

Proposals
CLAS Committee on Curricula and Courses
October 8, 2002

OLD BUSINESS

97-121. Terminate the Russian Major.

8/28/02

Dear Rob:

I am writing to you to confirm that, for the past five years, we have not offered Russian courses in our department that would lead to a major. We have no faculty in Russian and do not anticipate hiring faculty in the field. Hence I urge your committee to vote to approve dropping the Russian major.

I will FAX to you a summary of the actions concerning Russian that took place in the academic year 1996-1997.

Please contact me if you have questions.

David Herzberger

David K. Herzberger
Department Head
Professor of Spanish
Modern & Classical Languages
University of Connecticut

NEW BUSINESS

2002-85 MCB 298 Special Topics: MCB 298 Agents of Infectious Disease. 3 credits.
(Chair approves based on written proposal received 9/17/02; to be taught by Joerg Graf, Assistant Professor of MCB.)

2002-86

Curricula Action Request

Action Requested:

Request to add a new course GERM 169: "Contemporary Germany: Society, Culture, and Everyday Life" to the CLAS General Education Requirements under Group 5a: "Western Culture."

Course: GERM 169

Title: "Contemporary Germany: Society, Culture, and Everyday Life"

Reason for Submission to the Senate: 100-level course: new course

CLAS General Education Course: add course to Group 5a: "Western Culture"

Date of Departmental Approval: 9/9/02

Initiating Department: Modern and Classical Languages (German Studies)

Proposed Implementation Date: Spring 2003

Proposed Title and Catalog Copy

GERM 169. Contemporary Germany: Society, Culture, and Everyday Life.

Either Semester. Three credits. Two or three class periods. Lectures in English. Focus on contemporary German society and politics, art and culture, diversity and everyday life.

Contact Person: Anke Finger U-57 Phone 486-3353 E-mail anke.finger@uconn.edu

Proposed Action: Adding a New Course

Statement of Rationale for New Course

1. Academic Merit: This course familiarizes students with contemporary German society and politics, art and culture, diversity and everyday life
2. Overlapping courses: None
3. Type of Student: This lower division course is intended for all students
4. Number of Students: 50-100
5. Number and Size of Section: 1/50-100
6. Teaching Loads: This course can be offered with the staffing currently available
7. Effects on Other Departments: None
8. Effect on the Regional Campus: None

List of Items for Catalog Copy

1. Course Number: GERM 169
2. Course Title: "Contemporary Germany: Society, Culture, and Everyday Life "
3. Semester: Either
4. Number of credits: 3
5. Instructional Pattern: Two or three class periods, lecture and discussion
- 6a. Prerequisites: None

6b and c. Permissions and exclusions: None

7. Instructor in charge: Finger

8. Course description: Focuses on contemporary German society and politics, art and culture, diversity and everyday life

9. Cross reference: None

Syllabus

Contemporary Germany: Society, Culture, and Everyday Life

Course Format:

Either semester, two or three class periods. Lectures, readings, and discussions in English.

Textbooks:

- Herrmann, Judith. Summerhouse. Later. Ecco Press, 2002.
- Lewis, Derek. Contemporary Germany. A Handbook. London: Arnold, 2001.
- Schneider, Peter. The German Comedy: Scenes of Life after the Wall. New York: Farrar, Straus, Giroux, 1991.
- Senocak, Zafer. Atlas of a Tropical Germany. Lincoln: University of Nebraska Press, 2000.
- Wolf, Christa. Accident: A Day's News. Chicago: University of Chicago Press, 2001.
- A Reader
- Online subscription to The Week in Germany (free)
- Readings from In-Touch-De (www.intouchde.org.uk)

Course Description and Objectives:

This course familiarizes students with contemporary German society and politics, art and culture, and diversity and everyday life. Following a short introduction to the political and economic structures and to geography, students will explore a range of aspects concerning German society today, including unification, globalization, minorities, the arts, history, and education. By the end of the course, students should have gained an understanding of the numerous facets that shape everyday life in a modern European society and engage knowledgeably and analytically in the discussion of a foreign culture, in this case Germany's. A variety of reading materials, the Internet, films and other visuals, for example programs from Deutsche Welle TV, will supplement the lectures and discussions. Students will contribute to the class by presenting group projects and pose discussion questions based on the reading.

The course uses a case-study method to present students with aspects of a foreign culture that meet on various levels in real-life situations, making the everyday an integral part of each meeting. Since Germany has a prominent web presence in both English and German, the course will rely on the Internet for up-to-date information on current issues such as immigration, environmental politics, the economy, and the ongoing process of European unionization. By informing themselves about events as they happen, students gain an in-depth understanding of contemporary Germany society, draw comparisons to their own culture and develop critical thinking skills necessary to negotiate difference. Ultimately, they will become more sophisticated in handling complex realities in a foreign culture.

Requirements:

Class participation	30%
Quizzes	15%
Written assignments	30%
Final exam	25%

Schedule

Week 1

Introduction (Lecture)

Week 2

Germany in Europe: A Short History since 1945 (Discussion)

Readings

Lewis, Ch. 1

Dietrich Orlow. A History of Modern Germany (excerpts)

Heinrich Böll. "German Efficiency" Granta (1992)

Hans Magnus Enzensberger. "Am I German?" Encounter (1964)

Web sites

http://www.zeitbild.de/germany/e/8_dat/frm/frame.htm

<http://www.lib.byu.edu/~rdh/eurodocs/germ/1989.html>

<http://www.hdg.de/ipix/html/index.htm>

<http://www.countryreports.org/content/germany.htm>

Film

The Nasty Girl

Week 3

Regional Cultures: A Tour of the Country (Lecture and exploration)

Week 4

Unification and Artistic Expression (Discussion)

Week 5

Who are the People? The Federal System (Lecture)

Week 6

From the "Wirtschaftswunder" to the European Union (Lecture and exploration)

Week 7

The Social State: The Cultures of Work and Recreation (Discussion)

Week 8

Growing up in Germany: Education, Childhood, and Youth (Discussion)

and so on ... (Chair's discretion)

2002-87

Proposal to: CHANGE A COURSE

Date: 9/11/02

Department: Institute of Puerto Rican and Latino Studies

Nature of Proposed Change: Cross list PRLS 264 with Women's Studies (WS 266) and Communication Sciences (COMS XXX)

CURRENT CATALOG COPY: Latinas and Media. Spring semester, 3 credits. Examines the role of ethnicity and race in women's lives. Special attention to communication research on ethnic and racial minority women.

PROPOSED CATALOG COPY: Latinas and Media. Spring semester, 3 credits. Examines the role of ethnicity and race in women's lives. Special attention to communication research on ethnic and racial minority women. (Also offered as WS 266 and COMS XXX)

Effective Date of Change: Spring 2003

JUSTIFICATION

1. Reasons for changing this course: To cross list with both Women's Studies and Communication Science
2. Effect on Department's Curriculum: No change.
3. Other Departments Consulted: Women's Studies, Communication Science
4. Effects on Other Departments: Students in Communication Science and Women's Studies may take this as a related course.
5. Effects on Regional Campuses: N/A
6. Approvals Received and Dates: Institute of Puerto Rican and Latino Studies faculty and staff 8/31/01, ComSci 4/16/02, Women's Studies, April 2002
7. Names and Phone Numbers of Persons for the CCC to contact: Blanca G. Silvestrini 486-3997
8. Staffing: Dr. Diana Rios, Asst. Prof., Communication Science

2002-88

Proposal to: CHANGE A COURSE

Date: Sept. 2, 2002

Department: Communication Sciences

Nature of Proposed Change: Cross-listing

CURRENT CATALOG COPY:

PRLS 264. Latinas and Media. Spring semester. Three credits. Examines the role of ethnicity and race in women's lives. Special attention to communication research on ethnic and racial minority women.

PROPOSED CATALOG COPY:

COMS 233. Latinas and Media. (Also offered as PRLS 264 and WS 2xx.) Spring semester. Three credits. Examines the role of ethnicity and race in women's lives. Special attention to communication research on ethnic and racial minority women.

Effective Date of Change: immediately

JUSTIFICATION

1. Reasons for changing this course: This course is currently offered as 264 Latinas and Media through the Institute of Puerto Rican and Latino Studies. Latinas & Media is planned to be first taught in Spring 2003 by PRLS, and will be taught thereafter. The course content is appropriate for Communication Sciences. The course should be cross-listed with a permanent number within the Dept. of Communication Sciences.
2. Effect on Department's Curriculum: Expands offerings of upper division courses to Coms majors.
3. Other Departments Consulted: Puerto Rican and Latino Studies Institute
4. Effects on Other Departments: Fulfills minor requirements in PRLS and minor & major requirements in WS.
5. Effects on Regional Campuses: N/A
6. Approvals Received and Dates:
Communication Sciences Faculty April 16, 2002
Institute of Puerto Rican and Latino Studies CCC April, 2002
7. Names and Phone Numbers of Persons for the CCC to contact: Dr. Diana Rios, 486-3187
8. Staffing: Dr. Diana Rios, Asst. Prof., Communication Sciences & Puerto Rican & Latino Studies

Diana I. Rios,
Assist. Prof. of Communication Sciences & PRLS
& Assoc. Dir. Puerto Rican & Latino Studies Instit.
Dept. Communication Sciences, U-1085
University of Connecticut
Storrs, CT 06269
860-486-3187 office
860-486-5422 dept. fax

2002-89

Proposal to: CHANGE A COURSE

Date: Sept. 24, 2002

Department: Women's Studies (via Chair, Rob Henning)

Nature of Proposed Change: Cross-listing

PROPOSED CATALOG COPY (use WS 266?):

WS 2XX. Latinas and Media. (Also offered as PRLS 264 and COMM 2XX.) Spring semester. Three credits. Examines the role of ethnicity and race in women's lives. Special attention to communication research on ethnic and racial minority women.

Effective Date of Change: immediately

JUSTIFICATION

1. Reasons for changing this course: This course is currently offered as 264 Latinas and Media through the Institute of Puerto Rican and Latino Studies. Latinas & Media is planned to be first taught in Spring 2003 by PRLS, and will be taught thereafter. The course content is appropriate for WS. The course should be cross-listed with a permanent number within the WS.

2. Effect on Department's Curriculum: Expands offerings of upper division courses to WS majors.

3. Other Departments Consulted: Puerto Rican and Latino Studies Institute and COMS

4. Effects on Other Departments: Fulfills minor requirements in PRLS and minor & major requirements in WS.

5. Effects on Regional Campuses: N/A

6. Approvals Received and Dates:

Communication Sciences Faculty April 16, 2002

Institute of Puerto Rican and Latino Studies CCC April, 2002

WS Sept. 24, 2002

7. Names and Phone Numbers of Persons for the CCC to contact: Dr. Diana Rios, 486-3187

8. Staffing: Dr. Diana Rios, Asst. Prof., Communication Sciences & Puerto Rican & Latino Studies

2002-90

Proposal to: CHANGE A COURSE

Date: August 28, 2002

Department: Communication Sciences

Nature of Proposed Change: Change Coms 135 (proposed new number Comm 130) from recommended to required prerequisite for Coms 239 (proposed new number Comm 262). Minor wording changes for clarification purposes to catalog description.

CURRENT CATALOG COPY:

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.

PROPOSED CATALOG COPY:

Comm 239. New Communication Technologies

Either semester. Three credits. Prerequisite: Comm 130. Recommended preparation: Comm 262.

An overview of new communication technologies. Topics include the uses, evolution, diffusion, operation, and effects of new communication technologies.

Effective Date of Change: As soon as possible.

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

JUSTIFICATION

1. Reasons for changing this course: This is an advanced course that assumes students have a certain level of familiarity with the media. Students who have not taken Coms 135 (Comm 130) are at a disadvantage and tend to struggle with the material. The changes to catalog copy were designed to clarify what is actually taught in the course.

2. Effect on Department's Curriculum: It will enable the course to provide a more advanced explanation of communication technology. Students will all begin with at least a minimal understanding of the topic, which will benefit student learning.

3. Other Departments Consulted: None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: This is also taught at the Stamford campus every and the instructor there agrees with the need to change this to a prerequisite. Coms 135 (Comm 130) is taught every semester at both campuses.

6. Approvals Received and Dates: Approved by Communication Processes CCC on November 9, 2001.

7. Names and Phone Numbers of Persons for the CCC to contact: Kristine Nowak, 6-4080.

8. Staffing:

2002-91

2002-25 Proposal to: ADD A NEW COURSE

Date: September 12, 2002

Department: Asian American Studies Institute

Abbreviated Title: Intro to Asian American Studies

CATALOGUE COPY:

AASI 201 Intro to Asian American Studies. Spring semester, 3 credits. Provides a general introduction to major themes in Asian American Studies. Explores concepts of identity, culture, and history in Asian diasporic communities in the United States, from a multidisciplinary perspective.

1. Course Number: AASI 201

2. Course Title: Introduction to Asian American Studies
3. Semester(s) offered: Spring 2003
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: Professor Margo Machida
10. Course description: This interdisciplinary course provides a general introduction to major themes in Asian American Studies through readings and class discussions, guest speakers, and video screenings. This course explores concepts of identity and community, as well as aspects of what constitutes ³Asian American² contemporary culture. Issues covered include: Asian migration to the U.S., Asians and the law, representations of Asians in visual and popular culture, family and community formation, gender issues, interracial relations, and human rights issues.
11. Semester and year in which course will be first offered: Spring 2003

JUSTIFICATION

1. Reasons for adding this course: This course provides the foundation for the Minor in Asian American Studies, which is presently being planned by the Asian American Studies Institute. It is requisite for all students planning to minor in this area of study, and is an important foundation course for non-minors with an interest in this area. At this time, no equivalent survey courses with a multidisciplinary orientation that introduce students to central issues in Asian American Studies are being offered at the University of Connecticut. The course should be assigned a permanent number within the Institute and be named Introduction to Asian American Studies.
2. Academic Merit: This course will provide a firm academic grounding for students wishing to pursue studies in the area of Asian American Studies. By offering a wide-ranging overview that touches on history, cultural studies, diaspora studies and globalization, film and media studies, gender studies, racial formations in the United States, and theories of social justice, it situates the study of Asian American histories and communities in wider and overlapping social and intellectual contexts.
3. Overlapping Courses: none
4. Other Departments Consulted: Women's Studies, Art and Art History
5. Number of Students Expected: 20
6. Number and Size of Section: One section/20 students
7. Effects on Other Departments: Students in related areas (including history, cultural studies, women's studies, economics, law, sociology, art history, and visual culture/media studies) may take this course.
8. Effects on Regional Campuses: n/a
9. Approvals Received and Dates: n/a

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

Professor Roger Buckley, Director, Asian American Studies Institute, 486-4751

Professor Margo Machida, Department of Art and Art History and Asian American Studies Institute, 486-2678

11. Staffing: Dr. Margo Machida, Assistant Professor, Art and Art History and Asian American Studies Institute

INTRODUCTION TO ASIAN AMERICAN STUDIES, AASI 201, SPRING 2003

Professor Margo Machida

Art Building, Room 107

MW 12-1:15 pm

Course description:

This interdisciplinary course provides a general introduction to major themes in Asian American Studies through readings and class discussions, guest speakers, visits to community organizations, and video screenings. The course will explore concepts of identity and community, as well as aspects of what constitutes ³Asian American² contemporary art and culture. By offering an overview that touches on history, cultural studies, diaspora studies and globalization, film and media studies, gender studies, racial formations in the United States, and theories of social justice, it situates the study of Asian American histories and communities in wider, overlapping social and intellectual contexts.

Assignments:

Midterm in-class examination (25%)

In-class presentation (15%): students are required to do an in-class oral presentation once during the semester, on topics related to those covered in this course. Students will select topics in consultation with the instructor.

Term paper (15%): students are required to do a short term paper (7-8 pages) in conjunction with the in-class presentation, which will include references. This term paper will be due at the time of the in-class presentation.

Short writing assignments (10%): One-page papers summarizing three key points covered in each class session, based on the readings and discussion, will be required for each class meeting. These papers should be typed and double-spaced, and are due at the beginning of the following class meeting.

Final examination (35%)

Required Texts:

Course reader will be available for purchase at the UConn Coop. Additional readings will be placed on reserve at Homer Babbidge Library.

Recommended Texts:

Sucheng Chan, *Asian Americans: An Interpretive History*, Twayne Publishers, 1991.

Gary Y. Okhiro, *Margins and Mainstreams: Asians in American History and Culture*, University of Washington Press, 1994.

CLASS SCHEDULE

Week 1: Introduction

Course overview

Class assignment: family immigration history (2 pages)

Week 2: Asians in the United States: An Overview

Part I. Lecture and group discussion based on family immigration history

Required Readings (in Course Reader):

Ronald Takaki, ³From a Different Shore: Their History Bursts with Telling²

(Contemporary Asian America, pp 117-131)

Helen Zia, ³Surrogate Slaves to American Dreamers² from Asian American Dreams:

The Emergence of an American People (Course Reader)

Video screening: Excerpts from Fakin¹ da Funk, 1998, dir. Tim Chey (92 min.)

Part 2. Community Profiles: Laotian Youth in Killington, Connecticut, A Case Study

Guest Speaker: Angela Rola, Director, Asian American Cultural Center, UConn

Week 3: 19th and early 20th Century Asian Migration to the America

Required reading:

Suchen Chan, ³Immigration and Livelihood, 1840s to 1930s² from Asian Americans:

An Interpretive History, 25-42 (Course Reader)

Paul Ong and John M. Liu, ³U.S. Immigration Policies and Asian Migration²

(Contemporary Asian America, 155-174)

Video screening:

Loni Ding, Ancestors in the Americas, Part 1: Coolies, Sailors, Settlers (64 min) 1996

Week 4: Orientalism in Western Culture

and so on ... (Chair's discretion)

2002-92

Authorization to CHANGE A Major

Part 1. To be completed by department offering the Major.

INFORMATION:

1. **Department Name:** Molecular & Cell Biology
2. **Title of Major:** Molecular & Cell Biology
3. **Nature of Change:** several small changes to make intent clearer
4. **Existing Catalogue Description of the Major:**

Molecular and Cell Biology Major

This B.S. program is suitable for students with interests in biology at the cellular and subcellular level, including the areas of biochemistry, cell biology, developmental biology, molecular genetics, and microbiology, and their

applications in biotechnology and medical science. Many opportunities for independent research projects in these areas are open for undergraduates.

The following 100's level courses are required: [BIOL 107](#); [CHEM 127, 128](#); [MATH 115, 116](#) or [112, 113, 114](#); and [PHYSICS 131, 132](#) or [121, 122, 123](#). Courses required for the major: at least 24 credits in MCB courses, including:

Group 1: At least 3 of the following core courses

[MCB 200](#) Human Genetics (Note: MCB 213 Concepts of Genetic Analysis, may be substituted for MCB 200)

[MCB 204](#) Biochemistry

[MCB 210](#) Cell Biology

[MCB 229](#) Fundamentals of Microbiology

Group 2: Chemistry [243](#) and [244](#): Organic Chemistry

Group 3: Laboratory requirement: At least 3 laboratory courses chosen from the following list:

[MCB 203](#) Introduction to Biochemistry

[MCB 204](#) Biochemistry

[MCB 213](#) Concepts of Genetic Analysis

[MCB 214](#) Experiments in DNA identification

[MCB 215](#) Experiments in Molecular Genetics

[MCB 226](#) Advanced Biochemistry Laboratory

[MCB 229](#) Fundamentals of Microbiology

[MCB 233](#) Pathogenic Microbiology

[MCB 235](#) Applied Microbiology

[MCB 240W](#) Bacterial Diversity and Ecology

[MCB 299](#) Independent Study (may be repeated, but only 3 credits may count toward the 24 credits of required MCB courses)

A minor in Molecular and Cell Biology is described in the [Minors](#) section.

5. Proposed Catalogue Description of the Major:

Molecular and Cell Biology Major

This B.S. program is suitable for students with interests in biology at the cellular and subcellular level, including the areas of biochemistry, cell biology, developmental biology, molecular genetics, and microbiology, and their applications in biotechnology and medical science. Many opportunities for independent research projects in these areas are open for undergraduates.

The following 100's level courses are required: [BIOL 107](#); [CHEM 127, 128](#); [MATH 115, 116](#) or [112, 113, 114](#); and [PHYSICS 131, 132](#) or [121, 122, 123](#). Courses required for the major: at least 24 credits of MCB courses at the 200-level or above, including:

Group 1: At least 3 of the following core courses

[MCB 200](#) Human Genetics (Note: MCB 213 Concepts of Genetic Analysis, may be substituted for MCB 200)

[MCB 204](#) Biochemistry

[MCB 210](#) Cell Biology

[MCB 229](#) Fundamentals of Microbiology

Group 2: Chemistry [243](#) and [244](#): Organic Chemistry

Group 3: Laboratory requirement: At least 3 laboratory courses chosen from the following list:

[MCB 203](#) Introduction to Biochemistry

[MCB 204](#) Biochemistry

[MCB 213](#) Concepts of Genetic Analysis

[MCB 214](#) Experiments in DNA identification

[MCB 215](#) Experiments in Molecular Genetics

[MCB 226](#) Advanced Biochemistry Laboratory

[MCB 229](#) Fundamentals of Microbiology

[MCB 233](#) Pathogenic Microbiology

[MCB 235](#) Applied Microbiology

[MCB 240W](#) Bacterial Diversity and Ecology

[MCB 299](#) Independent Study (may be repeated, but only 3 credits may count toward the 24 credits of required MCB courses)

Note 1: where appropriate, a course may fulfill more than one requirement; e.g., MCB 204 and 229 count towards the Group 1 requirement as well as the Group 3 Laboratory requirement.

Note 2: Biology 295, Introduction to Undergraduate Research, may count towards the 24 credits of required MCB courses.

A minor in Molecular and Cell Biology is described in the [Minors](#) section.

6. Effective Date (semester, year): spring 2003

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

JUSTIFICATION

7. Why is a change required? Each requested change is due to at least a few cases where students have expressed confusion over the current status and sought clarification. There are 3 proposed changes:

- from "at least 24 credits in MCB courses" to "at least 24 credits of MCB courses at the 200-level or above". This is consistent with descriptions of most other majors, and makes it clear that graduate courses may also count towards the major.
- Add the note: "where appropriate, a course may fulfill more than one requirement; e.g., MCB 204 and 229 count towards the Group 1 requirement as well as the Group 3 Laboratory requirement." A number of students (and some faculty) have been confused as to whether a course can be used to satisfy both categories. This was absolutely the department's intention when this version of the major was approved, and this note should clarify that point.
- Add the note "Biology 295, Introduction to Undergraduate Research, may count towards the 24 credits of required MCB courses." Bio 295, a one-credit seminar, was formerly MCB 295, and was routinely counted towards the 24 credits of 200-level courses for the major. MCB 295 was taught jointly by faculty in MCB, EEB, and PNB, and served students in all 3 departments. In order to make it easier for students in EEB or PNB to also use this course towards their major, it was decided some years ago to change the listing to Biology 295. The alternative proposal, to maintain MCB 295 but add EEB 295 and PNB 295 versions of the same course, was deemed too complicated. It was never

intended that in changing MCB 295 to Biology 295 that the course should suddenly stop being counted towards the MCB major. Some mention of this course is needed to reduce student confusion on this subject.

8. What is the impact on students? These changes in description should reduce confusion and make it easier for students to understand exactly what the MCB major entails.

9. What is the impact on regional campuses? none

10. Dates approved by:

Department Curriculum Committee: 9/3/02

Department Head: 9/16/02.

Department Faculty: 9/16/02.

7. Names and Phone Numbers of Departmental contact: Tom Terry, Chair MCB C&C committee. 486-4255.

2002-93

Proposal to: CHANGE A COURSE

Date: September 3, 2002

Department: Molecular & Cell Biology

Nature of Proposed Change: Add "recommended preparation", and delete "Consent of instructor required" from MCB 321.

CURRENT CATALOG COPY:

MCB 321. Molecular Biology and Genetics of Prokaryotes

Molecular genetics of bacteria, archaeobacteria, and their viruses. Transcription and replication of DNA, transformation, transduction, conjugation, genetic mapping, mutagenesis, regulation of gene expression, genome organization.

3 credits, Lecture. Instructor consent required.

PROPOSED CATALOG COPY:

MCB 321. Molecular Biology and Genetics of Prokaryotes

Molecular genetics of bacteria, archaeobacteria, and their viruses. Transcription and replication of DNA, transformation, transduction, conjugation, genetic mapping, mutagenesis, regulation of gene expression, genome organization.

3 credits, Lecture. Recommended preparation: a course in general microbiology.

Effective Date of Change: Spring 2003

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

JUSTIFICATION

1. Reasons for changing this course: Permission is routinely granted. The only purpose currently served by the personal contact needed to request a permission number is to ascertain whether

prospective students have any background in microbiology. By adding the "Recommended preparation: a course in general microbiology", the instructor feels that adequate notice is given regarding expected level of background, and sees no further reason to require consent.

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: MCB C&C committee, 9/3/02. MCB dept., 9/16/02.

7. Names and Phone Numbers of Persons for the CCC to contact: Tom Terry, Chair MCB C&C committee. 486-4255.

8. Staffing: no change

2002-94

Proposal to: **CHANGE SEVERAL COURSES**

Date: September 3, 2002

Department: Molecular & Cell Biology

Nature of Proposed Change: Delete "Consent of instructor required" from several MCB graduate courses.

CURRENT CATALOG COPY:

MCB 301. Biochemistry

An in-depth introduction to the metabolism of carbohydrates, lipids, amino acids, proteins, and nucleic acids, including regulation, and to the structure and function of biological macromolecules. The course provides suitable preparation for advanced course work in biochemistry, biophysics, and other areas of molecular biology. Graduate students with considerable laboratory experience may arrange to take only the lecture portion of this course as Biology: MCB 396 with consent of instructor. 5 credits, Lecture. Instructor consent required.

MCB 336. Industrial Microbiology

Biology of industrial microorganisms, including their physiology, selection, and biochemical and genetic manipulation. Primary and secondary metabolite biosynthesis and production. Pollution microbiology and biodegradation. 3 credits, Lecture. Instructor consent required.

MCB 340. Virology

Biological, biochemical, genetic, and physical characteristics of viruses, with an emphasis on molecular and quantitative aspects of virus-cell interactions. 3 credits, Lecture. Instructor consent required.

MCB 374. Graduate Seminar

1 credit, Seminar. Instructor Consent Required

MCB 393. Special Topics in Cellular and Molecular Biology

Consideration of selected topics in cellular and molecular biology. Presentations are made by invited speakers. Each session is preceded by a discussion of readings related to the subject matter of the presentation.

2 credits, Seminar. Instructor consent required.

MCB 394. Seminar in Microbiology

Discussion of current topics in microbiology

1 credit, Seminar. Instructor consent required. May be repeated for credit.

PROPOSED CATALOG COPY:

MCB 301. Biochemistry

An in-depth introduction to the metabolism of carbohydrates, lipids, amino acids, proteins, and nucleic acids, including regulation, and to the structure and function of biological macromolecules. The course provides suitable preparation for advanced course work in biochemistry, biophysics, and other areas of molecular biology. Graduate students with considerable laboratory experience may arrange to take only the lecture portion of this course as Biology: MCB 396 with consent of instructor. 5 credits, Lecture.

MCB 336. Industrial Microbiology

Biology of industrial microorganisms, including their physiology, selection, and biochemical and genetic manipulation. Primary and secondary metabolite biosynthesis and production. Pollution microbiology and biodegradation. 3 credits, Lecture.

MCB 340. Virology

Biological, biochemical, genetic, and physical characteristics of viruses, with an emphasis on molecular and quantitative aspects of virus-cell interactions. 3 credits, Lecture.

MCB 374. Graduate Seminar

1 credit, Seminar.

MCB 393. Special Topics in Cellular and Molecular Biology

Consideration of selected topics in cellular and molecular biology. Presentations are made by invited speakers. Each session is preceded by a discussion of readings related to the subject matter of the presentation.

2 credits, Seminar.

MCB 394. Seminar in Microbiology

Discussion of current topics in microbiology

1 credit, Seminar. May be repeated for credit.

Effective Date of Change: Spring 2003

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

JUSTIFICATION

1. **Reasons for changing this course:** Since PeopleSoft registration software has been in use, all courses listing “Consent of instructor required” have required instructors to grant a permission number to each student who wants to register. For some MCB courses, instructors routinely grant permission, and are finding the use of permission numbers cumbersome and time-consuming, for students as well as instructors. The MCB C&C committee asked MCB faculty to review their course offerings to determine if, in some cases, “consent” was inappropriate and could be deleted, resulting in this proposal. We expect that students and instructors will benefit from the simplification of the registration process. Instructors of these courses do not expect any problems as a result of eliminating consent.

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:** MCB C&C committee, 9/3/02. MCB dept., 9/16/02.

7. **Names and Phone Numbers of Persons for the CCC to contact:** Tom Terry, Chair MCB C&C committee. 486-4255.

8. **Staffing:** no change

2002-95

Proposal to: **CHANGE A COURSE**

Date: September 3, 2002

Department: Molecular & Cell Biology

Nature of Proposed Change: Delete “Consent of department honors committee” requirements from two existing MCB courses. Also delete “Not limited to honors students” from MCB 292W.

CURRENT CATALOG COPY:

MCB 292W. Senior Research Thesis in Molecular and Cell Biology

Either semester. Three credits. Hours by arrangement. Prerequisite or corequisite: Three credits of [MCB 299](#). Open only with consent of instructor and department honors committee. Not limited to honors students.

Designed for the advanced undergraduate who is pursuing a special problem as an introduction to independent investigation. Research and writing of a thesis.

MCB 299. Independent Study

Either or both semesters. Credits and hours by arrangement. Open only with consent of instructor and the department honors committee. May be repeated for credit with change in topic.

Designed for the advanced undergraduate student who desires to pursue a special problem as an introduction to independent investigation.

PROPOSED CATALOG COPY:

MCB 292W. Senior Research Thesis in Molecular and Cell Biology

Either semester. Three credits. Hours by arrangement. Prerequisite or corequisite: Three credits of [MCB 299](#). Open only with consent of instructor.

Designed for the advanced undergraduate who is pursuing a special problem as an introduction to independent investigation. Research and writing of a thesis.

MCB 299. Independent Study

Either or both semesters. Credits and hours by arrangement. Open only with consent of instructor. May be repeated for credit with change in topic.

Designed for the advanced undergraduate student who desires to pursue a special problem as an introduction to independent investigation.

Effective Date of Change: Spring 2003

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

JUSTIFICATION

1. **Reasons for changing this course:** The two courses listed here, MCB 292W and MCB 299, currently appear to require two separate consents – one by the instructor, and one by the department honors committee. This is not the case – PeopleSoft does not seem to have been programmed to enforce the department honors committee requirement, and there is no current mechanism by which the department honors committee enforces this policy – but this requirement is confusing since it is not at all evident how one would seek such permission via computerized registration. When these restrictions were created, the courses served mainly honors students, and the honors committee consent requirement was a convenient way of keeping track of honors students. The restriction was simply ignored for students who were not in the honors program. Now, however, the potential confusion over how to secure honors committee consent seems worth eliminating. Both courses serve a mixture of honors and non-honors students. Both courses will remain open by consent, but the only consent required will now be from the instructor. The phrase “Not limited to honors students” should also be dropped from MCB 292W – that phrase served only to clarify to non-honors students that the requirement for honor committee permission did not mean that only honors students could take 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:** MCB C&C committee, 9/3/02. MCB dept., 9/16/02.

7. **Names and Phone Numbers of Persons for the CCC to contact:** Tom Terry, Chair MCB C&C committee. 486-4255.

8. **Staffing:** no change

2002-96

Proposal to: ADD A NEW COURSE

Date: September 23, 2002

Department: Philosophy

Abbreviated Title: Introduction to Moral Philosophy

CATALOGUE COPY:

PHIL 302. Introduction to Moral Philosophy

Introduction to ethical theory. Readings in historical and contemporary moral philosophy.

Recommended for first-year graduate students.

Either semester. Three credits. Three class periods. Open to graduate students in Philosophy, others with permission of professor.

Effective Date of Change:

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

1. Course Number: PHIL 302

2. Course Title: Introduction to Moral Philosophy

3. Semester(s) offered: either

4. Number of Credits: 3

5. Number of Class Periods: 3

6. Prerequisite/Required Preparation:

7. Any required consent/any exclusions: open to graduate students in philosophy, others with permission of professor.

8. Repetition for credit: no

9. Instructor in charge: staff

10. Course description:

Introduction to ethical theory. Readings in historical and contemporary moral philosophy. Recommended for first-year graduate students.

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

Fall 2003-04

JUSTIFICATION

1. Reasons for adding this course:

This course is designed to introduce students to important issues and texts in moral philosophy. It will provide the familiarity with Plato, Hume, Kant, Mill, and contemporary thinkers that is presupposed in advanced work in ethical theory. Philosophy 315, Seminar in Moral Philosophy, will then become a more focused and specialized special topics seminar.

2. Academic Merit:

This course will provide a foundation for someone interested in doing advanced work in ethical theory.

3. Overlapping Courses: None.

4. Other Departments Consulted: None.

5. Number of Students Expected: 8-10

6. Number and Size of Section: 1 section with 8-10 students

7. Effects on Other Departments: None

8. Effects on Regional Campuses: None

9. Approvals Received and Dates:

Graduate Committee approved, April 2001; Department approved May 2001

10. Names and Phone Numbers of Persons for the CCC to contact: Samuel C. Wheeler III 486 3592 Paul Bloomfield 486 3745

11. Staffing: Kupperman, Meyers, Troyer, or Bloomfield will give this course.

2002-97

Proposal to: ADD A NEW COURSE

Date: September 23, 2002

Department: Geography

Abbreviated Title: Fluvial Geomorphology.

CATALOGUE COPY:

23X. Fluvial Geomorphology

Fall semester, alternate years. Three credits. Two class periods and one required weekend fieldtrip. Prerequisite: GEOG 205 or GEOL 102 or BIOL 108 or consent of instructor. *Daniels*.

Physical forms and processes associated with rivers. Factors controlling open-channel flow, sediment transport, channel morphology, adjustments of rivers to environmental change, and human impacts. River management and restoration strategies.

Effective Date of Change: Immediately

1. Course Number: 23X

2. Course Title: Fluvial Geomorphology

3. Semester(s) offered: Fall

4. Number of Credits: 3

5. Number of Class Periods: 2

6. Prerequisite/Required Preparation: GEOG 205 or GEOL 102 or BIOL 108 or consent of the instructor.

7. Any required consent/any exclusions: None

8. Repetition for credit: No

9. Instructor in charge: Melinda Daniels

10. Course description: Physical forms and processes associated with rivers. Factors controlling open-channel flow, sediment transport, channel morphology, adjustments of rivers to environmental change, and human impacts. River management and restoration strategies.

11. Semester and year in which course will be first offered: Fall 2004

JUSTIFICATION

1. Reasons for adding this course: As a result of recent faculty hires, the Department of Geography is proposing this course to better accommodate the new faculty member's specialty interests as well as add to the course offerings available to undergraduate students interested in specializing in environmental/physical geography.

The University of Connecticut currently does not offer an upper division course focusing on the physical forms and processes of rivers. The subject matter covered in this course is increasingly being sought as a result of heightened policy interest in river management. This new course would also benefit students in several other programs on campus, including EEB, GEOL, NRMES, ENVE as well as the interdisciplinary program in Environmental Science.

2. Academic Merit: Fluvial geomorphology is a well-recognized sub-discipline of physical geography and an essential element in a well-rounded physical geography curriculum. Prestigious academic societies such as the American Geophysical Union, the Geological Society of America and the Association of American Geographers regularly hold meetings with several special sessions devoted exclusively to fluvial geomorphology.

3. Overlapping Courses: None

4. Other Departments Consulted: GEOL, Robert Thorson, 9/6/02, 9/26/02
NRMES, David Schroeder, 9/12/02, 9/26/02
EEB, Greg Anderson, 9/10/02, 9/26/02

5. Number of Students Expected: Less than 30 students

6. Number and Size of Section: One section limited to 30 students

7. Effects on Other Departments: None

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: Department of Geography Faculty meeting of Sept 25, 2002.

10. Names and Phone Numbers of Persons for the CCC to contact: Melinda Daniels (6-2117)

11. Staffing: No new staff will be required.

23X. Fluvial Geomorphology
Expanded Course Description

Topics Covered

- ~~EEEE~~Review of basic watershed hydrology and hillslope processes
- ~~EEEE~~Mechanics of open channel flow
- ~~EEEE~~Sediment entrainment and transport
- ~~EEEE~~Channel geometry, longitudinal profile and gradient
- ~~EEEE~~Effective flows/formative events
- ~~EEEE~~Channel patterns
- ~~EEEE~~Pool-riffle sequences
- ~~EEEE~~Depositional features
- ~~EEEE~~Human impacts
- ~~EEEE~~Climate change impacts
- ~~EEEE~~Management and restoration

Course Grading Structure

Assignment	Points
Homework Projects	200
Preliminary Exam 1	250
Preliminary Exam 2	250
Final Exam	300
Total	1000

Field Trip

A weekend field trip will take students to visit a number of different river systems within the region to view different types of streams in varying conditions (bedrock, alluvial, channelized, etc.). Students will do basic field exercises to collect data that will be used for a homework assignment later in the semester.

Core Textbook:

Knighton, David. 1998. *Fluvial Forms and Processes: A New Perspective*, Edward Arnold, London.

2002-98

Proposal to: ADD A NEW COURSE

Date: September 23, 2002

Department: Geography

Abbreviated Title: Adv. Fluvial Geomorphology.

CATALOGUE COPY:

33X. Advanced Fluvial Geomorphology

Research methods for analyzing fluvial forms and processes. Theoretical discussion of factors controlling open-channel flow, sediment transport, channel morphology, adjustments of rivers to environmental changes and human impacts. River management and restoration strategies.

3 Credits, Lecture. Not open to students who have passed GEOG 23X.

Effective Date of Change: Immediately

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

1. Course Number: 33X

2. Course Title: Fluvial Geomorphology

3. Semester(s) offered: Fall

4. Number of Credits: 3

5. Number of Class Periods: 2

6. Prerequisite/Required Preparation: Consent of the instructor.

7. Any required consent/any exclusions: None

8. Repetition for credit: No

9. Instructor in charge: Melinda Daniels

10. Course description: Research methods for analyzing fluvial forms and processes. Theoretical discussion of factors controlling open-channel flow, sediment transport, channel morphology, adjustments of rivers to environmental changes and human impacts. River management and restoration strategies.

11. Semester and year in which course will be first offered: Fall 2004

JUSTIFICATION

1. Reasons for adding this course: As a result of recent faculty hires, the Department of Geography is proposing this course to better accommodate the new faculty member's specialty interests as well as add to the course offerings available to graduate students interested in specializing in environmental/physical geography.

The University of Connecticut currently does not offer a graduate course focusing on the physical forms and processes of rivers. The subject matter covered in this course is increasingly being sought as a result of heightened policy interest in river management. This new course would also benefit students in several other programs on campus, including EEB, GEOL, NRMES, ENVE as well as the interdisciplinary program in Environmental Science.

2. Academic Merit: Fluvial geomorphology is a well-recognized sub-discipline of physical geography and an essential element in a well-rounded physical geography curriculum. Prestigious academic societies such as the American Geophysical Union, the Geological Society of America and the Association of American Geographers regularly hold meetings with several special sessions devoted exclusively to fluvial geomorphology.

3. Overlapping Courses: None

4. Other Departments Consulted: GEOL, Robert Thorson, 9/6/02, 9/26/02
NRMES, David Schroeder, 9/12/02, 9/26/02
EEB, Greg Anderson, 9/10/02, 9/26/02
5. Number of Students Expected: Less than 20 students
6. Number and Size of Section: One section limited to 20 students
7. Effects on Other Departments: None
8. Effects on Regional Campuses: None
9. Approvals Received and Dates: Department of Geography Faculty meeting of Sept 25, 2002.
10. Names and Phone Numbers of Persons for the CCC to contact: Melinda Daniels (6-2117)
11. Staffing: No new staff will be required.

33X. Advanced Fluvial Geomorphology
Expanded Course Description

Topics Covered

- ~~EEEE~~Review of basic watershed hydrology and hillslope processes
- ~~EEEE~~Mechanics of open channel flow
- ~~EEEE~~Sediment entrainment and transport
- ~~EEEE~~Channel geometry, longitudinal profile and gradient
- ~~EEEE~~Effective flows/formative events
- ~~EEEE~~Channel patterns
- ~~EEEE~~Pool-riffle sequences
- ~~EEEE~~Depositional features
- ~~EEEE~~Human impacts
- ~~EEEE~~Climate change impacts
- ~~EEEE~~Management and restoration

Course Grading Structure

Assignment	Points
Homework Projects	200
Preliminary Exam 1	250
Preliminary Exam 2	250
Research Paper	500
Final Exam	300
Total	1500

Research Paper

In consultation with the instructor, each student will select a topic relevant to his/her research field and write a critical review of the literature on the selected topic.

Field Trip

A weekend field trip will take students to visit a number of different river systems within the region to view different types of streams in varying conditions (bedrock, alluvial, channelized, etc.). Students will do basic field exercises to collect data that will be used for a homework assignment later in the semester.

Core Textbook:

Knighton, David. 1998. *Fluvial Forms and Processes: A New Perspective*, Edward Arnold, London.

2002-99

Proposal to: ADD A NEW COURSE

Date: September 23, 2002

Department: Geography

Abbreviated Title: Envir. Restoration.

CATALOGUE COPY:

28XW. Environmental Restoration

First semester, alternate years. Three credits. Two class periods and one required weekend fieldtrip. Prerequisite: GEOG 205 or GEOL 102 or BIOL 108 or consent of the instructor. *Daniels*.

Restoration of natural environments including rivers, wetlands, coastal areas, grasslands and forests. Discussions of restoration ecology, management and engineering concerns. History of environmental restoration, relevant policy debates, specific case studies of river, wetland, coastal, grassland, and forest restoration.

Effective Date of Change: Immediately

1. Course Number: 28XW

2. Course Title: Environmental Restoration

3. Semester(s) offered: Fall

4. Number of Credits: 3

5. Number of Class Periods: 2

6. Prerequisite/Required Preparation: GEOG 205 or GEOL 102 or BIOL 108 or consent of the instructor.

7. Any required consent/any exclusions: None

8. Repetition for credit: No

9. Instructor in charge: Melinda Daniels

10. Course description: Restoration of natural environments including rivers, wetlands, coastal areas, grasslands and forests. Discussions of restoration ecology, management and engineering concerns. History of environmental restoration, relevant policy debates, specific case studies of river, wetland, coastal, grassland, and forest restoration.

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

JUSTIFICATION

1. Reasons for adding this course: As a result of recent faculty hires, the Department of Geography is proposing this course to better accommodate the new faculty member's specialty interests as well as add to the course offerings available to undergraduate and graduate students interested in specializing in environmental/physical geography.

The University of Connecticut currently does not offer an upper division course focusing on the restoration of environmental systems. The subject matter covered in this course is increasingly being sought as a result of heightened policy interest in restoring natural environments. This new course would benefit students in several programs on campus, including EEB, GEOL, NRMES, as well as the interdisciplinary program in Environmental Science.

2. Academic Merit: Environmental restoration is an interdisciplinary specialization that is increasingly being recognized and funded at major research universities (e.g. the Center for Ecosystem Restoration at the University of Wisconsin – Madison). Prestigious academic societies such as the American Geophysical Union and the Ecological Society of America regularly hold meetings with special sessions devoted exclusively to environmental restoration, and two new journals, *Restoration Ecology* and *Ecological Restoration*, are devoted to publishing peer-reviewed papers on the subject.

3. Overlapping Courses: None

4. Other Departments Consulted: GEOL, Robert Thorson, 9/6/02, 9/26/02
NRMES, David Schroeder, 9/12/02, 9/26/02
EEB, Greg Anderson, 9/10/02, 9/26/02

5. Number of Students Expected: Less than 25 students

6. Number and Size of Section: One section limited to 25 students

7. Effects on Other Departments: None

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: Department of Geography Faculty meeting of September 25, 2002.

10. Names and Phone Numbers of Persons for the CCC to contact: Melinda Daniels (6-2117)

11. Staffing: No new staff will be required.

28XW. Environmental Restoration
Expanded Course Description

Course Grading Structure

<u>Assignment</u>	<u>Points</u>
Discussion participation	100
Two in-class exams	500
Term paper	300
Presentation	100
Total	1000

Writing Component

Students will write a 15-page term paper from a selection of topics related to the course material. The term-paper assignment will consist of several components spread over the second half of the semester. These include:

- A two-page topic proposal and outline
- A list of 25 sources to be used as references
- A preliminary draft
- A second draft
- A final draft

Failure of the writing component of this course will constitute failure in the entire course.

Field Trip

A weekend field trip will take students to visit a number of different sites within the region to view different environments that are in various stages of restoration. Potential systems to visit include the Housatonic River, the Connecticut River and its floodplain wetlands, forested land holdings of the Trustees of Reservations, and tidal wetlands at the Roger Tory Peterson Wildlife Area.

Core Readings:

Harris, J.A., Birch, P. and Palmer, J. 1996. *Land Restoration and Reclamation: Principles and Practice*. Longman Press, Harlow, 230 pp.

Noss, R.F. and Cooperrider, A.Y. 1994. *Saving Nature's Legacy*. Island Press, Washington, 416 pp.

Sample Additional Readings:

Articles:

P.M. Vitousek et al. 1997. Human domination of Earth's ecosystems. *Science*, 277: 494-499.

R.S. Warren, P.E. Fell, R. Rozsa, A.H. Brawley, A.C. Orsted, E.T. Olson, V. Swamy, and W.A. Niering. 2002. Salt Marsh Restoration in Connecticut: 20 Years of Science and Management, *Restoration Ecology*, 10(2): 497-513.

Hart, D. D.; Johnson, T. E.; Bushaw-Newton, K. L.; Horwitz, R. J.; Bednarek, A. T.; Charles, D. F.; Kreeger, D. A.; Velinsky, D. J. 2002. Dam Removal: Challenges and Opportunities for Ecological Research and River Restoration, *Bioscience*, 52 (8): 669-682.

Lavendel, B. 2001. The Business of Ecological Restoration, *Ecological Restoration*, 20 (3): 173-178.

Egan, D., 2001. Setting Standards for Good Ecological Restoration, *Ecological Restoration*, 20 (3): 159.

Throop, W. 2001. Restoring Nature: Balancing Nature and Humans in Ecological Restoration, *Ecological Restoration*, 19 (4): 215-217.

van Diggelen, R.; Grootjans, A. P.; Harris, J. A. 2001. Ecological Restoration: State of the Art or State of the Science? *Restoration Ecology*, 9 (2): 115-118.

Landres, P.; Brunson, M.; Merigliano, L. 2001. Naturalness and Wildness: The Dilemma and Irony of Ecological Restoration in Wilderness, *Wild Earth*, 10 (4): 77-82.

Excerpts from the following books:

Gobster, P.H., Hull, R.B. and Hull, B. (Eds.) 2000. *Restoring Nature: Perspectives from the Social Sciences and Humanities*. Island Press, Washington, 319 pp.

Berger, J.J. 1990. (Ed.) *Environmental Restoration: Science and Strategies for Restoring the Earth*. Island Press, Washington, 398 pp.

Baldwin, A.D., De Luce, J, and Pletsch, C. (Eds.) 1993. *Beyond Preservation: Restoring and Inventing Landscapes*. University of Minnesota Press.

Jordan, W.R., Gilpin, M.E. and Aber, J.D. (Eds.) 1990. *Restoration Ecology: A Synthetic Approach to Ecological Research*. Cambridge University Press.

2002-100

Proposal to: ADD A NEW COURSE

Date: September 23, 2002

Department: Geography

Abbreviated Title: Sem. Envir. Restoration.

CATALOGUE COPY:

38X. Seminar in Environmental Restoration

Research issues relating to restoration of natural environments including rivers, wetlands, coastal areas, grasslands and forests. Theoretical discussions of restoration ecology, as well as applied discussions of management and engineering concerns. History of environmental restoration, relevant policy debates, specific case studies of river, wetland, coastal, grassland, and forest restoration.

3 Credits, Seminar. Not open to students who have passed GEOG 28XW.

Effective Date of Change: Immediately

1. Course Number: 38X

2. Course Title: Environmental Restoration

3. Semester(s) offered: Fall

4. Number of Credits: 3

5. Number of Class Periods: 2

6. Prerequisite/Required Preparation: Consent of the instructor.

7. Any required consent/any exclusions: None

8. Repetition for credit: No

9. Instructor in charge: Melinda Daniels

10. Course description: Research issues relating to restoration of natural environments including rivers, wetlands, coastal areas, grasslands and forests. Theoretical discussions of restoration ecology, as well as applied discussions of management and engineering concerns. History of environmental restoration, relevant policy debates, specific case studies of river, wetland, coastal, grassland, and forest restoration.

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

JUSTIFICATION

1. Reasons for adding this course: As a result of recent faculty hires, the Department of Geography is proposing this course to better accommodate the new faculty member's specialty interests as well as add to the course offerings available to graduate students interested in specializing in environmental/physical geography.

The University of Connecticut currently does not offer a graduate course focusing on the restoration of environmental systems. The subject matter covered in this course is increasingly being sought as a result of heightened policy interest in restoring natural environments. This new course would benefit students in several programs on campus, including EEB, GEOL, NRMES, as well as the interdisciplinary program in Environmental Science.

2. Academic Merit: Environmental restoration is an interdisciplinary specialization that is increasingly being recognized and funded at major research universities (e.g. the Center for Ecosystem Restoration at the University of Wisconsin – Madison). Prestigious academic societies such as the American Geophysical Union and the Ecological Society of America regularly hold meetings with special sessions devoted exclusively to environmental restoration, and two new journals, *Restoration Ecology* and *Ecological Restoration*, are devoted to publishing peer-reviewed papers on the subject.

3. Overlapping Courses: None

4. Other Departments Consulted: GEOL, Robert Thorson, 9/6/02, 9/26/02
 NRMES, David Schroeder, 9/12/02, 9/26/02
 EEB, Greg Anderson, 9/10/02, 9/26/02
5. Number of Students Expected: Less than 25 students
6. Number and Size of Section: One section limited to 25 students
7. Effects on Other Departments: None
8. Effects on Regional Campuses: None
9. Approvals Received and Dates: Department of Geography Faculty meeting of September 25, 2002.
10. Names and Phone Numbers of Persons for the CCC to contact: Melinda Daniels (6-2117)
11. Staffing: No new staff will be required.

38X. Seminar in Environmental Restoration

Expanded Course Description

Course Grading Structure

<u>Assignment</u>	<u>Points</u>
Discussion participation	100
Two in-class exams	300
Research paper	600
Total	1000

Research Paper

In consultation with the instructor, each student will select a topic relevant to his/her research field and write a critical review of the literature on the selected topic.

Field Trip

A weekend field trip will take students to visit a number of different sites within the region to view different environments that are in various stages of restoration. Potential systems to visit include the Housatonic River, the Connecticut River and its floodplain wetlands, forested land holdings of the Trustees of Reservations, and tidal wetlands at the Roger Tory Peterson Wildlife Area.

Core Readings:

Harris, J.A., Birch, P. and Palmer, J. 1996. *Land Restoration and Reclamation: Principles and Practice*. Longman Press, Harlow, 230 pp.

Noss, R.F. and Cooperrider, A.Y. 1994. *Saving Nature's Legacy*. Island Press, Washington, 416 pp.

Sample Additional Readings:

Articles:

P.M. Vitousek et al. 1997. Human domination of Earth's ecosystems. *Science*, 277: 494-499.

R.S. Warren, P.E. Fell, R. Rozsa, A.H. Brawley, A.C. Orsted, E.T. Olson, V. Swamy, and W.A. Niering. 2002. Salt Marsh Restoration in Connecticut: 20 Years of Science and Management, *Restoration Ecology*, 10(2): 497-513.

Hart, D. D.; Johnson, T. E.; Bushaw-Newton, K. L.; Horwitz, R. J.; Bednarek, A. T.; Charles, D. F.; Kreeger, D. A.; Velinsky, D. J. 2002. Dam Removal: Challenges and Opportunities for Ecological Research and River Restoration, *Bioscience*, 52 (8): 669-682.

Lavendel, B. 2001. The Business of Ecological Restoration, *Ecological Restoration*, 20 (3): 173-178.

Egan, D., 2001. Setting Standards for Good Ecological Restoration, *Ecological Restoration*, 20 (3): 159.

Throop, W. 2001. Restoring Nature: Balancing Nature and Humans in Ecological Restoration, *Ecological Restoration*, 19 (4): 215-217.

van Diggelen, R.; Grootjans, A. P.; Harris, J. A. 2001. Ecological Restoration: State of the Art or State of the Science? *Restoration Ecology*, 9 (2): 115-118.

Landres, P.; Brunson, M.; Merigliano, L. 2001. Naturalness and Wildness: The Dilemma and Irony of Ecological Restoration in Wilderness, *Wild Earth*, 10 (4): 77-82.

Excerpts from the following books:

Gobster, P.H., Hull, R.B. and Hull, B. (Eds.) 2000. *Restoring Nature: Perspectives from the Social Sciences and Humanities*. Island Press, Washington, 319 pp.

Berger, J.J. 1990. (Ed.) *Environmental Restoration: Science and Strategies for Restoring the Earth*. Island Press, Washington, 398 pp.

Baldwin, A.D., De Luce, J, and Pletsch, C. (Eds.) 1993. *Beyond Preservation: Restoring and Inventing Landscapes*. University of Minnesota Press.

Jordan, W.R., Gilpin, M.E. and Aber, J.D. (Eds.) 1990. *Restoration Ecology: A Synthetic Approach to Ecological Research*. Cambridge University Press.

Background Information, Items 101- 106

Tri-Campus: Urban Studies with Concentration in Public Policy and Administration

(Source for material below is <http://sp.uconn.edu/~urbadm01/>)

Urban Studies

The University of Connecticut offers a B.A. in Urban Studies at its Main Campus in Storrs and its Tri-Campus of West Hartford, Torrington, and Waterbury.

The Urban Studies major at the University of Connecticut is an interdisciplinary degree program in the College of Liberal Arts and Sciences, with a focus on educating citizens on the multiple dimensions of life within an urban society. The major has three parts. First, students receive a broad education in the intellectual study of cities through courses in History, Sociology, Geography, Economics and Political Science. Second, students acquire a solid foundation in analytical techniques such as statistics, urban and regional analysis, and geographic information systems. Third, students apply these skills in pre-professional courses, capstone projects, and internships.

Source for material below is <http://sp.uconn.edu/~urbadm01/Public%20Policy%20%26%20Administration.html>

Urban Studies: Public Policy & Administration Concentration Requirements

Urban Studies 230: Introduction to Urban Studies

Economics 253: Public Finance

Political Science 276: The Policy-Making Process

One of the Following :

History 241: History of Urban America

Political Science 263: Urban Politics

Sociology 280: Urban Sociology

One of the Following:

Economics 259: Urban and Regional Economics

Geography 274: Urban & Regional Planning

One of the Following:

Human Development and Family Relations 276: Planning and Managing Human Service Programs

Political Science 260: Public Administration

Sociology 285: Social Welfare & Social Work

One of the Following:

Economics 212V: Empirical Methods in Economics

Geography 242Q: Quantitative Methods in Geography

Geography 246C: Introduction to Geographic Information Systems

History 211: The Historian's Craft

Political Science 291V: Quantitative Analysis in Political Science

Sociology 205: Methods of Sociology

Sociology 207Q: Quantitative Methods in Social Research

Statistics 201Q: Introduction to Statistics II

One of the Following:

Internship:

Interdepartmental 210: Urban Field Studies (taken as part of the Urban Semester Program)

Urban Studies 232: Urban Studies Internship: Seminar

Senior Thesis:

Urban Studies 299 : Independent Study

2002-101

Proposal to: ADD A NEW COURSE

Date: September 2002

Department: Political Science

Abbreviated Title: Black Feminist Politics

CATALOGUE COPY:

POLS 2XX. Black Feminist Politics

Either semester. Three credits.

An introduction to major philosophical and theoretical debates at the core of black feminist thought, emphasizing the ways in which interlocking systems of oppression uphold and sustain each other.

Effective Date of Change: Immediately upon approval.

1. Course Number: 2XX
2. Course Title: Black Feminist Politics
3. Semester(s) offered: either semester
4. Number of Credits: three
5. Number of Class Periods: three
6. Prerequisite/Required Preparation: none
7. Any required consent/any exclusions: none
8. Repetition for credit: no
9. Instructor in charge: Evelyn Simien
10. Course description:

An introduction to major philosophical and theoretical debates at the core of black feminist thought, emphasizing the ways in which interlocking systems of oppression uphold and sustain each other.

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

JUSTIFICATION

1. Reasons for adding this course: This course was first offered as POLS 296, Political Issues, in Spring 2002, with the intention of making it a regular part of our department's undergraduate curriculum. It is one of the courses for which Professor Simien was hired to teach, and fits within the department's recently approved and rapidly developing subfield, race, gender, and ethnic politics. It is anticipated that the course will be cross-listed in Women's Studies.

(Please see file with scanned letter of support.)

2. Academic Merit: This course fits within the department's recently approved and rapidly developing subfield, race, gender, and ethnic politics. It is anticipated that the course will be cross-listed in Women's Studies. Moreover, many undergraduate programs across the country now require students to fulfill a diversity requirement.

3. Overlapping Courses: None.

- 4. Other Departments Consulted:** Women's Studies, African-American Studies
- 5. Number of Students Expected:** 40-50 per semester
- 6. Number and Size of Section:** one section with 40-50 students
- 7. Effects on Other Departments:** It is anticipated that the course will be cross-listed in Women's Studies.
- 8. Effects on Regional Campuses:** none
- 9. Approvals Received and Dates:**
Department Approved 9/13/02
Department head Approved 9/3/02
Instruction Committee Approved 9/11/02
- 10. Names and Phone Numbers of Persons for the CCC to contact:**
Carol Lewis (X-3468), head departmental CCC
Evelyn Simien (6-3254)
- 11. Staffing:** no staffing ramifications from proposed addition.

BLACK FEMINIST POLITICS

POLITICAL SCIENCE 296, SECTION 05 SPRING 2002

Dr. Evelyn Simien

Abbreviated Syllabus

COURSE DESCRIPTION

Despite the emergence of the study of women and politics, few books or articles have been written on the black female condition in the United States. Much of the important work on black feminists in politics comes from a small cadre of black female intellectuals from various fields outside of political science. This course will draw on that scholarship. Starting with classic slave narratives, students will be expected to read, write, and think critically about the unique disadvantaged status of black women. While the assigned readings do not exhaust the full range of possibilities, the core readings will include the work of Angela Y. Davis, bell hooks, Patricia Hill-Collins, Barbara Smith, Audre Lorde, and Joy James, among others. Through critical examination of the character and dynamics of major philosophical and theoretical arguments contesting race, class, and gender oppression, we hope to arrive at some understanding of how interlocking systems of oppression uphold and sustain each other.

SAMPLE COURSE MATERIALS

Wing, Adrien Katherine. 1997. *Critical Race Feminism*. New York: New York University Press.

Guy-Sheftall, Beverly. 1995. *Words of Fire: An Anthology of African-American Feminist Thought*. New York: The New Press.

Course reserve. A selection of readings from various sources has been placed on reserve at the Homer Babbidge Library.

COURSE REQUIREMENTS

Participation (20%). Students should come to class well prepared to express their reactions to the reading assignments and various topics presented in class. This involves more than simply being interested, prepared, and alert in class. I must stress that the character of class dialogue enhances the process of learning enormously and your involvement in the discussion is mandatory. Thus, it is essential that students do the reading prior to class so that they might pose questions in class and be prepared to answer those asked by the instructor. Do not skim through the assignment. Read the material carefully.

Homework Assignments (20%). Each week there will be in-class assignments to be completed on 4x6-index cards as well as out-of-class homework assignments to be typed (or word processed) on computer paper. These very short writing assignments require that students read and reflect upon the assigned readings by answering specific questions, summarizing the lesson, and indicating points of confusion. These homework assignments serve to facilitate the process by which students participate in class discussion and think critically about the assigned reading.

Examinations (30%). There will be three exams taken in-class, closed book. Each exam will contain essay questions covering material from the texts, lectures, and discussion. Students must be careful to address all parts of the essay question(s) because simply listing the information is not enough. When asked for criticisms or evaluations, each assertion (or point) must be supported with evidence or examples. Students are instructed to use a topic sentence, an explanatory sentence, and a summary sentence to address one idea per paragraph. In my mind, essay questions are the most valuable to students because they encourage them to engage in higher thinking.

Research Paper (30%). The paper will be based on your analysis of two black women who have made vast contributions to American society, yet have gone unnoticed. You should compare and contrast these two women. Select what you see as their most important similarities and differences. Discuss those similarities and differences using evidence from books and/or articles to support your claims. Focus on thematic issues. Do not simply provide a laundry list of their characteristics. The paper should be analytical and insightful, not a mere regurgitation of facts.

2002-102

Proposal to: ADD A NEW COURSE

Date: September 2002

Department: Political Science

Abbreviated Title: Financial Management

CATALOGUE COPY:

POLS 2XY. Financial Management for Public and Nonprofit Organizations

Management of financial resources in public service organizations. Topics include variance analysis, cost analysis, public sector and nonprofit accounting, financial statement analysis, and forecasting.

3 credits, Seminar.

Effective Date of Change: Immediately upon approval

1. Course Number: POLS 2XX
2. Course Title: Financial Management for Public and Nonprofit Organizations
3. Semester(s) offered: Either
4. Number of Credits: 3
5. Number of Class Periods: three
6. Prerequisite/Required Preparation: None
7. Any required consent/any exclusions: None
8. Repetition for credit: No
9. Instructor in charge: Mark Robbins
10. Course description: Management of financial resources in public service organizations. Topics include variance analysis, cost analysis, public sector and nonprofit accounting, financial statement analysis, and forecasting.
11. Semester and year in which course will be first offered: Spring 2002

JUSTIFICATION

Reasons for adding this course: No other course at the university addresses financial management for public and nonprofit organizations with a focus on the analysis of financial data and would be useful to political science as well as other majors. The proposed course also supports the curriculum of Urban and Community Studies at a Tri-Campus site. (Please see file, Tri-Campus Urban Studies.) It is anticipated that the course would be taught jointly with the graduate variant also being proposed; the proposed graduate course supports the curriculum in the Master of Public Administration program as adopted in February 2002. (Please see file on revised MPA curriculum.)

2. Academic Merit: This course covers the fundamentals of financial management and financial analysis for governmental and nonprofit organizations. The goals of the course include: a) to develop the ability of students to read and understand critical financial data; b) to develop student capabilities in the analysis of complex financial statements and materials; c) to clarify the distinctions among public, nonprofit, and private for-profit organizational forms with respect to as financial management; and d) to give students the tools necessary to apply a variety of

analytical techniques using spreadsheets and computers. This course involves substantial reading, a number of problems sets, case studies, the analysis of financial statements, report writing, group work, presentations and exams.

Evaluative criteria for graduate and undergraduate students differ. Graduate students seeking graduate credit must complete additional requirements in the form of the research and preparation of a 'management practice module' designed to develop expertise in a key subtopic of the field.

3. Overlapping Courses: None

Finance 201 (Financial Management) is an undergraduate course that focuses on the evaluation of firms and the determination of the value of securities. Please see copy of email included in this proposal.)

4. Other Departments Consulted: Economics, Finance

(Please see copy of email included in this proposal following sample syllabus.)

5. Number of Students Expected: 15-20 per semester

6. Number and Size of Section: 1 section, 15-20 students

7. Effects on Other Departments: None.

8. Effects on Regional Campuses: This would be taught primarily at a Tri Campus site.

9. Approvals Received and Dates:

Department	Approved 9/17/02
Department Head	Approved 9/3/02
Instruction Committee	Approved 9/13/02

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

Carol Lewis (X-3468), head of departmental CCC

Mark Robbins. 860 486-1452.

11. Staffing: Mark Robbins

POLS 2XX Financial Management for Public and Nonprofit Organizations

Professor Mark D. Robbins

Abbreviated Syllabus

This course is designed as a survey of the principles, issues and skills of financial management in the public and nonprofit sector. The objectives of the course are to provide students with both a theoretical understanding of the topic and to develop some of the fundamental skills necessary to work competently as managers with budgetary responsibility (not as finance or accounting professionals). The focus is on preparing students to be skilled consumers of financial information who possess the ability to analyze it and make sound decisions based on their analysis. The development of the ability to understand accounting practices is an important part of the course. Additional topic areas include cash management, financial reporting, debt management and auditing.

This course is part of a public administration and urban studies curriculum, but the skills, theories and values are applicable in most state/local government or nonprofit organizations. In fact, a great many of the examples in class and in the primary text come directly from these types of agencies.

Students specializing in public finance will find this course to be an introduction to the key issues of research and practice in the financial management area. Some of these topics will be covered in greater depth in the other public finance offerings in the university's Masters of Public Administration program, such as capital management, advanced financial management, and state and local public finance. Students pursuing degree work in Urban and Community Studies will find that this class develops a framework for understanding the financial structure and actions of urban and community organizations.

REQUIREMENTS

Problem sets (35%), Midterm (20%), Final examination (15%), Case (30%).

Graduate students (POLS 3XX, proposed) must also complete the management practice module.

Required Materials

Finkler, S. A. (2000). *Financial Management for Public, Health and Not-for-Profit Organizations*.

Class reader with the required readings from outside the text is required.

Microsoft Excel and financial calculator

Sample Topics

Applied Cost Concepts

Accounting Terms and Concepts, Balance Sheet

Operating and Cash Flow Statements

Cash Management, Investment Management

Cost Control/ Variance Analysis

Long-term Financing/Debt Management

Financial Condition Analysis, Auditing

Analyzing & Reporting Financial Information

RE: new course in financial management for public and nonprofit orgs

>>From: Tom O'Brien <Tom.O'Brien@business.uconn.edu>

>>To: "Mark D. Robbins" <Mark.Robbins@Uconn.edu>

>>Subject: RE: new course in financial management for public and non profit

>> orgs

>>Date: Tue, 24 Sep 2002 15:17:33 -0400

>>X-Mailer: Internet Mail Service (5.5.2653.19)

>>

>>Mark:

>>

>>I agree: no overlap with Finance Department's course offerings. Good luck!

>>

>>TOB

>>

>>

>>Thomas J. O'Brien

>>Head, Department of Finance

>>School of Business Unit 1041F

>>University of Connecticut

>>2100 Hillside Road

>>Storrs, CT 06269-1041

>>(860) 486 3041

>>(860) 486 0634 (Fax)

>>thomas.obrien@uconn.edu

>><http://www.sba.uconn.edu/finance/faculty/OBRIEN>

>>SSRN Author Page:

>> http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=37000

>>

>>-----Original Message-----

>>From: Mark D. Robbins [mailto:Mark.Robbins@Uconn.edu]

>>Sent: Tuesday, September 24, 2002 3:05 PM

>>To: tomo@sba.uconn.edu; segerson@uconnvm.uconn.edu

>>Subject: new course in financial management for public and non profit

>>orgs

>>

>>

>>Greetings;

>>The attached proposal and syllabus are being sent to you as part of the
>>process for applying for new course approval for the course "Financial
>>Management for Public and Non Profit Organizations." It does not appear
to

>>me to significantly overlap the offerings of your department. Please let
me

>>know if you disagree.

>>Mark

>>

>>Mark D. Robbins, Ph.D.

>>Assistant Professor
>>Department of Political Science and
>> Institute of Public Affairs
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>>(860) 486-1452 (Phone)
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2002-103

Proposal to: ADD A NEW COURSE
Date: September 2002
Department: Political Science
Abbreviated Title: Latino Political Behavior

CATALOGUE COPY:

POLS 2XZ. Latino Political Behavior

Either semester. Three credits.

Exploration of Latino political behavior in the United States, including Latino ethnic identity, political representation, voting behavior, non-electoral political participation, and public opinion.

Effective Date of Change: Immediately upon approval

- 1. Course Number:** POLS 2XX
- 2. Course Title:** Latino Political Behavior
- 3. Semester(s) offered:** Either semester
- 4. Number of credits:** Three
- 5. Number of class periods:** Three
- 6. Prerequisite/ Required Preparation:** n/a
- 7. Any required consent/any exclusions:** None
- 8. Repetition for credit:** No
- 9. Instructor in charge:** Adrian D. Pantoja
- 10. Course Description:** Exploration of Latino political behavior in the United States, including Latino ethnic identity, political representation, voting behavior, non-electoral political participation, and public opinion.
- 11. Semester and year in which course will be first offered:** Fall 2002

JUSTIFICATION

- 1. Reasons for adding this course:** The course is a key area of academic programming for the department's recently approved and rapidly developing subfield, race, gender, and ethnic politics, and the Puerto Rican and Latino Studies Institute.
- 2. Academic Merit:** A course on Latino political behavior will expose students to the study of the largest minority group in the US. and contribute to students' critical thinking skills, writing skills, and competency in political science.
- 3. Overlapping Courses:** None
- 4. Other Departments Consulted:** Institute of Puerto Rican and Latino Studies
(See email from the Institute, below)
- 5. Number of Students Expected:** 50
- 6. Number and Size of Sections:** one section, 50 students
- 7. Effects on Other Departments:** none
- 8. Effects on Regional Campuses:** none
- 9. Approval Received and Dates:**
Department Approved 9/17/02
Department head Approved 9/3/02
Instruction Committee Approved 9/11/02
- 10. Names and Phone Numbers of Persons for the CCC to contact:**
Carol Lewis (6-3468), head of departmental CCC

Adrian D. Pantoja (6-5683)

11. Staffing: no impact

POLS 296 Latino Political Behavior

Professor Adrian D. Pantoja

Abbreviated Syllabus for Fall 2002

Overview

Latinos are the largest minority in the United States. At over 35 million, Latinos in the US represent the fourth largest Spanish-speaking Latino population in the world.

(below only Mexico, Colombia, and Argentina). The concentration of Latinos in certain states makes them key players in determining presidential outcomes.

The purpose of this course is to introduce students to the study of Latino politics in the U.S. and familiarize students with the political histories of four different Latino populations: Mexican, Puerto Rican, Cuban, and Central Americans. In addition, we will examine different forms of political activities ranging from electoral behavior to participatory expressions such as political art, music, and theatre.

Required Texts

1. Garcia, Ignacio M. (1998). *Chicanismo: The Forging of a Militant Ethos among Mexican Americans*. Tucson: The University of Arizona Press.
2. Hardy-Fanta, Carol (1993). *Latina Politics, Latino Politics*. Phila.: Temple University Press.
3. Cruz, Jose E. (1998). *Identity and Power: Puerto Rican Politics and the Challenge of Ethnicity*. Phila.: Temple University Press.
4. Course reader available at bookstore.

Requirements

Midterm and final examinations (25% each)

15 page research paper (30%)

participation, with preparation of assigned materials (20%)

Sample Topics

Immigration, Diversity, and Minority Representation in American Politics

Ethnic Identity and Politics

2002-104

Proposal to: ADD A NEW COURSE

Date: September 2002

Department: *Political Science*

Abbreviated Title: Politics, Society

CATALOGUE COPY:

2YX. Politics, Society, and Educational Policy

Either semester. Three credits.

The analysis of the interactions among educational policy, politics, and other social forces. Insights and concerns from politics and other social sciences disciplines will be applied to different levels and types of schooling.

Effective Date of Change: Immediately upon approval.

1. Course Number: 2XX

2. Course Title: Politics, Society, and Educational Policy

3. Semester(s) offered: either

4. Number of Credits: three

5. Number of Class Periods: three

6. Prerequisite/Required Preparation: none

7. Any required consent/any exclusions: none

8. Repetition for credit: no

9. Instructor in charge: Russell Farnen

10. Course description: The analysis of the interactions among educational policy, politics, and other social forces. Insights and concerns from politics and other social sciences disciplines will be applied to different levels and types of schooling.

11. Semester and year in which course will be first offered: Fall 2002 as POLS 296W, Politics of Education

JUSTIFICATION

12 Reasons for adding this course: This proposal is to regularize a political issues course (POLS 296), in keeping with departmental policy to make such courses that the department wishes to continue to offer a regular part of the departmental curriculum. This proposed course may be taught jointly with POLS 345, Politics, Society, and Educational Policy.

13 Academic Merit: Educational policy is an important arena of political activity and conflict at every level of government and accounts for a substantial portion of public resources. A sample, abbreviated syllabus is included below. With different evaluative criteria applied to graduate and undergraduate students, this proposed course may be taught jointly with POLS 345 (syllabus below),

3. Overlapping Courses: None

4. Other Departments Consulted: School of Education

5. Number of Students Expected: 30

6. Number and Size of Section: one, 30 students

7. Effects on Other Departments: None

8. Effects on Regional Campuses: This course may be offered at the Hartford campus.

9. Approvals Received and Dates:

Department Approved 9/17/02

Department head Approved 9/3/02

Instruction Committee Approved 9/11/02

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

Carol Lewis (X-3468), head of departmental CCC

Russell Farnen (860-570-9204)

11. Staffing—no impact

POLS 345 **Politics, Society, and Educational Policy**

Sample Abbreviated Syllabus

Professor Russell Farnen

SCOPE: This seminar will treat politics *of* as well as politics *and* education. That is, the political elements of the educational institution (such as political education, citizenship, school climate, political socialization, collective bargaining and negotiations, etc.) are one set of interrelationships (politics *of*). This is to be contrasted with state, local, and federal education policy, financing education, court decisions, school boards, public opinion analysis, school choice, vouchers, desegregation, etc. which comprise the second set (politics *and*). Different theories about the politics of education (e.g., functionalist, revisionist, neo-Marxist, and post-modern) will also be covered along with systemic and policy analytical formats, focusing on educational problem solving and decision making in U.S. and cross-national contexts.

REQUIREMENTS: Three medium length (10-12pp.) or one 30-35 double-spaced page plus title page and bibliography/references) seminar papers with brief (15-minute) oral presentations on written topics and active participation in class discussion. Note: you may not do three papers on the same theme/topic, even if it seems to be divisible. Graduate students will also be expected to work with me on subjects of mutual interest in their research papers in conjunction with my ongoing research on comparative Eastern European political culture, socialization and education, media treatment of education, and interconnections among authoritarianism, democracy and education in a cross national setting.

You must prepare a one-paragraph explanation of your papers, an outline, and a list of at least 10-12 relevant, available, and current books and/or articles (no more than 3 from the www) on the subject based on your research. Do not start writing until you have written approval for the topic with my comments and revisions accounted for. All papers must include footnotes. Your outline should contain the following elements: your name, date submitted, title of paper, a short description (one paragraph), major headings and subheadings for the paper (including summary/conclusions), and a reference list of ten or more available books or articles. The preferred reference style is the APA format (HBT/WWW) whereby in the text, you cite last name of author, date of source, and page number(s) (e.g., Berndtson, et al., 1993, pp. 9-10) and in the references the complete citation (e.g., Farnen, R. (1990) *Integrating Political Science, Education, and Public Policy*. Frankfurt/Main: Peter Lang Verlag). However, if you prefer to use numbered footnotes and a complete citation of the work the first time cited, with a complete and separate reference list, then you may do so.

It is important that you include in your three papers the following basic items:

1. The way in which your topic (e.g., political socialization, school board policy making, public opinion and education, etc.) relates to education *and* politics (i.e., politics as defined in course readings, lectures, and discussions).
2. Relevant public policy implications and conclusions as defined in readings, discussions, and lectures on public policy. This item can be included in your conclusions (e.g., what should the citizens' public interest groups, government(s) do - if anything - to reform education, promote education, emphasize political education, increase citizen involvement in policy making, etc.).
3. Remember, the focus of your papers should be on education (your topic) and politics/public policy formation in the context of a political science course - *not* aesthetics, art, philosophy, history, business, journalism, or pure education theories which, while relevant, should play a subordinate or supporting, rather than a dominant role along with other interdisciplinary approaches from economics, sociology, psychology, anthropology, etc.
4. In your papers, you should try to a) state the polar extremes of the controversy (over, e.g., educational equity, freedom of choice, efficiency, excellence, etc.) then seek to b) list areas of agreement/disagreement and c) your conclusions regarding (a) sound and sensible policy alternative(s) in this case.

Requirements for Textbooks, Reserve, and Supplementary Reading and Videos: For three examinations, students are only required to read and be responsible for the textbooks and handouts. The reserve readings will be reviewed/mentioned in class and students may use them (as well as the supplementary readings) in their papers. You may also borrow and use the alternate/supplementary videos listed in the syllabus for your papers, background viewing, additional information on the topics, etc. Graduate students will be expected to be familiar with the content of the reserve readings and to use them liberally in their paper(s).

Instructions for On-line Readings: Several reading selections (labeled HBT/WWW) are available on-line, so you may access these by computer. To read these documents, go to:

<http://norman.lib.uconn.edu/NewSpirit/Redesign/default.cfm?Campus=2>

or <http://www.lib.uconn.edu/WestHartford/hbtweb/Subject.html>

For the pre-publication copy of *Authoritarianism, Democracy, and Education*:

14. Go to the UConn or library home page at www.lib.uconn.edu
15. Click on Services
16. Select Course Reserves, Electronic and Traditional
17. Click on ECR
18. Select Current Course Reserves
19. Pick Political Science

20. Click on POLS 173, 173W, 296W, or 345

FORMAT: Lecture, discussion, report, video/audio presentations, and other print/non-print materials will be part of the instructional, seminar format.

Grading for 345 Students:

Graduate students will be graded on the quality of seminar papers, in-class reports on papers, and taking the three essay exams that the instructor will read and comment upon, rather than “grading” per se.

REQUIRED READINGS:

Farnen and Meloen, *Democracy, Authoritarianism, and Education*, 2000(entire book is required reading for graduate students)

(Note: This book should be available from amazon.com and in the Storrs Co-op Bookstore. A copy will be on reserve at the Babbidge Library and each student will receive a copy of specific chapters assigned for his/her reports, if requested. A WordPerfect diskette will also be available from the instructor or from the Babbidge Library. A pre-publication copy is available on-line.)

Farnen and Sünker (eds.), *Politics, Sociology, and Economics of Education*, 1997

(Note: Also available from UConn Co-op or amazon.com.)

Noll, *Taking Sides: Clashing Views on Controversial Educational Issues* (12th ed.), 2003 (UConn Co-op)

Spring, *Conflict of Interests* (4th ed.), 2002 (UConn Co-op)

Note: See separate list of reserve and electronic readings

2002-105

Proposal to: CHANGE A COURSE

Date: September 2002

Department: Political Science

Nature of Proposed Change: delete prerequisite from POLS 256

CURRENT CATALOG COPY:

POLS 256. Constitutional Rights and Liberties

Either semester. Three credits. Prerequisite: POLS 252 or HIST 235 or consent of instructor.

The role of the Supreme Court in interpreting the Bill of Rights. Topics include freedoms of speech and religion, criminal due process and equal protection.

PROPOSED CATALOG COPY:

POLS 256. Constitutional Rights and Liberties

Either semester. Three credits.

The role of the Supreme Court in interpreting the Bill of Rights. Topics include freedoms of speech and religion, criminal due process and equal protection.

Effective Date of Change: Immediately upon approval

JUSTIFICATION

¹Reasons for changing this course: There are four main reasons.

¹This proposal is academically sound. Almost all students taking POLS 256 fulfill the prerequisite with POLS 252. Political Science Departments around the country are moving from the traditional requirement that students take Constitutional Law (POLS 252) before Constitutional Rights (POLS 256) in favor of a more flexible approach. We wish to do likewise.

²The press of student enrollments combined with the decline from six faculty members when the prerequisites were added to three faculty today with specialties in public law (including the departure of two last year) has made it impossible for all students—many of whom are pre-law—to take the prerequisite. (Note that class size was increased from 50 to 80 this fall.) The effect is to postpone some students' course of study by a full year or inadequately prepare them for their graduate studies. These problems can be avoided by permitting students to reverse the order in which they take these courses.

³Students are required to take one course in each of four subfields in political science. Subfields are designed to encourage a rounded knowledge of the subspecialties in political science. This course is in one of our subfields, but the prerequisite effectively requires students to take two course in the subfield.

⁴The standing departmental policy is to eliminate prerequisites wherever possible to enhance student choice. It also enhances flexibility in staffing and enables the department to respond to student demand and adjust to the large, recent turnover in faculty.

2. Effect on Department's Curriculum: None.

3. Other Departments Consulted: History.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None.
6. Approvals Received and Dates:
 - Department Approved 9/17/02
 - Department head Approved 9/3/02
 - Instruction Committee Approved 9/11/02
7. Names and Phone Numbers of Persons for the CCC to contact:
 - Carol Lewis (X-3468), head departmental CCC
8. Staffing: no staffing ramifications from proposed change.

2002-106

Proposal to: ADD A NEW COURSE

Date: September 2002

Department: Political Science

Abbreviated Title: Social Policy

CATALOGUE COPY:

POLS 2YY Social Policy

Either semester. Three credits.

Examination of the concepts and principles of public policy analysis, with applications to important social issues.

Effective Date of Change: Immediately upon approval

1. Course Number: POLS 2XX
2. Course Title: Social Policy
3. Semester(s) offered: either
4. Number of Credits: three
5. Number of Class Periods: three
(or one when joint with proposed course, 3XX, Social Policy)

6. Prerequisite/Required Preparation: None
7. Any required consent/any exclusions: No
8. Repetition for credit: No
9. Instructor in charge: Robert Bifulco
10. Course description: Examination of the concepts and principles of public policy analysis, with applications to important social issues.
11. Semester and year in which course will be first offered: Fall 2003

JUSTIFICATION

1. Reasons for adding this course: The proposed course would be offered on the Tri-Campus as part of the Urban and Community Studies undergraduate major. (Please see file, Tri-Campus Urban Studies.) This interdisciplinary major consists of courses that address topics and issues relevant to life in metropolitan areas, with the goal of preparing students for leadership positions in urban communities. The policy issues covered by this course have extensive implications for urban life, and thus are of interest to students in this major. The proposed course would also be open, with modifications in evaluative criteria, for graduate students, and offered as an elective component in the Masters of Public Administration curriculum. (Please see file on MPA revised curriculum.)
2. Academic Merit: The course will cover the basic concepts and tools of policy analysis as practiced by professionals in the field. For undergraduates, the goal is to develop skills to critically evaluate policy arguments, and to develop arguments of one's own.
3. Overlapping Courses: none
4. Other Departments Consulted: Sociology, African American Studies, and Urban and Community Studies
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: Would expand curriculum of Urban and Community Studies major at Tri-Campus
9. Approvals Received and Dates:
 - Department Approved 9/17/02
 - Department head Approved 9/3/02
 - Instruction Committee Approved 9/11/02
10. Names and Phone Numbers of Persons for the CCC to contact:
 - Carol Lewis (6-3468), head of departmental CCC

Robert Bifulco (6-1455)

11. Staffing--no additional staff necessary. Proposed course would be taught by Robert Bifulco, Assistant Professor, Department of Political Science, a tenure-track faculty member hired to teach in the Urban and Community Studies and Masters of Public Administration program.

POLS 2XX/3XX SOCIAL POLICY

Professor Robert Bifulco

ABBREVIATED SYLLABUS

Course Description

The purpose of this course is to examine concepts and arguments commonly used in contemporary debates about social policy. The goal is that you leave this course with an ability to critically evaluate arguments made about social policy issues and to make informed, defensible arguments of your own.

The course is divided into four parts. The first part presents a general framework that is commonly used to develop and analyze public policy. This framework includes a set of rationales for justifying government action, an approach to defining social problems, and a process for identifying and evaluating policy alternatives. The next three sections of the course each take up a particular area of social policy. The three areas we will cover are: poverty and income inequality; segregation and racial inequality; and education. For each area, we will use the framework developed in the first part of the course to define a set of public policy problems, to examine possible causes and consequences of these problems, and to discuss alternative policy responses.

We will use a combination of lectures, informal discussions, and planned exercises to achieve the course goals. To a considerable extent students will learn to evaluate and make policy arguments by doing these things in class and in class assignments.

Course Objectives

- 1 Examine the concepts commonly used in contemporary debates on selected social policy issues.
- 2 Provide opportunities to learn and demonstrate skills in evaluating public policy arguments.
- 3 Provide opportunities to learn and demonstrate skills in formulating public policy arguments, both orally and in writing.

**In addition, graduate students are required to develop
a professional-quality policy analysis of their own.**

Final Assignment for undergraduate students only. Undergraduate students will respond to a specific published article advocating a policy position on an issue related to those covered in the course.

Term paper for graduate students only. Graduate students will prepare a 15-20 page analysis of a federal, state or local social policy issue of their own choosing.

Selected Required Texts and Readings

Course readings available on electronic reserve (can be accessed through WebCT)

Arthur Okun, *Equity and Efficiency: The Big Tradeoff*

Sheldon Danziger and Robert Haveman (eds.), *Understanding Poverty*

Douglas S. Massey & Nancy C. Denton, *American Apartheid*

And numerous Internet-based resources

Sample Topics

Part I: Policy Analysis: Equality as a Policy Goal, Elements of Problem Analysis,
Elements of Solution Analysis

Part II: Poverty & Income Inequality: Measures, Trends, and Realities, Causes of
Poverty and Inequality, Welfare Programs and Reform

Part III: Segregation & Racial Inequality: Measures, Trends, and Consequences, Causes
of Racial Segregation, Policy Alternatives

Part IV: Education Reform: Is there a Crisis in American Education?, Causes of
Achievement Gaps, Policies to Reduce Achievement Gaps, Saving NYC Schools

2002-107

Proposal to: ADD A NEW COURSE

Date: 10/01/02

Department: Linguistics

Abbreviated Title: The Science of Linguistics

CATALOGUE COPY:

Ling 110Q. The Science of Linguistics. Either semester. Three credits. Staff

An introduction to linguistics as a science. Methods, findings and theory of linguistic research on the sound system and the structures of human language. The relation between structure and meaning. The basics of linguistic analysis. Applied linguistics.

Effective Date of Change:

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

1. Course Number: LING 110Q

2. Course Title: The Science of Linguistics

3. Semester(s) offered: Either semester

4. Number of Credits: 3

5. Number of Class Periods: variable

6. Prerequisite/Required Preparation: None

7. Any required consent/any exclusions: None

8. Repetition for credit: No

9. Instructor in charge: Staff

10. Course description:

An introduction to linguistics as a science. Methods and findings of linguistic research; development of the theories of the sound system and the structures of human language; the relation between structure and meaning. Hands-on experience for the students with data collection, running and evaluating linguistic experiments, formulating, formalizing and testing hypotheses.

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

JUSTIFICATION

1. Reasons for adding this course:

The Department of Linguistics perceives a need for a general 100-level introduction to linguistics, partly in conjunction with our current efforts to optimize our undergraduate curriculum, and partly to adjust to the upcoming revision of the general education requirements. The course is an introduction to the science of linguistics at a basic level, which we do not at present offer.

2. Academic Merit:

Students will receive training in running and evaluating linguistic experiments, as well as formulating, formalizing and testing hypotheses. A grade will be assigned on the basis of the coursework done over the course of the semester, a large portion of which will take the form of exercises.

3. Overlapping Courses:

No course in our present undergraduate curriculum covers a similar set of materials. There is no significant overlap with either Linguistics 101 'Language and Mind' or with Linguistics 102 'Language and Environment'.

At the moment, there is some overlap with Linguistics 202: 'Principles of Linguistics', in that Linguistics 202 also includes some introduction to phonology and syntax. However, the coverage of the two classes is still largely distinct. Moreover, introducing Linguistics 110Q is only the first step that the Department of Linguistics is taking in streamlining our undergraduate program. We expect to eliminate what little overlap there is in the near future.

4. Other Departments Consulted:

None

5. Number of Students Expected:

50

6. Number and Size of Section:

2 sections of 25

7. Effects on Other Departments:

Availability of a 100-level introduction to linguistics.

8. Effects on Regional Campuses:

None

9. Approvals Received and Dates:

Department of Linguistics, 10/01/02

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

Sigrid Beck

486-1584

11. Staffing

Linguistics faculty

2002-108

Authorization to CHANGE A Minor

Part 1. To be completed by department proposing the Minor.

INFORMATION:

1. Department Name: **History**

2. Title of Minor: **History**

3. Nature of Change: **Add History 257 to Group A; add History 206, 253, 260, 268 to Group B; add History 206, 253 to Group C; add History 253 to Group D. Drop History 208 from Group B. See attached catalog course descriptions for courses to be added.**

4. Existing Catalogue Description of the Minor:

History

Students must pass five courses (15 credits) from at least two Distribution Groups (A-D). One of the five courses must be from the basic courses listed below. At least one of the additional four courses must be in a Distribution Group other than that of the basic course.

Basic Courses

Distribution Group A: [214](#), [214W](#), [216](#), [216W](#), [220](#), [271](#), [272](#)

Distribution Group B: [228](#), [228W](#), [229](#), [229W](#)

Distribution Group C: [231](#), [231W](#), [232](#), [232W](#), [210](#), 210W, [215](#), 215W

Distribution Group D: [204](#), [205](#), [222](#), [223](#), [281](#), [282](#), [287](#), [288](#)

Four additional courses must be taken from the *Optional List* that follows. One of these optional courses must be in a distribution group other than the distribution group within which the basic course is taken.

Optional List of Courses

Group A - Ancient, Medieval, and Early

Modern: [203](#), [212](#), [213](#), [214](#), [216](#), [217](#), [218](#), [219](#), [220](#), [250](#), [251](#), [255](#), [261](#), [267](#), [270](#), [271](#), [272](#), [273](#), [274](#), [292](#), [293](#), [295](#), [296](#), [297W](#), [298](#), [299](#), any graduate level History course.

Group B - Modern Europe: [203](#), [206](#) (SCI 206), [207](#), [208](#), [209](#) (HDFS 279), [225](#), [228](#), [229](#), [254](#), [256](#), [258](#), [259](#), [262](#), [264](#), [269](#), [270](#), [279](#), [291](#), [292](#), [293](#), [295W](#), [296](#), [297W](#), [298](#), [299](#), any graduate level History course.

Group C - United

States: [207](#), [210](#), [215](#), [227](#), [231](#), [232](#), [233](#), [234](#), [235](#), [237](#), [238](#), [239](#), [240](#), [241](#), [242](#), [243](#), [244](#), [246](#), [247](#), [248](#), [249](#), [270](#), [292](#), [293](#), [294](#), [295](#), [296](#), [297W](#), [298](#), [299](#), any graduate level History course.

Group D - Africa, Asia, Latin America, and Middle

East: [204](#), [205](#), [221](#), [222](#), [223](#), [224](#), [226](#), [270](#), [275](#), [276](#), [277](#), [280](#), [281](#), [282](#), [283](#), [285](#), [286](#), [287](#), [288](#), [289](#), [290](#), [292](#), [293](#), [295](#), [296](#), [297W](#), [298](#), [299](#), any graduate level History course.

Note: [HIST 211](#) and [297W](#) may also be taken as part of the minor.

The minor is offered by the [History Department](#).

5. Proposed Catalogue Description of the Minor:

History

Students must pass five courses (15 credits) from at least two Distribution Groups (A-D). One of the five courses must be from the basic courses listed below. At least one of the additional four courses must be in a Distribution Group other than that of the basic course.

Basic Courses

Distribution Group A: [214](#), [214W](#), [216](#), [216W](#), [220](#), [271](#), [272](#)

Distribution Group B: [228](#), [228W](#), [229](#), [229W](#)

Distribution Group C: [231](#), [231W](#), [232](#), [232W](#), [210](#), [210W](#), [215](#), [215W](#)

Distribution Group D: [204](#), [205](#), [222](#), [223](#), [281](#), [282](#), [287](#), [288](#)

Four additional courses must be taken from the *Optional List* that follows. One of these optional courses must be in a distribution group other than the distribution group within which the basic course is taken.

Optional List of Courses

Group A - Ancient, Medieval, and Early

Modern: [203](#), [212](#), [213](#), [214](#), [216](#), [217](#), [218](#), [219](#), [220](#), [250](#), [251](#), [255](#), [261](#), [267](#), [270](#), [271](#), [272](#), [273](#), [274](#), [292](#), [293](#), [295](#), [296](#), [297W](#), [298](#), [299](#), any graduate level History course.

Add 257

Group B - Modern Europe: [203](#), [206](#) (SCI 206), [207](#), [208](#), [209](#) (HDFS 279), [225](#), [228](#), [229](#), [254](#), [256](#), [258](#), [259](#), [262](#), [264](#), [269](#), [270](#), [279](#), [291](#), [292](#), [293](#), [295W](#), [296](#), [297W](#), [298](#), [299](#), any graduate level History course.

Add 253. Delete 208.

Group C - United

States: [207](#), [210](#), [215](#), [227](#), [231](#), [232](#), [233](#), [234](#), [235](#), [237](#), [238](#), [239](#), [240](#), [241](#), [242](#), [243](#), [244](#), [246](#), [247](#), [248](#), [249](#), [270](#), [292](#), [293](#), [294](#), [295](#), [296](#), [297W](#), [298](#), [299](#), any graduate level History course.

Add [206](#), [253](#), [260](#), [268](#).

Group D - Africa, Asia, Latin America, and Middle

East: [204](#), [205](#), [221](#), [222](#), [223](#), [224](#), [226](#), [270](#), [275](#), [276](#), [277](#), [280](#), [281](#), [282](#), [283](#), [285](#), [286](#), [287](#), [288](#), [289](#), [290](#), [292](#), [293](#), [295](#), [296](#), [297W](#), [298](#), [299](#), any graduate level History course.

Add [253](#).

Note: [HIST 211](#) and [297W](#) may also be taken as part of the minor.

The minor is offered by the [History Department](#).

6. Effective Date (semester, year): **Immediate for History 206. Retroactive to date of CLAS approval for History 253, 257, 260, 268.**

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

JUSTIFICATION

7. Why is a change required? **History 206 includes United States history as well as Modern European history and should be listed in both categories. History 253, 257, 260, 268 were previously approved as new courses and have not yet been added to the major. Petition to drop History 208 is being concurrently filed.**

8. What is the impact on students? **Students will be able to count previously approved new history courses towards the major. Students will be able to count History 206 towards either Group B or Group C.**

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

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

11. Dates approved by:

Department Curriculum Committee: 9/16/02

Department Head: 9/18/02

Department Faculty: 9/18/02

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

Shirley A. Roe
486-2083
Shirley.Roe@uconn.edu

Addition:

Catalog course descriptions of courses to be added to the minor.

253. The History of Human Rights [Approved CLAS C&C 5/8/01]

Either semester. Three credits.

Case studies in the emergence and evolution of human rights as experience and concept.

257. The Early Church and Christian Thought [Approved CLAS C&C 10/9/01]

(Also offered as [CAMS 250](#).) Either semester. Three credits. Recommended preparation: [HIST 216](#) or [CAMS 255](#). *Caner*

A critical approach to the evolution of Christian thought, social organization and institutions ca. 50-450 C.E. Topics include gnosticism, apostolic succession, heresy, orthodoxy.

260. Hip-Hop, Politics and Youth Culture in America [Approved CLAS C&C 10/9/01]

Either semester. Three credits. *Ogbar*

History of hip-hop, its musical antecedents and its role in popular culture. Race, class, and gender are examined as well as hip-hop's role in popular political discourse.

268. Japanese Americans and World War II [Approved CLAS C&C 10/9/01]

(Also offered as [AASI 268](#).) First semester. Three credits. *Buckley*

The events leading to martial law and executive order 9066, the wartime experience of Japanese Americans, and national consequences.

**HISTORY MINOR PLAN OF STUDY 1998-1999
and After**

Date _____ Name _____ S.S. # _____

Local Address _____ Telephone _____

Major _____ Fulfilling requirements of the Catalog for the year _____ Graduation (Mo/Yr) ____

15 credits required with at least one three-credit course in two of the History Distribution Groups. One course must be drawn from the Basic Courses for the Minor. A minimum grade of 2.0 is required for each course. Transfer students can apply no more than one course towards the minor.

Basic Courses for the History Minor:

Group A: 214, 214W, 216, 216W, 220, 271, 272

Group B: 228, 228W, 229, 229W

Group C: 210, 210W, 215, 215W, 231, 231W, 232, 232W

Group D: 204, 205, 222, 223, 281, 282, 287, 288

History Distribution Groups:

GROUP A - Ancient, Medieval, and Early Modern
 200W 203 212W 213 214 216 218 219 220 250 251 255 **257** 261 263 266 267 271 272 273 274 278 293 296 297W 298 299 3_____

GROUP B - Modern Europe
 200W 203 206(Science 206) 207W 209(HDFR 279) 225 226 228 229 252 **253** 254W 256 258 259 262 264 269 279 291 293 295W 296 297W 298 299 3_____

GROUP C - United States
 200W 202 **206** 210 215 227 230 (Journalism 217) 231 232 233 234 235 236 237 238 239 241 242 243 244 245 246 247 248 249 **253 260 268** 284 292 293 295W 296 297W 298 299 3_____

GROUP D - Africa, Asia, Latin America, and Middle East
 200W 204 205 222 223 224 226 **253** 275 277 280 281 282 283W 285 286 287 288 289 290 293 296 297W 298 299 3_____

American Studies 290

211 (May not be repeated for credit): _____ (Title)

200W, 297Ws, 298s, 299s, 300s:

Semester					and
Year	Number	Section	Title		Grou
p					
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

I approve this plan (signed): _____ Undergraduate Director

2002-109

Proposal to: CHANGE A COURSE

Date: 9/17/00

Department: HISTORY

Nature of Proposed Change: CHANGE COURSE TITLE AND DESCRIPTION

CURRENT CATALOG COPY:

237. The Indian in American History. Either semester. Three credits.

Recommended preparation: HIST 231.

Examination of the cultural and political/military interaction of Indians and Europeans in America from the early colonial period.

PROPOSED CATALOG COPY:

237. American Indian History. Either semester. Three credits.

Surveys American Indian history in what is now the United States from precolumbian times up to the present. Issues addressed: cultural diversity among Indian peoples, the effects of European contact, tribal sovereignty, and other current issues.

Effective Date of Change: immediate

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

JUSTIFICATION

1. Reasons for changing this course:

These changes update the course to make it more compatible with present-day language and emphases and particularly to match how Prof.

Nancy Shoemaker teaches it. There is no need for a recommended course as background, since the course is taught assuming that students have no prior knowledge.

2. Effect on Department's Curriculum: None--change is minimal.

3. Other Departments Consulted: None.

4. Effects on Other Departments: American Indian Studies offers an individualized major. The History department will inform them of the new title for the course so that they can then add the change to their pamphlet when reprinted.

5. Effects on Regional Campuses: None.

6. Approvals Received and Dates: History dept. c&c committee 9/11/00; History department 9/13/00

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

Nancy Shoemaker, 6-5926, shoemake@uconnvm.uconn.edu

8. Staffing: Shoemaker

2002-110

Proposal to: Change a Course

Date: Oct. 4, 2002

Department: Geology and Geophysics

Nature of Proposed Change: course description

CURRENT CATALOG COPY: GEOL 344 Environmental Geology

Application of geology to environmental needs and problems; after problems; includes investigations into the utilization of natural resources for land use planning, development and management. 3 credits. Lecture. Instructor consent required.

PROPOSED CATALOG COPY: GEOL 344 Environmental Geology

Explores the interrelationships amongst geologic conditions and processes, human activities and environmental conditions. 3 credits. Lecture. Instructor consent required.

Effective Date:

Justification

1. *Reasons for changing this course:* new description is clearer and better reflects the course content.
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:* Geology and Geophysics Dept. Oct. 4, 2002
7. *Names and phone numbers of persons for the CCC to contact:* Gary Robbins (6-4435)
8. *Staffing:* Gary Robbins

2002-111

Proposal to: Change a Course

Date: 10/102

Department: Chemistry

Nature of the proposed change:

Add restriction on registration to chemistry majors

Minor change in course description

Current catalog copy:

295. Undergraduate Seminar

First semester. One credit. Open only with consent of instructor. With a change of subject, this course may be repeated once for credit.

Reports and discussions of topics relevant to further study in the field of chemistry.

Proposed catalog copy:

295. Undergraduate Seminar

First semester. One credit. Open only to chemistry majors or with consent of instructor. With a change of subject, this course may be repeated once for credit.

Discussions of topics relevant to further study and work in the field of chemistry.

Effective date of change: immediately

1. Reasons for changing the course:

We see no reason to screen chemistry majors for this course. In fact we want to encourage majors to take it, and having to find the instructor and obtain a permission number puts students off and produces more busy work for faculty. On the other hand, if a student is not a major, we want to speak with the student and make sure this is an appropriate course.

We have removed reports from the course description because nobody has required reports in years. This is a one credit course and involves speakers and discussion. In fact, we intend to submit a proposal to scholastic standards to put this course on S/U grading.

2. Effect on department's curriculum: none
3. Other departments consulted: none
4. Effects on other departments: none
5. Effects on regional campuses: none. This course is not taught at regional campuses.
6. Approvals received and dates: approval of Chemistry Department Undergraduate Committee 9/20/02

approval of Chemistry Department 9/20/02

7. Departmental contact: Jane Knox
486-6646
jane.knox@uconn.edu

8. Staffing: no change

2002-112

CURRICULA ACTION REQUEST

Course:

Department and Number: Chemistry 240

Title: Organic Chemistry Laboratory

Reason for Submission to the Senate:

revision of course open to sophomores

Revisions/changes requested:

change from prerequisite or corequisite to prerequisite only

Date of Department Approval: 9/20/02

Proposed Implementation Date: second semester 2003 (immediately)

Existing title and catalog copy:

240. Organic Chemistry Laboratory

First semester. One credit. One 4-hour laboratory period. CHEM 240 is not open for credit to students who have passed CHEM 245. Prerequisite or corequisite: CHEM 243 which may be

taken concurrently. This course is open only to Chemical Engineering majors or by consent of instructor. Open to sophomores.

Introduction to techniques, manipulations, calculations and spectroscopy.

Proposed title and catalog copy:

240. Organic Chemistry Laboratory

Either semester. One credit. One 4-hour laboratory period. Not open for credit to students who have passed CHEM 245. Prerequisite: CHEM 243. This course is open only to Chemical Engineering or Biomedical Engineering majors or by consent of instructor. Open to sophomores.

Introduction to techniques, manipulations, calculations and spectroscopy.

Rationale: The instructors have asked to drop the corequisite designation and make Chemistry 243, the first semester of organic chemistry, a prerequisite. Students simply do not have enough knowledge of organic chemistry to understand the laboratory if they are just starting the basic organic chemistry course.

In addition, we have added biomedical engineers as a designated population for the course. The biomedical engineering program is relatively new and the designation was not put in at the time that the program began. We have been having to give students permission numbers to get into the course, which is a decided inconvenience for both students and faculty.

Effects on Other Departments:

We have consulted Michael Cutlip in Chemical Engineering and John Enderle in Biomedical Engineering. Neither has objections to the change, especially since the course is now being offered either semester giving providing more flexibility for the students.

Course:

Department and Number: Chemistry 101

Title: Chemistry for an Informed Electorate

Reason for Submission to the Senate:

100 level GER course (Group 8, non-lab)

Revisions/changes requested:

change in course description

addition of another course restriction

change in semester (editorial?)

Date of Department Approval: 9/20/02

Proposed Implementation Date: second semester 2003 (immediately)

Existing title and catalog copy:

101. Chemistry for an Informed Electorate

First semester. Three credits. Three class periods. Not open to students who have passes CHEM 127, 129, 137, or 153. Knox

Provides a basic understanding of chemistry and its applications, in a conceptual fashion. Addresses topics in chemistry of everyday interest, including problems that chemistry solves and creates in our society. Background material includes atoms and molecules, chemical bonding, chemical compounds, basic reactions, states of matter, solutions, and energy. Concepts such as chemical synthesis, analysis and structure will be addressed on a "need to know" basis. Topics will be chosen from but not restricted to biochemistry, food chemistry, agricultural chemistry, nuclear chemistry, pharmaceutical chemistry, home care and personal products, pollution of air and water, plastics and polymers, geochemistry, chemistry of outer space. Designed for students in fields outside the sciences.

Proposed title and catalog copy:

101. Chemistry for an Informed Electorate

Either semester. Three credits. Three class periods. Not open to students who have passed

CHEM 122, 127, 129, 137, or 153. Knox

Basic concepts and applications of chemistry. Contributions of chemistry to our everyday lives. Chemical issues and problems in our society. Designed for students in fields outside of science. Assumes no prior knowledge of chemistry.

Rationale:

The current course description is too long and not necessarily accurate. A shorter description is more in line with current catalog practice. A more general description gives the instructor more flexibility. The important part of the description is the designated population and the approach of looking at the place of chemistry in society.

----- FINIS -----