the Human Rights Minor.

All but one of the courses listed in Item 5 above (i.e., PLRS 221) were either previously approved by the C&C Committee on February 26, 2002, under other departmental course numbers, or are W versions of Committee-approved courses for the minor:

AASI 215 [Approved as AH 215, which also needed approval of the School of Allied Health for inclusion in the minor; approval has just been obtained]

AASI 221 [Approved as SOCI 221]

AASI 221W [W version of SOCI 221]

AASI 222 [Approved as SOCI 222]

AASI 268 [Approved as HIST 268]

SOCI 221W [W version of SOCI 221]



The sole new course proposed under Item 5 is:  
PRLS 221. Latinos/as and Human Rights in the United States

8. What is the impact on students?

These added choices of electives enhance students' ability to tailor their course work within the minor to their individual interests and goals, and to create linkages between their course work and the required Human Rights Internship and Portfolio (INTD 245).

9. What is the impact on regional campuses?

None

10. Attach a revised "Minor Plan of Study" form to this proposal. This form will be used similarly to the Major Plan of Study to allow students to check off relevant course work.

See attached page.

11. Approved by:

Approved by CLAS Human Rights Minor Advisory Committee, April 15, 2002, and by Dean MacKinnon's Gladstein Committee on Human Rights, April 23, 2002.

12. Name and Phone Number and email address of Departmental Contact:

Director of the Human Rights Minor  
Kenneth Neubeck, Sociology Department, 486-4425  
kenneth.neubeck@uconn.edu

### **Human Rights Minor Plan of Study**

**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 be graduated**. Once it is filed with the registrar, changes in the plan may be made only with the consent of the director of the program

#### **The Human Rights Minor:**

Fifteen (15) credits at the 200 level are required. Six (6) credits from Group A, Core Courses, six (6) credits from Group A or B, Electives, and three (3) credits from Group C, Internship. More than six (6) 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 Credits Group B Credits Group C Credits**

Core Courses (total 6-9) Electives (total 3-6) Internship (total 3)  
(at least two) (at least one) (one)

POLS 205 \_\_\_\_\_ INTD 245 \_\_\_\_\_

POLS 258 \_\_\_\_\_

HIST 226 \_\_\_\_\_

HIST 253 \_\_\_\_\_

This plan is for the requirements of the \_\_\_\_\_ catalogue.

Date you expect to complete degree requirements: \_\_\_\_\_.

SID#: \_\_\_\_\_

Name of Student: \_\_\_\_\_

I approve the above program for the (B.A. or B.S.) Minor in Human Rights.

(signed) \_\_\_\_\_ Date \_\_\_\_\_

Director of Human Rights Minor  
Kenneth Neubeck, Sociology Department, 486-4425  
kenneth.neubeck@uconn.edu

Revised form 2-22-02

**2002-53**

Proposal to: CHANGE A COURSE

Date: April 23, 2002

Department: Sociology

Nature of Proposed Change: Change Sociology 207Q to a "V" course

**CURRENT CATALOG COPY:**

Sociology 207Q.

Quantitative Methods in Social Research

Either semester.

Three credits.

Prerequisite: SOCI 205 or consent of instructor; and STAT 100 or 110.

Practical work in the design and execution of research, hypothesis testing, data analysis, and interpretation.

PROPOSED CATALOG COPY:

Sociology 207Q.

Quantitative Methods in Social Research

Either semester.

Three credits.

Prerequisite: SOCI 205 and STAT 100 or 110, or consent of the instructor.

An introduction to data analysis in the sociology, including descriptive techniques, cross-tabulations, correlation, and regression. Emphasis will be on practical work using standard statistical packages.

Effective Date of Change:

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

JUSTIFICATION

1. Reasons for changing this course: Computers are now a necessary part of quantitative research in sociology, and are already used in this course. This change would make it possible to integrate the computing aspect more fully.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Approvals Received and Dates: Dept of Sociology, April 25, 2002  
Senate C & C committee, March 25, 2002

7. Names and Phone Numbers of Persons for the CCC to contact:

David Weakliem, 486-3693 (instructor)

Michael Wallace, 486-4422 (department head)

8. Staffing: David Weakliem has taught 207q for the past several years, and would continue to teach 207v.

**2002-54**

Proposal to: ADD A NEW COURSE

Date: 10/31/2001

Department: Communication Sciences

Abbreviated Title: Child. & Mass Media

CATALOGUE COPY:

COMS 2XX. Children and Mass Media. 3 credits. Prerequisite: COMS 102.

Survey of child development followed by the effects of mass media on young children: Educational television, frightening media, violent television, computer games, the internet and media policy.

Effective Date of Change: 5/31/2002

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

1. Course Number: COMS 2xx

2. Course Title: Children and Mass Media

3. Semester(s) offered: any

4. Number of Credits: 3

5. Number of Class Periods: 3

6. Prerequisite: Coms 102

7. Any required consent/any exclusions: none

8. Repetition for credit: no

9. Instructor in charge: Marina Krcmar

10. Course description: This course will begin with a survey of major areas of child development, including cognitive, emotional and moral development. Major theorists in these various areas will be reviewed. We will next explore research on the effects of mass media on young children and the role of development in children's media experiences. We will explore areas such as educational television, frightening media, violent television, computer games and the internet. We will conclude the course with discussions of media policies that impact children and families, especially recent developments in FCC regulations.

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

Fall 2002

## JUSTIFICATION

1. Reasons for adding this course: The existing Media Effects course in the department of communication focuses on research on adults and mass media. For students whose careers and lives will focus on or involve children, this course expands their understanding of media and child development.

2. Academic Merit: This course has been offered in the Communication department in the past as a 298. It was well-received by undergraduate students and provided them with an additional 200 level course in their major. Furthermore, the intersection of child development and mass media has generated a theoretically rich and practically applicable body of literature. Whereas both disciplines are able to address the question of children and mass media in a meaningful way, no course presently offered at the University of Connecticut attempts to integrate the two in terms of theories presented, topics covered and research reviewed.

3. Overlapping Courses: None

4. Other Departments Consulted: Psychology, HDFR

5. Number of Students Expected: 35

6. Number and Size of Section: 2xx-001 (30 students)

7. Effects on Other Departments: May provide an additional related or relevant elective to students majoring in child and family or education.

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: 11/27/01--department  
4/24/02--chair

10. Names and Phone Numbers of Persons for the CCC to contact:

Carl Coelho 6-4482

11. Staffing

## **SAMPLE/DRAFT SYLLABUS**

COMS 298

Children and Mass Media

Instructor: Dr. Marina Krcmar

217 D.C. Phillips, Communication Sciences Bldg.

Office Phone: 486-2630

KRCMAR@UCONNVM.UCONN.EDU

This course will begin with a survey of major areas of child development, including cognitive, emotional and moral development. Major theorists in these various areas will be reviewed. We will next explore research on the effects of mass media on young children and the role of development in children's media experiences. We will explore areas such as educational television, frightening media, violent television, computer games and the internet. We will conclude the course with discussions of media policies that impact children and families, especially recent developments in FCC regulations .

Requirements: In this class, there will be three requirements, each worth one third of your final grade. There will be a midterm exam, a finale exam and a final presentation. The exams will each cover half the material and will be a combination of multiple choice questions and essay questions. The final presentation may be done with a partner or you may choose to work on it alone. If you choose to work with a partner, the project itself will be graded and each of you will receive that grade for the presentation.

The presentation should last 20 minutes. The topic of the presentation will be some sub-topic related to children and media. Specifically, you will choose something we have NOT covered in class (e.g. advisories and rating systems for the internet; children's educational, interactive videos; the effect of television on children's imaginative play; television-toy tie-ins). You and your group members will present a 20 minute multimedia lecture on the topic. You will hand in an outline, a reference list, copies of all materials used during the presentation, and copies of all of the articles and book chapters that you used in your presentation. Grading will be based on the CONTENT of your presentation; the quality of the presentation, itself; and the thoroughness of the reference list and materials used. We will discuss details regarding the presentation in class. I will give you some class time to organize your group and discuss, as a group, possible topics with me; however, most of the work will be done outside of class.

Required Textbooks:

1) 'The Annals' of the American Academy of Political and Social Science; Children and Television,

Jordan, Amy B.; Hall Jamieson, Kathleen, May 1998, Volume 557, University of Pennsylvania

2) Tuning In to Young Viewers, MacBeth, Tannis M., copyright 1996, Sage Publications, Inc.

Tentative Class Schedule:

September

5 Introduction, How media Research is Conducted (MB, Introduction)

- 7 Cognitive development
- 12 Cognitive (cont.), emotional development
- 14 Emotional devp (cont.); moral development
- 19 Television and Socialization of the child (MB, Ch. 1)
- 19 Children and Television Violence (MB, Ch. 5)
- 21 TV violence and aggressive behavior
- 26 TV violence and moral development
- 28 TV violence and desensitization

October

- 3 Current Policy Issues and violent television (Annals, p. 54)
- 5 Children's fright, cognitive development revisited
- 10 Children's fright (MB, Ch. 4)
- 12 Diversity on children's programming (MB, Ch. 3)
- 17 Diversity on children's programming
- 19 Mid-Term Exam
- 24 Children's Advertising—gender on advertising
- 26 Children's advertising--understanding
- 31 Television and school achievement (MB, Ch. 6)

November

- 2 Educational television—history and effects
- 7 Educational television—informational needs of children (Annals, p. 9)

- 9 Educational television (Annals, pp. 24-38; pp. 70-82. )
  - 14 Educational television—policy battles (pp. 39-53; pp. 83-95)
  - 16 Improving television: families and mediation
  - 21 Improving television: critical viewing and media literacy (Annals, pp. 164-179)
  - 23 Video games and young children
  - 28 Internet use, home and school
  - 30 Presentations
- December
- 5 Presentations
  - 7 Presentations

## **2002-55**

### Authorization to CHANGE A Major

#### INFORMATION

1. Department Name: English
2. Title of Major: English
3. Nature of Change: A complete reformation of requirements for the major to enable and require the better distribution of study across the discipline, to make better use of faculty resources, and to permit the subsequent development of new and amended c  
Course offerings serving English majors, and of others designed for non-majors.
4. Existing Catalogue Description of the Major: Among the 24 credits of English courses numbered 200 or above needed for a major, courses must be selected to fill the following requirements:
  1. 210 (poetry)
  2. 230 (Shakespeare)
  3. Two from among: 220, 221, 222, 223, 226, 227 (British period survey courses; one must be 220, 221 or 222 [i.e., early literatures])
  4. Either 270 or 271 (American period survey courses)
  5. Either 204, 231, 232, or 264 (major authors courses)



6. One from among: 218 (Third World Literature); 233, 234 (Irish Literature courses); 266 (critical theory); 274 (Asian American Literature); 276, 277 (Black writers courses); 278 (Ethnic American Literature); 285, 286

(Women/Literature)

7. Any additional course

5. Proposed Catalogue Description of the Major [comment in brackets is not catalogue copy, but included for the information of the CLAS C&C committee]:

1. To satisfy the English major, the student must present for the degree ten 200-level three-credit courses in this department.

2. 5 courses (Group A) must be 200-level English courses whose organizing principle is the study of literary works within a specific historical period: [presently] 205, 206, 220, 221, 222, 223, 226, 227, 270, 271.

[The department is now developing additional period courses, some by re-segmenting material covered in the courses listed here, some of which will eventually be proposed for elimination as redundant. The complete list of Group A courses now offered follows; courses in bold have subject matter before 1800 (see req. 5, below):

205 British Literature I

206 British Literature II

220 Medieval English Literature

221 Renaissance English Literature

222 Restoration & Eighteenth-Century English Literature

223 Romantic and Victorian English Literature

226 Modern English Literature

270 American Literature to 1880 (see req. 5 below)

271 American Literature since 1880]

3. Four courses (Group B) must be 200-level English courses whose organizing principle is the sharply focused study of a literary genre, theme, movement, topic, school, or author:

[presently] 200, 204, 210, 211, 212, 216, 217, 218, 219, 227, 230, 231, 232, 233, 234, 236, 237, 238, 239, 240, 242, 244, 264, 266, 267, 268, 272, 274, 276, 277, 278, 285,

286, 291, 295, 298.

[ The department is now developing additional Group B courses. Several will be variable topics courses for advanced undergraduate study of various genres, etc., which will replace over time some of our present over-generalized titles. Although only 23

1 has a prerequisite, these Group B courses are intended for students who have already completed earlier (period) courses.] The complete list of Group B courses now offered follows; courses in bold have subject matter before 1800 (see req. 5, below); c

ourses in bold italics may have subject matter before 1800 from time to time, as confirmed by adviser:

200 Children's Literature

204 Milton  
210 Poetry  
211 Modern Poetry in English  
212 The Modern Novel  
216 The Short Story  
217 Studies in Literature and Culture  
218 Literature and Culture of the Third World  
219 Drama  
227 World Literature in English  
230 Shakespeare I  
231 Shakespeare II  
232 Chaucer  
233 Early and Modern Irish Lit  
234 Contemporary Irish Lit  
236 Modern Drama  
237 Maritime Literature  
238 Maritime Non Fiction  
239 American Nature Writing  
240 Literature and Religion  
242 The English Language  
244 History of the English Language  
264 Studies in Individual Writers\*  
266 Studies in Criticism  
267 Studies in Literature\*  
268 Seminars in Literature\*  
272 Native American Literature  
274 Asian American Literature  
276 Black American Writers I  
277 Black American writers II  
278 Ethnic Literatures of the United States  
285 Women and Literature before 1900  
286 Women and Twentieth-Century Literature  
291 Literature and Other Disciplines\*  
295 Variable Topics\*

## 298 Special Topics

(\* repeatable with change of topic)]

4. One course must be in Shakespeare.

5. At least three courses must focus upon literature written before 1800 (boldface courses listed under items #2 and #3 or other courses approved by the adviser). Until further notice, English 270 may satisfy this early literature requirement. [This course will be re-segmented into two new courses; the early segment will cover only material written before 1800. Most of 270 is pre-1800 material, and until replaced will meet the spirit of what we intend.]

6. One course must focus upon literature that expresses the formation of diverse cultural identities, as approved by the adviser. [These now include: 218, 227, 233, 234, 272, 274, 276, 277, 278, 285, and 286. Others, such as variable topics courses, may be approved by the adviser.]

[Courses elected in satisfaction of one requirement will also satisfy one or more others, when course content warrants. For example, 204 (Milton), or 231 or 232 (Shakespeare) will count as a Group B course and a "pre-1800" course.]

7. Any 200-level English course will count as the tenth course to fulfill the major. [This need not be a literary course: courses in creative writing, publishing, etc. will count.]

6. Effective Date: Immediately. Because these new requirements are more extensive than present requirements while permitting more flexibility of elections in satisfaction of stated curricular objectives, we seek authorization to permit present majors

to shift voluntarily to the new requirement package on an all-or-nothing basis, if the faculty adviser approves, effective from Fall semester 2002. A presumption of the new requirements ought to apply to incoming incoming students from Fall 2002, with

the old requirements a permissible option for that group. The new requirements ought to apply to all incoming students from Fall semester 2003.

## JUSTIFICATION

7. Why is a change required? The following is quoted from the department's C & C committee report moving adoption of the new requirements given above and approved unanimously by the department on 10 April 2002:

### Perceived Problems with the Major

1) Since the last general revision of our major requirements, modifications at various times have led to a lack of conceptual coherence in the English major.

2) Our eight-course major does not provide a substantial base of knowledge for our majors.

3) Our period courses attempt to cover too much material.

4) Our major provides too few opportunities for advanced study.

5) Our major does not provide an adequate experience of cultural diversity.

6) Too few of our upper-division courses (24 out of 57 [200-level lit]) count toward the major.

7) Our faculty's expertise is not appropriately deployed in its teaching assignments..

- 8) In our upper-division course offerings, there are no distinctions made among majors, non-majors, and general education students.
- 9) Too many seats in our courses are filled by non-majors fulfilling their "W" requirements.
- 10) Our department does not offer enough courses that are designed for sophomore students.

#### General Guiding Principles for Curriculum Revision

- 1) Historical survey courses should continue to be an important part of our major, but the period courses should cover shorter time periods.
- 2) We need to create more opportunities for advanced, sharply focused study.
- 3) We need to offer more opportunities for the study of cultural diversity.
- 4) All 200-level literature courses should count toward the major.
- 5) Major courses should make better use of the expertise of our faculty.
- 6) The Department's "W" courses should meet the needs primarily of English majors.
- 7) The legitimate needs of non-majors should be met by more courses offered at the 100 level.

#### The Recommended New Major Requirements

Because of the comprehensive scope and scale of our recommendations, we ask the Department to consider the proposal in two stages:

First, the general recommendations for the major revision, proposed for action now.

Second, new course proposals that will realize these recommendations, to be considered at later meetings of the full faculty. Major revision can go forward without any such additional action.

8. What is the impact on students? The present major is constructed prescriptively, and limits student choice to named courses in 7 narrowly defined categories. The total number of applicable courses is 24. Only one course is a 'wild card' choice.

The new major re-defines requirements descriptively: by requiring certain types of study available in varying ways across all 57 present 200-level literary offerings, accessibility to appropriate courses is doubled. The distribution of study among va

rious types of literary material, however, remains very much like what our traditional rules have mandated. Note that as of April 2002, we have 452 registered majors; a year ago at this time we had 347. This is a 30+% increase.

This approach will diminish our need to multiply sections of certain courses at the expense of other offerings. It will in turn free the department to develop more versatile offerings meeting one or more of the new requirements, thus increasing accessibility further, and enabling more offerings that reflect faculty specialties. The new major is entirely practicable on the strength of our present offerings.

9. What is the impact on regional campuses? They will no longer need to restrict 200-level offerings (sharply limited by faculty size) principally to the prioritized list of 24 'major' courses, as before, and faculty will be able to offer an expanded range of courses matching their specialties. Students will find their elections less governed by the necessary scheduling limitations of the regional campus, where only one section of a vital course might be offered at a time impossible for all who need it.

10. Dates approved by:

Department Curriculum Committee: 3 April 2002

Department Head: 10 April 2002

Department Faculty: 10 April 2002

11. Name and Phone Number and email address of Departmental Contact:

J J Manning, Associate Head, 486-2321; jjmann@uconnvm.uconn.edu

**2002-56**

Proposal to: **ADD A NEW COURSE**

Date: 23 March 2002

Department: Anthropology

Abbreviated Title: **The Indian Ocean in Prehistory**

CATALOGUE COPY: ANTH 2XX. Either semester. Three credits. Dewar.

The prehistory of the islands and shorelines of the Indian Ocean: Madagascar, the East African Coast, the Arabian Peninsula, South and Southeast Asia, and Australia.

Effective Date of Change: now

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

1. Course Number: ANTH 2XX

2. Course Title: **The Indian Ocean in Prehistory**

3. Semester(s) offered: Either semester

4. Number of Credits: 3

5. Number of Class Periods: 1

6. Prerequisite/Required Preparation: none.

7. Any required consent/any exclusions: none.

8. Repetition for credit: no.

9. Instructor in charge: Robert Dewar

10. Course description:

The prehistory of the islands and shorelines of the Indian Ocean: Madagascar, the East African Coast, the Arabian Peninsula, South and Southeast Asia, and Australia

11. Semester and year in which course will be first offered: Fall 2002

## **JUSTIFICATION**

I. Reasons for adding this course: This course will complement our offering in Old World prehistory, namely African Prehistory, and East Asian Prehistory. The course will alternate in Dewar's teaching schedule with East Asian prehistory, and thus increase the variety of undergraduate courses taught.

II. Academic Merit: The course examines an important part of the world, yet one that is little understood by most Americans. The Indian Ocean was a dynamic and important highway for thousands of years, tied together by commerce from north to south and east to west. It was a zone of contest for the Roman and Chinese empires, the Harrappan Civilization, the peoples of the Red Sea and Persian Gulfs, and trading empires of island Southeast Asia.

III. Overlapping Courses: None

4. Other Departments Consulted: none

5. Number of Students Expected: 20

6. Number and Size of Section: one section, 20 students

7. Effects on Other Departments: none anticipated.

8. Effects on Regional Campuses: none anticipated.

Approvals Received and Dates:

Department of Anthropology meeting of April 22, 2002.

IX. Names and Phone Numbers of Persons for the CCC to contact:

Instructor: Robert Dewar, 486-3851, email: [robert.dewar@uconn.edu](mailto:robert.dewar@uconn.edu)

Anthropology Department C&C representative: Jocelyn Linnekin, 486-0067,  
email: [jocelyn.linnekin@uconn.edu](mailto:jocelyn.linnekin@uconn.edu)

Anthropology Department chair: W. Penn Handwerker

11. Staffing: Limited enrollment will not require new staff.

**2002-57**

Proposal to: **ADD A NEW COURSE**

Date: 23 March 2002

Department: Anthropology

Abbreviated Title: **Quantitative Methods for Archaeologists**

CATALOGUE COPY: ANTH 2XY. Either semester. Three credits. Dewar.

Quantitative methods appropriate to the analysis of artifacts data, radiocarbon dating, and the spatial distribution of sites

Effective Date of Change: now

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

1. Course Number: ANTH 2XX

2. Course Title: **Quantitative Methods for Archaeologists**

3. Semester(s) offered: Either semester

4. Number of Credits: 3

5. Number of Class Periods: 2 or 3

6. Prerequisite/Required Preparation: Anthropology 214

7. Any required consent/any exclusions: none.

8. Repetition for credit: no.

9. Instructor in charge: Robert Dewar

10. Course description:

Quantitative methods appropriate to the analysis of artifacts data, radiocarbon dating, and the spatial distribution of sites

11. Semester and year in which course will be first offered: Fall 2003

**JUSTIFICATION**

- I. Reasons for adding this course: This course will complement our undergraduate laboratory methods course, and will equip students to perform archaeological research.
- II. Academic Merit: The quantitative methods used by archaeologists are rather different to those employed in other social sciences, so that students need special training in order to understand and perform the kinds of analysis that are routinely undertaken by archaeologists.
- III. Overlapping Courses: None
4. Other Departments Consulted: none
5. Number of Students Expected: 20
6. Number and Size of Section: one section, 20 students
7. Effects on Other Departments: none anticipated.
8. Effects on Regional Campuses: none anticipated.

Approvals Received and Dates:

Department of Anthropology meeting of April 22, 2002.

IX. Names and Phone Numbers of Persons for the CCC to contact:

Instructor: Robert Dewar, 486-3851, email: [robert.dewar@uconn.edu](mailto:robert.dewar@uconn.edu)  
Anthropology Department C&C representative: Jocelyn Linnekin, 486-0067,  
email: [jocelyn.linnekin@uconn.edu](mailto:jocelyn.linnekin@uconn.edu)  
Anthropology Department chair: W. Penn Handwerker

11. Staffing: Limited enrollment will not require new staff.

**2002-58**

Proposal to: ADD A NEW COURSE

Date: April 28, 2002

Department: Anthropology

Abbreviated Title: Independent Study.

CATALOGUE COPY:

ANTH 300 Independent Study



Either semester. Credits and hours by arrangement.

Open only with consent of the instructor. With a change in content this course may be repeated for credit.

Effective Date of Change: Immediate.

1. Course Number: ANTH 300
2. Course Title: Independent Study
3. Semester(s) offered: Either
4. Number of Credits: Variable
5. Class periods: By arrangement
6. Prerequisite: Graduate standing in Anthropology.
7. Consent: Consent of instructor required.
8. Repetition for credit: Yes.
9. Instructor: Department faculty
10. Course description: See catalogue copy above. Content varies per individual student.
11. Semester/year in which course will be first offered: Fall 2002

#### JUSTIFICATION

1. Reasons for adding this course: All departments have been requested by the Chancellor to add this course if they do not already list it, in order to standardize graduate course offerings.
2. Academic merit: Permits graduate students to pursue individualized research for credit.
3. Overlapping courses: none
4. Other departments consulted: none
5. No. of Students Expected: maximum one or two per faculty member, per semester.
6. Number and Size of Section: individualized--not applicable
7. Effects on Other Departments: none
8. Effects on Regional Campuses: none
- Approvals Received and Dates: Anthropology Department Head and Faculty 10/27/01
9. Names and Phone Numbers of Persons for the CCC to contact:  
Anthropology Dept. C&C Representative: Jocelyn Linnekin, 486-0067  
<Jocelyn.Linnekin@uconn.edu>
10. Staffing: no new staffing required.

#### **2002-59**

Proposal to: CHANGE A COURSE

Date: 4/28/2002

Department: Anthropology

Nature of Proposed Change: [SEE accompanying proposal to add ANTH 234.]  
Revise catalogue copy; drop prerequisite.

CURRENT CATALOG COPY:

234W. Culture and Religion

Either semester. Three credits. Prerequisite: ANTH 106 or consent of instructor. Dussart.

Religion as a social institution, with emphasis on the social and psychological functions of religious beliefs and practices. Materials are drawn from a wide range of historical and contemporary societies.

PROPOSED CATALOG COPY: [SEE accompanying proposal to add ANTH 234.]

234W. Culture and Religion

Effective Date of Change: Immediate.

JUSTIFICATION

1. Reasons for changing this course: New catalogue copy [see ANTH 234 proposal] more accurately reflects the content of the course as now taught. When both W and non-W versions of a course are offered, the standard is for the non-W course to have the full description and the W version to be listed with only number and title. See ANTH 234 new course proposal for full catalogue copy.

2. Effect on Department's Curriculum: none.

3. Other Departments Consulted: none

4. Effects on Other Departments: none

5. Effects on Regional Campuses: none

6. Approvals Received and Dates: Anthropology Head & Faculty, 11/5/01

7. Names and Phone Numbers of Persons for the CCC to contact:

Jocelyn Linnekin, 486 0067 <Jocelyn.Linnekin@uconn.edu>

8. Staffing: Profs. Dussart, Linnekin, and Sosis

University of Connecticut College of Liberal Arts & Sciences

Committee on Curricula & Courses

PROPOSAL TO: ADD A NEW COURSE

Date: April 28, 2002

Department, Title, and Course Number: 234. Culture and Religion

Abbreviated Title: Culture & Religion

CATALOG COPY: [SEE accompanying proposal to change ANTH 234W]

234. Culture and Religion

Either semester. Three credits.

Religion as a social institution, with emphasis on the cultural and historical context of religious beliefs and rituals.

Topics include: survey of major theories of religion; shamanism and magic; myth; rites of passage; religious movements; fundamentalism.

JUSTIFICATION: [SEE sample syllabus following]

1. Reasons: Makes a non-W version of the course available, thus giving the department and instructors more flexibility in scheduling. Anth 234 is one of the 'foundational' courses for the Religion Minor and having a non-W version available makes it possible to meet increased student demand, if necessary. Many courses across the curriculum list both W and non-W versions. It is appropriate to omit the instructor's name because three different

faculty members rotate in teaching this course. Our 200-level topical and ethnographic classes are taken by many non-majors and we do not feel that this course requires a prerequisite.

2. Effects on department's curriculum: Allows greater flexibility to accommodate student demand.
3. Effects on other departments or schools: none
4. Effects on the regional campuses: none
6. Approvals Received and Dates: Anthropology Head & Faculty, 11/5/01
7. Names and Phone Numbers of Persons for the CCC to contact:  
Jocelyn Linnekin, 486 0067 <Jocelyn.Linnekin.uconn.edu>
8. Staffing: Profs. Dussart, Linnekin, and Sosis

ANTH 234. Culture and Religion.

#### COURSE OUTLINE

This course is an overview of the anthropological study of religion. In this class we will examine phenomena that have been called "witchcraft," "magic," and "sorcery," as well as the status of religion in modern, "secular" society. Topics to be addressed include: theories of religion, myth, ritual, taboos and pollution beliefs, shamanism and healing practices, spirit possession, altered states of consciousness, syncretism, millenarian and revitalization movements, the rise of fundamentalism, "new religions," and the search for meaning in modern society.

#### Week

1. 1/23-25 Course introduction. What is "religion"? What is distinctive about the anthropological study of religion?  
READ: Lehmann & Myers, Sec. 1: Intro., Geertz chapter; Sec. 3: Turner Chapter.
2. 1/28-2/1 Theoretical approaches to religion: animism and magic, functionalism, materialism, psychology, religion as a cultural system. Rationalism. READ: Lehmann & Myers, Section 1: Chapters by Harris, Lee, Sharp; Section 7: Chapters by Pattison, Malinowski.
3. 2/4- Approaches to mythology. READ: Lehmann & Myers, Sec. 2: Intro. and Chapters by Leach, Firth.
4. 2/11- Ritual: rites of passage, sacrifice, initiation rites, gendered rituals.  
READ: Lehmann & Myers, Sec. 2: Chapters by Turner, Gordon, Miner.
5. 2/18- "Magic," "witchcraft," and "sorcery." READ: Lehmann & Myers, Sec. 6: Intro. & Chapters by Brain, McPherson; Sec. 7: Intro. & Chapters by Nash, Mair, Evans-Pritchard, Gmelch; Section 8: Chapter by Barber.
6. 2/25- Prohibitions, boundaries, and taboos: pollution beliefs, gender ideology. READ: Lehmann & Myers, Sec. 2: Chapters by Douglas & Dubisch; Section 8: Chapter by Lindenbaum.
7. 3/4- Shamanism and healing practices. READ: Lehmann & Myers, Sec. 3: Intro. and Chapters by Furer-Haimendorf, Howells, Brown; + Section 5 (all)
8. 3/11- Relationships with the dead. Vodou and syncretic religions. BEGIN Desmangles, The Faces of the Gods and READ: Lehmann & Myers: Sec. 8: Intro. & Chs. by Brown, del Guercio, Booth.
- 9-10. 3/18- Christianity and syncretism (continued). FINISH Faces of the Gods. Communicating with the divine: spirit possession, altered states of consciousness; mysticism & monasticism. Lehmann & Myers, Sec. 4 (all).
11. 4/8- Millenarian and revitalization movements. Religion as political resistance. READ: Lehmann & Myers: Sec. 3, Ch. by Barkun; Sec. 9: Intro. & Chs. by Wallace, Kehoe, Worsley, Lewis.

12-13. 4/15- Religion, identity politics, and the rise of fundamentalism. READ: Armstrong, The Battle For God.

14. 4/29- Religion & secularism in modern society: "new religions," neo-paganism, the rise of Pentecostalism. READ: Lehmann & Myers, Sec. 6: Ch. by Orion; Sec. 9: Chs. by Daughterty, Puttick; Sec. 10: Intro. & Chs. by Sagan, Singer & Benassi.

REQUIRED READINGS: (all paperbacks, available in the Coop)

Arthur Lehmann and James Myers, Magic, Witchcraft, and Religion, 5th edition. Mayfield Publishing Co.

Leslie Desmangles, The Faces of the Gods: Vodou and Roman Catholicism in Haiti. U. of North Carolina Press.

Karen Armstrong, The Battle For God: A History of Fundamentalism. Ballantine.

YOUR GRADE will be calculated as follows:

Mid-term 25%

Final exam 35%

Short essays, class exercises, assignments 25%

Quizzes, class exercises, class participation 15%

## **2002-60**

Proposal to: DROP A COURSE

Date: 28-Apr-02

Department: Anthropology

Abbreviated Title: ANTH 383 Parent-Child Relations in Cross-Cultural Perspective

### CATALOGUE COPY:

383. Seminar on Parent-Child Relations in Cross-Cultural Perspective.

(Also offered as HDFR 383.) Offered every third semester. Three credits. Open only with consent of instructor. Not open for credit to students who have passed HDFR 383.

Critical analysis of research and theory regarding the antecedents and effects of major dimensions of parental behavior on child development in the U.S.A. and cross culturally. Possible topics include parental warmth, control, punishment and their interactions.

Effective Date of Change: immediate.

1. Course Number: ANTH 383
2. Course Title: Seminar on Parent-Child Relations in Cross-Cultural Perspective
3. Semester(s) offered: every third semester
4. Number of Credits: 3

### JUSTIFICATION

1. Reasons for dropping this course: Has not been offered in several years; no staff presently available to teach it.

2. Other Departments Consulted: HDFS, for permission to remove cross-listing.
3. Effects on Other Departments: Removes cross-listing from HDFS course.
4. Effects on Regional Campuses: none
5. Approvals Received and Dates: Anthropology Head & Faculty 10/27/01  
HDFS Curriculum & Courses Committee 12/06/01
6. Names and Phone Numbers of Persons for the CCC to contact:  
Jocelyn Linnekin 486-0067 <Jocelyn.Linnekin@uconn.edu>

v1.1999

University of Connecticut College of Liberal Arts and Sciences  
Committee on Curricula and Courses  
Proposal to: DROP A COURSE

Date: 28-Apr-02

Department: Anthropology

Abbreviated Title: ANTH 382 Universals in Human Behavior

#### CATALOGUE COPY:

#### 382. Universals in Human Behavior

(Also offered as HDFS 382.) Second semester. Three credits. Open only with consent of instructor. With a change in content this course may be repeated for credit.

Examination of evidence regarding cross-cultural universals in human behavior. Selected topics within the following domains may be reviewed: culture, social and emotional behavior; cognitive behavior and development; language and language acquisition.

Effective Date of Change: immediate.

1. Course Number: ANTH 382
2. Course Title: Universals in Human Behavior
3. Semester(s) offered: second semester
4. Number of Credits: 3

#### JUSTIFICATION

1. Reasons for dropping this course: Has not been offered in several years; no staff presently available to teach it.
2. Other Departments Consulted: HDFS, for permission to remove cross-listing.
3. Effects on Other Departments: Removes cross-listing from HDFS course.
4. Effects on Regional Campuses: none
5. Approvals Received and Dates: Anthropology Head & Faculty 10/27/01

6. Names and Phone Numbers of Persons for the CCC to contact:

Jocelyn Linnekin 486-0067 <[Jocelyn.Linnekin@uconn.edu](mailto:Jocelyn.Linnekin@uconn.edu)>

## **2002-61**

Authorization to CHANGE A Minor

### INFORMATION:

1. Department Name: Interdisciplinary-no corresponding dept name; administered by the CLAS Committee for the Study of Religion, chaired by Jocelyn Linnekin, Anthropology, who is Coordinator for the Religion Minor.

2. Title of Minor: Religion

3. Nature of Change: Add new course (HDFS 252. Death, Dying, and Bereavement) to list of Topical Courses.

4. Existing Catalogue Description of the Minor:

Fifteen credits at the 200 level 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.

[SEE revised list of courses attached.]

5. Proposed Catalogue Description of the Minor: No change, except for the addition of this course to the list of Topical Courses.

6. Effective Date: Immediate.

### JUSTIFICATION

7. Why is a change required? Since the Minor was approved in Fall 2000 relevant courses have been added as they have been introduced and as permissions have been secured. A greater selection of courses benefits the students.

8. What is the impact on students? Gives students a wider selection of applicable courses and makes it easier for them to complete the Minor.

9. What is the impact on regional campuses? None.

10. Attach a revised "Minor Plan of Study" form to this proposal. Attached.

11. Dates approved by:

HDFS Curriculum & Courses Committee: 12/06/01

Religion Minor Curriculum Committee 10/30/01

Coordinator for the Study of Religion 10/30/01

Faculty Committee for the Study of Religion 10/30/01

12. Name and Phone Number and email address of Departmental Contact:  
 Jocelyn Linnekin (Anthropology), Coordinator for the Study of Religion  
 486 0067 <Jocelyn.Linnekin@uconn.edu>

*The Minor in Religion: Requirements and Course List*

5-May-2

*Fifteen (15) credits at the 200 level are required. Six (6) credits from Group A, “Foundational Courses,” and nine (9) additional credits from either Group A or Group B, “Topical Courses,” are required for the Minor. Nor more than six (6) credits may be taken in one department.*

<i>Group A Foundational Courses</i>	<i>Group B Topical Courses</i>
<i>ANTH 234/234W – Culture &amp; Religion(Either)</i>	<i>ANTH 274/ WS 270 – Women and Religion (Spring)</i>
<i>ANTH 269 – World Religions (Either)</i>	<i>ANTH 273/WS 273 – Women in the Bible (Either – alternate years)</i>
<i>INTD 294 – The Bible (Fall)</i>	<i>ARTH 243/CLAS 251– Greek Art (Either – alt. years)</i>
<i>PHIL 231 – Philosophy of Religion(Either)</i>	<i>ARTH 246/CLAS 252 – Roman Art (Either – alternate years)</i>
<i>SOCI 253 – Sociology of Religion(Either)</i>	<i>ARTH 257 – Early Medieval Art (Either – alt. years)</i>
	<i>ARTH 258 – Romanesque Art (Either – alternate years)</i>
	<i>ARTH 259 – Gothic Art (Either)</i>
	<i>ARTH 280 – Early Christian &amp; Byzantine Art (Either)</i>
	<i>CAMS 244/CLAS 244 – Ancient Fictions (Either)</i>
	<i>CAMS 256/HEB 218/HIST 218/JUDS 218 – Palestine Under the Greeks &amp; Romans (Either)</i>
	<i>CLAS (LATIN) – 213 – Ovid &amp; Mythology (Either)</i>
	<i>CLAS (GREEK) – 215 – Practical Translations (Either)</i>
	<i>CLAS 243/HIST 217 – World of Late Antiquity (Either)</i>
	<i>ENG 217 –Literature &amp; Religion (Either)</i>
	<i>ENG 291 – When offered as “Literature &amp; Mysticism” -Literature &amp; Other Disciplines</i>
	<i>HDFS 252 – Death, Dying, and Bereavement (Either)</i>
	<i>HEB 201/JUDS 201 – Selected books of the Hebrew Bible (Either)</i>

	<i>HEB 202/JUDS 202 – Sects &amp; Movements in Judaism(Either)</i>
	<i>HEB 295 – Variable Topics (Either)</i>
	<i>HIST 213/CLAS 253 – Ancient Near East (Either)</i>
	<i>(pending) HIST 257 – The Early Church (Either)</i>
	<i>INTD 299 – Independent Research (Either)</i>
	<i>JUDS 242/SOC 242 – American Jewry (Either)</i>
	<i>PHIL 261 – Medieval Philosophy (Spring)</i>
	<i>PHIL 263 – Oriental Philosophy &amp; Religion (Either)</i>

5-May-2

### RELIGION MINOR PLAN OF STUDY

**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 be graduated**, or earlier. Once it is filed with the registrar, changes in the plan may be made only with the consent of the major advisor.

#### THE RELIGION MINOR:

Fifteen (15) credits at the 200 level are required: Six (6) credits from Group A, "Foundational Courses," and nine (9) additional credits from Group A and/or B, "Topical Courses," are required for the Minor. No more than six (6) credits may be taken in one department.

<b>Group A</b>	<b>Credits</b>	<b>Group A or B</b>	<b>Credits</b>
Foundational Courses (At least two)		(9 credits)	
ANTH 234/W _____	_____	_____	_____
ANTH 269 _____	_____	_____	_____
INTD 294 _____	_____	_____	_____
PHIL 231 _____	_____		
SOCI 253 _____	_____		
		<b>Total (at least 15)</b>	_____

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

Date you expect to complete degree requirements: \_\_\_\_\_.

SS#: \_\_\_\_\_.



Name of Student: \_\_\_\_\_.

I approve the above program.

(Signed) \_\_\_\_\_ Date \_\_\_\_\_

Coordinator of the Minor  
Jocelyn Linnekin, Anthropology Department, 486 0067  
<Jocelyn.Linnekin@uconn.edu>

## **2002-62**

Proposal to: CHANGE A COURSE

Date: 5-May-2

Department: Anthropology

Nature of Proposed Change:

De-link ANTH 321 and 322, which are now listed as a sequence, and list them as separate courses. PeopleSoft will not allow students to register for 322 if they have not taken 321. However, in practice these courses are not taught as a necessary sequence. Different faculty members occasionally teach 322, and students should be able to take that course without 321 as a prerequisite. Also: shorten course title of 321.

### **CURRENT CATALOG COPY:**

ANTHRO 321-322. Seminar in Problems of Social Anthropology Research

Both semesters. Credit and hours by arrangement. Open only with consent of instructor. With a change in content may be repeated for credit. Handwerker.

Theoretical foundations and basic tools used to conduct professional field studies in anthropology. Research design; moral and ethical dimensions of field work; designing and conducting informal, semi-structured and structured interviews (one-on-one and in groups); managing field notes, questionnaires, and data; computer data management; summary statistics and graphics; identifying and interpreting random variation; modeling and testing explanations.

### **PROPOSED CATALOG COPY:**

ANTHRO 321. Problems of Social Anthropology Research

First semester. Credit and hours by arrangement. Open to graduate students in anthropology, and to others with consent of instructor. With a change in content may be repeated for credit. Handwerker.

Theoretical foundations and basic tools used to conduct professional field studies in anthropology. Research design; moral and ethical dimensions of field work; designing and conducting informal, semi-structured and structured interviews (one-on-one and in groups); managing field notes, questionnaires, and data; computer data management; summary statistics and graphics; identifying and interpreting random variation; modeling and testing explanations.

ANTHRO 322. Research Methods and Design.

Either semester. Three credits. Open to graduate students in anthropology and to others with consent of instructor. With a change in content may be repeated for credit.

Selected topics in ethnographic methods and research design.

EFFECTIVE DATE OF CHANGE: immediate.

JUSTIFICATION

1. Reasons for changing this course: To bring catalogue description in line with current practice; to accommodate PeopleSoft's enforcement of prerequisites.
2. Effect on Department's Curriculum: none
3. Other Departments Consulted: none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Approvals Received and Dates:  
Anthropology Head and Faculty 10/27/01
7. Names and Phone Numbers of Persons for the CCC to contact:  
Jocelyn Linnekin, C&C Representative <Jocelyn.Linnekin@uconn.edu>  
486-0067 or 486-4512
8. Staffing: Anthropology faculty.

**2002-63**

Proposal to: **ADD A NEW COURSE**

Date: 7 April 2002

Department: Anthropology

Abbreviated Title: **People and the Conservation of Nature**

CATALOGUE COPY:

ANTH 2XZ. **People and the Conservation of Nature**. Either semester. Three credits. Dewar. Local communities and their environments, resource use, land tenure and how healthy landscapes can be conserved.

Effective Date of Change: now

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

1. Course Number: ANTH 2XZ
2. Course Title: **People and the Conservation of Nature**
3. Semester(s) offered: Either semester
4. Number of Credits: 3
5. Number of Class Periods: 1
6. Prerequisite/Required Preparation: none.
7. Any required consent/any exclusions: none.

8. Repetition for credit: no.

9. Instructor in charge: Robert Dewar

10. Course description:

Local communities and their environments, resource use, land tenure and how healthy landscapes can be conserved.

11. Semester and year in which course will be first offered: Spring, 2003

### **JUSTIFICATION**

A. Reasons for adding this course: This course was offered as a 298 in the fall semester of 2000. The students in the course are from varied majors, including Natural Resource Management, Ecology & Evolutionary Biology, and Anthropology. The topic is one of considerable importance. The course has been considered important for the Environmental Science minor.

B. Academic Merit: The course provides an anthropological complement to other conservation focused courses around the University, since it highlights the variety of human communities in areas of conservation and preservation concern. The course is presented as a series of topical readings with relevant case studies of recent conservation efforts in Africa, Asia, Europe, and the Americas, including the U.S.

C. Overlapping Courses: None

4. Other Departments Consulted: none

5. Number of Students Expected: 20

6. Number and Size of Section: one section, 20 students

7. Effects on Other Departments: none anticipated.

8. Effects on Regional Campuses: none anticipated.

Approvals Received and Dates:

Department of Anthropology meeting of April 22, 2002.

IX. Names and Phone Numbers of Persons for the CCC to contact:

Instructor: Robert Dewar, 486-3851, email: [robert.dewar@uconn.edu](mailto:robert.dewar@uconn.edu)

Anthropology Department C&C representative: Jocelyn Linnekin, 486-0067,  
email: [jocelyn.linnekin@uconn.edu](mailto:jocelyn.linnekin@uconn.edu)

Anthropology Department chair: W. Penn Handwerker, 486-2137  
email: handwerk@uconnvm.uconn.edu

11. Staffing: Limited enrollment will not require new staff.

**2002-64**

PROPOSAL TO DROP SEVERAL COURSES

History Department

(additional details to be circulated at the meeting)