

Proposals
CLAS Committee on Curricula and Courses
May 14, 2002

OLD BUSINESS

2002-9

Proposal to: ADD A NEW COURSE

Date: May 7, 2002

Department: Institute of Puerto Rican and Latino Studies

Abbreviated Title: Latino Health and Health Care

CATALOGUE COPY:

PRLS 250. Latino health and health care. 3 credits.

An overview of health and health care issues among Latinos in the US. Designed for students interested in health care issues as well as students interested in Latino populations in the U.S.

Effective Date of Change: Immediately

1. Course Number: PRLS 250

2. Course Title: LATINO HEALTH AND HEALTH CARE

3. Semester(s) offered: Fall

4. Number of Credits: 3

5. Number of Class Periods: 2

6. Prerequisite/Required Preparation: none

7. Any required consent/any exclusions: none

8. Repetition for credit: No

9. Instructor in charge: Marysol Asencio

10. Course description: An overview of health and health care issues among Latinos in the US. Course covers major physical and mental health problems, access to health care (insurance, medicaid/medicare, health care policies), migration, adaptation, acculturation, language barriers, Latinos in the health professions, alternative/complementary health utilization and providers and the cultural and social factors associated with health promotion and disease prevention among

Latino populations. Designed for students interested in health care issues as well as students interested in Latino populations in the U.S.

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

JUSTIFICATION

1. Reasons for adding this course: This course is currently taught as a 298 course in both the School of Family Studies and Institute of Puerto Rican and Latino Studies. This course is vital to helping students understand major health issues confronting Latinos in the U.S. It is also a key area to the academic programming of the Institute.

2. Academic Merit: To help students understand the contribution of race, class, education, migration and acculturation to the health status of Latinos in the US; to recognize intra and inter-group diversity among Latino ethnic group as it relates to health and health care; to develop a programmatic approach to improving the health of Latinos in the US; to critically evaluate literature on Latino health and health care.

3. Overlapping Courses: None

4. Other Departments Consulted: School of Family Studies

5. Number of Students Expected: 20

6. Number and Size of Section: One section/20

VII. Effects on Other Departments: Does not duplicate any other course.

8. Effects on Regional Campuses: N/A

9. Approvals Received and Dates: Institute of Puerto Rican and Latino Studies faculty and CCC 8/31/01, School of Family Studies faculty 3/27/02

10. Names and Phone Numbers of Persons for the CCC to contact: Dr. Blanca Silvestrini, 486-3997

Dr. Marysol Asencio, 486-4177

11. Staffing: Dr. Marysol Asencio, Asst. Prof., School of Family Studies

2002-10

Proposal to: ADD A NEW COURSE

Date: May 7, 2002

Department: Institute of Puerto Rican and Latino Studies

Abbreviated Title: Latino Sexuality and Gender

CATALOGUE COPY:

PRLS 251. Latino sexuality and gender. 3 credits.

Introduction to issues of gender/sexuality among US Latinos. Attention to variations in length of US residence (acculturation), class, race and ethnicity. For students interested in gender/sexuality and those entering professions involving working with gender/sexuality issues in Latino populations.

Effective Date of Change: Immediately

1. Course Number: PRLS 251

2. Course Title: LATINO SEXUALITY AND GENDER

3. Semester(s) offered: Spring

4. Number of Credits: 3

5. Number of Class Periods: 2

6. Prerequisite/Required Preparation: none

7. Any required consent/any exclusions: none

8. Repetition for credit: No

9. Instructor in charge: Marysol Asencio

10. Course description: Introduces issues of gender/sexuality among US Latinos. Topics include Latino cultural values, religious affiliations, the Latino male/female, family structure, sexual relationships, behaviors, identities and health/social issues associated with gender and sexuality among Latinos (violence, sex, HIV/AIDS, pregnancy/contraception, work). Attention to variations in length of US residence (acculturation), class, race and ethnicity. For students interested in gender/sexuality and those entering professions involving working with gender/sexuality issues in Latino populations.

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

JUSTIFICATION

I. Reasons for adding this course: This course is currently taught as a 298 course in both the School of Family Studies and Institute of Puerto Rican and Latino Studies. This is a key area of academic programming for the Institute.

II. Academic Merit: To examine the role of gender and sexuality among Latino populations; to understand the role of culture in Latino populations construction of gender and sexuality; to understand major health and social issues involving sexuality and gender among Latino populations; to critically examine Latino cultural constructs and stereotypes related to sexuality and gender.

3. Overlapping Courses: None

4. Other Departments Consulted: School of Family Studies

5. Number of Students Expected: 20

6. Number and Size of Section: One section/20 students

VII. Effects on Other Departments: Does not duplicate any other course

8. Effects on Regional Campuses: N/A

9. Approvals Received and Dates: Institute of Puerto Rican and Latino Studies faculty and CCC 8/31/01, School of Family Studies faculty 3/27/02

10. Names and Phone Numbers of Persons for the CCC to contact: Dr. Blanca Silvestrini, 486-3997

Dr. Marysol Asencio, 486-4177

11. Staffing: Dr. Marysol Asencio, Asst. Prof., School of Family Studies

2002-11

Authorization to ADD A New Minor

(re-submitted May 6, 2002)

1. Department Name: Institute of Puerto Rican and Latino Studies

2. Title of Minor: Latino Studies

3. Does this Minor have the same name as the Department or a Major within this Department? Yes No (If no, explain in Justification section below how this proposed Minor satisfies Rule #1 of the CLAS Rules for Minors).

4. Catalogue Description of the Minor: (Include specific courses and options from which students must choose. Do not include justification here.

State number of required credits, which must be not less than 15 and not more than 18.)

An interdisciplinary minor in Latino Studies is available through the College of Liberal Arts and Sciences for those who wish to develop an understanding of the cultural, historical and socio-political aspects that affect U.S. Latinos/as as an important segment of American society. The minor offers students the opportunity to focus on specific issues related to Latinos/as in the United States while expanding their knowledge in the Social Sciences and Humanities. The courses provide a multicultural approach to knowledge and explore multidisciplinary methodologies in research. Students may elect to take a research project or an internship course to further integrate the knowledge and skills developed.

Students must complete a minimum of five 200 level courses with a grade C or higher.

A. Core courses:

One required course: PRLS 210 Contemporary Issues in Latino Studies (3 credits)

Two courses selected from the PRLS course offering (6 credits):

PRLS 220 History of Latinos/as in the United States

PRLS 221 Latinos and Human Rights

PRLS 241 Latin American Minorities in the United States

PRLS 250 Latino Health and Health Care

PRLS 251 Latino Sexuality and Gender

PRLS 260 Media and Special Audiences

PRLS 264 Latinas and Media

PRLS 270 Latino Politics

PRLS 295-01 Contemporary Puerto Rican Culture and Society

PRLS 295-02 Minorities Among Minorities, Puerto Ricans and Mexican Americans

One or two of the following research or internship courses (3-6 credits):

PRLS 211 Puerto Rican/Latino Studies Research

PRLS 212 Field Internship in Latino Studies

PRLS 299 Independent Study

PRLS 294W Senior Thesis in Puerto Rican and Latino Studies

B. Related Elective course

One or two elective 200-courses from a related discipline such as Anthropology, Communication Sciences, Economics, History, Political Science, Sociology, Spanish, or Women's Studies:

ANTH 229 Caribbean Cultures

ECON 257 Economics of Poverty

ENGL 278 Ethnic Literature in the US

HIST 282 Latin American, National Period
HIST 285 Spanish Caribbean
HDFR 270 Low Income Families
POLS 235 Latin American Politics
POLS 263 Urban Politics
SOCIO 240 Race and Ethnicity
SOCIO 243 Prejudice and Discrimination
SOCIO 249 Perspectives on Poverty
SOCIO 268 Class, Power, and Inequality
SPAN 294 Lit of Puerto Rico and the Spanish Caribbean
WS 203 Social Study of Women in America
WS 267 Women and Poverty
Or any others with advisor's approval.

Elective courses may also meet requirements in the student's major or other minors.

The minor is offered by the Institute of Puerto Rican/Latino Studies. For more information, contact Blanca G. Silvestrini, Director, 486-3997.

5. Effective Date (semester, year): Fall 2002

JUSTIFICATION

6. Identify the core concepts and questions considered integral to the discipline:

Scholarship on U.S. Latinos/as has flourished due to interest in the rapid demographic growth of this population and the corresponding emerging cultures resulting from this process. Growing numbers of pioneering studies in the field have served to broaden, diversify, and enrich theoretical perspectives and empirical findings. This scholarship is inter- and multidisciplinary and has explored new methodologies that incorporate ethnic, racial and gender issues as part of a holistic approach to the field. U.S. Latino Studies includes, among other perspectives, socio-demographic, cultural, literary, historical, socio-economic, and educational research framed within a change over time perspective. The field also links its scholarship to other major areas such as migration, urban, health and political culture studies. The multiple interactions with Latin American/Caribbean cultures are viewed as part of a continuum in which cultures are recreated, issues redefined and new social, economic and political experiences emerge. Also, interesting questions in the field are related to gender studies. By integrating family, work, and community, the field of Latino Studies has explored the agency of Latinos/as in politics and in the mass communication world.

7. Explain how the courses required for the Minor cover the core concepts identified in the previous question:

The core courses provide a thorough study of the central theoretical and methodological questions in the field. PRLS 210 (Contemporary Issues in Latino Studies, to be included in

the catalog) provides a discussion of recent social science and humanities literature in the field. Its multidisciplinary approach will help the students address the issues with a holistic perspective, in which men and women interact and change their environments and constantly create new cultures. Other core courses in PRLS will help students focus on one or more areas of inquiry—culture, literature, communication or political science from an inter- and multidisciplinary perspective, since all Institute courses subscribe that approach. Elective courses will help students develop analytical and applied skills and knowledge while incorporating the Latino/a experience in the United States to broader historical, socio-cultural and political processes.

8. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies Rule #1 of the CLAS Rules for Minors. If you answered "yes" to Q. 3, leave blank.

9. Attach a "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 coursework. It should include the following information at the bottom of the form:

ATTACHED

10. Dates approved by:

Department Curriculum Committee: 02-01-02

Department Head: 02-01-02

Department Faculty: 02-01-02

XI. Name and Phone Number of Departmental Contact: Blanca G. Silvestrini, Director,
486-3997

----- Do not fill in below this line: for C&C use only -----

NOTIFICATIONS OF ACTION/DATES:

1. Proposing Department: _____

2. CLAS: _____

3. Senate (if necessary): _____

MINOR IN LATINO STUDIES

Plan of Study

Name of Student: _____ Student ID Number: _____

Major: _____

I. What semester do you intend to complete the following required course (3 credits):

PRLS 210 Contemporary Issues in Latino Studies? _____

2. Check the two courses that you have chosen to fulfill the requirements for your core courses in Latino Studies (6 credits):

- ___ PRLS 200 History of Latinos/as in the United States
- ___ PRLS 221 Latinos and Human Rights
- ___ PRLS 241 Latin American Minorities in the United States
- ___ PRLS 250 Latino Health and Health Care
- ___ PRLS 251 Latino Sexuality and Gender
- ___ PRLS 260 Media and Special Audiences
- ___ PRLS 264 Latinas and Media
- ___ PRLS 270 Latino Politics
- ___ PRLS 295-01 Contemporary Puerto Rican Culture and Society
- ___ PRLS 295-02 Minorities Among Minorities, Puerto Ricans and Mexican Americans

Check one or two of the following research or internship courses (3-6 credits):

- ___ PRLS 211 Puerto Rican/Latino Studies Research
- ___ PRLS 212 Field Internship in Latino Studies
- ___ PRLS 299 Independent Study
- ___ PRLS 294W Senior Thesis in Puerto Rican and Latino Studies

3. Elective Courses. Please choose one or two elective 200-courses from a related discipline such as Anthropology, Communication Sciences, Economics, History, Political Science, Sociology, Spanish, or Women's Studies: (3-6 credits)

- ___ ANTH 229 Caribbean Cultures
- ___ ECON 257 Economics of Poverty
- ___ ENGL 278 Ethnic Literature in the US
- ___ HIST 282 Latin American, national period
- ___ HIST 285 Spanish Caribbean
- ___ HDFR 270 Low Income Families
- ___ POLS 235 Latin American Politics
- ___ POLS 263 Urban Politics
- ___ SOCI 240 Race and Ethnicity
- ___ SOCI 243 Prejudice and Discrimination
- ___ SOCI 249 Perspectives on Poverty
- ___ SOCI 268 Class, Power, and Inequality
- ___ SPAN 294 Lit of Puerto Rico and the Spanish Caribbean
- ___ WS 203 Social Study of Women in America
- ___ WS 267 Women and Poverty

**** Other(s), with advisor's approval. Please list:

_____ Credits: _____

_____ Credits: _____

III. Please provide a brief rationale for these choices:

I approve the above program for the (B.A. or B.S.) Minor in Latino Studies:

(signed) _____
Minor Advisor , Inst. of Puerto Rican & Latino Studies Date

[Minor Advisors for Institute are: Blanca G. Silvestrini, Marysol Asencio, Xae Reyes, Diana Rios]

One copy of Plan of Study to advisor, one copy to Director of Puerto Rican and Latino Studies, and one signed copy to Registrar.

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

2002-42

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.

2002-51

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.

2002-65

PROPOSAL TO CHANGE AN EXISTING COURSE

Date: March 8, 2002
Department: Chemistry
Course: Chemistry 371. Environmental Chemistry II

Current Catalog Copy:

CHEM 371. Environmental Chemistry II
First Semester. Three credits. Hours by arrangement. Prerequisite: Chem.
370. Stuart

To expand on selected and related topics covered in Chem. 370,
Environmental Chemistry I. To include such topics as: sources and types
of chemical pollution, pollution prevention, waste management, waste
reduction, recycling, chemical waste treatment and ultimate destruction.
Assigned readings will include textbook material and journal articles.

Proposed Catalog Copy:

CHEM 371. Environmental Chemistry II
First Semester. Three Credits. Hours by arrangement. Prerequisite: Chem
243-244, 232 and/or equivalent. Chem. 370 recommended.

Includes topics such as: environmental sampling and methods of chemical
contaminant analyses, sources and types of chemical pollution, pollution
prevention, waste management, waste reduction, recycling, and ultimate
chemical destruction. Assigned readings include textbook material,
journal articles and material from the web.

Justification:

Environmental

Chemistry II lists as its prerequisite Chem. 370. In actual practice, only about 33 per cent of the past students taking Chem. 371 have actually met the requirement of having Chem. 370.

Approved by the Chemistry Department Graduate Committee, 2/15/02

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); courses 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 various 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

NEW BUSINESS

2002-66

Proposal to: ADD A NEW COURSE

Date: May 6, 2002

Department: Institute of Puerto Rican and Latino Studies

Abbreviated Title: Latino Politics

CATALOGUE COPY:

PRLS 270: Latino Politics. Either semester. Three credits. Pantoja

Introduce students to the study of Latino politics in the U.S. Familiarize students with political histories of four different Latino populations: Mexican, Puerto Rican, Cuban and Central American. Study different forms of political expressions, ranging from electoral behavior to political art.

Effective Date of Change: Spring 2003

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

1. Course Number: PRLS 270

2. Course Title: Latino Politics

3. Semester(s) offered: Either

4. Number of Credits: 3

5. Number of Class Periods: 2

6. Prerequisite/Required Preparation: No

7. Any required consent/any exclusions: No

8. Repetition for credit: No

9. Instructor in charge: Staff

10. Course description: Latino Politics. Either semester. Three credits. Staff.

Introduce students to the study of Latino politics in the U.S. Familiarize students with political histories of four different Latino populations: Mexican, Puerto Rican, Cuban and Central American. Study different forms of political expressions, ranging from electoral behavior to political art.

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

JUSTIFICATION

Reasons for adding this course: This course will discuss the emerging roles of Latinos in U.S. politics by familiarizing them with qualitative and quantitative Political Science literature on the topic. According to the 2000 Census, Latinos are the largest minority in the United States but their participation in the political system is not yet understood. The students will discuss the differences in political behavior between different Latino groups, the interactions among groups and the interconnection with Latin American politics. The topic of borders politics will provide a dynamic framework to understand other issues related to Latino politics.

Academic Merit: Students will read political science, demographic and socio-historical literature to approach different dimensions of Latino politics. They will develop an understanding on the diversity of the political experience of different Latinos/as in the United

States. The papers and writing exercises will provide an opportunity to develop research and interviewing skills.

3. Overlapping Courses: None
4. Other Departments Consulted: Political Science
5. Number of Students Expected: 20
6. Number and Size of Section: 1 section, 20 students
7. Effects on Other Departments: None
8. Effects on Regional Campuses: None

IX. Approvals Received and Dates: Institute of Puerto Rican and Latino Studies courses and curriculum committee meeting: 8/31/01.

X. Names and Phone Numbers of Persons for the CCC to contact: Blanca G. Silvestrini, Director, Institute of Puerto Rican and Latino Studies, 486-3997

XI. Staffing: We expect limited enrollments in this course and that it will therefore require no new staff.

Preamble to items 2002-67 through 2002-76

English Department, Curriculum & Courses Committee

New Courses Following Reform of the English Major Requirements

What follows is a summary list of new 200-level English courses approved by unanimous vote of the English faculty at its meeting of 1 May 2002, and now proposed for approval to the CLAS Curriculum & Courses Committee. (New 100-level courses, approved at the same meeting, are listed in a separate document, and will be proposed both to that committee and to the Senate curriculum committee.) This list constitutes a short-version summary of ten separate course proposals now proposed for adoption.

These new 200-level offerings are designed as factotum course listings: taken together, they constitute a package of courses intended for English majors that expresses a professionally rational division of the discipline into meaningful sub-categories, within which pedagogically discrete elements can be studied over a given semester. Although the department resists specifying prerequisite experience for their election, their catalogue copy clearly advertises that they are intended for English majors, and other students, beyond the introductory level.

The subject matter of these offerings, varying from semester to semester under the broad rubrics described in the catalogue copy below, will be established according to a particular literary sub-period, sub-genre, theme, movement, form or similar organizing principle.

In brief, they will serve as factotum course titles, and the catalogue copy of each will convey to English majors more useful information about its organizing principle than do our several present 'variable topics' courses. (Such present courses, like 217, 267, 268, 291, 296, 298, are likely to be discontinued, once they have been supplanted in practice by the following new listings.)

Some of these new courses, expressing a particularized focus like ethnic or regional writings, can be more easily folded into the curricula of other interdisciplinary units that reflect area or ethnic concerns.

For details please see the approval forms filed with the CLAS C&C Committee. In the summary list below, material in brackets is for illustration, but not part of the catalogue description:

279. Advanced Study: Drama. Three credits. Intensive study of particular topics in dramatic literature. [e.g. Jacobean Revenge Tragedy, Medieval Town Plays, Post-War American Theatre.] May be repeated with a change of topic. Intended for third- and fourth-year students.

280. Advanced Study: Poetry Three credits. Intensive study of particular topics in poetry. [e.g. Metaphysical poets, Symbolists, Poetry of WWI.] May be repeated with a change of topic. Intended for third- and fourth-year students.

281. Advanced Study: Prose. Three credits. Intensive study of particular topics in literary prose. [e.g. 18th century novel, 19th century political writing, biography, the essay.] May be repeated with a change of topic. Intended for third- and fourth-year students.

282. Advanced Study: Literary Criticism and Theory. Three credits. Intensive study of particular topics in literary criticism and theory. [e.g. Form criticism, deconstruction, classical critical theory.] May be repeated with a change of topic. Intended for third- and fourth-year students.

283. Advanced Study: British Literature. Three credits. Intensive study of particular topics in the literature of the British Isles. [e.g. Courtly love literature, The Romantic Movement, literature of the industrial revolution.] May be repeated with a change of topic. Intended for third- and fourth-year students.

284. Advanced Study: American Literature. Three credits. Intensive study of particular topics in the literature of the United States. [e.g. American naturalism, literature of Westward expansion, literature of Jazz Age, writings of the Beat Generation.] May be repeated with a change of topic. Intended for third- and fourth-year students.

287. Advanced Study: Ethnic Literature. Three credits. Intensive study of particular topics in British or American literature written by ethnic writers. [e.g. the Harlem renaissance, Commonwealth expatriate writers in Britain, Native American novelists.] May be repeated with a change of topic. Intended for third- and fourth-year students.

288. Advanced Study: Anglophone Literature. Three credits. Intensive study of particular topics in the English literature of one or more regions, such as South Asia, Africa or the Caribbean. [e.g. The African post-colonial novel, Asian sub-continent writers of the 20th century, late 20th-century West Indian literature.] May be repeated with a change of topic. Intended for third- and fourth-year students.

289. Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand. Three credits. Intensive study of particular topics in the literature of these commonwealth countries. [e.g. Literature of the Australian outback, mid-century New Zealand writers, the Barrytown novels.] May be repeated with a change of topic. Intended for third- and fourth-year students.

290. Advanced Study: Lesbian, Gay, Bisexual and Transgendered Literature. Three credits. Intensive study of particular topics in the literary expression of lesbian, gay, bisexual and transgendered identity. [e.g. Gay authors of 20th century Britain, gender-transgressive fiction of the 19th century.] May be repeated with a change of topic. Intended for third- and fourth-year students.

2002-67

Proposal to: ADD A NEW COURSE

Date: 9 May 2002

Department: **English**

Abbreviated Title: **Advanced Study: Drama.**

CATALOGUE COPY: **279. Advanced Study: Drama. Three credits. Intensive study of particular topics in dramatic literature.** [e.g. Jacobean Revenge Tragedy, Medieval Town Plays, Post-War American Theatre.] **May be repeated with a change of topic. Intended for third- and fourth-year students.**

Effective Date of Change: Immediately.

1. Course Number: **279**

2. Course Title: **Advanced Study: Drama.**

3. Semester(s) offered: Either semester

4. Number of Credits: Three

5. Number of Class Periods: Thrice weekly, or twice weekly. Occasionally, once weekly. In all cases, for the equivalent of three 50-minute periods/week.

6. Prerequisite/Required Preparation: None. See # 7, *following*.

7. Any required consent/any exclusions: None. We advise students in the catalogue description that the course is intended for third and fourth

year students, but we view a pre-requisite arrangement as counterproductive, given the scale of enrollments in our department..

8. Repetition for credit: Yes, as in the course description. .

9. Instructor in charge: Variable. This course is intended for assignment to regular faculty only, or in special cases to adjuncts holding the PhD in literature.

10. Course description: See below.

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

JUSTIFICATION

1. Reasons for adding this course: The department has enacted last month a complete overhaul of its major requirements, replacing a **prescriptive** scheme that required specific course elections in seven categories (from a list of 24 courses) with a scheme of **descriptive** requirements that substantially expands student choice among all 200-level literature offerings in the department. This brings all of our 200-level courses into play as appropriate courses for the major, and the course proposed here is one of several innovations meant to add meaningful 200-level opportunities for study in group B (courses more sharply focussed than those in Group A, which are built upon the organizing principle of an historical period).

This course is intended to provide a *factotum* course number under which a variety of subject matters may be offered from term to term, but under an inclusive title that conveys to the student a fair (if general) understanding of the kind of material to be studied. Equally important, it will enable us better to exploit the research specialities of our faculty from term to term, in a course whose precise subject matter reflects that expertise. This course is one of several proposed as a 'package' intended to rationalize in our catalogue copy a specific range of special studies appropriate to our advanced majors in literature.

We have had for many years several 'variable topics' courses among our offerings (217, 267, 268, 291, 296, 298), but in our judgement these have been too open-ended to serve as useful catalogue copy. By this proposed course (one of ten) we hope to offer a variable topics course more precisely defined in terms of either literary genre or a similar principle of pedagogical focus. We anticipate that once this and other

similar advanced study courses are on offer, we shall propose elimination of some or all of the older, more generalized, variable topics courses noted above.

2. Academic Merit: See #1, above.

3. Overlapping Courses: See #1, above. Our present variable topics courses: 217, 267, 268, 291, 295, 298. These ought to disappear once supplanted by the proposed package of advanced study courses.

4. Other Departments Consulted: None.

5. Number of Students Expected: The proposed course will improve our ability to meet major demand. We presently have 452 officially declared majors; last year at this time we had 347. Enrollment pressures are exceptionally heavy in our department, which routinely enrolls nearly 11,000 students per year. The proposed course (and others like it) will enable us to deploy more regular faculty to courses that will 'count' toward the curriculum of our majors. The standard section size in our department for such courses is 35.

6. Number and Size of Section: See # 5, above.

7. Effects on Other Departments: None anticipated, as these are all English literature courses.

8. Effects on Regional Campuses: As at Storrs, this course (together with other similar courses now proposed) will enable more flexible deployment of regular faculty resources in courses appropriate to the new major requirements. Our regional campus faculty are enthusiastic about this broadening of opportunity to teach in their specialities.

9. Approvals Received and Dates:

Department C&C Committee, 24 April 2002

Full department faculty, 1 May 2002 (unanimous vote)

Department Head, 1 May 2002.

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

J J Manning, Associate Department Head. 486
2321 (jjmann@uconnvm.uconn.edu)

11. Staffing. This course will, with rare exception, be staffed by regular English department (tenured/tenure-track) faculty. In unusual circumstances, adjunct faculty assigned to this course will hold the PhD, according to department policy pertaining to 200-level instruction.

2002-68

Proposal to: ADD A NEW COURSE

Date: 9 May 2002

Department: **English**

Abbreviated Title: **Advanced Study: Poetry**

CATALOGUE COPY: **280. Advanced Study: Poetry Three credits. Intensive study of particular topics in poetry.** [e.g. Metaphysical poets, Symbolists, Poetry of WWI.] **May be repeated with a change of topic. Intended for third- and fourth-year students.**

Effective Date of Change: Immediately.

1. Course Number: **280**

2. Course Title: **Advanced Study: Poetry**

3. Semester(s) offered: Either semester

4. Number of Credits: Three

5. Number of Class Periods: Thrice weekly, or twice weekly. Occasionally, once weekly. In all cases, for the equivalent of three 50-minute periods/week.

6. Prerequisite/Required Preparation: None. See # 7, *following*.

7. Any required consent/any exclusions: None. We advise students in the catalogue description that the course is intended for third and fourth year students, but we view a pre-requisite arrangement as counterproductive, given the scale of enrollments in our department..

8. Repetition for credit: Yes, as in the course description. .

9. Instructor in charge: Variable. This course is intended for assignment to regular faculty only, or in special cases to adjuncts holding the PhD in literature.

10. Course description: See below

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

JUSTIFICATION

1. Reasons for adding this course: The department has enacted last month a complete overhaul of its major requirements, replacing a **prescriptive** scheme that required specific course elections in seven categories (from a list of 24 courses) with a scheme of **descriptive** requirements that substantially expands student choice among all 200-level literature offerings in the department. This brings all of our 200-level courses into play as appropriate courses for the major, and the course proposed here is one of several innovations meant to add meaningful 200-level opportunities for study in group B (courses more sharply focussed than those in Group A, which are built upon the organizing principle of an historical period).

This course is intended to provide a *factotum* course number under which a variety of subject matters may be offered from term to term, but under an inclusive title that conveys to the student a fair (if general) understanding of the kind of material to be studied. Equally important, it will enable us better to exploit the research specialities of our faculty from term to term, in a course whose precise subject matter reflects that expertise. This course is one of several proposed as a 'package' intended to rationalize in our catalogue copy a specific range of special studies appropriate to our advanced majors in literature.

We have had for many years several 'variable topics' courses among our offerings (217, 267, 268, 291, 296, 298), but in our judgement these have been too open-ended to serve as useful catalogue copy. By this proposed course (one of ten) we hope to offer a variable topics course more precisely defined in terms of either literary genre or a similar principle of pedagogical focus. We anticipate that once this and other similar advanced study courses are on offer, we shall propose elimination of some or all of the older, more generalized, variable topics courses noted above.

2. Academic Merit: See #1, above.

3. Overlapping Courses: See #1, above. Our present variable topics courses: 217, 267, 268, 291, 295, 298. These ought to disappear once supplanted by the proposed package of advanced study courses.

4. Other Departments Consulted: None.

5. Number of Students Expected: The proposed course will improve our ability to meet major demand. We presently have 452 officially declared majors; last year at this time we had 347. Enrollment pressures are exceptionally heavy in our department, which routinely enrolls nearly 11,000 students per year. The proposed course (and others like it) will enable us to deploy more regular faculty to courses that will 'count' toward the curriculum of our majors. The standard section size in our department for such courses is 35.

6. Number and Size of Section: See # 5, above.

7. Effects on Other Departments: None anticipated, as these are all English literature courses.

8. Effects on Regional Campuses: As at Storrs, this course (together with other similar courses now proposed) will enable more flexible deployment of regular faculty resources in courses appropriate to the new major requirements. Our regional campus faculty are enthusiastic about this broadening of opportunity to teach in their specialities.

9. Approvals Received and Dates:

Department C&C Committee, 24 April 2002

Full department faculty, 1 May 2002 (unanimous vote)

Department Head, 1 May 2002.

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

J J Manning, Associate Department Head. 486 2321 (jjmann@uconnvm.uconn.edu)

11. Staffing. This course will, with rare exception, be staffed by regular English department (tenured/tenure-track) faculty. In unusual circumstances, adjunct faculty assigned to this course will hold the PhD, according to department policy pertaining to 200-level instruction.

2002-69

Proposal to: ADD A NEW COURSE

Date: 9 May 2002

Department: **English**

Abbreviated Title: **Advanced Study: Prose.**

CATALOGUE COPY: **281. Advanced Study: Prose. Three credits. Intensive study of particular topics in literary prose.** [e.g. 18th century novel, 19th century political writing, biography, the essay.] **May be repeated with a change of topic. Intended for third- and fourth-year students.**

Effective Date of Change: Immediately.

1. Course Number: **281**

2. Course Title: **Advanced Study: Prose.**

3. Semester(s) offered: Either semester
4. Number of Credits: Three
5. Number of Class Periods: Thrice weekly, or twice weekly. Occasionally, once weekly. In all cases, for the equivalent of three 50-minute periods/week.
6. Prerequisite/Required Preparation: None. See # 7, *following*.
7. Any required consent/any exclusions: None. We advise students in the catalogue description that the course is intended for third and fourth year students, but we view a pre-requisite arrangement as counterproductive, given the scale of enrollments in our department..
8. Repetition for credit: Yes, as in the course description. .
9. Instructor in charge: Variable. This course is intended for assignment to regular faculty only, or in special cases to adjuncts holding the PhD in literature.
10. Course description: See below
11. Semester and year in which course will be first offered: Spring 2003.

JUSTIFICATION

1. Reasons for adding this course: The department has enacted last month a complete overhaul of its major requirements, replacing a **prescriptive** scheme that required specific course elections in seven categories (from a list of 24 courses) with a scheme of **descriptive** requirements that substantially expands student choice among all 200-level literature offerings in the department. This brings all of our 200-level courses into play as appropriate courses for the major, and the course proposed here is one of several innovations meant to add meaningful 200-level opportunities for study in group B (courses more sharply focussed than those in Group A, which are built upon the organizing principle of an historical period).

This course is intended to provide a *factotum* course number under which a variety of subject matters may be offered from term to term, but under an inclusive title that conveys to the student a fair (if general) understanding of the kind of material to be studied. Equally important, it will enable us better to exploit the research specialities of our faculty from term to term, in a course whose precise subject matter reflects that expertise. This course is one of several proposed as a 'package' intended to rationalize in our catalogue copy a specific range of special studies appropriate to our advanced majors in literature.

We have had for many years several 'variable topics' courses among our offerings (217, 267, 268, 291, 296, 298), but in our judgement these have been too open-ended to serve as useful catalogue copy. By this proposed course (one of ten) we hope to offer a variable topics course more precisely defined in terms of either literary genre or a similar principle of pedagogical focus. We anticipate that once this and other similar advanced study courses are on offer, we shall propose elimination of some or all of the older, more generalized, variable topics courses noted above.

2. Academic Merit: See #1, above.

3. Overlapping Courses: See #1, above. Our present variable topics courses: 217, 267, 268, 291, 295, 298. These ought to disappear once supplanted by the proposed package of advanced study courses.

4. Other Departments Consulted: None.

5. Number of Students Expected: The proposed course will improve our ability to meet major demand. We presently have 452 officially declared majors; last year at this time we had 347. Enrollment pressures are exceptionally heavy in our department, which routinely enrolls nearly 11,000 students per year. The proposed course (and others like it) will enable us to deploy more regular faculty to courses that will 'count' toward the curriculum of our majors. The standard section size in our department for such courses is 35.

6. Number and Size of Section: See # 5, above.

7. Effects on Other Departments: None anticipated, as these are all English literature courses.

8. Effects on Regional Campuses: As at Storrs, this course (together with other similar courses now proposed) will enable more flexible deployment of regular faculty resources in courses appropriate to the new major requirements. Our regional campus faculty are enthusiastic about this broadening of opportunity to teach in their specialities.

9. Approvals Received and Dates:

Department C&C Committee, 24 April 2002

Full department faculty, 1 May 2002 (unanimous vote)

Department Head, 1 May 2002.

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

J J Manning, Associate Department Head. 486 2321 (jjmann@uconnvm.uconn.edu)

11. Staffing. This course will, with rare exception, be staffed by regular English department (tenured/tenure-track) faculty. In unusual circumstances, adjunct faculty assigned to this course will hold the PhD, according to department policy pertaining to 200-level instruction.

2002-70

Proposal to: ADD A NEW COURSE

Date: 9 May 2002

Department: **English**

Abbreviated Title: **Advanced Study: Literary Criticism and Theory.**

CATALOGUE COPY: **282. Advanced Study: Literary Criticism and Theory. Three credits. Intensive study of particular topics in literary criticism and theory.** [e.g. Form criticism, deconstruction, classical critical theory.] **May be repeated with a change of topic. Intended for third- and fourth-year students.**

Effective Date of Change: Immediately.

1. Course Number: **282**
2. Course Title: **Advanced Study: Literary Criticism and Theory**
3. Semester(s) offered: Either semester
4. Number of Credits: Three
5. Number of Class Periods: Thrice weekly, or twice weekly. Occasionally, once weekly. In all cases, for the equivalent of three 50-minute periods/week.
6. Prerequisite/Required Preparation: None. See # 7, *following*.
7. Any required consent/any exclusions: None. We advise students in the catalogue description that the course is intended for third and fourth year students, but we view a pre-requisite arrangement as counterproductive, given the scale of enrollments in our department..
8. Repetition for credit: Yes, as in the course description. .
9. Instructor in charge: Variable. This course is intended for assignment to regular faculty only, or in special cases to adjuncts holding the PhD in literature.
10. Course description: See below
11. Semester and year in which course will be first offered: Spring 2003.

JUSTIFICATION

1. Reasons for adding this course: The department has enacted last month a complete overhaul of its major requirements, replacing a **prescriptive** scheme that required specific course elections in seven categories (from a list of 24 courses) with a scheme of **descriptive** requirements that substantially expands student choice among all 200-level literature offerings in the department. This brings all of our 200-level courses into play as appropriate courses for the major, and the course proposed here

is one of several innovations meant to add meaningful 200-level opportunities for study in group B (courses more sharply focussed than those in Group A, which are built upon the organizing principle of an historical period).

This course is intended to provide a *factotum* course number under which a variety of subject matters may be offered from term to term, but under an inclusive title that conveys to the student a fair (if general) understanding of the kind of material to be studied. Equally important, it will enable us better to exploit the research specialities of our faculty from term to term, in a course whose precise subject matter reflects that expertise. This course is one of several proposed as a 'package' intended to rationalize in our catalogue copy a specific range of special studies appropriate to our advanced majors in literature.

We have had for many years several 'variable topics' courses among our offerings (217, 267, 268, 291, 296, 298), but in our judgement these have been too open-ended to serve as useful catalogue copy. By this proposed course (one of ten) we hope to offer a variable topics course more precisely defined in terms of either literary genre or a similar principle of pedagogical focus. We anticipate that once this and other similar advanced study courses are on offer, we shall propose elimination of some or all of the older, more generalized, variable topics courses noted above.

2. Academic Merit: See #1, above.

3. Overlapping Courses: See #1, above. Our present variable topics courses: 217, 267, 268, 291, 295, 298. These ought to disappear once supplanted by the proposed package of advanced study courses.

4. Other Departments Consulted: None.

5. Number of Students Expected: The proposed course will improve our ability to meet major demand. We presently have 452 officially declared majors; last year at this time we had 347. Enrollment pressures are exceptionally heavy in our department, which routinely enrolls nearly 11,000 students per year. The proposed course (and others like it) will enable us to deploy more regular faculty to courses that will 'count' toward the curriculum of our majors. The standard section size in our department for such courses is 35.

6. Number and Size of Section: See # 5, above.

7. Effects on Other Departments: None anticipated, as these are all English literature courses.

8. Effects on Regional Campuses: As at Storrs, this course (together with other similar courses now proposed) will enable more flexible deployment of regular faculty resources in courses appropriate to the new major requirements. Our regional campus faculty are enthusiastic about this broadening of opportunity to teach in their specialities.

9. Approvals Received and Dates:

Department C&C Committee, 24 April 2002
Full department faculty, 1 May 2002 (unanimous vote)
Department Head, 1 May 2002.

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

J J Manning, Associate Department Head. 486 2321 (jjmann@uconnvm.uconn.edu)

11. Staffing. This course will, with rare exception, be staffed by regular English department (tenured/tenure-track) faculty. In unusual circumstances, adjunct faculty assigned to this course will hold the PhD, according to department policy pertaining to 200-level instruction.

2002-71

Proposal to: ADD A NEW COURSE

Date: 9 May 2002

Department: **English**

Abbreviated Title: **Advanced Study: British Literature**

CATALOGUE COPY: **283. Advanced Study: British Literature. Three credits. Intensive study of particular topics in the literature of the British Isles.**[e.g. Courtly love literature, The Romantic Movement, literature of the industrial revolution.] **May be repeated with a change of topic. Intended for third- and fourth-year students.**

Effective Date of Change: Immediately.

1. Course Number: **283**

2. Course Title: **Advanced Study: British Literature.**

3. Semester(s) offered: Either semester

4. Number of Credits: Three

5. Number of Class Periods: Thrice weekly, or twice weekly. Occasionally, once weekly. In all cases, for the equivalent of three 50-minute periods/week.

6. Prerequisite/Required Preparation: None. See # 7, *following*.

7. Any required consent/any exclusions: None. We advise students in the catalogue description that the course is intended for third and fourth year students, but we

view a pre-requisite arrangement as counterproductive, given the scale of enrollments in our department..

8. Repetition for credit: Yes, as in the course description. .

9. Instructor in charge: Variable. This course is intended for assignment to regular faculty only, or in special cases to adjuncts holding the PhD in literature.

10. Course description: See below.

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

JUSTIFICATION

1. Reasons for adding this course: The department has enacted last month a complete overhaul of its major requirements, replacing a **prescriptive** scheme that required specific course elections in seven categories (from a list of 24 courses) with a scheme of **descriptive** requirements that substantially expands student choice among all 200-level literature offerings in the department. This brings all of our 200-level courses into play as appropriate courses for the major, and the course proposed here is one of several innovations meant to add meaningful 200-level opportunities for study in group B (courses more sharply focussed than those in Group A, which are built upon the organizing principle of an historical period).

This course is intended to provide a *factotum* course number under which a variety of subject matters may be offered from term to term, but under an inclusive title that conveys to the student a fair (if general) understanding of the kind of material to be studied. Equally important, it will enable us better to exploit the research specialities of our faculty from term to term, in a course whose precise subject matter reflects that expertise. This course is one of several proposed as a 'package' intended to rationalize in our catalogue copy a specific range of special studies appropriate to our advanced majors in literature.

We have had for many years several 'variable topics' courses among our offerings (217, 267, 268, 291, 296, 298), but in our judgement these have been too open-ended to serve as useful catalogue copy. By this proposed course (one of ten) we hope to offer a variable topics course more precisely defined in terms of either literary genre or a similar principle of pedagogical focus. We anticipate that once this and other similar advanced study courses are on offer, we shall propose elimination of some or all of the older, more generalized, variable topics courses noted above.

2. Academic Merit: See #1, above.

3. Overlapping Courses: See #1, above. Our present variable topics courses: 217, 267, 268, 291, 295, 298. These ought to disappear once supplanted by the proposed package of advanced study courses.

4. Other Departments Consulted: None.

5. Number of Students Expected: The proposed course will improve our ability to meet major demand. We presently have 452 officially declared majors; last year at this time we had 347. Enrollment pressures are exceptionally heavy in our department, which routinely enrolls nearly 11,000 students per year. The proposed course (and others like it) will enable us to deploy more regular faculty to courses that will 'count' toward the curriculum of our majors. The standard section size in our department for such courses is 35.

6. Number and Size of Section: See # 5, above.

7. Effects on Other Departments: None anticipated, as these are all English literature courses.

8. Effects on Regional Campuses: As at Storrs, this course (together with other similar courses now proposed) will enable more flexible deployment of regular faculty resources in courses appropriate to the new major requirements. Our regional campus faculty are enthusiastic about this broadening of opportunity to teach in their specialities.

9. Approvals Received and Dates:

Department C&C Committee, 24 April 2002

Full department faculty, 1 May 2002 (unanimous vote)

Department Head, 1 May 2002.

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

J J Manning, Associate Department Head. 486 2321 (jjmann@uconnvm.uconn.edu)

11. Staffing. This course will, with rare exception, be staffed by regular English department (tenured/tenure-track) faculty. In unusual circumstances, adjunct faculty assigned to this course will hold the PhD, according to department policy pertaining to 200-level instruction.

2002-72

Proposal to: ADD A NEW COURSE

Date: 9 May 2002

Department: English

Abbreviated Title: **Advanced Study: American Literature.**

CATALOGUE COPY: **284. Advanced Study: American Literature. Three credits. Intensive study of particular topics in in the literature of the United States.** [e.g. American naturalism, literature of

Westward expansion, literature of Jazz Age, writings of the Beat Generation.] **May be repeated with a change of topic. Intended for third- and fourth-year students.**

Effective Date of Change: Immediately.

1. Course Number: **284**
2. Course Title: **Advanced Study: American Literature.**
3. Semester(s) offered: Either semester
4. Number of Credits: Three
5. Number of Class Periods: Thrice weekly, or twice weekly. Occasionally, once weekly. In all cases, for the equivalent of three 50-minute periods/week.
6. Prerequisite/Required Preparation: None. See # 7, *following*.
7. Any required consent/any exclusions: None. We advise students in the catalogue description that the course is intended for third and fourth year students, but we view a pre-requisite arrangement as counterproductive, given the scale of enrollments in our department..
8. Repetition for credit: Yes, as in the course description. .
9. Instructor in charge: Variable. This course is intended for assignment to regular faculty only, or in special cases to adjuncts holding the PhD in literature.
10. Course description: See below.
11. Semester and year in which course will be first offered: Spring 2003.

JUSTIFICATION

1. Reasons for adding this course: The department has enacted last month a complete overhaul of its major requirements, replacing a **prescriptive** scheme that required specific course elections in seven categories (from a list of 24 courses) with a scheme of **descriptive** requirements that substantially expands student choice among all 200-level literature offerings in the department. This brings all of our 200-level courses into play as appropriate courses for the major, and the course proposed here is one of several innovations meant to add meaningful 200-level opportunities for study in group B (courses more sharply focussed than those in Group A, which are built upon the organizing principle of an historical period).

This course is intended to provide a *factotum* course number under which a variety of subject matters may be offered from term to term, but under an inclusive title that conveys to the student a fair (if general) understanding of the kind of material to be studied. Equally important, it will enable us better to exploit the research specialities of our faculty from term to term, in a course whose precise subject matter reflects that expertise. This course is one of several proposed as a 'package'

intended to rationalize in our catalogue copy a specific range of special studies appropriate to our advanced majors in literature.

We have had for many years several 'variable topics' courses among our offerings (217, 267, 268, 291, 296, 298), but in our judgement these have been too open-ended to serve as useful catalogue copy. By this proposed course (one of ten) we hope to offer a variable topics course more precisely defined in terms of either literary genre or a similar principle of pedagogical focus. We anticipate that once this and other similar advanced study courses are on offer, we shall propose elimination of some or all of the older, more generalized, variable topics courses noted above.

2. Academic Merit: See #1, above.

3. Overlapping Courses: See #1, above. Our present variable topics courses: 217, 267, 268, 291, 295, 298. These ought to disappear once supplanted by the proposed package of advanced study courses.

4. Other Departments Consulted: None.

5. Number of Students Expected: The proposed course will improve our ability to meet major demand. We presently have 452 officially declared majors; last year at this time we had 347. Enrollment pressures are exceptionally heavy in our department, which routinely enrolls nearly 11,000 students per year. The proposed course (and others like it) will enable us to deploy more regular faculty to courses that will 'count' toward the curriculum of our majors. The standard section size in our department for such courses is 35.

6. Number and Size of Section: See # 5, above.

7. Effects on Other Departments: None anticipated, as these are all English literature courses.

8. Effects on Regional Campuses: As at Storrs, this course (together with other similar courses now proposed) will enable more flexible deployment of regular faculty resources in courses appropriate to the new major requirements. Our regional campus faculty are enthusiastic about this broadening of opportunity to teach in their specialities.

9. Approvals Received and Dates:

Department C&C Committee, 24 April 2002

Full department faculty, 1 May 2002 (unanimous vote)

Department Head, 1 May 2002.

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

J J Manning, Associate Department Head. 486 2321 (jjmann@uconnvm.uconn.edu)

11. Staffing. This course will, with rare exception, be staffed by regular English department (tenured/tenure-track) faculty. In unusual circumstances, adjunct faculty assigned to this course will hold the PhD, according to department policy pertaining to 200-level instruction.

2002-73

Proposal to: ADD A NEW COURSE

Date: 9 May 2002

Department: English

Abbreviated Title: **Advanced Study: Ethnic Literature.**

CATALOGUE COPY: **287. Advanced Study: Ethnic Literature. Three credits. Intensive study of particular topics in British or American literature written by ethnic writers.** [e.g. the Harlem renaissance, Commonwealth expatriate writers in Britain, Native American novelists.] **May be repeated with a change of topic. Intended for third- and fourth-year students.**

Effective Date of Change: Immediately.

1. Course Number: 287

2. Course Title: **Advanced Study: Ethnic Literature.**

3. Semester(s) offered: Either semester

4. Number of Credits: Three

5. Number of Class Periods: Thrice weekly, or twice weekly. Occasionally, once weekly. In all cases, for the equivalent of three 50-minute periods/week.

6. Prerequisite/Required Preparation: None. See # 7, *following*.

7. Any required consent/any exclusions: None. We advise students in the catalogue description that the course is intended for third and fourth year students, but we view a pre-requisite arrangement as counterproductive, given the scale of enrollments in our department..

8. Repetition for credit: Yes, as in the course description. .

9. Instructor in charge: Variable. This course is intended for assignment to regular faculty only, or in special cases to adjuncts holding the PhD in literature.

10. Course description: See below

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

JUSTIFICATION

1. Reasons for adding this course: The department has enacted last month a complete overhaul of its major requirements, replacing a **prescriptive** scheme that required specific course elections in seven categories (from a list of 24 courses) with a scheme of **descriptive** requirements that substantially expands student choice among all 200-level literature offerings in the department. This brings all of our 200-level courses into play as appropriate courses for the major, and the course proposed here is one of several innovations meant to add meaningful 200-level opportunities for study in group B (courses more sharply focussed than those in Group A, which are built upon the organizing principle of an historical period).

This course is intended to provide a *factotum* course number under which a variety of subject matters may be offered from term to term, but under an inclusive title that conveys to the student a fair (if general) understanding of the kind of material to be studied. Equally important, it will enable us better to exploit the research specialities of our faculty from term to term, in a course whose precise subject matter reflects that expertise. This course is one of several proposed as a 'package' intended to rationalize in our catalogue copy a specific range of special studies appropriate to our advanced majors in literature.

We have had for many years several 'variable topics' courses among our offerings (217, 267, 268, 291, 296, 298), but in our judgement these have been too open-ended to serve as useful catalogue copy. By this proposed course (one of ten) we hope to offer a variable topics course more precisely defined in terms of either literary genre or a similar principle of pedagogical focus. We anticipate that once this and other similar advanced study courses are on offer, we shall propose elimination of some or all of the older, more generalized, variable topics courses noted above.

2. Academic Merit: See #1, above.

3. Overlapping Courses: See #1, above. Our present variable topics courses: 217, 267, 268, 291, 295, 298. These ought to disappear once supplanted by the proposed package of advanced study courses.

4. Other Departments Consulted: None.

5. Number of Students Expected: The proposed course will improve our ability to meet major demand. We presently have 452 officially declared majors; last year at this time we had 347. Enrollment pressures are exceptionally heavy in our department, which routinely enrolls nearly 11,000 students per year. The proposed course (and others like it) will enable us to deploy more regular faculty to courses that will 'count' toward the curriculum of our majors. The standard section size in our department for such courses is 35.

6. Number and Size of Section: See # 5, above.

7. Effects on Other Departments: None anticipated, as these are all English literature courses.

8. Effects on Regional Campuses: As at Storrs, this course (together with other similar courses now proposed) will enable more flexible deployment of regular faculty resources in courses appropriate to the new major requirements. Our regional campus faculty are enthusiastic about this broadening of opportunity to teach in their specialities.

9. Approvals Received and Dates:

Department C&C Committee, 24 April 2002

Full department faculty, 1 May 2002 (unanimous vote)

Department Head, 1 May 2002.

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

J J Manning, Associate Department Head. 486 2321 (jjmann@uconnvm.uconn.edu)

11. Staffing. This course will, with rare exception, be staffed by regular English department (tenured/tenure-track) faculty. In unusual circumstances, adjunct faculty assigned to this course will hold the PhD, according to department policy pertaining to 200-level instruction.

2002-74

Proposal to: ADD A NEW COURSE

Date: 9 May 2002

Department: English

Abbreviated Title: **Advanced Study: Anglophone Literature.**

CATALOGUE COPY: **288. Advanced Study: Anglophone Literature. Three credits. Intensive study of particular topics in the English literature of one or more regions, such as South Asia, Africa or the Caribbean.** [e.g. The African post-colonial novel, Asian sub-continent writers of the 20th century, late 20th-century West Indian literature.] **May be repeated with a change of topic. Intended for third- and fourth-year students.**

Effective Date of Change: Immediately.

1. Course Number: **288.**

2. Course Title: **Advanced Study: Anglophone Literature.**

3. Semester(s) offered: Either semester
4. Number of Credits: Three
5. Number of Class Periods: Thrice weekly, or twice weekly. Occasionally, once weekly. In all cases, for the equivalent of three 50-minute periods/week.
6. Prerequisite/Required Preparation: None. See # 7, *following*.
7. Any required consent/any exclusions: None. We advise students in the catalogue description that the course is intended for third and fourth year students, but we view a pre-requisite arrangement as counterproductive, given the scale of enrollments in our department..
8. Repetition for credit: Yes, as in the course description. .
9. Instructor in charge: Variable. This course is intended for assignment to regular faculty only, or in special cases to adjuncts holding the PhD in literature.
10. Course description: See below
11. Semester and year in which course will be first offered: Spring 2003.

JUSTIFICATION

1. Reasons for adding this course: The department has enacted last month a complete overhaul of its major requirements, replacing a **prescriptive** scheme that required specific course elections in seven categories (from a list of 24 courses) with a scheme of **descriptive** requirements that substantially expands student choice among all 200-level literature offerings in the department. This brings all of our 200-level courses into play as appropriate courses for the major, and the course proposed here is one of several innovations meant to add meaningful 200-level opportunities for study in group B (courses more sharply focussed than those in Group A, which are built upon the organizing principle of an historical period).

This course is intended to provide a *factotum* course number under which a variety of subject matters may be offered from term to term, but under an inclusive title that conveys to the student a fair (if general) understanding of the kind of material to be studied. Equally important, it will enable us better to exploit the research specialities of our faculty from term to term, in a course whose precise subject matter reflects that expertise. This course is one of several proposed as a 'package' intended to rationalize in our catalogue copy a specific range of special studies appropriate to our advanced majors in literature.

We have had for many years several 'variable topics' courses among our offerings (217, 267, 268, 291, 296, 298), but in our judgement these have been too open-ended to serve as useful catalogue copy. By this proposed course (one of ten) we hope to offer a variable topics course more precisely defined in terms of either literary genre or a similar principle of pedagogical focus. We anticipate that once this and other similar advanced study courses are on offer, we shall propose elimination of some or all of the older, more generalized, variable topics courses noted above.

2. Academic Merit: See #1, above.
3. Overlapping Courses: See #1, above. Our present variable topics courses: 217, 267, 268, 291, 295, 298. These ought to disappear once supplanted by the proposed package of advanced study courses.
4. Other Departments Consulted: None.
5. Number of Students Expected: The proposed course will improve our ability to meet major demand. We presently have 452 officially declared majors; last year at this time we had 347. Enrollment pressures are exceptionally heavy in our department, which routinely enrolls nearly 11,000 students per year. The proposed course (and others like it) will enable us to deploy more regular faculty to courses that will 'count' toward the curriculum of our majors. The standard section size in our department for such courses is 35.
6. Number and Size of Section: See # 5, above.
7. Effects on Other Departments: None anticipated, as these are all English literature courses.
8. Effects on Regional Campuses: As at Storrs, this course (together with other similar courses now proposed) will enable more flexible deployment of regular faculty resources in courses appropriate to the new major requirements. Our regional campus faculty are enthusiastic about this broadening of opportunity to teach in their specialities.
9. Approvals Received and Dates:
 - Department C&C Committee, 24 April 2002
 - Full department faculty, 1 May 2002 (unanimous vote)
 - Department Head, 1 May 2002.
10. Names and Phone Numbers of Persons for the CCC to contact:
 - J J Manning, Associate Department Head. 486 2321 (jjmann@uconnvm.uconn.edu)
11. Staffing. This course will, with rare exception, be staffed by regular English department (tenured/tenure-track) faculty. In unusual circumstances, adjunct faculty assigned to this course will hold the PhD, according to department policy pertaining to 200-level instruction.

2002-75

Proposal to: ADD A NEW COURSE

Date: 9 May 2002

Department: English

Abbreviated Title: **Advanced Study: Commonwealth & Irish Literature**

CATALOGUE COPY: **289. Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand. Three credits. Intensive study of particular topics in the literature of these commonwealth countries.** [e.g. Literature of the Australian outback, mid-century New Zealand writers, the Barrytown novels.]**May be repeated with a change of topic. Intended for third- and fourth-year students.**

Effective Date of Change: Immediately.

1. Course Number: **289.**
2. Course Title: **Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand.**
3. Semester(s) offered: Either semester
4. Number of Credits: Three
5. Number of Class Periods: Thrice weekly, or twice weekly. Occasionally, once weekly. In all cases, for the equivalent of three 50-minute periods/week.
6. Prerequisite/Required Preparation: None. See # 7, *following*.
7. Any required consent/any exclusions: None. We advise students in the catalogue description that the course is intended for third and fourth year students, but we view a pre-requisite arrangement as counterproductive, given the scale of enrollments in our department..
8. Repetition for credit: Yes, as in the course description. .
9. Instructor in charge: Variable. This course is intended for assignment to regular faculty only, or in special cases to adjuncts holding the PhD in literature.
10. Course description: See below.
11. Semester and year in which course will be first offered: Spring 2003.

JUSTIFICATION

1. Reasons for adding this course: The department has enacted last month a complete overhaul of its major requirements, replacing a **prescriptive** scheme that required specific course elections in seven categories (from a list of 24 courses) with a scheme of **descriptive** requirements that substantially expands student choice among all 200-level literature offerings in the department. This brings all of our 200-level courses into play as appropriate courses for the major, and the course proposed here is one of several innovations meant to add meaningful 200-level opportunities for study in group B (courses more sharply focussed than those in Group A, which are built upon the organizing principle of an historical period).

This course is intended to provide a *factotum* course number under which a variety of subject matters may be offered from term to term, but under an inclusive title that conveys to the student a fair (if general) understanding of the kind of material to be studied. Equally important, it will enable us better to exploit the research specialities of our faculty from term to term, in a course whose precise subject

matter reflects that expertise. This course is one of several proposed as a 'package' intended to rationalize in our catalogue copy a specific range of special studies appropriate to our advanced majors in literature.

We have had for many years several 'variable topics' courses among our offerings (217, 267, 268, 291, 296, 298), but in our judgement these have been too open-ended to serve as useful catalogue copy. By this proposed course (one of ten) we hope to offer a variable topics course more precisely defined in terms of either literary genre or a similar principle of pedagogical focus. We anticipate that once this and other similar advanced study courses are on offer, we shall propose elimination of some or all of the older, more generalized, variable topics courses noted above.

2. Academic Merit: See #1, above.

3. Overlapping Courses: See #1, above. Our present variable topics courses: 217, 267, 268, 291, 295, 298. These ought to disappear once supplanted by the proposed package of advanced study courses.

4. Other Departments Consulted: None.

5. Number of Students Expected: The proposed course will improve our ability to meet major demand. We presently have 452 officially declared majors; last year at this time we had 347. Enrollment pressures are exceptionally heavy in our department, which routinely enrolls nearly 11,000 students per year. The proposed course (and others like it) will enable us to deploy more regular faculty to courses that will 'count' toward the curriculum of our majors. The standard section size in our department for such courses is 35.

6. Number and Size of Section: See # 5, above.

7. Effects on Other Departments: None anticipated, as these are all English literature courses.

8. Effects on Regional Campuses: As at Storrs, this course (together with other similar courses now proposed) will enable more flexible deployment of regular faculty resources in courses appropriate to the new major requirements. Our regional campus faculty are enthusiastic about this broadening of opportunity to teach in their specialities.

9. Approvals Received and Dates:

Department C&C Committee, 24 April 2002

Full department faculty, 1 May 2002 (unanimous vote)

Department Head, 1 May 2002.

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

J J Manning, Associate Department Head. 486 2321 (jjmann@uconnvm.uconn.edu)

11. Staffing. This course will, with rare exception, be staffed by regular English department (tenured/tenure-track) faculty. In unusual circumstances, adjunct faculty assigned to this course will hold the PhD, according to department policy pertaining to 200-level instruction.

2002-76

Proposal to: ADD A NEW COURSE

Date: 9 May 2002

Department: **English**

Abbreviated Title: **Advanced Study: LGBT literature.**

CATALOGUE COPY: **290. Advanced Study: Lesbian, Gay, Bisexual and Transgendered Literature. Three credits. Intensive study of particular topics in the literary expression of lesbian, gay, bisexual and transgendered identity.** [e.g. Gay authors of 20th century Britain, gender-transgressive fiction of the 19th century.] **May be repeated with a change of topic. Intended for third- and fourth-year students.**

Effective Date of Change: Immediately.

1. Course Number: **290.**
2. Course Title: **Advanced Study: Lesbian, Gay, Bisexual and Transgendered Literature.**
3. Semester(s) offered: Either semester
4. Number of Credits: Three
5. Number of Class Periods: Thrice weekly, or twice weekly. Occasionally, once weekly. In all cases, for the equivalent of three 50-minute periods/week.
6. Prerequisite/Required Preparation: None. See # 7, *following*.
7. Any required consent/any exclusions: None. We advise students in the catalogue description that the course is intended for third and fourth year students, but we view a pre-requisite arrangement as counterproductive, given the scale of enrollments in our department..
8. Repetition for credit: Yes, as in the course description. .
9. Instructor in charge: Variable. This course is intended for assignment to regular faculty only, or in special cases to adjuncts holding the PhD in literature.
10. Course description: See below.
11. Semester and year in which course will be first offered: Spring 2003.

JUSTIFICATION

1. Reasons for adding this course: The department has enacted last month a complete overhaul of its major requirements, replacing a **prescriptive** scheme that required specific course elections in seven categories (from a list of 24 courses) with a scheme of **descriptive** requirements that substantially expands student choice among all

200-level literature offerings in the department. This brings all of our 200-level courses into play as appropriate courses for the major, and the course proposed here is one of several innovations meant to add meaningful 200-level opportunities for study in group B (courses more sharply focussed than those in Group A, which are built upon the organizing principle of an historical period).

This course is intended to provide a *factotum* course number under which a variety of subject matters may be offered from term to term, but under an inclusive title that conveys to the student a fair (if general) understanding of the kind of material to be studied. Equally important, it will enable us better to exploit the research specialities of our faculty from term to term, in a course whose precise subject matter reflects that expertise. This course is one of several proposed as a 'package' intended to rationalize in our catalogue copy a specific range of special studies appropriate to our advanced majors in literature.

We have had for many years several 'variable topics' courses among our offerings (217, 267, 268, 291, 296, 298), but in our judgement these have been too open-ended to serve as useful catalogue copy. By this proposed course (one of ten) we hope to offer a variable topics course more precisely defined in terms of either literary genre or a similar principle of pedagogical focus. We anticipate that once this and other similar advanced study courses are on offer, we shall propose elimination of some or all of the older, more generalized, variable topics courses noted above.

2. Academic Merit: See #1, above.

3. Overlapping Courses: See #1, above. Our present variable topics courses: 217, 267, 268, 291, 295, 298. These ought to disappear once supplanted by the proposed package of advanced study courses.

4. Other Departments Consulted: None.

5. Number of Students Expected: The proposed course will improve our ability to meet major demand. We presently have 452 officially declared majors; last year at this time we had 347. Enrollment pressures are exceptionally heavy in our department, which routinely enrolls nearly 11,000 students per year. The proposed course (and others like it) will enable us to deploy more regular faculty to courses that will 'count' toward the curriculum of our majors. The standard section size in our department for such courses is 35.

6. Number and Size of Section: See # 5, above.

7. Effects on Other Departments: None anticipated, as these are all English literature courses.

8. Effects on Regional Campuses: As at Storrs, this course (together with other similar courses now proposed) will enable more flexible deployment of regular faculty resources in courses appropriate to the new major requirements. Our regional campus faculty are enthusiastic about this broadening of opportunity to teach in their specialities.

9. Approvals Received and Dates:

Department C&C Committee, 24 April 2002

Full department faculty, 1 May 2002 (unanimous vote)

Department Head, 1 May 2002.

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

J J Manning, Associate Department Head. 486 2321 (jjmann@uconnvm.uconn.edu)

11. Staffing. This course will, with rare exception, be staffed by regular English department (tenured/tenure-track) faculty. In unusual circumstances, adjunct faculty assigned to this course will hold the PhD, according to department policy pertaining to 200-level instruction.

2002-77

Proposal to: CHANGE A MAJOR

Date: May 5, 2002

Department: Communication Sciences

Nature of Proposed Change:

Change the designation of Communication courses to COMM and change the name of Communication Disorders courses to CDIS. Both are currently designated as COMS.

CURRENT CATALOG COPY:

see below

PROPOSED CATALOG COPY:

see below for changes in department description & course numbers. Also added "formerly offered as COMS ___" each course.

Effective Date of Change: immediately

JUSTIFICATION

1. Reasons for changing the course designations:

There are two divisions within the Communication Sciences department: Communication and Communication Disorders (Speech Pathology and Audiology). Currently our courses are commingled in the catalogue, both using the designation COMS. We have separate degree requirements at the undergrad level and separate degrees at the graduate level.

We would like to follow the example of Modern and Classical Languages, which also has separate divisions within the same department, and have separate designations for the divisions, or "subjects" using Peoplesoft language. For example, French courses have a FREN designation, while Spanish courses have a SPAN designation. The listings for each division appear under their own heading in the catalogue.

The split will help us for several reasons. First, the commingled listings can be confusing to students trying to plan their program. The separate listings will make it clearer for students, advisors, and administrators which courses are handled by which division.

Second, the single designation forces the two divisions to follow similar admissions procedures, even though they are not optimal for one of the divisions. Students have to complete a formal application process to become a Communication major to keep a cap on the number of majors. However, the procedures created to deal with very real problems in the Communication Division create unnecessary barriers to Communication Disorders major. The Communication Disorders faculty would prefer to make it easier to become one of their majors.

Third, the separate designations will make it easier to track students by their subject. The department administrative assistants spend much time dividing the student records manually, and are forced to compile their own statistics about the numbers of students in each division. (Communication has around 340 accepted majors, and Disorders has around 130). Undergraduate alumni records are also commingled, which has hindered contact with alumni, since we cannot tell which program they completed.

The Communication Division is also taking the opportunity to renumber courses, to group similar courses and place sequential courses in order in the catalogue.

2. Effect on Major's Curriculum: The change should make it easier for Majors to complete their plans of study. It will be clearer to majors in each area which courses they are encouraged to take.

3. Other Administrators and Departments Consulted: Associate Dean, College of Liberal Arts and Sciences; Maryanne Buck, registrar's office.

4. Effects on Other Departments: Should make it easier for other departments to see which groups courses are related to their majors.

V. Effects on Regional Campuses: The clarification should make it easier to advise students wishing to branchfer to Storrs to do the major. Both Communication Sciences faculty at a regional campus approved the changes.

VI. Approvals Received and Dates:

Department Curriculum Committee: 5/3/2002

Department Head: 5/8/2002

Department Faculty: 5/3/2002

VII. Names and Phone Numbers of Persons for the CCC to contact: Leslie Snyder, Section Head Communication 6-4383; Harvey Gilbert, Dept Head 6-2628.

VIII. Staffing: No additional staffing needed

Table of old & new course numbers for COMM courses

Old course	New course	Short title
COMS 102	COMM 100	INTRO
COMS 105	COMM 105	PUBLIC SPKG
COMS 135	COMM 130	MM INDUSTRIES
COMS 205	COMM 220	INTERPERSONAL

COMS 206W	COMM 270W	GLOBAL COMM
COMS 207	COMM 250	NON-VERBAL
COMS 208	COMM 271	COMM & CHANGE
COMS 209	COMM 272	INTERCULTURAL
COMS 210	COMM 210	PERSUASION
COMS 211	COMM 290	RESEARCH PRACTICUM
COMS 212	COMM 291	INTERNSHIP
COMS 213W	COMM 273W	MEDIA, STATE, SOCIETY
COMS 214W	COMM 251W	ADV NON-VERBAL
COMS 215	COMM 282	PUBLIC RELATIONS
COMS 216W	COMM 225W	SMALL GROUP
COMS 217	COMM 226	ORGANIZATIONAL
COMS 218	COMM 215	CAMPAIGNS
COMS 219	COMM 211	ADV PERSUASION
COMS 220	COMM 280	ADVERTISING
COMS 222W	COMM 242W	GOVT
COMS 224	COMM 224	SEMANTICS
COMS 226	COMM 245	GENDER
COMS 230	COMM 205	RESEARCH LIT
COMS 231Q	COMM 200Q	METHODS
COMS 233	COMM 288	TV PRODUCTION
COMS 234	COMM 260	INFO & COMM
COMS 235	COMM 230	MASS MEDIA
COMS 236	COMM 243	PROTEST
COMS 237	COMM 264	NEW TECH DESIGN
COMS 238	COMM 241	MM & POLIT
COMS 239	COMM 262	NEW TECH
COMS 240	COMM 212	VISUAL
COMS 255	COMM 255	MOTIVATION & EMOTION
COMS 260	COMM 232	MM & MINORITIES
COMS 293	COMM 293	FOREIGN STUDY
COMS 296W	COMM 296W	SENIOR THESIS
COMS 297	COMM 297	VARIABLE TOPICS
COMS 298	COMM 298	SPECIAL TOPICS
COMS 299	COMM 299	INDEP STUDY
COMS 300	COMM 300	SPECIAL TOPICS
COMS 301	COMM 315	CAMPAIGNS
COMS 302	COMM 302	METHODS 2
COMS 306	COMM 303	METHODS 3
COMS 307	COMM 365	MESSAGE SYSTEMS ANALYSIS
COMS 308	COMM 320	INTERPERSONAL
COMS 309	COMM 330	MASS MEDIA
COMS 310	COMM 341	POLITICAL COMM
COMS 312	COMM 350	NONVERBAL
COMS 313	COMM 325	SMALL GROUP
COMS 314	COMM 371	COMPUTER MEDIATED COMM
COMS 318	COMM 310	PERSUASION
COMS 319	COMM 390	RESEARCH PRACTICUM
COMS 321	COMM 379	COMPUTER MODELING
COMS 322	COMM 326	ORG
COMS 325	COMM 305	THEORY CONSTRUCTION

COMS 340	COMM 340	MOTIVATION
COMS 371	COMM 331	MM SEMINAR
COMS 374	COMM 351	NONVERBAL SEMINAR
COMS 401	COMM 401	PROSEMINAR (METHODS)
COMS 402	COMM 402	TOPICS IN APPLIED COMM
COMS 404	COMM 490	DIRECTED RESEARCH
COMS 405	COMM 480	SEMINAR IN MARKETING COMM

Current copy:

Communication Sciences

The Department of Communication Sciences is concerned with the human communication process and its analysis. Courses are offered leading to an undergraduate major in the communication sciences and to the following graduate degrees in the field of Communication Sciences: the M.A. with concentrations in Speech, Language and Hearing, and in Communication, and the Ph.D. with concentrations in Speech, Language and Hearing and in Communication and Marketing Communication.

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[COMS 201](#), [202](#), [247](#), [248](#), [249](#), and [250](#).

In addition, students must take at least two (2) of the following courses:

[COMS 244](#), [251](#) and [253](#).

Communication Processes. The program in Communication Processes is designed to produce students capable of analyzing human communication behavior from a scientific and behavioral standpoint. It emphasizes the empirical investigation of human communication, stressing developments in communication theory and research with a special emphasis on interpersonal, mass, organizational and international communication. Students who elect to take the Communication Processes program must take:

[COMS 102](#) The Process of Communication

[COMS 105](#) Principles of Public Speaking

[COMS 231Q](#) Research Methods in Communication

In addition, students must take at least two (2) of the following Core courses:

[COMS 205](#) Interpersonal Communication

[COMS 210](#) Persuasion

[COMS 235](#) Effects of Mass Media

Students who take only two (2) Core courses must take five (5) more 200-level courses in COMS; those taking three (3) Core courses must take four (4) more 200-level courses in COMS. No more than two of these courses can be from: [COMS 211](#), [212](#), [215](#), [220](#), and [233](#).

Students must declare their intention to become a Communication Processes major by applying for admission during one of two annual application periods: the months of September in the Fall semester and February in the Spring semester. Forms can be obtained in room 223 PCSB. The decision to admit will

depend on several criteria, including the applicant's academic record, coursework completed and space availability.

A minor in Communication Processes is described in the [Minors](#) section.

Undergraduate Catalog 2001 - 2002

Communication Sciences (COMS)

Head of Department: Professor Harvey R. Gilbert

Department Office: Room 213, Communication Sciences Building.

For major requirements, see the [College of Liberal Arts and Sciences](#) section of this *Catalog*.

102. The Process of Communication

Either semester. Three credits.

A study of modern communication theories and principles useful in understanding how people affect and are affected by others through communication.

105. Principles of Public Speaking

Either semester. Three credits.

Theory and performance in public speaking: overcoming apprehension; audience analysis; development of concepts; maximizing message impact; professional presentation skills; group projects; evidence; listening and speech evaluation.

135. Mass Communication Systems

Either semester. Three credits.

The history, organizational structure, economics and functioning of technologically-based communication systems and the relationship of these factors to mass communication issues and effects.

150. Introduction to Communication Disorders

First semester. Three credits. *Robb*

A survey of Audiology and Speech-Language Pathology.

201. Speech Science

First semester. Three credits. Three class periods.

Acoustic, anatomical, neurological and physiological principles fundamental to the understanding of voice and speech production.

202. Speech and Language Acquisition

Either semester. Three credits. *Grela*

How children learn their first language; the effects of language on their thinking and behavior.

204. Methods and Issues in Child Language Research

Second semester. Three credits. Two class periods, and child observations and individual conferences by arrangement. Prerequisite: [COMS 202](#). Open only with consent of instructor.

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

205. Interpersonal Communications

Either semester. Three credits. Prerequisite: [COMS 102](#) or consent of instructor. *VanLear*

An introduction, analysis and critique of recent theories of interpersonal communication. Topics include person perception, theories of communication management, and the structural analysis of face to face communication behavior.

206W. Global Communication

Either semester. Three credits. Recommended preparation: [COMS 135](#).

International communication patterns; globalization of media industries; new technologies; communication in war and peace; political, economic, social and cultural effects.

207. Nonverbal Communication

First semester. Three credits. Recommended preparation: [COMS 231Q](#). *Buck*

Facial expression, body movement, spatial behavior and para-language, with a consideration of applications for information theory.

208. Communication and Change

First semester. Three credits. Recommended preparation: [COMS 235](#) and [210](#). *Snyder*

The role of communication and communication technologies in social change, diffusion of new ideas, and education. Special application to third world development

209. Cross-Cultural Communication

Either semester. Three credits. Recommended preparation: [COMS 205](#).

Communication behavior within and across cultures and subcultures.

210. Persuasion

Either semester. Three credits. Three class periods or two class periods with one discussion period. Prerequisite: [COMS 102](#) or consent of instructor. *Hamilton*

Introduction to theories of attitude formation, change and reinforcement. Research is used to evaluate past and present models of persuasion.

211. Research Practicum in Communication

Either semester. Credits and hours by arrangement, with a maximum of three credits per semester. Prerequisite: At least 12 credits of 200-level Communication Sciences courses which must include [COMS 231Q](#) and consent of instructor. Should be taken during the senior year. May be repeated once for credit.

This course is designed to provide students with an opportunity to participate in a variety of supervised research activities in communication.

212. Internship in Communication

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

Either semester. Credits and hours by arrangement, with a maximum of three credits per semester. Prerequisite: At least 12 credits of 200-level Communication Sciences courses and consent of instructor. Should be taken during the senior year. May be repeated once for credit.

This course is designed to provide students with opportunity for supervised field work in a professional communication organization. Student's performance will be evaluated both by the field supervisor and course instructor.

213W. Media, State, and Society

Either semester. Three credits. Prerequisite or corequisite: [COMS 135](#) and [235](#).

Forms of, rationales for, and effects of state involvement in mass media. The development of alternative media. Cultural implications of transnational media influences.

214W. Advanced Nonverbal Communication

Second semester. Three credits. Prerequisite: [COMS 207](#) or consent of instructor. Recommended preparation: [COMS 205](#). *Buck*

Selected issues and research techniques current in the literature. Research projects of kinetic proxomic, and/or paralinguistic behaviors involved in communication.

215. Public Relations

Either semester. Three credits. Prerequisite: [COMS 135](#), [231Q](#), and [235](#) .

Practical applications of major theories of communication and mass media to public relations practiced by organizations. Based on readings, student research, and case histories.

216W. Small Group Communication

Either semester. Three credits. Prerequisite: [COMS 205](#) or consent of instructor. Recommended preparation: [COMS 210](#). *VanLear*

Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations.

217. Organizational Communication

Second semester. Three credits. Prerequisite: [COMS 205](#) and [231Q](#) or consent of instructor.

Communication in formal organizations; horizontal and vertical communication; effectiveness of different organizational structures and channels; feedback; networks; norms and roles.

218. Communication Campaigns and Applied Research

Second semester. Three credits. Prerequisite: [COMS 231Q](#), or [STAT 100V](#) or [110V](#).

Recommended preparation: [COMS 135](#), [235](#), and [210](#). *Snyder*

Application of media, persuasion, and social change theories to the design of communication campaigns, including focus groups, interviews and other background research. Students will work with community organizations.

219. Advanced Persuasion and Communication

Either semester. Three credits. Prerequisite: [COMS 210](#) or consent of instructor. Recommended preparation: [COMS 231Q](#) and [COMS 235](#).

Advanced consideration and criticism of selected modern persuasion theories and research in communications.

220. Communication Processes in Advertising

Either semester. Three credits. Prerequisite: [COMS 135](#), [235](#) and [210](#).

Covers communications theory relevant to advertising, with specific application to the creative elements of art and copy. Students create actual print advertisements and radio commercials.

222W. Government Communication

Either semester. Three credits. Prerequisite: [COMS 102](#).

Communication in government processes. Communication theory and practical applications. Issue management, lobbying, interest-group strategies, government relations, grassroots action, and coalition building. Students may not pass this course without passing the written work.

224. Introduction to Semantics

Either semester. Three credits. Prerequisite: [COMS 102](#) or consent of instructor.

The relationship among people, words, and meaning.

226. Gender and Communication

Either semester. Three credits. Prerequisite: [COMS 102](#).

Differences in male/female communication, and the role of discourse in the production of those differences. The politics of gender and communication.

230. Introduction to Research Literature in Communication

First semester. Three credits. Prerequisite:

PERLINK"http://www.catalog.uconn.edu/"\l"205.InterpersonalCommunications"[COMS 205](#), [210](#), [231Q](#), and [235](#).

A survey of research in major sub-areas of communication.

231Q. Research Methods in Communication

Either semester. Three credits. Prerequisite: [COMS 102](#) or consent of instructor.

The scientific approach as it specifically applies to communication.

233. Television Production

Either semester. Three credits. Prerequisite: [COMS 102](#) and [135](#) and consent of instructor.

This course provides the student with hands-on broadcast and industrial video production. The students will rotate through all studio positions for a televised production and complete field shoots and editing for an electronic field production project. Preproduction skills such as proposal and script writing, storyboarding and budgeting will be included in each class project.

234. Information and Communication

Either semester. Three credits. Prerequisite: [COMS 231Q](#) or consent of instructor.

Approaches to studying communication including cybernetics, general systems theory, information theory, and human information processing.

235. Effects of Mass Media

Either semester. Three credits. Prerequisite: [COMS 102](#) or consent of instructor.

An analysis of the roles of the mass media and of the effects they exert on individuals and society.

236. Protest and Communication

Either semester. Three credits. Prerequisite or corequisite: [COMS 235](#). With a change in content,

this course may be repeated once for credit.

Protest movement - past and current - in light of principles, models, and theories of communication.

237. Design of Human Communication Systems

Either semester. Credits and hours by arrangement. Prerequisite: [COMS 135](#). Recommended preparation: [COMS 235](#) With a change in content, this course may be repeated once for credit.

Application of communication theory and principles of information science to the design of modern systems of communication, with consideration given to the physical and social settings in which they will be used.

238. Mass Media and Political Process

Either semester. Three credits. Prerequisite: [COMS 135](#), [235](#) and [210](#).

An introduction to the role of the mass media in the American political process. Topics include the relationships among the media, major political institutions, and citizenry; the interplay of the media, interest groups, and policymaking process; and the role of the media in elections and international crises.

239. New Communication Technologies

Second semester. Three credits. Recommended preparation: [COMS 135](#) and [235](#).

An overview of new communication technologies, their operation, future potential, dangers, and effects on social structure.

240. Visual Communications

Second semester. Three credits. Prerequisite: [COMS 102](#), completion of at least one C course or permission of instructor. Recommended preparation: Completion of at least one Q course.

Theory of design and creation of graphics for professional and technical purposes, to complement or supplement written and spoken communications.

241. Sign Language: Theory and Practice

Second semester. Three credits.

Information about the history, structure and use of sign languages, and instruction in the basics of American Sign Language (ASL) and Signed English.

244. Introduction to Neurogenic Communication Disorders

Three credits. Prerequisites: [COMS 201](#) and [202](#). *Coelho*

Acquired and developmental neurogenic communication disorders. Brain mechanisms that underlie speech and language and their disorders.

247. Introduction to Phonetic Principles

Second semester. Three credits. Prerequisite: [COMS 201](#). *Robb*

The analysis of speech through the application of phonetic theory.

248. Introduction to Audiology

Second semester. Three credits. Prerequisite: [COMS 250](#). *Cienkowski*

An Introduction to the nature, causation, assessment and management of hearing impairment and

the principles and techniques of public school conservation programs.

249. Introduction to Aural Rehabilitation

First semester. Three credits. Prerequisite: [COMS 248](#).

An introduction to the effects of hearing impairment on communication. Communication strategies for adults and children with impaired hearing are discussed.

250. Audition

First semester. Three credits.

The response to acoustic stimuli including methodology and instrumentation.

251. Introduction to Articulation, Voice, and Fluency Disorders

Three credits. Prerequisites: [COMS 201](#), [202](#), and [247](#). *Gilbert*

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

253. Introduction to Language Pathology in Children

Three credits. Prerequisite: [COMS 202](#). *Grela*

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

255. Motivation and Emotion

(Also offered as

[RLINK"http://www.catalog.uconn.edu/psyc.htm"](http://www.catalog.uconn.edu/psyc.htm)255.MotivationandEmotion"PSYC 255.) Either semester. Three credits. Prerequisite: [PSYC 135](#) or [133](#). *Buck*

Cognition, brain mechanisms, biofeedback, aggression, sex, competence, social influence, and conformity.

260. Media and Special Audiences

(Also offered as

[LINK"http://www.catalog.uconn.edu/prls.htm"](http://www.catalog.uconn.edu/prls.htm)260.MediaandSpecialAudiences"PRLS 260.) Either semester. Three credits. Recommended preparation: [COMS 102](#). *Rios*

Media content and audience responses. Ethnic, racial, and gender issues in mainstream and ethnic media. Special audiences include Latina/os, African Americans, Asian Americans, Women, Gays, Lesbians.

293. Foreign Study

Either or both semesters. Credits and hours by arrangement. May be repeated for credit. Consent of Department Head required, normally granted prior to the student's departure. May count toward the major with consent of the advisor.

Special topics taken in foreign study program.

296W. Senior Thesis

Either semester. Credits and hours by arrangement. Open only with consent of instructor.

Preparation of a thesis and its presentation to the department.

297. Variable Topics

Either semester. Three credits. With a change in topic, may be repeated for credit. Prerequisites and recommended preparation vary.

298. Special Topics

Either semester. Credits and hours by arrangement. With a change in content, may be repeated for credit. Prerequisites and recommended preparation vary.

299. Independent Study

Either or both semesters. Credits and hours by arrangement. Open only with consent of instructor. With a change of content, may be repeated for credit.

The course, for superior students, includes independent reading, periodic conferences, and such other work as desired by the instructor.

300. Investigation of Special Topics

Either semester. Credits and hours by arrangement. Open only with consent of instructor.

This course is one of the independent study in which periodic conferences with the instructor are required.

301. Communication Campaigns

Second semester. Three credits. Three class periods. Suggested preparation: COMS 318. *Snyder*

Campaign theory and planning. Students learn how to conduct interviews and focus groups with members of a target audience, and work with non-profit organizations to design a campaign.

302. Research Methods

First semester. Three credits. Open only with consent of instructor. *Hamilton*

Integrative approach to modeling theory, research design, and statistical analysis, including mathematical models, scale construction, measurement issues, correlation, regression, and analysis of variance.

306. Advanced Communication Research Methods

First semester. Three credits. Prerequisite: COMS 302 or consent of instructor.

Research techniques and procedures for the study of communication. Research design, multivariate statistics, and structural modeling.

307. Seminar in Message Systems Analysis

Either semester. Three credits. Three class periods. With a change in content this course may be repeated for credit. *Buck*

Selected topics in information and communication; analysis of message elements in human communication; discussion of message factors as related to behavioral effects.

308. Interpersonal Communication

First semester. Three credits. Three class periods. Open only with consent of instructor. *VanLear*

Cognitive, emotional and behavioral interactions in specific contexts, including interpersonal relationships, groups, and work.

309. Mass Communication Theory

First semester. Three credits. Open only with consent of instructor.

Introduction to major theories, with emphasis on the structure, function, and effects of mass media.

310. Political Communication

Either semester. Three credits. Three class periods. Prerequisite: COMS 309 or consent of instructor. *Gaztambide-Geigel*

The media and the political process. Media and the electoral process: voter decision making, political advertising, and election debates. Media and the policy process: the impact of news on political institutions and domestic and international policy making, and the uses of media by interest groups. Media coverage of protest, political violence and terrorism.

312. Nonverbal Communication

Second semester. Three credits. Three class periods. *Buck*

The study of metacommunication: Kinesics, space, time and other concomitants of verbal messages. How the non-verbal band helps in the interpretation of verbal messages.

313. Group Communication Research

Second semester. Three credits. Three class periods. *vanLear*

The group communication process with emphasis upon research methodologies for the study of interactions in a group setting.

314. Computer Mediated Communication

First semester. Three credits.

Communication networks, human-computer interaction and interface design, social and collaborative communication via computer.

318. Persuasion Theory and Research

Semester by arrangement. Three credits. Prerequisite: COMS 219. *Hamilton*

Evaluation of current and traditional theories of persuasion and attitude change from communication, social psychology, and related disciplines.

319. Practicum in Research

Either semester. Credits and hours by arrangement. Open only with consent of instructor. This course may be repeated for credit.

320. Seminar in Speech

Either or both semesters. Credits and hours by arrangement. Open only with consent of instructor. This course may be repeated for credit.

321. Computer Modeling in Communication Research

Second semester. Three credits. Three class periods. Open only with consent of instructor.

History, basic concepts, and minimal skills of computer simulation and mathematical modeling.

322. Organizational Communication: Theory and Research

First semester. Three credits. Three class periods. *van den Berg*

Relationship of prescribed and informal communication networks to organizational goal achievement and individual integration. Emphasis on frequently used research methodologies.

325. Theory Construction and Research Design

First semester. Three credits. Open only with consent of instructor. Prerequisite: COMS 302. *Snyder*

Conceptualization, theory construction, and review of communication methodologies. Students will write a proposal for independent research, thesis, or dissertation.

335. Stuttering: Theory and Research

Second semester. Three credits. Three class periods.

336. Clinical Practicum in Speech Disorders

Either semester. One to three credits. Open only with consent of instructor. This course may be repeated for credit.

337. Clinical Practicum in Hearing

Either semester. One to three credits. Open only with consent of instructor. This course may be repeated for credit.

338. Seminar in Childhood Hearing Impairment

Both semesters. Three credits. Consent of instructor. With a change in content, may be repeated once for credit. *Cohen*

Weekly presentations on working with infants and young children with hearing impairment. Current research, team participation, and cultural diversity.

339. Aural Habilitation

Second semester. Three credits. Open only with consent of instructor.

Communication assessment and management of children with hearing loss. Individualized rehabilitation plans, family education, and collaborative team models.

340. Motivation

First semester. Three credits. Also offered as PSYC 340.

Theories of motivation considered in relation to their supporting data.

342. Aphasia

Three credits. *Coelho*

The differential diagnosis of acquired neurogenic communication disorders as well as research theory, and efficacy of language interventions for aphasia in adults.

343. Cognitive-Communicative Disorders

Three credits. *Coelho*

Cognitive-communicative disorders in adults secondary to right hemisphere damage, traumatic brain injury, and dementia. Emphasis on differential diagnosis and theories and research pertaining to clinical management including the efficacy of interventions.

344. Pediatric Rehabilitative Audiology

Second semester. Three credits. Open only with consent of instructor. *Maxon*

Auditory-based components of managing hearing loss in children; the role of the family and cultural environment in service delivery.

345. Motor Speech Disorders

First semester. Three credits. *Coelho*

The effects of acquired developmental neuropathology on speech. Emphasis on differential and clinical management.

346. Dysphagia

One or three credits. *Coelho*

Dysphagia secondary to neurologic impairments, cancer, and degenerative disease. Anatomy and physiology of normal and disordered swallowing, evaluation including instrumental assessment techniques, and multidisciplinary management.

348. Language Assessment

First semester. Three credits. Three class periods. Open only with consent of instructor.

The nature and assessment of delayed and deviant language behavior in children.

349. Language Management

Second semester. Three credits. Three class periods. Open only with consent of instructor.

The management of language disordered children.

351. Amplification for Residual Hearing

Second semester. Three credits. Three class periods. Prerequisite: COMS 356 or consent of instructor. *Cienkowski*

Introduction to hearing aids and assessment of the personal amplification needs of hearing-impaired individuals.

353. Articulation Disorders

First semester. Three credits. Three class periods.

354. Physiological and Psychological Acoustics

Second semester. Three credits. Three class periods. Prerequisite: Open only with consent of instructor. *Cohen*

Detailed analysis of auditory phenomena and their underlying physiological and psychological mechanism.

356. Audiological Assessment

First semester. Three credits. Open only with consent of instructor. *Cienkowski*

The development and administration of advanced pure-tone and auditory discrimination tests; the interpretation of audiometric findings for adults and children.

357. Organic Disorders of Communication

Second semester. Three credits. Three class periods. Prerequisite: COMS 201 and 246. *Gilbert*

Research and theory pertaining to speech and language disorders resulting from congenital structural anomalies.

358. Diagnostic Principles in Speech Pathology

Both semesters. Three credits. Two class periods and one 3-hour laboratory period. Open only with consent of instructor.

359. Voice Disorders

First semester. Three credits. Three class periods. Open only with consent of instructor. *Gilbert*

360. Laboratory Instrumentation

Semester by arrangement. Three credits. Two class periods and one 3-hour laboratory period. Open only with consent of instructor.

Presentation of basic concepts necessary for the application of electronic instrumentation to the study of speech and hearing. Description, analysis, and application of electronic and electro-acoustical instrumentation employed in communication science research.

361. Advanced Speech Science I

First semester. Three credits. Two class periods and one 2-hour laboratory period. Open only with consent of instructor.

Generation, transmission, detection, and analysis of the speech signal. Special attention is given the myology of speech production and the physiological correlates of the acoustic output. Theoretical models of speech production are examined in light of recent empirical findings. Biomedical and other research techniques are employed in the laboratory setting to investigate the speech communication processes.

362. Advanced Speech Science II

Second semester. Three credits. Two class periods and one 2-hour laboratory period. Prerequisite: COMS 361 and consent of instructor.

A continuation of Communication Sciences 361.

363. Seminar in Speech Pathology

Either semester. Credits and hours by arrangement. Open only with consent of instructor. With a change in content, this course may be repeated for credit.

364. Seminar in Audiology

Either semester. Credits and hours by arrangement. Open only with consent of instructor. With a change in content, this course may be repeated for credit.

365. Seminar in Speech Science

Either semester. Credits and hours by arrangement. Open only with consent of instructor. With a change in content, this course may be repeated for credit.

366. Seminar in Hearing Science

Either semester. Credits and hours by arrangement. Open only with consent of instructor. With a change in topic, this course may be repeated for credit. *Cohen*

367. Topics in Hearing and Speech Science

Either semester. Credits and hours by arrangement. Open only with consent of instructor. With a change in topic, this course may be repeated for credit.

368. Topics in Speech Pathology

Either semester. Credits and hours by arrangement. Open only with consent of instructor. With a change in topic, this course may be repeated for credit.

369. Topics in Audiology

Semester, credits, and hours by arrangement. Open only with consent of instructor. With a change in topic, this course may be repeated for credit.

370. Seminar in Psycholinguistics

Second semester. Credit and hours by arrangement. Open only with consent of instructor. With a change in topic, this course may be repeated for credit.

Reports and discussion of current research on a selected topic each semester.

371. Seminar in Mass Communication Research

Second semester. Three credits. Snyder Recent theories of social and political effects of mass communication, and the cognitive processing of media messages.

372. Central Auditory Disorders

Second semester. Three credits. One 3-hour class period. Open only with consent of instructor. Students should ordinarily take this course in the fourth semester of graduate study (Master's level). *Maxon*

Assessment of auditory processing in adults and children. Effects of processing problems on communication and a discussion of management techniques. Electrophysiological measurement techniques are stressed.

373. Pediatric Audiology

First semester. Three credits. Open only with consent of instructor. *Maxon*

Physiological and perceptual maturation of the auditory system from gestation through two years of age. Assessment of children's hearing, including difficult to test children, public school and neonatal screening.

374. Seminar in Nonverbal Communication and Persuasion

Either semester. Three credits. One class period. *Buck*

Role of media nonverbal communication in persuasion and media preferences. Affective and analytic communications in attitude formation, structure, and change.

+GRAD 395.

Master's Thesis Research One to nine credits.

+GRAD 396.

Full-Time Master's Research Three credits.

+GRAD 397.

Full-Time Directed Studies (Master's Level) Three credits.

GRAD 398.

Special Readings (Master's) Non-credit.

GRAD 399.

Thesis Preparation Non-credit.

401. Proseminar in Communication Research

Either semester. Three credits. Prerequisite: COMS 302, 306, and 325, or consent of instructor.

Advanced topics in communication research presented by faculty and specialists. Topics include information theory, survey of sampling and data collection, time series analysis (time-domain and panel design), physiological measurement, interaction analysis, and meta analysis.

402. Topics in Applied Communication Research

Either semester. Three credits. Three class periods. Prerequisite: Admission to Communication Processes and Marketing Communication Area of Concentration.

Investigation of special research techniques and findings in selected areas of applied communication research.

404. Seminar and Directed Research in Communication

Both semesters. Variable credits. One class period plus independent work. Prerequisite: Admission to Marketing Communication Ph.D. program or consent of instructor. May be repeated for credit, for a maximum of 12 credits.

405. Seminar in Marketing Communication Research

Either semester. Three credits. Three class periods. Prerequisite: COMS 302, 306, 325, or consent of instructor. *Watt*

Theories of emotional and cognitive processing of communications; cognitive mapping and message construction; design, implementation and evaluation of information campaigns.

Proposed:

(Only the course code & numbers are changed for CDIS courses)

Communication Sciences

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[CDIS 244](#), [251](#) and [253](#).

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COMM 100 The Process of Communication

[COMM 105](#) Principles of Public Speaking

[COMM 200Q](#) Research Methods in Communication

In addition, students must take at least two (2) of the following Core courses:

[COMM 210](#) Persuasion

COMM 220 Interpersonal Communication

COMM 230 Effects of Mass Media

Students who take only two (2) Core courses must take five (5) more 200-level courses in COMM; those taking three (3) Core courses must take four (4) more 200-level courses in COMM. No more than two of these courses can be from: [COMM 280](#), [285](#), [288](#), [290](#), and [291](#).

Students must declare their intention to become a Communication Processes major by applying for admission during one of two annual application periods: the months of September in the Fall semester and February in the Spring semester. Forms can be obtained in room 223 PCSB. The decision to admit will depend on several criteria, including the applicant's academic record, coursework completed and space availability.

A minor in Communication Processes is described in the [Minors](#) section.

Undergraduate Catalog 2002 - 2003

Communication Disorders (CDIS)

Head of Department: Professor Harvey R. Gilbert
Department Office: Room 213, Communication Sciences Building.

Consult the Communication Sciences Department listing in this *Catalog* for requirements for Majors in Communication Disorders.

150. Introduction to Communication Disorders

First semester. Three credits. *Robb*

A survey of Audiology and Speech-Language Pathology.**201. Speech Science**

First semester. Three credits. Three class periods.

Acoustic, anatomical, neurological and physiological principles fundamental to the understanding of voice and speech production.**202. Speech and Language Acquisition**

Either semester. Three credits. *Grela*

How children learn their first language; the effects of language on their thinking and behavior.**204. Methods and Issues in Child Language Research**

Second semester. Three credits. Two class periods, and child observations and individual conferences by arrangement. Prerequisite: [CDIS 202](#). Open only with consent of instructor.

Critical discussion of recent research in child language, and supervised individual research projects.**241. Sign Language: Theory and Practice**

Second semester. Three credits.

Information about the history, structure and use of sign languages, and instruction in the basics of American Sign Language (ASL) and Signed English.**244. Introduction to Neurogenic Communication Disorders**

Three credits. Prerequisites: [CDIS 201](#) and [202](#). *Coelho*

Acquired and developmental neurogenic communication disorders. Brain mechanisms that underlie speech and language and their disorders.**247. Introduction to Phonetic Principles**

Second semester. Three credits. Prerequisite: [CDIS 201](#). *Robb*

The analysis of speech through the application of phonetic theory.**248. Introduction to Audiology**

Second semester. Three credits. Prerequisite: [CDIS 250](#). *Cienkowski*

An Introduction to the nature, causation, assessment and management of hearing impairment and the principles and techniques of public school conservation programs.**249. Introduction to Aural Rehabilitation**

First semester. Three credits. Prerequisite:

ERLINK"http://www.catalog.uconn.edu/"\l"248.IntroductiontoAudiology"CDIS 248.

An introduction to the effects of hearing impairment on communication. Communication strategies for adults and children with impaired hearing are discussed.**250. Audition**

First semester. Three credits.

The response to acoustic stimuli including methodology and instrumentation.**251. Introduction to Articulation, Voice, and Fluency Disorders**

Three credits. Prerequisites: [CDIS 201](#), [202](#), and [247](#). *Gilbert*

Communication problems resulting from disorders of speech, voice, and fluency. Assessment and management strategies in settings including public schools, hospitals, and rehabilitation centers.**253.**

Introduction to Language Pathology in Children

Three credits. Prerequisite: [CDIS 202](#). *Grela*

Development, measurement, and function of language in children. Emphasis on child language disorders and their causes. Introduction to assessment and management strategies in settings including public schools and private clinics.**293. Foreign Study**

Either or both semesters. Credits and hours by arrangement. May be repeated for credit. Consent of Department Head required, normally granted prior to the student's departure. May count toward the major with consent of the advisor.

Special topics taken in foreign study program.**296W. Senior Thesis**

Either semester. Credits and hours by arrangement. Open only with consent of instructor.

Preparation of a thesis and its presentation to the department.

297. Variable Topics

Either semester. Three credits. With a change in topic, may be repeated for credit. Prerequisites and recommended preparation vary.

298. Special Topics

Either semester. Credits and hours by arrangement. With a change in content, may be repeated for credit. Prerequisites and recommended preparation vary.

299. Independent Study

Either or both semesters. Credits and hours by arrangement. Open only with consent of instructor. With a change of content, may be repeated for credit.

The course, for superior students, includes independent reading, periodic conferences, and such other work as desired by the instructor.

300. Investigation of Special Topics

Either semester. Credits and hours by arrangement. Open only with consent of instructor.

This course is one of the independent study in which periodic conferences with the instructor are required.

319. Practicum in Research

Either semester. Credits and hours by arrangement. Open only with consent of instructor. This course may be repeated for credit.

320. Seminar in Speech

Either or both semesters. Credits and hours by arrangement. Open only with consent of instructor. This course may be repeated for credit.

335. Stuttering: Theory and Research

Second semester. Three credits. Three class periods.

336. Clinical Practicum in Speech Disorders

Either semester. One to three credits. Open only with consent of instructor. This course may be repeated for credit.

337. Clinical Practicum in Hearing

Either semester. One to three credits. Open only with consent of instructor. This course may be repeated for credit.

338. Seminar in Childhood Hearing Impairment

Both semesters. Three credits. Consent of instructor. With a change in content, may be repeated once for credit. *Cohen*

Weekly presentations on working with infants and young children with hearing impairment. Current research, team participation, and cultural diversity.

339. Aural Habilitation

Second semester. Three credits. Open only with consent of instructor.

Communication assessment and management of children with hearing loss. Individualized rehabilitation plans, family education, and collaborative team models.

342. Aphasia

Three credits. *Coelho*

The differential diagnosis of acquired neurogenic communication disorders as well as research theory, and efficacy of language interventions for aphasia in adults.

343. Cognitive-Communicative Disorders

Three credits. *Coelho*

Cognitive-communicative disorders in adults secondary to right hemisphere damage, traumatic brain injury, and dementia. Emphasis on differential diagnosis and theories and research pertaining to clinical management including the efficacy of interventions.

344. Pediatric Rehabilitative Audiology

Second semester. Three credits. Open only with consent of instructor. *Maxon*

Auditory-based components of managing hearing loss in children; the role of the family and cultural environment in service delivery.

345. Motor Speech Disorders

First semester. Three credits. *Coelho*

The effects of acquired developmental neuropathology on speech. Emphasis on differential and clinical management.

346. Dysphagia

One or three credits. *Coelho*

Dysphagia secondary to neurologic impairments, cancer, and degenerative disease. Anatomy and physiology of normal and disordered swallowing, evaluation including instrumental assessment techniques, and multidisciplinary management.

348. Language Assessment

First semester. Three credits. Three class periods. Open only with consent of instructor.

The nature and assessment of delayed and deviant language behavior in children.

349. Language Management

Second semester. Three credits. Three class periods. Open only with consent of instructor.

The management of language disordered children.

351. Amplification for Residual Hearing

Second semester. Three credits. Three class periods. Prerequisite: CDIS 356 or consent of instructor. *Cienkowski*

Introduction to hearing aids and assessment of the personal amplification needs of hearing-impaired individuals.

353. Articulation Disorders

First semester. Three credits. Three class periods.

354. Physiological and Psychological Acoustics

Second semester. Three credits. Three class periods. Prerequisite: Open only with consent of instructor. *Cohen*

Detailed analysis of auditory phenomena and their underlying physiological and psychological mechanism.

356. Audiological Assessment

First semester. Three credits. Open only with consent of instructor. *Cienkowski*

The development and administration of advanced pure-tone and auditory discrimination tests; the interpretation of audiometric findings for adults and children.

357. Organic Disorders of Communication

Second semester. Three credits. Three class periods. Prerequisite: CDIS 201 and 246. *Gilbert*

Research and theory pertaining to speech and language disorders resulting from congenital structural anomalies.

358. Diagnostic Principles in Speech Pathology

Both semesters. Three credits. Two class periods and one 3-hour laboratory period. Open only with consent of instructor.

359. Voice Disorders

First semester. Three credits. Three class periods. Open only with consent of instructor. *Gilbert*

360. Laboratory Instrumentation

Semester by arrangement. Three credits. Two class periods and one 3-hour laboratory period. Open only with consent of instructor.

Presentation of basic concepts necessary for the application of electronic instrumentation to the study of speech and hearing. Description, analysis, and application of electronic and electro-acoustical instrumentation employed in communication science research.

361. Advanced Speech Science I

First semester. Three credits. Two class periods and one 2-hour laboratory period. Open only with consent of instructor.

Generation, transmission, detection, and analysis of the speech signal. Special attention is given the myology of speech production and the physiological correlates of the acoustic output. Theoretical models of speech production are examined in light of recent empirical findings. Biomedical and other research techniques are employed in the laboratory setting to investigate the speech communication processes.

362. Advanced Speech Science II

Second semester. Three credits. Two class periods and one 2-hour laboratory period. Prerequisite: COMS 361 and consent of instructor.

A continuation of Communication Sciences 361.

363. Seminar in Speech Pathology

Either semester. Credits and hours by arrangement. Open only with consent of instructor. With a change in content, this course may be repeated for credit.

364. Seminar in Audiology

Either semester. Credits and hours by arrangement. Open only with consent of instructor. With a change in content, this course may be repeated for credit.

365. Seminar in Speech Science

Either semester. Credits and hours by arrangement. Open only with consent of instructor. With a change in content, this course may be repeated for credit.

366. Seminar in Hearing Science

Either semester. Credits and hours by arrangement. Open only with consent of instructor. With a change in topic, this course may be repeated for credit. *Cohen*

367. Topics in Hearing and Speech Science

Either semester. Credits and hours by arrangement. Open only with consent of instructor. With a change in topic, this course may be repeated for credit.

368. Topics in Speech Pathology

Either semester. Credits and hours by arrangement. Open only with consent of instructor. With a change in topic, this course may be repeated for credit.

369. Topics in Audiology

Semester, credits, and hours by arrangement. Open only with consent of instructor. With a change in topic, this course may be repeated for credit.

370. Seminar in Psycholinguistics

Second semester. Credit and hours by arrangement. Open only with consent of instructor. With a change in topic, this course may be repeated for credit.

Reports and discussion of current research on a selected topic each semester.

372. Central Auditory Disorders

Second semester. Three credits. One 3-hour class period. Open only with consent of instructor. Students should ordinarily take this course in the fourth semester of graduate study (Master's level). *Maxon*

Assessment of auditory processing in adults and children. Effects of processing problems on communication and a discussion of management techniques. Electrophysiological measurement techniques are stressed.

373. Pediatric Audiology

First semester. Three credits. Open only with consent of instructor. *Maxon*

Physiological and perceptual maturation of the auditory system from gestation through two years of age. Assessment of children's hearing, including difficult to test children, public school and neonatal screening.

+GRAD 395.

Master's Thesis Research One to nine credits.

+GRAD 396.

Full-Time Master's Research Three credits.

+GRAD 397.

Full-Time Directed Studies (Master's Level) Three credits.

GRAD 398.

Special Readings (Master's) Non-credit.

GRAD 399.

Thesis Preparation Non-credit.

Communication (COMM)

Head of Department: Professor Harvey R. Gilbert

Department Office: Room 213, Communication Sciences Building.

Consult the Communication Sciences Department listing in this *Catalog* for requirements for Majors in Communication.

Consult the Department website www.coms.uconn.edu for further description of these courses.

100. The Process of Communication

Either semester. Three credits. Formerly offered as COMS 102.

A study of modern communication theories and principles useful in understanding how people

affect and are affected by others through communication.

105. Principles of Public Speaking

Either semester. Three credits.

Theory and performance in public speaking: overcoming apprehension; audience analysis; development of concepts; maximizing message impact; professional presentation skills; group projects; evidence; listening and speech evaluation.

130. Mass Communication Systems

Either semester. Three credits. Formerly offered as COMS 135.

The history, organizational structure, economics and functioning of technologically-based communication systems and the relationship of these factors to mass communication issues and effects.

220. Interpersonal Communications

Either semester. Three credits. Prerequisite: [COMM 100](#) or consent of instructor. *VanLear* formerly offered as COMS 205.

An introduction, analysis and critique of recent theories of interpersonal communication. Topics include person perception, theories of communication management, and the structural analysis of face to face communication behavior.

270W. Global Communication

Either semester. Three credits. Recommended preparation: [COMM 130](#). Formerly offered as COMS 206W.

International communication patterns; globalization of media industries; new technologies; communication in war and peace; political, economic, social and cultural effects.

250. Nonverbal Communication

First semester. Three credits. Recommended preparation: [COMM 200Q](#). *Buck* Formerly offered as COMS 207.

Facial expression, body movement, spatial behavior and para-language, with a consideration of applications for information theory.

271. Communication and Change

First semester. Three credits. Recommended preparation: [COMM 230](#) and [210](#). *Snyder* Formerly offered as COMS 208.

The role of communication and communication technologies in social change, diffusion of new ideas, and education. Special application to third world development

272. Cross-Cultural Communication

Either semester. Three credits. Recommended preparation: [COMM 220](#). Formerly offered as COMS 209.

Communication behavior within and across cultures and subcultures.

210. Persuasion

Either semester. Three credits. Three class periods or two class periods with one discussion

period. Prerequisite: [COMM 100](#) or consent of instructor. *Hamilton*

Introduction to theories of attitude formation, change and reinforcement. Research is used to evaluate past and present models of persuasion.

290. Research Practicum in Communication

Either semester. Credits and hours by arrangement, with a maximum of three credits per semester. Prerequisite: At least 12 credits of 200-level Communication Sciences courses which must include [COMM 200Q](#) and consent of instructor. Should be taken during the senior year. May be repeated once for credit. Formerly offered as COMS 211.

This course is designed to provide students with an opportunity to participate in a variety of supervised research activities in communication.

291. Internship in Communication

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

Either semester. Credits and hours by arrangement, with a maximum of three credits per semester. Prerequisite: At least 12 credits of 200-level Communication Sciences courses and consent of instructor. Should be taken during the senior year. May be repeated once for credit. Formerly offered as COMS 212.

This course is designed to provide students with opportunity for supervised field work in a professional communication organization. Student's performance will be evaluated both by the field supervisor and course instructor.

273W. Media, State, and Society

Either semester. Three credits. Prerequisite or corequisite: [COMM 130](#) and [230](#). Formerly offered as COMS 213W.

Forms of, rationales for, and effects of state involvement in mass media. The development of alternative media. Cultural implications of transnational media influences.

251W. Advanced Nonverbal Communication

Second semester. Three credits. Prerequisite: [COMM 250](#) or consent of instructor. Recommended preparation: [COMM 205](#). *Buck* Formerly offered as COMS 214W.

Selected issues and research techniques current in the literature. Research projects of kinetic proxomic, and/or paralinguistic behaviors involved in communication.

282. Public Relations

Either semester. Three credits. Prerequisite: [COMM 130](#), [200Q](#), and [230](#). Formerly offered as COMS 215.

Practical applications of major theories of communication and mass media to public relations practiced by organizations. Based on readings, student research, and case histories.

225W. Small Group Communication

Either semester. Three credits. Prerequisite: COMM 220 or consent of instructor. Recommended preparation: [COMM 210](#). *VanLear* Formerly offered as COMS 216W.

Approaches, methods, and findings of research in small group communication and development

of an ability to engage effectively in small group situations.

226. Organizational Communication

Second semester. Three credits. Prerequisite: [COMM 220](#) and [200Q](#) or consent of instructor. Formerly offered as COMS 217.

Communication in formal organizations; horizontal and vertical communication; effectiveness of different organizational structures and channels; feedback; networks; norms and roles.

215. Communication Campaigns and Applied Research

Second semester. Three credits. Prerequisite: [COMM 200Q](#), or [STAT 100V](#) or [110V](#). Recommended preparation: [COMM 130](#), [230](#), and [210](#). *Snyder* Formerly offered as COMS 218.

Application of media, persuasion, and social change theories to the design of communication campaigns, including focus groups, interviews and other background research. Students will work with community organizations.

211. Advanced Persuasion and Communication

Either semester. Three credits. Prerequisite: [COMM 210](#) or consent of instructor. Recommended preparation: [COMM 200Q](#) and [COMM 230](#). Formerly offered as COMS 219.

Advanced consideration and criticism of selected modern persuasion theories and research in communications.

280. Communication Processes in Advertising

Either semester. Three credits. Prerequisite: [COMM 130](#), [230](#) and [210](#). Formerly offered as COMS 220.

Covers communications theory relevant to advertising, with specific application to the creative elements of art and copy. Students create actual print advertisements and radio commercials.

242W. Government Communication

Either semester. Three credits. Prerequisite: [COMM 100](#). Formerly offered as COMS 222W.

Communication in government processes. Communication theory and practical applications. Issue management, lobbying, interest-group strategies, government relations, grassroots action, and coalition building. Students may not pass this course without passing the written work.

224. Introduction to Semantics

Either semester. Three credits. Prerequisite: [COMM 100](#) or consent of instructor.

The relationship among people, words, and meaning.

245. Gender and Communication

Either semester. Three credits. Prerequisite: [COMM 100](#). Formerly offered as COMS 226.

Differences in male/female communication, and the role of discourse in the production of those differences. The politics of gender and communication.

205. Introduction to Research Literature in Communication

First semester. Three credits. Prerequisite: [COMM 200Q](#), [210](#), [220](#), and [230](#). Formerly offered as

COMS 230.

A survey of research in major sub-areas of communication.

200Q. Research Methods in Communication

Either semester. Three credits. Prerequisite: [COMM 100](#) or consent of instructor. Formerly offered as COMS 200Q.

The scientific approach as it specifically applies to communication.

288. Television Production

Either semester. Three credits. Prerequisite: [COMM 100](#) and [130](#) and consent of instructor. Formerly offered as COMS 233.

This course provides the student with hands-on broadcast and industrial video production. The students will rotate through all studio positions for a televised production and complete field shoots and editing for an electronic field production project. Preproduction skills such as proposal and script writing, storyboarding and budgeting will be included in each class project.

260. Information and Communication

Either semester. Three credits. Prerequisite: [COMM 200Q](#) or consent of instructor. Formerly offered as COMS 234.

Approaches to studying communication including cybernetics, general systems theory, information theory, and human information processing.

230. Effects of Mass Media

Either semester. Three credits. Prerequisite: [COMM 100](#) or consent of instructor. Formerly offered as COMS 235.

An analysis of the roles of the mass media and of the effects they exert on individuals and society.

243. Protest and Communication

Either semester. Three credits. Prerequisite or corequisite: [COMM 230](#). With a change in content, this course may be repeated once for credit. Formerly offered as COMS 236.

Protest movement - past and current - in light of principles, models, and theories of communication.

264. Design of Human Communication Systems

Either semester. Credits and hours by arrangement. Prerequisite: [COMM 130](#). Recommended preparation: [COMM 230](#) With a change in content, this course may be repeated once for credit. Formerly offered as COMS 237.

Application of communication theory and principles of information science to the design of modern systems of communication, with consideration given to the physical and social settings in which they will be used.

241. Mass Media and Political Process

Either semester. Three credits. Prerequisite: [COMM 130](#), [210](#) and [230](#). Formerly offered as COMS 238.

An introduction to the role of the mass media in the American political process. Topics include the relationships among the media, major political institutions, and citizenry; the interplay of the media, interest groups, and policymaking process; and the role of the media in elections and international crises.

262. New Communication Technologies

Second semester. Three credits. Recommended preparation: [COMM 130](#) and [230](#). Formerly offered as COMS 239.

An overview of new communication technologies, their operation, future potential, dangers, and effects on social structure.

211. Visual Communications

Second semester. Three credits. Prerequisite: [COMM 100](#), completion of at least one C course or permission of instructor. Recommended preparation: Completion of at least one Q course. Formerly offered as COMS 240.

Theory of design and creation of graphics for professional and technical purposes, to complement or supplement written and spoken communications.

255. Motivation and Emotion

(Also offered as [PSYC 255](#).) Either semester. Three credits. Prerequisite: [PSYC 130](#) or [133](#). *Buck*

Cognition, brain mechanisms, biofeedback, aggression, sex, competence, social influence, and conformity.

232. Media and Special Audiences

(Also offered as [PRLS 260](#).) Either semester. Three credits. Recommended preparation: [COMM 100](#). *Rios* Formerly offered as COMS 260.

Media content and audience responses. Ethnic, racial, and gender issues in mainstream and ethnic media. Special audiences include Latina/os, African Americans, Asian Americans, Women, Gays, Lesbians.

293. Foreign Study

Either or both semesters. Credits and hours by arrangement. May be repeated for credit. Consent of Department Head required, normally granted prior to the student's departure. May count toward the major with consent of the advisor.

Special topics taken in foreign study program.

296W. Senior Thesis

Either semester. Credits and hours by arrangement. Open only with consent of instructor.

Preparation of a thesis and its presentation to the department.

297. Variable Topics

Either semester. Three credits. With a change in topic, may be repeated for credit. Prerequisites and recommended preparation vary.

298. Special Topics

Either semester. Credits and hours by arrangement. With a change in content, may be repeated for credit. Prerequisites and recommended preparation vary.

299. Independent Study

Either or both semesters. Credits and hours by arrangement. Open only with consent of instructor. With a change of content, may be repeated for credit.

The course, for superior students, includes independent reading, periodic conferences, and such other work as desired by the instructor.

300. Investigation of Special Topics

Either semester. Credits and hours by arrangement. Open only with consent of instructor.

This course is one of the independent study in which periodic conferences with the instructor are required.

315. Communication Campaigns

Second semester. Three credits. Three class periods. Suggested preparation: COMS 318. *Snyder* Formerly offered as COMS 301.

Campaign theory and planning. Students learn how to conduct interviews and focus groups with members of a target audience, and work with non-profit organizations to design a campaign.

302. Research Methods

First semester. Three credits. Open only with consent of instructor. *Hamilton*

Integrative approach to modeling theory, research design, and statistical analysis, including mathematical models, scale construction, measurement issues, correlation, regression, and analysis of variance.

303. Advanced Communication Research Methods

First semester. Three credits. Prerequisite: COMS 302 or consent of instructor. Formerly offered as COMS 306.

Research techniques and procedures for the study of communication. Research design, multivariate statistics, and structural modeling.

365. Seminar in Message Systems Analysis

Either semester. Three credits. Three class periods. With a change in content this course may be repeated for credit. *Buck* Formerly offered as COMS 307.

Selected topics in information and communication; analysis of message elements in human communication; discussion of message factors as related to behavioral effects.

320. Interpersonal Communication

First semester. Three credits. Three class periods. Open only with consent of instructor. *VanLear* Formerly offered as COMS 308.

Cognitive, emotional and behavioral interactions in specific contexts, including interpersonal relationships, groups, and work.

330. Mass Communication Theory

First semester. Three credits. Open only with consent of instructor. Formerly offered as COMS 309.

Introduction to major theories, with emphasis on the structure, function, and effects of mass media.

341. Political Communication

Either semester. Three credits. Three class periods. Prerequisite: COMS 309 or consent of instructor. *Gaztambide-Geigel* Formerly offered as COMS 310.

The media and the political process. Media and the electoral process: voter decision making, political advertising, and election debates. Media and the policy process: the impact of news on political institutions and domestic and international policy making, and the uses of media by interest groups. Media coverage of protest, political violence and terrorism.

350. Nonverbal Communication

Second semester. Three credits. Three class periods. *Buck* Formerly offered as COMS 312.

The study of metacommunication: Kinesics, space, time and other concomitants of verbal messages. How the non-verbal band helps in the interpretation of verbal messages.

325. Group Communication Research

Second semester. Three credits. Three class periods. *vanLear* Formerly offered as COMS 313.

The group communication process with emphasis upon research methodologies for the study of interactions in a group setting.

371. Computer Mediated Communication

First semester. Three credits. Formerly offered as COMS 314.

Communication networks, human-computer interaction and interface design, social and collaborative communication via computer.

310. Persuasion Theory and Research

Semester by arrangement. Three credits. Prerequisite: COMS 219. *Hamilton* Formerly offered as COMS 318.

Evaluation of current and traditional theories of persuasion and attitude change from communication, social psychology, and related disciplines.

390. Practicum in Research

Either semester. Credits and hours by arrangement. Open only with consent of instructor. This course may be repeated for credit. Formerly offered as COMS 319.

379. Computer Modeling in Communication Research

Second semester. Three credits. Three class periods. Open only with consent of instructor. Formerly offered as COMS 321.

History, basic concepts, and minimal skills of computer simulation and mathematical modeling.

326. Organizational Communication: Theory and Research

First semester. Three credits. Three class periods. Formerly offered as COMS 322.

Relationship of prescribed and informal communication networks to organizational goal achievement and individual integration. Emphasis on frequently used research methodologies.

305. Theory Construction and Research Design

First semester. Three credits. Open only with consent of instructor. Prerequisite: COMS 302. *Snyder* Formerly offered as COMS 325.

Conceptualization, theory construction, and review of communication methodologies. Students will write a proposal for independent research, thesis, or dissertation.

340. Motivation

First semester. Three credits. Also offered as PSYC 340.

Theories of motivation considered in relation to their supporting data.

331. Seminar in Mass Communication Research

Second semester. Three credits. *Snyder* Formerly offered as COMS 371.

Recent theories of social and political effects of mass communication, and the cognitive processing of media messages.

351. Seminar in Nonverbal Communication and Persuasion

Either semester. Three credits. One class period. *Buck* Formerly offered as COMS 374.

Role of media nonverbal communication in persuasion and media preferences. Affective and analytic communications in attitude formation, structure, and change.

+GRAD 395.

Master's Thesis Research One to nine credits.

+GRAD 396.

Full-Time Master's Research Three credits.

+GRAD 397.

Full-Time Directed Studies (Master's Level) Three credits.

GRAD 398.

Special Readings (Master's) Non-credit.

GRAD 399.

Thesis Preparation Non-credit.

401. Proseminar in Communication Research

Either semester. Three credits. Prerequisite: COMS 302, 306, and 325, or consent of instructor.

Advanced topics in communication research presented by faculty and specialists. Topics include information theory, survey of sampling and data collection, time series analysis (time-domain and panel design), physiological measurement, interaction analysis, and meta analysis.

402. Topics in Applied Communication Research

Either semester. Three credits. Three class periods. Prerequisite: Admission to Communication Processes and Marketing Communication Area of Concentration.

Investigation of special research techniques and findings in selected areas of applied communication research.

404. Seminar and Directed Research in Communication

Both semesters. Variable credits. One class period plus independent work. Prerequisite: Admission to Marketing Communication Ph.D. program or consent of instructor. May be repeated for credit, for a maximum of 12 credits.

480. Seminar in Marketing Communication Research

Either semester. Three credits. Three class periods. Prerequisite: COMS 302, 306, 325, or consent of instructor. Formerly offered as COMS 405.

Theories of emotional and cognitive processing of communications; cognitive mapping and message construction; design, implementation and evaluation of information campaigns.