

Proposals
CLAS Committee on Curricula and Courses
November 12, 2002

OLD BUSINESS

2002-14

(Background information for the MAST proposal, below)

Excerpt from the CLAS CC&C April 9, 2002 minutes:

b. Item 2002-14 (revised proposals)

a) Rob Henning announced that the Oversight Committee for the New Baccalaureate Degree in Maritime Studies (MAST) was appointed by the Dean.

b) Concern was raised by Annelie Skoog about the lack of coordination with Marine Sciences. Skoog added that MARN 135 has not been taught in 12 years. Joe Comprone announced the plan to meet with Marine Science faculty as well as consult with Economics, Political Science, and Anthropology to further clarify course offerings for the new degree program.

c) Ellen Cromley raised concern about the unusually high number of credits required to fulfill the degree when compared to other majors. Jane Knox expressed concern that it would be difficult for a student to fulfill all the course requirements given potential scheduling conflicts.

d) Additional concern was raised regarding the distinction between electives and additional courses. Several committee members suggested that this should be clarified in the course requirements.

The Committee considered Joe Comprone's (April 7, 2002) proposal that the Committee adopt a two-phase approval.

- 1) A discussion and vote on the overall structure of the program (department structure and governance, general curricular categories, overall numbers and kinds of credit, general relations with key Storrs departments, etc.). To be completed this semester.
- 2) A discussion and vote on a complete list of individual courses and individual departmental affiliations. This stage would include clarifying the designated research methods courses within the various optional tracks of the program. Most likely will be worked on and sent to the Committee for final approval in the fall.

Jack Manning made the following motion:

That the Committee approve in principle the Maritime Studies proposal for a new interdisciplinary major within the college, to include the disciplines described in the proposal and represented on the oversight committee already named by the dean, subject to the expectation of further revision of its specific major requirements with a view toward their practicability, and to their endorsement by the departments offering courses represented.

The Committee approved this motion.

Letter from Joe Comprone to Chair of CC&C:

November 6, 2002

Rob:

In this note, I will briefly summarize the changes that have been made and approved by the Maritime Studies Committee in its latest deliberations. This summary should

make it easier for the CLAS CC&C members to focus on the parts of the proposal that have changed since the CLAS CC&C approved the proposal in principle last April. The following changes were suggested by the CLAS CC&C last April:

1 200-level credit has been reduced by 10 credits, thus reducing the over credit requirement for the major from 49 to 39, which puts the number of credits required in line with other undergraduate majors.

2 Since some departments/disciplines represented in this proposal do not offer methods courses, the methods requirement has been dropped and replaced by the recommendation that students take the history methods course (211) when a methods course is advisable. Program advisors will be informed of this recommendation and the reasons for it. History 211 will be offered on the Avery Point campus beginning next year and will be open to non-history majors. Professor Nancy Steenburg has been approved by the History Department to teach the course at Avery Point.

3 The "elective" and "related" categories of courses formerly included in the regional maritime studies proposal have been combined into one, expanded group of "related" courses in the current proposal. This change both simplified and clarified the choices students would need to make outside of the core and general education course areas. The courses listed in the new "related" category function as examples rather than as specific requirements, thus further increasing the students' range of choice. This change is consistent with the recently approved American Studies major.

4 The 101-core course has been changed from a W course to a three-credit introduction to Maritime Studies to conform to rules related to 100-level courses at UConn.

5 The originally proposed 5-course minors in related disciplines have been replaced by more basic four course tracks in English, history, political science, economics, anthropology, and agriculture and resource economics (ARE, in the College of Agriculture and Natural Resources). The English and history tracks have been fully approved by their departments and are offered for final approval now. The political science, economics, anthropology, and ARE tracks have been discussed and positively responded to by key faculty and department heads in each department. These tracks will be finally approved before the proposal is brought forward for state approval in the spring.

6 The following four courses that were not yet approved when the committee considered the proposal last April have since been approved.

1. English 237 - Maritime and Literary Non-Fiction

1. History 245 - Atlantic Voyages

2. Economics 233 - Economics of the Ocean

3. Political Science 259 - Maritime Law

This completes the approval of all courses proposed for approval as part of this new major.

English Department Full Professor Steve Jones of the Avery Point faculty who is chair of the Maritime Studies Committee and Nancy Steenburg, resident assistant professor of history at Avery Point and acting coordinator of maritime studies (also a Maritime Studies Committee member) will accompany me to the meeting on November 12. Please let me know at what time we should join the Committee.

Joe Comprone

Revised Proposal to Offer a New Baccalaureate Degree in Maritime Studies.

By Stephen P. Jones

Department of English

University of Connecticut

Avery Point and Storrs Campuses

Submitted to the College of Arts and Sciences

Committee on Courses and Curricula

November 5, 2002.

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Major in Maritime Studies¹ Introduction

Bordered by the salty waters of Long Island Sound and adjacent to the Thames River and the historic commercial and defense ports of New London and Groton, the Avery Point Campus of the University of Connecticut occupies a unique place in the physical and educational geography of Southern New England. Home to the highly regarded and well-funded University of Connecticut Marine Sciences Department, the campus possesses state-of-the-art research and classroom facilities and a tradition of excellence in marine and coastal research. In 1997, the Connecticut Board of Governors for Higher Education approved Bachelor of Science and Bachelor of Arts degrees in Coastal Studies as the first traditional four-year baccalaureate programs headquartered at Avery Point. Acknowledging past accomplishments and future potential, in 1999 the Board of Trustees recognized Avery Point as the University of Connecticut marine campus. The 1999 University "Role-and-Scope" document for Avery Point specified the establishment of an interdisciplinary bachelor's degree in Maritime Studies as an appropriate avenue for expanding the campus's unique educational mission.¹ The following document is a revised proposal to establish the Maritime Studies degree program envisaged by the role-and-scope document.

Maritime Studies at Avery Point will explore the historical and contemporary aspects of human society and the marine and coastal environments. A complement to the Coastal Studies program, Maritime Studies highlights the social and cultural side of the human/water relationship, but recognizes and explores the links between human activities and composition and the condition of the coastal and marine environments. Depending upon the track of studies completed, program graduates will be prepared for a range of careers including those in the maritime service and heritage tourism sectors as well as for graduate study in maritime and public history, English, journalism, marine policy and cultural resource management, planning and regulation, education, law, or business. Maritime Studies students will take advantage of the Avery Point's unique Long Island Sound location and strong marine education resources. They will also benefit from the resources, personnel, and internship opportunities with the partner institutions in the Southern Connecticut Higher Education Consortium, including Mystic Seaport, the Pequot Museum, and the Mystic Aquarium.

1University of Connecticut, Avery Point Role and Scope, 3/4/99.

II. Bachelor of Arts in Maritime Studies.

Maritime Studies is an interdisciplinary major that embraces the liberal arts as the foundation for exploring humankind's critical and continually evolving connections with the world's waterways and watersheds. The Maritime Studies program will produce students with rigorous liberal arts training in recognized disciplines such as history, English, economics, and anthropology but who also possess specialized knowledge of the opportunities, issues, and traditions that influence life in maritime regions. Students will complete an interdisciplinary series of core courses that explore maritime issues from historical, literary, social science, and physical science perspectives. They will have the opportunity to pursue supervised internships and fieldwork opportunities, complete a required four-course disciplinary concentration sequence within an individual department in the College of Liberal Arts and Sciences, and participate in an applied interdisciplinary senior seminar.

Maritime Studies Curriculum

Minimum Credit Count

100 Level Introductory Courses 6 Credits

200 Level Courses

Core Curriculum + Disciplinary Concentration 27 Credits

Related Areas 12 Credits

Total 39 Credits

Program Total 45 Credits

A. Core Courses 6 credits at the 100 level

15 credits at the 200 level

MAST 101 Introduction to Maritime Studies. 3 Credits. Fall Semester. This expansive and inclusive course explores readings from a variety of disciplines. Exposing students to historical, literary, social, and natural science perspectives on maritime matters, the seminar will encourage students to confront new ideas, question and refine their thoughts, and to begin building an understanding of the complex relationships between humanity and the water, relationships that cannot be fully explored through a single academic discipline. The class also has direct pedagogical goals. It serves as an introduction to liberal education, and will emphasize critical thinking, writing, and oral exposition. Students completing the course will possess a basic understanding of the range and rigor of the intellectual tools required by the Maritime Studies program. Students entering Avery Point with the intent of majoring in maritime studies will be encouraged to take this course in the fall of their freshman year. Students coming to the major later will be required to take the course as soon as practical.

MARN 135 The Sea Around Us. 3 credits. Spring Semester. A broad scientifically focused examination of the history of ocean exploration, the interaction between the oceans and the atmosphere, the impact of technology on the marine environment, climate modification, and the exploitation of ocean resources. Students entering Avery Point with the intent of majoring in maritime studies will be encouraged to take this course in the spring of their freshman year.

ENGL 237 Literature of the Sea. 3 Credits.

This course focuses on classic works of the maritime literary tradition, including texts by Conrad and Melville, and select individual texts that contribute in a significant way to the culture, history, and aesthetics of the sea.

HIST 245 Atlantic Voyages: The Social and Cultural History of Seafaring.

3 Credits This course examines the relationship between seafaring and society in multiple historic and economic contexts from the Age of Columbus to the present with a particular emphasis on the Anglo-American experience. Topics include race, class, gender, cultural contact, the social and cultural elements of technology, and the environment.

ECON 233 Economics of the Ocean. 3 Credits.

This course examines the economics of industries that use and manage ocean resources. It covers applications of industrial organization, law and economics, natural resources theory, and environmental economics.

POLS 259 Maritime Law. 3 Credits.

This course involves the exploration of the exercise of jurisdiction by nations over the maritime area. The existence and roles of various U.S. domestic statutes which apply in maritime areas will be covered.

MAST 2XX W Maritime Studies Seminar. 3 Credits. Spring Semester

This senior seminar in Maritime Studies will be organized each semester around a topical theme related to diverse aspects of society and commerce in coastal and oceanic zones.

B. Disciplinary Concentration

12 Credits above the 200 level.

Developing a solid grasp of the tools and perspectives of one discipline is a critical element for effective interdisciplinary learning and research. To achieve this, students working with the Maritime Studies coordinator and their advisor will select a coordinated program of four courses at the 200 level from one College of Liberal Arts and Sciences department. Faculty teaching in Maritime Studies courses will consult with the MAST coordinator and governing committee in developing a list of approved courses for the MAST disciplinary concentrations for their home departments.

Sample Maritime Studies major with a concentration in history:

HIST 231 Survey in American History to 1877

HIST 211 The Historian's Craft (Methodology)

HIST 227 Social and Cultural History of Connecticut and New England

HIST 298 The Slave Trade and the Modern Atlantic World

Sample Maritime Studies major with a concentration in English:

ENGL 238 Maritime Non-Fiction

ENGL 264 Melville

ENGL 264 Defoe

ENGL 270 American Literature to 1880

Disciplinary Concentrations projected to be available by Fall Semester 2003:

ECONOMICS

ANTHROPOLOGY

POLITICAL SCIENCE

Additional concentrations will be developed with new faculty hires.

C. Related Areas 12 credits at the 200 level

The related areas for a Maritime Studies B.A. will include courses from across the University that provide additional Maritime-related topics in numerous disciplines, such as the following:

ARE 234 Environmental and Resource Policy

ARE 235 Environmental and Resource Economics

ARE 257 Benefit Cost Analysis and Resource Management

ARTH 276 Caribbean Art, 19th and 20th Centuries

ARTH 283 Investigation of Special Topics

ART 283 Investigation of Special Topics

ENGL 238 Non-fiction Literature of the Sea

ENGL 239 Nature Writing

GEOG 236 Human Modifications of Natural Environments

GEOG 237 Environmental Planning and Management

GEOG 286W Environmental Evaluation and Assessment

GEOG 288W Regional Development and Policy

GEOL 205 Current Issues in Environmental Issues

HIST 285 Cuba, Puerto Rico, and the Spanish Caribbean

HIST 249 Rise of U.S. Global Power

HIST 292W Biography as History

HIST 295W History Through Fiction

HIST 298 The Slave Trade In the Modern Atlantic World

JOUR 245 Specialized Journalism

MARN 240 Seminar on Marine Mammals (joint program with Mystic Aquarium)

MARN 244 Coastal Ecology (joint program with Mystic Aquarium)

NRME 204 Wetlands Biology and Conservation

NRME 239 Natural Resource Planning and Management

NRME 240 Environmental Law

The approval of courses as related and germane to the Maritime Studies Major will be left to the discretion of the Maritime Studies coordinator and the student's advisor.

III. Supporting Information.

A. Governance

The Maritime Studies Program will be based at the University of Connecticut Avery Point Campus and will operate as a virtual department with Academic oversight provided by a committee appointed by the Dean of the College of Liberal Arts and Sciences. The Oversight Committee will meet once a semester or on special occasions as foreseen by the program coordinator/committee chair. Meetings will be held on a rotating basis at Storrs and Avery Point.

Maritime Studies Oversight Committee:

Stephen P. Jones, English, ex officio, committee chair

Michael Meyer, English

Frank Bohlen, Marine Sciences

Kevin McBride, Anthropology

Richard Cole, Political Science

Ed Monahan, UConn Sea Grant

Nancy Shoemaker, History

Glenn Gordinier, Mystic Seaport, ex officio community representative

Day-to-day administration will be handled by the Maritime Studies Coordinator, associated faculty, and the Avery Point Maritime Studies Committee which consists of:

Stephen P. Jones, Committee Chair

Margaret Breen, English

Frank Bohlen, Marine Sciences

Paul Hallwood, Economics

James Kremer, Coastal Studies

Nancy Steenburg, History, interim Maritime Studies Coordinator

Richard Cole, Political Science

Glenn Gordinier, ex officio, Mystic Seaport, Williams-Mystic Maritime Studies Program

B. Advising

Effective student advising is a critical element of undergraduate education. The Maritime Studies program blends the interdisciplinary study of the maritime and coastal subjects, supervised internships, and solid training within a specific CLAS department and will require an active and specialized advising program that cannot be handled exclusively through the Avery Point campus student-advising office. Entering students interested in majoring in Maritime Studies at Avery Point will be assigned to the Maritime Studies Program staff advisor. The staff advisor and student will develop an initial plan of study that will lead to the fulfillment of the college and university

general education requirements within a context that maximizes Maritime Studies opportunities. No later than the beginning of the junior year, the student will declare a disciplinary concentration and be assigned an Avery Point faculty advisor from the appropriate department. Each semester a Maritime Studies Advising Steering committee, consisting of the program coordinator, faculty, and staff advisor, will review the status and study plans of declared MAST majors.

C. Timing and Feasibility

The Maritime Studies Bachelor of Arts program outlined above builds carefully upon existing strengths at the Avery Point and Storrs Campuses as well as active partnerships with other regional institutions. The University of Connecticut has the majority of the resources, faculty, equipment, space, and courses in the catalogue required for the major. If the faculty lines currently vacant are filled, Avery Point could begin implementing the Maritime Studies degree program in Fall 2003. At present two full-time tenured faculty are on staff to teach the required core courses and serve as upper-division advisors. Students entering the program would have the option of declaring a history, English, economics, political science, or anthropology track. In addition to servicing the teaching requirements, more faculty are required to reach the critical intellectual mass necessary for an effective interdisciplinary program. With the plan outlined below, the program could handle entering cohorts of about 20 students per year and a senior cohort of about 20 students and continue to staff existing Avery Point classes at the current level. If the program attracts substantially more students, targeted faculty hires would increase program capacity substantially by allowing the campus to offer additional introductory and senior seminars. Fully staffed, the Maritime Studies major will compliment existing CLAS department majors and provide new opportunities for substantial numbers of students at Avery Point and other UConn Campuses.

D. New Personnel Requirements for Maritime Studies Program

i. Tenure-track Supporting Faculty

Whether through new faculty lines or retirement replacements, future CLAS hires at Avery Point should target faculty who will contribute to the campus' maritime mission while providing solid service within their respective disciplines. To make the B.A. in Maritime Studies sustainable in the long term, at least four faculty with expertise in maritime topics are required to teach the introductory course and senior seminar. They will also contribute directly to the Coastal Studies program by offering social science or other courses that bolster the academic offerings of both the maritime and coastal undergraduate programs.

4 Tenure-track Professors with Maritime Research and Teaching Foci:

Political Science (search underway)

Applied Anthropology/or Anthropology/ Underwater Archaeology

Sociology

Geography

At least one new faculty member must have a strong marine policy background, preferably in fisheries or the environment.

The following positions are required to support the Maritime Studies Program by covering service courses and to provide intermediate and advanced instruction for the disciplinary concentration as well as to provide additional depth in Maritime Studies.

1 Instructor, English, American/British Lit.

1 Tenure-Track English Professor, American, Maritime

1 Instructor, History, American, European, Methods

1 Tenure-Track History Professor. European/Maritime or Public/Maritime

ii. Innovative Staffing and Teaching in Maritime Studies

Making Maritime Studies an efficient and exciting program that promotes challenging learning and imaginative scholarship among students and faculty at the University of Connecticut's coastal campus requires more than additional tenure-track faculty. Adopting new models for visiting faculty and hiring masters-level academic or

research staff will help institutionalize a process of constant creative input into the program and enhance the quality of undergraduate education. This approach has worked extraordinarily well for the Williams-Mystic Maritime Studies Program and for a host of other non-maritime programs at universities across the country. Developing a structured visiting faculty program that draws faculty from outside of the University or from other UConn campuses will also increase the quality of the maritime education at Avery Point and expand UConn's regional influence on maritime and coastal issues.

Visiting faculty

One of the Maritime Studies Program's strongest potential assets is a local pool of high-caliber scholars and teachers with strong national and international reputations. The Avery Point Campus is a founding member of the Southeastern Connecticut Higher Education Consortium. The consortium also includes Mystic Seaports. Partnering scholars from consortium members, including Mystic Seaport and, possibly, the United States Coast Guard Academy, will allow the campus to expand the MAST course offerings substantially and, more significantly, to expand its maritime intellectual community. Creating a visiting-professor program with a compensation package substantially higher than a standard adjunct professor will allow the campus to develop an extended and stable community of interdisciplinary maritime scholars. The Associate Vice-Chancellor for Avery Point has indicated his support for this approach to program staffing.

Academic/research staff

One full-time and one-half time academic staff position. These positions would require an M.A. with a degree or substantial experience in a maritime studies field. They would play a major supporting role in undergraduate advising, field studies, internship coordination and supervision, grant-writing, and public outreach and education. They would also provide classroom support as advanced teaching assistants, a required asset for MAST 2XXW. These positions will also allow UConn to benefit from the extensive alumni and professional network of older maritime studies programs including East Carolina University, The Frank C. Munson Institute of American Maritime Studies, Williams-Mystic Maritime Studies Program, and The Sea Education Association. These positions are critical for creating exciting student-oriented programs. The second position could grow into full time, or additional positions could be added as the Maritime Studies Program matures.

Administrative staff

One one-half time Administrative Support Services Assistant II. This person will provide clerical and administrative support for the program. Key duties will include record keeping, assisting with correspondence and scheduling, and assisting with grant proposal preparation and in other word-processing and simple spreadsheet tasks.

Public history initiative

Funding is required to support the anticipated M.A. level Maritime Studies Concentration in the Public History Certificate program that is expected to be proposed by the history department and developed in partnership with Storrs, Avery Point, Mystic Seaport Museum, and the University of Massachusetts- Amherst. Annually funding is needed to support teaching the introductory graduate Seminar in Public History at Storrs and to pay for the oversight of graduate and undergraduate internships. This initiative will have significant long-range effects upon students who earn the B.A. in Maritime Studies. It provides important avenues for continued education and for direct employment in history and heritage tourism. The public history initiative will also facilitate the development of undergraduate internships for Maritime Studies students and enhance the likelihood of developing grant-based maritime education programs at Avery Point.

IV. Synopsis of New Courses

The following courses have recently been approved, are currently under consideration by departments, or will be submitted pending the activation of the program and the seating of the faculty oversight committee. For more information please refer to the curriculum description.

MAST 101 Introduction to Maritime Studies. 3 credits. Submission Pending.**

ENGL 237 Literature of the Sea. 3 credits.

ENGL 238 Literary Nonfiction of the Sea. 3 credits.

HIST 245 Atlantic Voyages: The Social and Cultural History of Seafaring. 3 credits.

ECON 233 Economics of the Ocean. 3 credits.

POLS 259 Maritime Law. 3 credits

MAST 2XXW Maritime Studies Senior Seminar. 3 credits. Submission Pending.**

Sample Plan of Study

Sample Plan of Study Bachelor of Arts in Maritime Studies with History Concentration

Freshman Year

First Semester 15 Credits

Foreign Language I 3

Math 109Q Algebra and Trig. 3

MAST 101 Introduction to Maritime Studies* 3

DRAM 101 Introduction to Theater 3

HIST 101 Modern Western Traditions 3

Second Semester 14 Credits

Foreign Language II 3

MARN 135 The Sea Around Us 3

ENGL 111 Seminar Writing Through Literature 4

BIOL 107 Principles of Biology 4

Sophomore Year

First Semester 15 Credits

ECON 112 Principles of Microeconomics 3

MARN 170 Introduction to Oceanography 3

ENGL 237 Literature of the Sea 3

HIST 231 American History to 1877 3

PHIL 104 Philosophy and Social Ethics 3

Second Semester 16 Credits

STAT 101V Q, C Introduction to Statistics 4

HIST 245 Atlantic Voyages 3

ECON 233 Economics of the Ocean 3

GEOG 130 The City in Western Tradition 3

ART 135 Art Appreciation 3

Junior Year

First Semester 16 Credits

ARE 150 Principles of Agricultural and Res. Econ. 3

HIST 298 Slave Trade in the Modern Atlantic Wid. 3

ENGL238 Literary Non-fiction of the Sea 3

GEOG 2420 Geographic Data Analysis 4

NRME 240 Environmental Law 3

Second Semester 15 Credits

HIST 211 The Historian's Craft 3

ARE 235 Environmental and Resource Economics 3

ENGL264 Melville 3

GEOG 246C Introduction to Geographic Info Systems 3

JOUR 200W Newswriting I 3

Senior Year

First Semester 15 Credits

POLS 259 Maritime Law 3

HIST 227 Social and Cultural History of CT & N.E. 3

GEOG 236 Human Modification of the Natural Environment 3

ARTH 276 Caribbean Art, 19th & 20th centuries 3

ARE 234 Environmental, Resource Policy 3

Second Semester 15 Credits

MAST 2XX W Capstone Seminar in Maritime Studies* 3

ANTH 106 Introduction to Anthropology 3

HIST 292W Biography as History 3

MARN 244 Coastal Ecology 3

ENGL 264 Defoe 3

Total 121 Credits

*Course submission pending approval of the major and appointment of the virtual department governing council.

VI. Conclusion.

The program outlined in this proposal offers an exciting and effective approach to Maritime Studies. The curriculum combines new courses and the resources of the University of Connecticut and its neighboring institutions with key pedagogical and organizational elements drawn from other, highly effective undergraduate programs. MAST 101 offers a stable introductory interdisciplinary curriculum that stresses critical reading, thinking, and writing across disciplines. It offers a common intellectual foundation for all Maritime Studies students.

A shared heritage of common texts and intellectual struggles serves to enhance communication among students and between students and faculty in the ensuing semesters. The use of visiting professors and skilled academic staff/teaching fellows and the history, literature, social and natural science core sequence deliberately resembles the one-semester Williams College-Mystic Seaport Maritime Studies Program. In a recent public communication, President Morton Schapiro of Williams lauded the program as one of the most innovative and effective associated with Williams and described it as a model for the rest of the college to follow. An approach considered a model of innovation at the nation's third-ranked liberal arts college also seems appropriate at the University of Connecticut. Similarly the MAST 2XX W Senior Seminar in Maritime Studies, with its emphasis upon collaborative applied investigation, was inspired by the "project course" approach pioneered and used successfully at Carnegie Mellon University, an institution widely praised by employers for the enterprise and practical skills possessed by their young alumni as they enter the workforce. The combination of these tested but innovative approaches within the context of a single program is, in itself, a unique aspect of the proposed UConn Maritime Studies program. The addition of the disciplinary concentration requirements, internship programs, specialized advising, and the program of related areas courses gives the proposed Maritime Studies Program a unique combination of specialized content, coherency, depth, and intellectual flexibility not available in maritime programs at any other university in the country.

MAST Appendix I

Proposed Catalogue Copy

Major in Maritime Studies

Water covers more than two-thirds of the Earth's surface and the majority of the human population lives within 50 miles of navigable waterways. The world's oceans and great riparian systems have provided the dominant medium for human economic and cultural exchange and the context for many of humanity's most dramatic stories, powerful technologies, and aesthetic and literary achievements.

Maritime Studies is an interdisciplinary major that embraces the liberal arts as the foundation for exploring humankind's critical and continually evolving connections with the world's waterways and watersheds. The Maritime Studies Program combines rigorous liberal arts training in recognized disciplines such as history, English, economics, political science and anthropology with specialized courses, interdisciplinary seminars, and research and internship opportunities that focus on issues, traditions, and problems that influence life in maritime regions. A complement to the Marine Sciences Department Coastal Studies Program,

Maritime Studies highlights the social and cultural side of the human/water relationship, but recognizes and explores the links between human activities and the composition and the condition of the coastal and marine environments.

Maritime Studies is a flexible but focused major that students may shape to meet a wide range of occupational and educational goals. Depending upon the track of studies selected, Maritime Studies students may prepare for a range of careers including those in the maritime service and heritage tourism sectors as well as for graduate study in maritime and public history, English, journalism, marine policy and cultural resource management, planning and regulation, education, law, or business. The Maritime Studies Program takes advantage of the UConn-Avery Point campus' unique Long Island Sound location and its many coastal and maritime educational resources and research programs including the UConn Sea Grant Institute, the National Undersea Research Center, the Long Island Sound Resource Center, and Marine Sciences Department. Significant internship and research opportunities for students are also available through agreements with regional institutions that include Mystic Seaport, the one of the world's premier maritime museums and research centers.

Major Requirements

Core Courses

Students are required to take the following Core Courses:

MAST 101 Introduction to Maritime Studies

MARN 135 The Sea Around Us

ENGL 237 Literature of the Sea

ECON 233 Economics of the Ocean

HIST 245 Atlantic Voyages

POLS 259 Maritime Law

MAST 2XXW Maritime Studies Senior Research Seminar

Disciplinary Concentration

Students must take an approved four-course sequence of 200 level courses from one CLAS department. Disciplinary concentrations available at Avery Point include Political Science, History, English, Anthropology, and Economics. Students may pursue disciplinary tracks in other departments with the approval of the Maritime Studies Coordinator and their advisor.

Related Areas

Students must complete 12 credits in related areas. The Maritime Studies coordinator and the student's advisor will determine what courses are germane to Maritime Studies.

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.

2002-149

Proposal to: CHANGE A COURSE

Date: May 13, 2002

Department: Psychology

Nature of Proposed Change: Title, description, and prerequisite for PSYC 370

CURRENT CATALOG COPY:

PSYC 370. Sensation and Perception II

Semester by arrangement. Three credits. Three class periods. Prerequisite: PSYC 369.

A continuation of Psychology 369.

PROPOSED CATALOG COPY:

PSYC 370. Theories of Perception

Semester by arrangement. 3 credits. Open only with consent of instructor.

Analysis of the development of perceptual theory with special emphasis on computational and ecological perspectives.

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: The title and description more accurately reflect the content of the course as it has evolved with the field. The removal of PSYC 369 as a prerequisite also reflects this change. PSYC 369 emphasizes sensory machinery; PSYC 370 emphasizes perceptual theory. They can fruitfully be taken in either order, depending on a student's background.

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:

7. Names and Phone Numbers of Persons for the CCC to contact: Michael Turvey 486-3906/6149/4301

8. Staffing: Michael Turvey has been the instructor of record for this course for 30 years or so.

2002-151

Authorization to ADD A New Minor

1. Department Name: Urban and Community Studies

2. Title of Minor: Minor in Urban and Community Studies

3. Does this Minor have the same name as the Department or a Major within this Department? Yes No (If no, explain in Justification

section below how this proposed Minor satisfies Rule #1 of the CLAS Rules for Minors).

4. Catalogue Description of the Minor: (Include specific courses and options from which students must choose. Do not include justification here. State number of required credits, which must be not less than 15 and not more than 18.)

See attached. 15 credits

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

JUSTIFICATION

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

Urban and Community Studies is a multi-disciplinary program focussed on the perspectives developed in the social sciences regarding the development of metropolitan areas and the communities within them with particular reference to those found in North America.

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

The proposed minor is derived from the structure of the existing major but omits the methods and internship course requirements. The proposed minor retains the same required course (Urbn 230) and requires two more courses from what is the present list of basic courses (modestly revised where appropriate).

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

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

10. Dates approved by:

Department Curriculum Committee: _____

Department Head: 10/17/02

Department Faculty: 10/17/02

11. Name and Phone Number of Departmental Contact: [FORM]

Robert Fisher (860) 570-9298

Peter Halvorson (860) 486-2462

PROPOSED MINOR PROGRAM

URBAN AND COMMUNITY STUDIES

Students interested in pursuing a minor in Urban and Community Studies should think in terms of completing appropriate 100-level courses in the various social sciences as preparation for advanced courses in their program in Urban and Community Studies. These should include Urban Studies 130 (also cross-listed as Geography 130) and might well include some of the following courses: Economics 112, Political Science 173, Sociology 107 and Statistics 110Y.

REQUIREMENTS FOR THE MINOR

15 credit hours of courses selected from the Urban and Community Studies major, as follows:

2required course: Urban Studies 230 - Introduction to Urban Studies

3 two courses from different departments from among the following:

Anthropology 248 - Urban Anthropology

Economics 259 - Urban and Regional Economics

Geography 233 - Urban Geography

History 241 - History of Urban America

Political Science 260 - Public Administration

Political Science 263 - Urban Politics

Sociology 280 - Urban Sociology

Sociology 285 - Social Welfare and Social Work

4two additional courses selected from among the following:

1any additional course listed in b above

2any of the following courses:

Art History 282 - Architecture of the 20th Century

Economics 253 - Public Finance

Geography 274 - Urban and Regional Planning

Geography 280W - Advanced Urban Geography

History 246 - African-American History Since 1865

HDFS 201 - Diversity Issues in HDFS

Interdepartmental 211 - Seminar in Urban Problems

(taken as part of the Urban Semester Program)

Political Science 274 - State and Local Government

Political Science 276 - The Policy-Making Process

Sociology 283 - City Life

Sociology 281 - Urban Problems

Sociology 284 - Communities

Urban Studies 295 - Variable Topics

NEW BUSINESS

2002-154

Proposal to: ADD A NEW COURSE

Date: November 6, 2002

Department: Maritime Studies MAST

Abbreviated Title: Introduction to Maritime Studies

CATALOG COPY:

MAST 101. Introduction to Maritime Studies. First Semester. Three credits.

An introduction to the interdisciplinary study of maritime-related topics with an examination of the maritime physical environment and maritime cultures, history, literature, and industries.

Effective Date of Change: Fall, 2003

1. Course Number: MAST 101

2. Course Title: Introduction to Maritime Studies

3. Semester offered: Fall

4. Credits: Three

5. Number of Class Periods: Two

6. Required Preparation: None

7. Any consent required? None

8. Repetition for credit? No

9. Instructor in charge: Stephen P. Jones or MAST affiliated faculty

10. Course description:

The introduction to Maritime Studies will consist of lectures, readings, and discussions that expose students to the diversity of the maritime experience. The course will include field trips to related maritime facilities such as Electric Boat Division of General Dynamics, the New London City Pier, Mystic Seaport, Mystic Aquarium, the Connecticut River Museum, the United States Coast Guard Museum, the New London Maritime Society Custom House Museum, and ongoing maritime operations to allow the students to observe and experience the multiple levels of maritime study. The seminar will also feature guest speakers when appropriate to provide students an introduction to the full range of topics that can be considered maritime.

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

JUSTIFICATION

1 Reasons for adding this course:

Maritime Studies is a new major under development at the Avery Point campus. It will be a unique interdisciplinary offering

This introductory course will start students on a course of study that analyzes the literary, historical, economic, and political aspects of human existence on and around the world's waterways. This course will present key concepts that will be important to the students' understanding of the interrelationships among disciplines in the upper division courses of the Maritime Studies major.

The course will capitalize on the rich maritime heritage of the Connecticut shoreline and the multiplicity of contemporary maritime issues. Through field trips, students will have access to hands-on experiences with maritime culture and commerce that will illustrate the wide range of possibilities of maritime study and careers.

2 Academic Merit: Students will read sources from English, History, Political Science, and Economics to gain a basic knowledge of the various approaches to analyzing human experience in relationship to the world's waterways. They will start to understand the complexity of Maritime Studies. This course will prepare students for the upper-division core course in Maritime Studies.

3. Overlapping Courses: None. The University currently does not offer a course that offers this introduction to the interdisciplinary study of human experience on and near the sea.

4 Other departments consulted:

Members of the English, History, Political Science, Economics, Anthropology, and Marine Sciences Departments have been consulted during the development of this proposal.

5 Number of Students Expected: Initially 10 to 20 for the first semester after the Maritime Studies Program commences.

6 Number and Size of Section: One section, 10 to 20 students

7 Effects on Other Departments: Adverse effects on other departments are not likely. The proposed course would have beneficial synergistic effects on a variety of departments, especially those offering courses that will formally be a part of the Maritime Studies major, such as History, Economics, English, and Political Science. For example, the Curricula and Courses Committee has recently approved a new course in Maritime Law, POLS 259 that broadens the Political Science offerings in its subdivision, Public Policy and Law. Furthermore, the Curricula and Courses Committee has approved History 245, Atlantic Voyages, and English 237 and 238, Maritime Literature and Maritime Non-fiction, courses that deepen the existing offerings of the departments.

8 Effects on Regional Campuses: The proposed course contributes to the Avery Point campus mission to build marine and maritime-related undergraduate programs.

9 Staffing: University faculty will teach this course.

10. Approvals Received and Dates:

Department Curriculum Committee: TBA

Department Head: TBA

Department Faculty:

10 Name and Phone Number of Person to Contact: Stephen Jones, 860 405-9026

11 Sample Course Outline and Possible Texts: Readings will draw on the four departments that make up the core courses and would include selections such as the following:

Corbin, Alain, *The Lure of the Sea*, Berkeley: University of California Press. 1994.

Cordell, John, *A Sea of Small Boats*, Cambridge, MA: Cultural Survival, Inc., 1989.

Fox, William, *At the Sea's Edge*, New York: Prentice Hall Press, 1983.

Greenlaw, Linda, *The Lobster Chronicles*

Philbrick, Nathaniel, *In the Heart of the Sea: The Tragedy of the Whaleship Essex*

Jones, Stephen, *Working Thin Waters*

Safina, Carl, *Song for the Blue Ocean*

Sanger, Clyde, *Ordering the Oceans: The Making of the Law of the Sea*

Steinbeck, John, *Log from the Sea of Cortez*

Stilgoe, John, *Alongshore*, New Haven: Yale University Press, 1994

Weber, Michael and Judith Gradwohl, *The Wealth of the Oceans*

Maritime Studies 101

Draft Proposal for Course Outline

Fall, 2003

Aug. 25 Course introduction, review of syllabus, discussion of assigned readings

Week 1 and instructor expectations. What is Maritime Studies? During this semester we will examine four areas within Maritime Studies: maritime literature, maritime history, maritime economics and resource management, and maritime law, to gain an understanding of the interrelationships among these disciplines that are all part of Maritime Studies. In lieu of a general textbook, students will be required to take out a membership at Mystic Seaport to provide ready access to exhibits and research sources.

Assignment: Alain Cobain, *The Lure of the Sea*

Field trip on a schooner out of Mystic

Sept. 3 Literature of the maritime community: an examination of how the sea

Week 2 functions as a physical, philosophical, and psychological setting.

Assignment: Stephen P. Jones, *Working Thin Waters*

Field trip to the Noank shellfish hatchery

Sept. 8 Maritime non-fiction

Week 3 Assignment: John Steinbeck, *The Log From the Sea of Cortez*

Sept. 15 Maritime fiction: is there more to stories of the sea than *Moby Dick*?

Week 4 Assignment: Nathaniel Philbrick, *In the Heart of the Sea: The Tragedy of the Whaleship, Essex*

Field trip to Mystic Seaport to visit the whaleship *Charles W. Morgan*

Sept. 22 Contemporary maritime literature

Week 5 Assignment: Linda Greenlaw, *Lobster Chronicles* and selected reading from John Stilgoe, *Alongshore*

Sept. 29 Maritime history: how far have historians come since Columbus?

Week 6 An examination of Atlantic exploration

Assignment: selections from William and Carla Rahn Phillips, *The Worlds of Christopher Columbus*

Oct. 6. Non-white mariners: Race and opportunity in the Atlantic maritime world.

Week 7 Assignment: Jack Lemisch, "Jack Tar in the Streets: Merchant Seamen in the Politics of Revolutionary America," *William and Mary Quarterly*, 1966.

Oct. 13 American oceanic enterprise

Week 8 Assignment: selections from Robert G. Albion, *The Rise of New York Port* and Benjamin Labaree, "The Seaport as Entrepot," *The Log of Mystic Seaport*

Oct. 20 The emergence of American naval power

Week 9 Assignment: selections from Sprout, *The Rise of American Naval Power*

Field trip to the US Submarine Museum

Oct. 27 The rise of modern commercial fisheries

Week 10 Assignment: Sebastian Junger, *The Perfect Storm*

Field trip to a commercial fishing vessel

Nov. 3 Economics of the Oceans

Week 11 Assignment: Michael Weber and Judith Gradwohl, *The Wealth of the Oceans*

Nov. 10 Maritime policy issues

Week 12 Assignment: Carl Safina, *Song for the Blue Ocea*

Field trip to Port of New York

Nov. 17 Maritime law: many nations and one law?

Week13 Assignment:Clyde Sanger, *Ordering the Oceans: The Making of the Law of the Sea*

Dec. 1 Admiralty law and marine pollution

Week 14 Assignment: selections from Dennis W. Dixon, "Admiralty Law and Marine Pollution Law," in *Marine and Coastal Law*

2002-155

Proposal to: ADD A NEW COURSE

Date: November 6, 2002

Department: Maritime Studies MAST

Abbreviated Title: Capstone Seminar

CATALOG COPY:

MAST 2XXW. Maritime Studies Capstone Seminar. Second semester. Three credits.

This senior seminar in Maritime Studies will be organized each semester around a topical theme related to diverse aspects of society and commerce in coastal and oceanic zones.

Effective Date of Change: Fall, 2003

1. Course Number: MAST 2XX W

2. Course Title: Maritime Studies Capstone Seminar

3. Semester offered: Spring

4. Credits: Three

5. Number of Class Periods: One

6. Required Preparation: Completion of other core courses in Maritime Studies and English 110 or 111

7. Any consent required? Consent of Instructor

8. Repetition for credit? No

9. Instructor in charge: Stephen P. Jones, MAST affiliated faculty, and/or visiting scholars

10. Course description:

The capstone seminar will consist of weekly meetings with seniors in the Maritime Studies major. The instructor in charge (either a faculty member associated with Maritime Studies or a visiting scholar) will organize the seminar around a research

theme. In addition to this thematic organization, enrolled students will complete an individualized capstone seminar research project.

Each student will chose a topic in consultation with and with the approval of the seminar instructor and the student's faculty advisor. The objective of the capstone project is to give the student an opportunity to demonstrate mastery of the interdisciplinary skills acquired through the program and from the synthesis of experiences in the classroom and in the field. Seminar students will be responsible for choosing projects that relate to the overall theme chosen for the seminar.

The seminar will meet weekly to consider the chosen topic, to examine common areas of interest among the projects, and to consider how the various projects depart from the common theme. A mid-term progress report will be an integral part of the seminar experience. The seminar will culminate with student presentations of their full research papers. The seminar will also feature guest speakers and field trips as appropriate to the particular seminar themes.

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

JUSTIFICATION

1. Reasons for adding this course:

Maritime studies is new major under development at the Avery Point campus. It will be a unique interdisciplinary offering.

Over the course of the major students will have examined the literary, historical economic, and political aspects of human existence on and around the world's waterways. A capstone seminar is the ideal way for students to synthesize what they have learned by producing a meaningful summary project.

Up to the point of the capstone seminar, the major will have provided the student with exposure to the various disciplines that constitute the critical foundation for dealing with the complexities of maritime life and commerce. It is vital to present students with a final opportunity to engage in a demanding synthesis of their own learning experiences and acquired skills in addressing these complexities in an applied research experience.

2 Academic Merit: Projects researched and presented by the students will provide a hands-on experience in the rigors of interdisciplinary study. Some projects may be of suitable quality for presentation at conferences at locales such as Mystic Seaport or the Mystic Aquarium.

3. Overlapping Courses: None. The University currently does not offer a course that offers this synthesis of the study of human existence on and near the sea.

4 Other departments consulted:

Members of the English, History, Political Science, Economics, Anthropology, and Marine Sciences Departments have been consulted during the development of this proposal.

5 Number of Students Expected: Initially 10 to 20 for the first semester after the Maritime Studies Program commences.

6 Number and Size of Section: One section, 10 to 20 students

7 Effects on Other Departments: Potential adverse effects on other departments are not likely. The proposed course would have beneficial synergistic effects on a variety of departments, especially those offering courses that will formally be a part of the Maritime Studies major, such as History, Economics, English, Anthropology, and Political Science. For example, the Curricula and Courses Committee has recently approved a new course in Maritime Law, POLS 259, which broadens the Political Science offerings in its subdivision, Public Policy and Law. Furthermore, the Curricula and Courses Committee has approved History 245, Atlantic Voyages, and English 237 and 238, Maritime Literature and Maritime Non-fiction, courses that deepen the existing offerings of the departments.

8 Effects on Regional Campuses: The proposed course contributes to the Avery Point campus mission to build marine and maritime-related undergraduate programs.

9 Staffing: Tenured faculty who teach core courses for the major may alternate as seminar instructors, or the University can profit from the expertise of Maritime Studies specialists from Mystic Seaport, the Institute for Exploration at Mystic Aquarium, or other institutions, utilizing them as visiting assistant professors.

10. Approvals Received and Dates:

Department Curriculum Committee: TBA

Department Head: TBA

Department Faculty:

10 Name and Phone Number of Person to Contact: Stephen P. Jones, 860 405-9026

11 Sample Course Outline and Possible Texts:

The exact content of each seminar, including texts and readings, will vary with the research theme chosen by the instructor and the topics selected by the students.

Senate Guidelines for: III. "W" COURSES

A "W" course is one in which special attention is devoted to teaching the student to write clearly and cogently.

A.GUIDELINES

1. Various models for "W" courses are possible. In some cases the writing assignment will be thoroughly integrated with the entire course content.

Alternatively, an existing course may receive a supplementary writing component and become available as a "W" course with an increased number of credits. In still other cases, the "W" requirement may be met by the student passing a sequence of up to three courses required for a major or for a professional school curriculum, in which the writing assignments form a continuing and coherent part of the course work and amount to the total required in a "W" course.

2. The minimum total writing requirement for a "W" course is 15 typed, doubled-spaced, finished pages (approximately 4,000 words of text exclusive of footnotes, bibliography, diagrams, etc.)

3.The writing in a "W" course shall be supervised while it is in process. This requirement may be met by criticism of the student's writing, either with a single long paper in successive drafts or a series of shorter papers. In the case of shorter papers, feedback must be received in sufficient time to provide guidance for writing the subsequent paper. In some cases another opportunity for instructor intervention may occur when the student presents an oral version of a paper prior to a written version; criticism of an oral version, however, may only supplement and not replace criticism of the written version.

4.The number of students in a "W" course section or subsection whose written work is evaluated by a single instructor shall not ordinarily exceed thirty. This figure is to be understood as an upper limit and not a norm.

5.A substantial part of the grade for the course must be based on the student's writing, evaluated for both content and expression. Whatever the exact weighing, failure to complete the written work satisfactorily will result in a grade of F for the entire course.

6."W" course credit may be earned only on the basis of individual writing. If a portion of a group presentation or lab report, for example, is to count toward the student's "W" requirement, it must be clearly identified as his or her own work.

7.The prerequisite for all "W" courses shall be English 105.

8. In order to be considered for approval, a course must be a regular course offering of a department, school or program, and must be approved as a "W" course by the appropriate department and school curricula and courses committee.

2002-156

298 Courses

Already approved by Chair:

ECON 298. Urban Policy and Development. 3cr

MARN 298. Marine Benthic Ecology, 3cr

EEB 298. Soil Degradation and Conservation in Agricultural and Natural Ecosystems,
3cr

Needs Committee approval of the instructor's qualifications since not regular faculty
(CV below):

PRLS 298. Filipino Americans in 21st Century US

CURRICULUM VITAE

Richard Canianes Patrick

Social and Behavioral Sciences 144 Cox Road

Middlesex Community College Portland, Ct. 06480

100 Training Hill Road (860) 342-3544

Middletown, Ct. 06457 Richard.Patrick@snet.net

Education

1968 M.A., Political Science, University of Hawaii

1966 B.A., Political Science, University of Hawaii

1974 Graduate study in Graduate Liberal Arts Studies Program at Wesleyan University

(27 credits) and additional Japanese language study (24 credits)

Current Position

Professor, Social Sciences and current Chair, Social and Behavioral Sciences

Teaching Experience

Taught courses on American National Government, International Relations,

Principles of Sociology, & Race and Ethnicity in the United States; currently conducting

On-line course on Race and Ethnicity in the U.S.

Publication

"Presidential Leadership in Foreign Affairs Re-examined: Kennedy and Laos without Radical Revisionism," World Affairs, Winter, 1978

Research and other awards

1985 National Endowment for the Humanities summer fellowship at Yale University

Research topic: Japanese fascism

1976 National Endowment for the Humanities summer fellowship at New York University

Research topic: Presidential leadership

1967 Ford Foundation fellowship on community college teaching in St. Louis, Mo.

Page two, CV: R. Patrick

Citations

1988 Connecticut General Assembly for leadership as chair of Connecticut Association of Affirmative Action Professionals and for serving as affirmative action officer for 15 years

1987 Educational Excellence award from the Board of Trustees of the Connecticut

Community Colleges

References

(by request)

Dr. Wilfredo Nieves, President, Middlesex Community College

Dr. Frank Samuels, Academic Dean, Middlesex Community College

Middlesex Community College

100 Training Hill Road

Middletown, Ct. 06457

2002-157

Proposal to: ADD A NEW COURSE

Date: October 3, 2002

Department: Inst. of Puerto Rican and Latino Studies

Abbreviated Title: Immigration & Transborder Politics

CATALOGUE COPY:

PRLS 271: Immigration and Transborder Politics. Either semester. Three credits. Pantoja

Globalization, movement of people, challenges posed to US policymaking and society. Past/present US immigration policies, public opinion, influence of ethnic groups in shaping US foreign policy. Diasporas in America.

Effective Date of Change: Immediately

1. Course Number: PRLS 271
2. Course Title: Immigration and Trans-border Politics in America
3. Semester(s) offered: Either
4. Number of Credits: Three
5. Number of Class Periods: 2
6. Prerequisite/Required Preparation: No
7. Any required consent/any exclusions: No
8. Repetition for credit: No
9. Instructor in charge: Adrian Pantoja
10. Course description: Immigration and Transborder Politics. Either

semester. Three credits. Pantoja

Looks at globalization, movement of people, challenges posed to US policymaking and society. Examines past/present US immigration policies, public opinion, influence of ethnic groups in shaping US foreign policy. Explores diasporas in America.

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

JUSTIFICATION

1. Reasons for adding this course:

This course will explore the emerging roles of diasporas in US and international politics. The course is a key area of academic programming for the Institute. The movement of people across borders and the creation of transnational links with their countries of origin have important social, economic, and political consequences. This course will focus on the transnational links being created by the Mexican, Puerto Rican, Salvadoran, Guatemalan and Dominican diaspora in the US and the challenges these ties pose to US domestic and international policy making. Beyond exploring the unique migration, immigration and political experiences of the Latino diaspora, other ethnicities in the US will be examined in order to gain a broader and historical understanding of trans-border politics in America.

2. Academic Merit:

Students will become familiar with past and contemporary works on trans-border politics. These works will be drawn from a variety of academic disciplines including, but not limited to, political science, sociology, demography, psychology, economics, and anthropology. Exams, research paper, and other assignments will develop critical thinking and writing skills, competency in the field, as well as expose students to diverse methodological tools used by social scientists

3. Overlapping Courses: None

4. Other Departments Consulted: Political Science

5. Number of Students Expected: 20

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

7. Effects on Other Departments: None

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: Institute of Puerto Rican and Latino Studies Faculty 9/23/02.

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

Blanca G. Silvestrini, Director, Inst. of Puerto Rican and Latino Studies, 486-3997

11. Staffing: We expect limited enrollments in this course and that it

will therefore require no new staff.

Immigration and

Trans-border Politics in America

University of Connecticut

Spring 2003

Professor Adrian D. Pantoja POLS 000

Monteith Hall 104B Monteith 000

Office Hours: T,TR 0:00pm-0:00pm Meets:

or by appointment 0:00pm-0:00pm

(860) 486-5683

Adrian.Pantoja@uconn.edu

SUMMARY

The increased movement of capital, information, and people has forced scholars and policymakers to rethink traditional paradigms and boundaries regarding nation states. The purpose of this course is to look at one of the most important facets of globalization, the movement of people, and to understand the challenges it poses to U.S. policymakers and society. This course is divided into two sections. The first, *U.S. Immigration Policy*, examines past and present policies designed to shape the size and composition of immigration flows to the U.S. The role public opinion and Congress plays in designing U.S. Immigration policies will be explored, as well as controversies surrounding policies designed to deter undocumented immigration. The second section, *Diasporas and Trans-border Politics*, explores the rise of diasporas in America. Diasporas can be defined as ethnic groups residing and acting in the host country (U.S.), but maintaining strong sentimental, material and political links with their country of origin. Since the end of the Cold War, observers of American foreign policy have noted the growing influence of ethnic groups in shaping U.S. foreign policy. Large-scale immigration and the increase of trans-border ties have further contributed to their growth and influence. Is their political influence a cause for concern? Can transnational ties be used to further U.S. interests? How do new Latino diasporas differ from past diasporas? Although the focus of this course is on different Latin American diasporas, other ethnic/immigrant groups will be explored.

READINGS

Readings will be drawn from the following books and course reader, which are available for purchase at the bookstore:

12. *Alien Nation: Common Sense About America's Immigration Disaster* (1996) Peter Brimelow

13. *Operation Gatekeeper: The Rise of the 'Illegal Alien' and the Remaking of the U.S.-Mexico Boundary* (2001) Joseph Nevins

14. *Seeking Community in a Global City: Guatemalans and Salvadorans in Los Angeles* (2001) Nora Hamilton and Norma Stoltz Chinchilla

15. *The Puerto Rican Nation on the Move, Identities on the Island and the United States* (2002) Jorge Duany.

16. *Marketing the American Creed Abroad: Diasporas in the U.S. and Their Homelands* (1999) by Yossi Shain

17. *Course Reader*

ASSIGNMENTS

7 There will be an in-class mid-term and a final exam, each worth 50 points. Each exam consists of short identifications and an essay question. Note: the exams are intended to show how well you have read the materials, followed lectures, and discussions. In order to do well on the exams, you must do all the readings and attend class.

7 Students are required to write a 20-page paper on any topic related to U.S. immigration policy, diasporas, and trans-border politics. More specific instructions on the paper will be disseminated later in the course. (See the Bibliography at the end of the syllabus for related books). Note: I am looking for original research. Please use the immense resources available at the Roper Center and libraries.

7 Since participation is heavily emphasized (worth 25 points), it is imperative that you have done the readings prior to coming to class and that you are prepared to discuss the materials.

GRADES

Mid-term Exam 50 points 90-100% A

Final Exam 50 points 80-89% B

Research Paper 75 points 70-79% C

Participation 25 points 60-69% D

59%-below F

Total 200 points

CLASS POLICIES

7 You are expected to READ and PARTICIPATE. You must do both in order to do well in this course.

7 Anything handed in to me must be typed, stapled, include page numbers, and be properly formatted. If it is late, it will be marked down one letter grade. If you cannot be in class the day the assignment is due, have a friend or classmate hand it in for you. Do not e-mail me any assignment.

7 Rude and/or disruptive behavior will not be tolerated (this includes coming late to class). If you engage in either, your participation grade will suffer and if it continues you may be asked to drop the course.

7 Plagiarism and cheating will not be tolerated. Anyone caught doing either will fail the class or possibly receive other disciplinary actions as required by the University of Connecticut. If you have any questions on what constitutes plagiarism please talk to me before you hand in your research paper.

7 The instructor reserves the right to amend the syllabus at any point in the course.

7 Please feel free; in fact I encourage you, to come by during office hours.

COURSE OUTLINE

I. U.S. Immigration Policy

1. Course Overview

7 No readings

3. Understanding Global Migration: Why 'they' come?

7 Lee, Everett S. 1966. "A Theory of Migration." *Demography* 3: 47-57

7 Borjas, George 1989. "Economic Theory and International Migration." *International Migration Review* 23: 457-485.

7 Portes, Alejandro and Robert L. Bach. 1985 *Latin Journey: Cuban and Mexican Immigrants in the United States*: Berkeley, CA: University of California Press, pg. 1-28

7 Boyd, Monica. 1989. "Family and Personal Networks in Migration" *International Migration Review* 23: 638-670.

8. Reaction and Resistance to Global Migration: The American Experience

7 *Alien Nation: Common Sense About America's Immigration Disaster* (1996) Peter Brimelow

10. Public Opinion and U.S. Immigration Policy

7 Visit the Roper Center.

7 Simon, Rita J. and James P. Lynch. 1999. "A Comparative Assessment of Public Opinion Toward Immigrants and Immigration Policy." *International Migration Review*. 33: 455-467.

7 Hood, M.V. and Irwin L. Morris 1997. "Amigo o Enemigo? Context, Attitudes, and Anglo Public Opinion toward Immigration" *Social Science Quarterly* 78: 309-323.

14. U.S. Immigration Policy: A Historical Perspective

7 *1997 Statistical Yearbook of the Immigration and Naturalization Service*: U.S. Department of Justice, Immigration and Naturalization Service, pg. A.1-A1-26.

7 Massey, Douglas. 1998. "March of Folly: U.S. Immigration Policy After NAFTA" *The American Prospect* March-April

7 Eschbach, Karl et al., 1999. "Death at the Border" *International Migration Review* 33: 430-453.

18. The U.S.-Mexico Border, Enforcement, and Border Communities

7 *Operation Gatekeeper: The Rise of the Illegal Alien and the Making of the U.S.-Mexico Boundary*

20. Mid-Term Exam

I. Diasporas and Trans-border Politics in America

21. Diasporas in America: A Theoretical Overview

7 Visit the library

7 Chpt. 1 and 2, *Marketing The American Creed Abroad*

7 Sheffer, Gabriel. 1993 "Ethnic Diasporas: A Threat to their Hosts?" in *International Migration and Security* ed. Myron Weiner.

7 Clough, Michael. 1994. "Grass-Roots Policymaking: Say Good-bye to the 'Wise Men'" *Foreign Affairs* 73: 2-7

7 Huntington, Samuel P. 1997. "The Erosion of American Interests." *Foreign Affairs* 76: 28-49.

27. European Diasporas

7 Kruszewski, Z.A. 1987. "The Polish American Congress, East-West Issues, and the Formulation of American Foreign Policy." In *Ethnic Groups and US Foreign Policy* New York: Greenwood Press., ed. Mohammed E. Ahrari.

7 Thompson, Robert and Joseph R. Roudolph. 1987. "Irish-Americans in the American Foreign-Policy-Making Process" In *Ethnic Groups and US Foreign Policy* New York: Greenwood Press.,ed. Mohammed E. Ahrari.

7 Garrett, Stephen. "The Ties that Bind: Immigrant Influence on U.S. Policy Toward Eastern Europe." In *Ethnicity and US Foreign Policy* New York: Preager Press, ed. Abdul Aziz Said.

7 Hicks, Sallie M. and Theodore A. Coulombis. "The 'Greek Lobby' Illusion or Reality?" In *Ethnicity and US Foreign Policy* New York: Preager Press, ed. Abdul Aziz Said.

32. The Black, Arab, and Jewish Diasporas

7 Chpt. 3 and 4 *Marketing The American Creed Abroad*

7 Challenor, Hershelle S. "The Influence of Black Americans on US Foreign Policy toward Africa" In *Ethnicity and US Foreign Policy* New York: Preager Press, ed. Abdul Aziz Said.

7 Ahari, Mohammed E. 1987. "Domestic Context of US Foreign Policy Toward the Middle East" in *Ethnic Groups and US Foreign Policy* New York: Greenwood Press., ed. Mohammed E. Ahrari.

7 Spiegel. 1987. "Ethnic Politics and the Formulation of U.S. Policy Toward the Arab-Israeli Dispute" in *Ethnic Groups and US Foreign Policy* New York: Greenwood Press., ed. Mohammed E. Ahrari.

37. Asian Diasporas

7 1998. "Defining Asian Americans for the New Millennium: Towards a Transnational Identity?" *Amerasia Journal* 24: intro.

7 Wang, L. Ling-chi. 1998. "Race, Class, Citizenship, and Extraterritoriality: Asian Americans and the 1996 Campaign Finance Scandal" *Amerasia Journal* 24: 1-21

7 Wu, Frank H. and May L. Nicholson. 1997. "Have You No Decency? An Analysis of Racial Aspects of Media Coverage on the John Huang Matter" *Asian American Policy Review*. 7: 1-37.

7 Wu, Frank and Francey Lim Youngberg. 2001. "People from China Crossing the River: Asian American Political Empowerment and Foreign Influence" in *Asian Americans and Politics* Stanford, CA: Stanford University Press., ed. Gordon H. Chang.

42. The Guatemalan and Salvadoran Diasporas

7 *Seeking Community in a Global City: Guatemalans and Salvadorans in Los Angeles*

44. The Dominican and Puerto Rican Diasporas

7 Duany, Jorge. 2002. *The Puerto Rican Nation on The Move, Identities on the Island and the United States*

46. The Mexican Diaspora

7 Chpt. 5 and Conclusion, *Marketing The American Creed Abroad*

7 De la Garza, Rodolfo and Jermome Hernandez, Angelo Falcon, F. Chris Garcia and John Garcia. 1997. "Mexican, Puerto Ricans, and Cuban Foreign Policy Perspectives: A test of Competing Explanations" in *Pursuing Power: Latinos and The Political System*, Norte Dame, Indiana: University of Notre Dame. ed. F. Chris Garcia.

7 De la Garza, Rodolfo and Louis DeSipio. 1998. "Interests Not Passions: Mexican-American Attitudes toward Mexico, Immigration from Mexico, and Other Issues Shaping U.S.-Mexico Relations" *International Migration Review* 32: 401-422

7 De la Garza, Rodolfo, Angelo Falcon and F. Chris Garcia. 1996. "Will the Real Americans Please Stand Up: Anglo and Mexican American Support of Core American Values" *American Journal of Political Science* 40: 335-51.

51. The Cuban Diaspora

7 Fernandez, Damien J. 1987. "From Little Havana to Washington D.C.: Cuban-Americans and U.S. Foreign Policy" in *Ethnic Groups and US Foreign Policy* New York: Greenwood Press., ed. Mohammed E. Ahrari.

7 Jones-Correa, Michael. 1995. "New Directions for Latinos as an Ethnic Lobby in U.S. Foreign Policy." *Harvard Journal of Hispanic Policy* 9: 47-85

7 Pachon, Harry, Rodolfo de la Garza and Adrian D. Pantoja 2000. "Foreign Policy Perspectives of Hispanic Elites" in *Latinos and US Foreign Policy* New York: Rowman and Littlefield Press, ed. Rodolfo O. de la Garza and Harry Pachon.

55. Democracy, Diasporas, and Trans-border Political Participation post 9-11

7 No readings

7 Hand in research papers.

58. Final Exam

2002-158

Proposal to: ADD A NEW COURSE

Date: September 2002

Department: Political Science

Abbreviated Title: Capstone I

CATALOGUE COPY:

POLS 3XX. Capstone in Public Administration I

Development of research question, bibliography, and methodology for capstone project.

3 credits, Seminar.

Effective Date of Change: Immediately upon approval

1. Course Number: POLS 3XX

2. Course Title: Capstone in Public Administration I

3. Semester(s) offered: Either

4. Number of Credits: 1

5. Number of Class Periods: One per week

6. Prerequisite: None

7. Any required consent/any exclusions: No

8. Repetition for credit: No

9. Instructor in charge: Staff

10. Course description: Development of research question, bibliography, and methodology for capstone project.

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

JUSTIFICATION

1. Reasons for adding this course: This course is a core requirement in the newly revised curriculum for the Master of Public Administration Program, as adopted in February 2002. (Please see file on MPA revised curriculum.)

2. Academic Merit: The capstone project is a well executed piece of research about an issue in public service. The project is designed to span two terms. During the first term (Capstone in Public Administration I) students develop their research question, begin the bibliography, and complete their research methodology. During the second term (Capstone in Public Administration II) students complete the capstone paper, make a public presentation of their research, and complete a research poster that visually displays the research. It is very common for MPA programs to require a capstone course.

2. Overlapping Courses: None

3.

4. Other Departments Consulted: None

5. Number of Students Expected: about 20

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

7. Effects on Other Departments: None

8. Effects on Branches: None

9. Approvals Received and Dates:

Department Approved 9/13/02

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 (6-3468), head of departmental CCC

Bill Simonsen (6-1453) , MPA director

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

Capstone In Public Administration I POLS 397-05

1-Credit Fall 2002 Professor Bill Simonsen

SAMPLE ABBREVIATED SYLLABUS

The Capstone Project

The capstone project is a well designed and researched piece of work on a research question about which you have passion and is related to the public service. During the first term (capstone preparation) you will develop your research question, begin your bibliography, and complete your research methodology. During the second term (Capstone II) you will complete the Capstone paper, make a public presentation of your research, and complete a research poster that visually displays your research.

There is one textbook for the Capstone I course:

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 1995. *The Craft of Research*. Chicago: The University of Chicago Press.

Grading

This course is a seminar, so class participation is important. Students will prepare and present to the class five annotated citations, a draft methodology, and a final methodology. The grading will be as follows:

Research methodology 70%

Article annotated citations 20%

Class participation 10%

Sample Topics

Developing the Research Question

Developing the Draft Mythology

Developing the Final Methodology

2002-159

Proposal to: ADD A NEW COURSE

Date: September 2002

Department: Political Science

Abbreviated Title: Capstone II

CATALOGUE COPY:

POLS 3XY. Capstone in Public Administration II

Completion of capstone project including public presentation and creation of research poster.

3 credits, Seminar.

Effective Date of Change: Immediately upon approval

1. Course Number: POLS 3XY
2. Course Title: Capstone in Public Administration II
3. Semester(s) offered: Either
4. Number of Credits: 3

5. Number of Class Periods: One per week
6. Prerequisite: None
7. Any required consent/any exclusions: No
8. Repetition for credit: No
9. Instructor in charge: Staff
10. Course description: Research and writing of capstone project.
11. Semester and year in which course will be first offered: Fall 2002

JUSTIFICATION

1. Reasons for adding this course: This course is a core requirement in the newly revised curriculum for the Master of Public Administration Program, as adopted in February 2002. (Please see file on MPA revised curriculum.)

2. Academic Merit: The capstone project is a well executed piece of research about an issue in public service. The project is designed to span two terms. During the first term (Capstone in Public Administration I) students develop their research question, begin the bibliography, and complete their research methodology. During the second term (Capstone in Public Administration II) students complete the capstone paper, make a public presentation of their research, and complete a research poster that visually displays the research. It is very common for MPA programs to require a capstone course.

3. Overlapping Courses: None
4. Other Departments Consulted: None
5. Number of Students Expected: about 20
6. Number and Size of Section: 1 section, 20 students
7. Effects on Other Departments: None
8. Effects on Branches: None
9. Approvals Received and Dates:

Department Approved 9/13/02

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 (6-3468), head of departmental CCC

Bill Simonsen (6-1453) , MPA director

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

Capstone In Public Administration II

Sample Abbreviate Syllabus

POLS 3XX

The Capstone Project

The capstone project is a well designed and researched piece of work on a research question about which you have passion and is related to the public service. During the first term (Capstone I) you will develop your research question, begin your bibliography, and complete your research methodology. During the second term (Capstone II) you will complete the Capstone paper, make a public presentation of your research, and complete a research poster that visually displays your research.

Grading

This course is a seminar, so class participation is important. The grading will be as follows:

Capstone paper 70%

Paper presentation 20%

Class participation 10%

2002-160

Proposal to: ADD A NEW COURSE

Date: September 2002

Department: Political Science

Abbreviated Title: Public Administration Skills

CATALOGUE COPY:

POLS 3XZ. Introduction to Public Administration Skills

Provides basic skills and competencies important to completing the MPA program and for future professionals in the public service.

1 credit, Seminar, S/U grading.

Effective Date of Change: Immediately upon approval

1. Course Number: POLS 3XZ
2. Course Title: Introduction to Public Administration Skills
3. Semester(s) offered: Either
4. Number of Credits: 1
5. Number of Class Periods: one per week
6. Prerequisite: None

7. Any required consent/any exclusions: No
8. Repetition for credit: No
9. Instructor in charge: Staff
10. Course description: Provides basic skills and competencies important to completing the MPA program and for future professionals in the public service.
11. Semester and year in which course will be first offered: Fall 2003

JUSTIFICATION

1. Reasons for adding this course: This proposed course is a core requirement in the newly revised curriculum for the Master of Public Administration (MPA) as adopted in February 2002. (Please see file on revised MPA curriculum.)

2. Academic Merit: The purpose of this 1-credit, S/U course is to provide students with a series of skills and competencies important to survive and thrive as in the MPA program and in the public service. Examples include competency with Excel, professional writing and presentation skills, understanding academic misconduct, understanding the motivations of politicians, working in teams, among others.

3. Overlapping Courses: None
4. Other Departments Consulted: None
5. Number of Students Expected: about 20
6. Number and Size of Section: 1 section, 20 students
7. Effects on Other Departments: None
8. Effects on Branches: None
9. Approvals Received and Dates: 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 (6-3468), head, departmental CCC

Bill Simonsen (6-1453), MPA director

11. Staffing: No staffing implications

Introduction to PA Skills POLS 397-008

Professor Bill Simonsen

The purpose of this 1-credit course is to provide a series of basic skills and competencies important to completing the MPA program and for your future as a professional in the public service. These include competency with Excel, professional writing and presentation skills, understanding academic misconduct, understanding the motivations of politicians, working in teams, among others.

Sample Topics and Schedule

Date	Topic	Instructor
8/29	Introduction	Simonsen
9/5	Excel Orientation (bottom floor of South Campus)	Hettinger
9/12	Working in Teams, Conflict Resolution and Mediation	Jacobson
9/19	Basic Supervisory Skills*	Hart
9/26	Presenting Quantitative Data	Simonsen
10/3	Writing Workshop	Jacobowski
10/10	Writing Workshop	Simonsen
10/17	Academic Misconduct	Peters
10/24	Search Techniques (library, web, on-line, etc.)	Waller, Library
10/31	Diversity Workshop	Wilson, HR
11/7	Introduction to PA Careers--Nonprofit Organization	Simon/Crompton
11/14	Introduction to PA Careers--Human Resource Management /Town Management/Finance	Hart/Klocko
11/21	Politicians and Public Management	Jacobowski
11/28	No Class--Thanksgiving	
12/5	Resume Writing and Interviewing Skills	Crompton

2002-161

Proposal to: ADD A NEW COURSE

Date: September 2002

Department: Political Science

Abbreviated Title: Capital Financing

CATALOGUE COPY:

POLS 3YX Capital Financing and Budgeting

Examination of the municipal bond market, capital budgeting techniques, and related public policy issues.

3 credits, Seminar

Effective Date of Change: Immediately upon approval

1. Course Number: POLS 3XX
2. Course Title: Capital Financing and Budgeting
3. Semester(s) offered: Either
4. Number of Credits: 3
5. Number of Class Periods: One per week
6. Prerequisite: None

7. Any required consent/any exclusions: No
8. Repetition for credit: No
9. Instructor in charge: Staff
10. Course description: Examination of the municipal bond market, capital budgeting techniques, and related public policy issues.
11. Semester and year in which course will be first offered: Fall 2002

JUSTIFICATION

1. Reasons for adding this course: This course would be of interest to students pursuing a career in state and local government and particularly to those specializing in the field of public financial management. It would be of particular interest to students in the MPA program.

2. Academic Merit: Most capital spending by state and local governments is financed using funds borrowed through the capital markets. Annually, \$150-\$300 billion of municipal bonds are sold. Students planning a career in state and local government would benefit from understanding the workings of the municipal bond market and how to assess capital projects. Consequently, the course is taught from the perspective of the public manager, not the municipal bond investor.

This course may be taught as a joint graduate/undergraduate course. There is a higher level of expectation for graduate students. Specifically, graduate students are required to write a research paper that further develops their expertise in a topic covered in the class.

3. Overlapping Courses: None

4. Other Departments Consulted: Finance and Economics

(Please see copy of emails from Economics and Business, below)

5. Number of Students Expected: about 20

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

7. Effects on Other Departments: None

8. Effects on Branches: 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 (6-3468), head of departmental CCC

Bill Simonsen (6-1453), MPA director

11. Staffing: no impact

Capital Financing and Budgeting

POLS 296/397

Abbreviated Syllabus

Fall 2002

Professor Bill Simonsen

Overview

The United States municipal bond market is very large: from \$150 billion to \$300 billion worth of such bonds are issued annually. The total municipal debt outstanding equals about 18% of the United States Gross Domestic Product. Municipal bonds are often paid off over 15, 20 or even 30 years. The large size of the market and the potential financial impact on future generations adds salience to municipal debt decisions.

Most capital spending by state and local governments is financed using funds borrowed through the capital markets, typically in the form of income tax exempt securities. The municipal bond market is a distinctive part of the overall capital markets, with its own institutions, participants, and practices. This course is designed to familiarize students with capital budgeting techniques and the municipal bond market--and to expose them to key public policy issues.

Specifically, the course focuses on how the proceeds from municipal bonds are used, the types of securities and issuers, who the players are in the bond market, how prices are determined (including the municipal bond credit

rating process), ethical issues in the industry, and capital budgeting processes and techniques. The course emphasizes long-term tax-exempt public debt; however, there will be some discussion of short-term debt.

Required textbook: Joseph, James C. 1994. *Debt Issuance and Management: A Guide for Smaller Governments*. Chicago, IL: GFOA.

There is also a reading packet on electronic reserve and regular reserve in the library. Two among the numerous assigned readings include:

1. John Mikesell. 1999. *Fiscal Administration: Analysis and Applications for the Public Sector, 5th Edition*. Fort Worth, TX: Harcourt Brace & Company.
2. Mark D. Robbins and Bill Simonsen (forthcoming). "Municipal Securities." *Encyclopedia of Public Administration and Public Policy*

Student Evaluation. Class assignments include a midterm and a final weighted equally. The course will be run in a seminar style, so class participation is very important. Graduate students are required to write a research paper on a topic covered in the class.

2002-162

Proposal to: ADD A NEW COURSE

Date: September 2002

Department: Political Science

Abbreviated Title: Constitutional Interpretation

CATALOGUE COPY:

POLS 3YY. Constitutional Interpretation

An exploration of the theories and process of Constitutional interpretation in the United States, with an emphasis on the role the Supreme Court plays in defining and enforcing civil liberties.

3 credits, Seminar

Effective Date of Change: Immediately upon approval

1. Course Number: 3XX
2. Course Title: Constitutional Interpretation
3. Semester(s) offered: Either semester
4. Number of Credits: 3
5. Number of Class Periods: one per week
6. Prerequisite/Required Preparation: n/a
7. Any required consent/any exclusions: None
8. Repetition for credit: No
9. Instructor in charge: Yalof, Hettinger
10. Course description:

An exploration of the theories and process of Constitutional interpretation in the United States, with an emphasis on the role the Supreme Court plays in defining and enforcing civil liberties.

11. Semester and year in which course will be first offered: Fall 2003 or Spring 2004

JUSTIFICATION

1. Reasons for adding this course: A seminar on Constitutional interpretation has been offered as a special topic (POLS 397) and warrants inclusion in the regular curriculum for the field of public law. This is a proposal to regularize this offering.

2. Academic Merit: Most graduate programs in political science across the nation require public law specialists to acquire training in constitutional law and interpretation.

3. Overlapping Courses: None
4. Other Departments Consulted: None
5. Number of Students Expected: 10-15 per semester.
6. Number and Size of Section: one section, with 10-15 students
7. Effects on Other Departments: None
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
11. Staffing: no staffing ramifications from proposed change from special topics course to regular offering.

2002-163

Proposal to: ADD A NEW COURSE

Date: September 2002

Department: Political Science

Abbreviated Title: Program Development

CATALOGUE COPY:

POLS 3YZ. Program Development and Evaluation

Techniques for evaluating and improving organizational performance and the ability to deal with the challenges posed by changing environments. Topics include strategic planning, program development, program implementation, evaluating effectiveness, and performance measurement and improvement.

3 credits, Seminar.

Effective Date of Change: Immediately upon approval

1. Course Number: POLS 3XX
2. Course Title: Program Development and Evaluation
3. Semester(s) offered: Either
4. Number of Credits: 3
5. Number of Class Periods: one per week
6. Prerequisite: none
7. Any required consent/any exclusions: No
8. Repetition for credit: No
9. Instructor in charge: Staff

Course description: Techniques for evaluating and improving organizational performance and the ability to deal with the challenges posed by changing environments. Topics include strategic planning, program development, program implementation, evaluating effectiveness, and performance measurement and improvement.

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

JUSTIFICATION

1. Reasons for adding this course: This proposed course would benefit students planning on pursuing a career in state and local government and students interested in nonprofit management and/or policy analysis and program evaluation. This course would support the revised MPA curriculum adopted in February 2002. (Please see file on revised MPA curriculum.)

2. Academic Merit: The proposed course enhances student knowledge and understanding about developing public programs that have explicit goals of improving the quality of life for citizens in our nation, states, and cities. The course applies these lessons and concepts to the real world. Courses on program development and evaluation ordinarily are included in MPA curricula.

3. Overlapping Courses: None

4. Other Departments Consulted: Psychology, Schools of Social Work and Education

(Please see copy of email from Psychology, below.)

5. Number of Students Expected: about 20

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

7. Effects on Other Departments: None

8. Effects on Branches: None

9. Approvals Received and Dates:

Department Approved 9/13/02

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 (6-3468), head of departmental CCC; Bill Simonsen (6-1453), MPA director

11. STAFFING: no impact

Overview

This course sets three goals for students. The first is to learn and understand how we go about developing public programs that have explicit goals of improving the quality of life for citizens in our nation, states, and cities. To help accomplish this goal we will read texts and articles from political science and public policy journals. The second goal is to apply the lessons and concepts we'll study and discuss to the real world. To accomplish this goal we'll use two interesting case studies. The third goal is to see public problems in the highly charged political environment that influences program development and evaluation.

The course is divided into two parts. The first focuses on important concepts such as organizations, management, citizen involvement, planning, and goal setting. With this framework in place we then focus on how we choose, implement, and evaluate public programs.

Selected Required Readings

Deborah Stone, D. (2002). *Policy Paradox*.

"Mayor Anthony Williams and Performance Management in Washington, D.C."

Kennedy School case number C16-02-1647.0.

"The Oregon Benchmarks Program: The Challenge of Restoring Political Support."

Kennedy School case numbers C16-99-1554.0 and C16-99-1554.1.

Approximately three dozen journal articles and book chapter

Requirements: written case summaries (10%), research paper #1 (30%), research paper #2 (40%), class participation (20%)

Sample Selected Topics

Understanding organizations in the public sector

The community and public deliberation in crafting public programs

Strategic planning

Goal setting (How do we know what to accomplish in public programs?)

Deciding, implementing, and evaluating

Program choice (and roles elected officials, bureaucracy, and citizens play)

Program choice (picking programs that solve problems)

Program implementation

Program performance and measuring accomplishment

2002-164

Proposal to: ADD A NEW COURSE

Date: September 2002

Department: Political Science

Abbreviated Title: Financial Management

CATALOGUE COPY:

POLS 3ZX. 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 3ZX

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: one
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

1. Reasons for adding this course: This proposed course supports the curriculum in the Master of Public Administration program as adopted in February 2002. (Please see file on revised MPA curriculum.) No other course at the university addresses financial management for public and nonprofit organizations with a focus on the analysis of financial data. When taught jointly with the proposed undergraduate course, 2XX, Financial Management for Public and Nonprofit Organizations, the course also supports the curriculum of Urban and Community Studies at a Tri-Campus site.

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. 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

(copy of emails deleted by Chair CC&C)

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 9/13/02

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 296/397 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 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

MANAGEMENT PRACTICE MODULES (for graduate students)

To further the objective of developing financial management and professional communication skills, each graduate student is expected to present a management practice module on one of the specified topics. The objective is to develop in at least one substantive area a level of depth and expertise usually unavailable in a survey course and to share this knowledge with the rest of the class in a way that can be useful to them during their careers as managers.

Students will research the topic, interview one expert in the field, and prepare a "practical guide" or step-by-step manual on the topic. The result will be presented to the class in a presentation that includes the use of relevant handouts, overheads, and examples from assigned courses materials.

2002-165

Proposal to: ADD A NEW COURSE

Date: September 2002

Department: Political Science

Abbreviated Title: Social Policy

CATALOGUE COPY:

POLS 3ZY Social Policy

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

3 credits, Seminar.

Effective Date of Change: Immediately upon approval

1. Course Number: POLS 3ZY

2. Course Title: Social Policy

3. Semester(s) offered: either

4. Number of Credits: three

5. Number of Class Periods: one

(and may be joint with recently approved course, 2XX, 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 is an elective component in the Masters of Public Administration curriculum. (Please see file on MPA revised curriculum.) When taught jointly with the recently approved course, 2XX, Social

Policy, it would enhance the offerings in Urban and Community Studies at a Tri-Campus site.

2. Academic Merit: The proposed course will cover the basic concepts and tools of policy analysis as practiced by professionals in the field. Graduate students are expected to develop the ability to produce professional quality policy analyses of their own. Towards this end they are be required to write and present a lengthy policy paper on a topic they select.

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: None (although undergraduate joint course would expand curriculum of Urban and Community Studies at Tri-Campus).

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 (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

7 Examine the concepts commonly used in contemporary debates on selected social policy issues.

7 Provide opportunities to learn and demonstrate skills in evaluating public policy arguments.

7 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

2002-166

Proposal to: CHANGE A COURSE

Date: September 2002

Department: Political Science

Nature of Proposed Change:

1. Change of course grading for POLS 369 to satisfactory/unsatisfactory (S/U).
2. Change of catalog copy

CURRENT CATALOG COPY:

POLS 369. Supervised Internship

Experience in a public organization under competent supervision.

6 credits, Practicum. Open only to students in the Master of Public Affairs program.

PROPOSED CATALOG COPY:

POLS 369. Supervised Internship

Experience in a public service organization under competent supervision.

6 credits, Practicum. Open only to students in the Master of Public Administration Program. S/U grading.

Effective Date of Change: Immediately upon approval

JUSTIFICATION

1. Reasons for changing this course:

a) S/U grading. The key purpose of the supervised internship is for students to integrate theory and practice and gain experience in an organizational environment. S/U grading is more appropriate for this field study. This change is in keeping with the CLAS policy adopted in February 1999 on internship grading (<http://www.clasccc.uconn.edu/appoint.html>).

b) Change in catalog copy to reflect change in program name as approved Spring 2002.

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: Approvals Received and Dates:

Department Approved 9/13/02

Department Head Approved 9/3/02

Instruction Committee Approved 9/13/02

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

Carol Lewis (6-3468), head of departmental CCC

Bill Simonsen (6-1453), MPA director

8. Staffing: No staffing implications from the grading change.

2002-167

Proposal to: CHANGE A COURSE

Date: September 2002

Department: Political Science

Nature of Proposed Change: Change of course title and catalog copy for POLS 365.

CURRENT CATALOG COPY:

POLS 365. Public Personnel Administration

Systems of selection, employment, and career development in the public service;
Employee-management relations.

3 credits, Seminar.

PROPOSED CATALOG COPY:

POLS 365. Human Resource Management

The structures, processes, and principles of human resource management and labor-management relations in the public service, and examination of contemporary human resource policies and challenges.

3 credits, Seminar.

Effective Date of Change: Immediately upon approval

JUSTIFICATION

1. Reasons for changing this course: The proposed change in course title and proposed change in catalog description conform to contemporary conventional usage in MPA programs nationally. The proposed course description also is a more accurate reflection of the desirable course content to fit the new MPA curriculum adopted in February 2002.

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: Approvals Received and Dates:

Department Approved 9/13/02

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 (6-3468), head, departmental CCC

Bill Simonsen (6-1453), MPA director

8. Staffing: No staffing implications

2002-168

Proposal to: CHANGE A COURSE

Date: September 2002

Department: Political Science

Nature of Proposed Change: Change of course title for POLS 362 from Administrative Theory and Behavior to Organizations and Management.

CURRENT CATALOG COPY:

POLS 362. Administrative Theory and Behavior

The application of organization theory and research findings; their relation to public organizations.

3 credits, Seminar.

PROPOSED CATALOG COPY:

POLS 362. Organizations and Management

The application of organization theory and research findings; their relation to public organizations.

3 credits, Seminar.

Effective Date of Change: Immediately upon approval

JUSTIFICATION

1. Reasons for changing this course: The proposed name change better describes the course content and conforms to contemporary usage in MPA programs nationally.

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:

Department Approved 9/13/02

Department Head Approved 9/3/02

Instruction Committee Approved 9/13/02

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

Carol Lewis (X-3464), head of departmental CCC

Bill Simonsen (6-1453), MPA director

8. Staffing: No staffing implications from the title change.

2002-169

Proposal to: ADD A NEW COURSE

Date: Oct 15, 2002

Department: AASI

Abbreviated Title: MED PLT AS ORGN CULT

CATALOGUE COPY:

AASI 214. Medicinal Plants of Asian Origin and Culture. First semester. 3 credits.

A review of the plant species of Asian origin and culture currently studied for nutraceutical and functional properties by biomedical and agricultural researchers. Strategies for successful cultivation and use of these "green immigrants" in North America.

Effective Date of Change:

1. Course Number: AASI 214

2. Course Title: MEDICINAL PLANTS OF ASIAN ORIGIN AND CULTURE

3. Semester(s) offered: Fall

4. Number of Credits: 3

5. Number of Class Periods: 13

6. Prerequisite/Required Preparation: None

7. Any required consent/any exclusions: None

8. Repetition for credit: NA

9. Instructor in charge: Usha Palaniswamy,
Ph.D., M.Ed.

10. Course description:

Herbal medicine is an emerging sphere of therapy in North America closely linked to the high

costs of modern biomedical health care, elevated interest in preventive health, and the mounting

scientific evidence in the health benefits of plant based diets in prevention and better

management of major diseases and chronic conditions including cancers and heart disease.

This course presents a review of the plant species of Asian origin and culture that are currently being studied for their nutraceutical and functional properties by the biomedical and agricultural researchers and discusses the strategies for successful cultivation and use of these "green immigrants" in North America.

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

Fall, 2003

JUSTIFICATION

1. Reasons for adding this course:

Medicinal herbs are our oldest medicines and their increasing use in recent years is evidence

of the public's felt need and interest in having alternatives to conventional medicine.

Herbal medicine is now an emerging sphere of therapy in North America closely linked to the

high costs of modern biomedical health care, elevated interest in preventive health. There is

mounting scientific evidence in the health benefits of plant-based diets in prevention and

better management of major diseases and chronic conditions including cancers and heart disease.

More than 1000 different phytochemicals have been found in plant foods and more will be

discovered. These protective plant compounds are an emerging area of nutrition and health, with

new research reported everyday. At this time there is no course being offered by the School

of Allied Health that includes the components of phytochemicals and scientific discoveries

related to herbal medicine and important role of plant species in food and medicine. This course

presents a review of the plant species of Asian origin and culture that are currently being

studied for their nutraceutical and functional properties by the biomedical and agricultural

researchers and discusses the strategies for successful cultivation and use of these "green

immigrants" in North America.

2. Academic Merit: Upon completion of the course the student will receive 3 credits

3. Overlapping Courses: None

4. Other Departments Consulted: School of Allied Health

5. Number of Students Expected: 30

6. Number and Size of Section: 30

7. Effects on Other Departments: None

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: AASI, Sept. 1, 2002

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

Dr. Usha Palaniswamy, 486-2901, Dr. Roger Buckley, 486-4751

11. Staffing- Course Instructor- Dr. sha Palaniswamy

PROPOSED AASI 214 COURSE SYLLABUS

Asian American Studies

Instructor: Usha Palaniswamy Ph.D., M.Ed.

I. Title

AASI 214: MEDICINAL PLANTS OF ASIAN ORIGIN AND CULTURE

II. Catalog Description

The course is designed to review the medicinal plants of Asian origin and culture that are evolving as phytoceuticals, functional foods and nutraceuticals. The integrated approach and use of plants to treating illnesses with diet, physical exercises, spirituality as well as energetics in Asian cultures will be presented. The various groups of phytochemicals identified and characterized in fruits and vegetables will be documented and up to date scientific evidences summarized.

III. Purpose

Herbal medicine is the oldest form of healthcare known to mankind. Current research documents more than 40% of Americans use complementary and alternative medicine (CAM), and Interest in the United States had been growing in the recent years from the reported success stories from the use of herbs. Herbal medicines in ancient cultures are based on systematic diagnostic procedures and unique elements and humors. About 74 percent of pharmaceuticals are used in modern medicine in ways that correlate directly with their traditional uses as plant medicines by native cultures. This course will examine the use of medicinal plants in Asian cultures and their current status in the place of origin and in modern medicine.

IV. Course Objectives

Upon completion of this course the students will

- 1) Develop an evidence based understanding of the use of herbs in food and medicine

- 2) Develop a basic understanding of phytochemistry and the mechanism of action in health promotion and disease prevention and the use of herbs as medical intervention in major diseases and chronic conditions including cancers and heart disease

- 3) Critically examine the current literature on use of herbals, functional foods, phytochemicals, and nutraceuticals

- 4) Be familiar with the regulatory procedures in the US and other parts of the world.

V. Course Content

The course content will be presented in the following sections:

Week 1 Description and History of Medicinal herbs in Asia, Europe and North America

Week 2 Philosophy underlying the use of plant medicinals

Week 3 Pharmaceutical medicine vs. Herbal medicine

Week 4 Medications and Formulations developed from Herbs and Herbs used as Treatments

Week 5 Plant medicinals used in Ayurveda (Quiz 1)

Week 6 Plant medicinals used in Traditional Chinese Medicine

Week 7 Plant medicinals used in Traditional Chinese Medicine

Week 8 Plant medicinals used in Japanese medicine

Week 9 Plant medicines used in other Asian medical systems (quiz 2)

Week 10 Biologically active compounds (Modern Week medicinals and clinical studies) and designer fruits and vegetables for disease prevention

Week 11 New Americans, new crops, and new markets- untapped opportunities. Strategies for successful cultivation and use

Week 12 Final Exam

VI Instructional activities

1. Structured lecture by the instructor (acquisition of unknown new and integrating with the known)
2. Class discussions (encourage participatory learning, reflection and application, high order of critical thinking involving complexity of problem, multiple solutions possible, judgment and interpretation, and application skills)
3. Class presentations (develop presentation skills as well as professionalism)
4. Critical review and analysis of a research paper (ability to critically review a published paper)
5. Video clips and photos of variable use of plant species (awareness and appreciation)
6. Visits to a clinic of one alternative medical practitioner

VII Texts, References and Reading Materials

Course material will be developed from the following:

1. Medicinal Plants of Asian Origin and Culture, Usha Palaniswamy, CPL Press, 2002
2. Rational Phytotherapy, V. Schulz, R. Hansel, and V.E. Tyler, Springer, New York, NY, 1997
3. Published research articles and review papers from scientific journals and book chapters

Student Responsibilities

o ATTENDANCE is required and expected. All absences have to be approved by the instructor

o **ACADEMIC HONESTY POLICY OF THE UNIVERSITY OF CONNECTICUT WILL BE STRICTLY FOLLOWED.**

Please read **ACADEMIC HONESTY POLICY** of the University of Connecticut
<http://vm.uconn.edu/~dosa8/code2.html>

Student Evaluation and Grading Procedure :

Class participation and discussion (20%)

Two Quizzes (40%)

Final (40%)

2002-170

Proposal to: ADD A NEW COURSE

Date: October 22, 2002

Department: Sociology

Abbreviated Title: Cultural Sociology

CATALOGUE COPY:

Soci 2XX: Topics in the Sociology of Culture. Either semester. 3 credits. May be repeated for credit with a change in topic. Staff.

An exploration of key issues in the production and utilization of culture.

Effective Date of Change: Spring 2003

1. Course Number: Soci 2XX

2. Course Title: Topics in the Sociology of Culture

3. Semester(s) offered: Either

4. Number of Credits: 3

5. Number of Class Periods: 2 or 3

6. Prerequisite/Required Preparation: none

7. Any required consent/any exclusions: none

8. Repetition for credit: yes (with change in topic)

9. Instructor in charge: Staff

10. Course description: A variable topics course focusing on issues in the sociology of culture. Specific topics will include: Production of culture and the culture industry, popular culture, the sociology of the arts, cultural representation of deviance and social problems, women and culture, film and the developing world, material culture, cultural constructions of social inequality, and related issues.

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

JUSTIFICATION

1. Reasons for adding this course:

The sociology department currently has no specific course related to cultural sociology. Culture is most basically defined as a socially constructed and disseminated system of meaning and the behaviors, activities, and material objects to which this system of social definitions gives rise. Many scholars see culture as the central concept/phenomenon within the discipline of sociology. The fact that the section on culture is one of the largest and most active sections within the American Sociological Association provides testimony to the centrality of this area of interest.

2. Academic Merit:

Students who take the various topic courses in this offering will be exposed to key contemporary issues in social life. Given the central importance of culture, issues addressed in these courses will provide students with a foundation they may use to better understand a variety of the social scientific topics to which they are exposed in other courses.

3. Overlapping Courses: none

4. Other Departments Consulted: Anthropology

5. Number of Students Expected: 35-100

6. Number and Size of Section: 1 or 2 sections; 35-100

7. Effects on Other Departments: none

8. Effects on Regional Campuses: none

9. Approvals Received and Dates: Department of Sociology Faculty, October 17, 2002

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

Clinton Sanders, Professor

Department of Sociology

486-0391

11. Staffing: A number of current faculty in the Sociology Department are experienced in this general area and the course will not require new staff.

(Sample syllabus)

MASS MEDIA AND POPULAR CULTURE
Sociology 298

Sanders (room 218 Manchester Hall, csanders@Uconnvm.Uconn.edu)

TOPICS READINGS

Introduction to the mass (V) chaps. 1, 16

media

Popular culture and cultural (S) Sanders reading;

production (G) preface and introduction

The Mass (G) chap. 1

culture critique

Taste publics and "deviant" (S) Stern and Stenross cultural products
readings; (G) chap. 2

The sociology of art and

art worlds Becker article on reserve

Violence, crime, deviance and

media effects (V) chap 15; (S) Warner, Crew, Lewis and Lyon readings

Print media: books, magazines,

newspapers (V) chaps. 2, 3, 4

MIDTERM EXAM (March 9)

Television (V) chap 8; (S) Carveth and Cruz readings

News as selected reality (V) chap. 10

Advertising as manipulation (V) chap. 12

Pornography and erotica Tong article on reserve;

(V) pp. 481-484

Popular performance -----

The popular music business (V) chap. 5; (S) Markson and
Friesen readings; Peterson and Berger on reserve

The film industry and the
sociology of film (V) chap. 6

Mass media, popular culture
and the future (V) chap. 9; (G) chap. 3

FINAL EXAM (May 11)

TEXTS

(V) Vivian, The Media of Mass Communication (5th ed.)

(S) Sanders, Marginal Conventions

(G) Gans, Popular Culture and High Culture

Regular attendance is strongly advised. You should come to class
having read the assigned materials and be prepared to
discuss the issues raised and to ask relevant questions.
Grades will be based on a midterm and a
non-cumulative final exam (These exams must be taken on the

assigned day. If some emergency arises which makes it impossible for you to take the midterm during the designated class you must make arrangements with the professor PRIOR TO THE DAY OF THE EXAM. An unexcused absence from either exam will result in a grade of F for that exam.)

2002-171

Proposal to: CHANGE A COURSE

Date: October 28, 2002

Department: Sociology

Nature of Proposed Change: Course Title Change

CURRENT CATALOG COPY:

Soci 246 Human Sexuality

Either Semester. Three Credits. Open to Sophomores. *Bernstein*

How sexual behavior is molded by culture and social structure. Among the topics are premarital sex, homosexuality, pornography, and rape.

PROPOSED CATALOG COPY:

Soci 246 Sociology of Sexualities

Either Semester. Three Credits. Open to Sophomores. *Bernstein*

Explores the social organization, construction, and politics of sexualities; special attention to lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class.

Effective Date of Change: As soon as possible.

JUSTIFICATION

1. Reasons for changing this course: The current title and course description reflect the study of sexuality within the field of sociology during the 1970s, with an emphasis on biology. The new title and course description reflect the growing body of sociological scholarship and research on sexuality over the past 20 years, emphasizing theoretical perspectives such as social constructionism and queer theory.

2. Effect on Department's Curriculum: This change in title will not alter the department's curriculum, except to bring it up to date with contemporary sociological research.

3. Other Departments Consulted: Human Development and Family Studies; Women's Studies

4. Effects on Other Departments: The change in course title and clarification of course content should help distinguish this sociology course from a course with a similar title offered in Human Development and Family Studies (HDFS 277, Issues in Human Sexuality). With its emphasis on human development, HDFS 277 is a very different course from SOCI 246. HDFS 277 examines the biological foundations of human sexuality, interdisciplinary approaches to the study of sexuality (including psychological and health perspectives), and sexuality across the life-span. With the course title and content of SOCI 246 more clearly specified, students with differing expectations should be better able to choose the course that is best suited to their interests.

5. Effects on Regional Campuses: None.

6. Approvals Received and Dates:

Oct. 11, 2002 UPC, Oct. 24, 2002 Faculty, Oct. 25, Dept. Head.

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

Dr. Marita McComiskey, Interim Director, Women's Studies; 486-1133

Dr. Marysol W. Asencio, Associate Director, Institute for Puerto Rican and Latino Studies, Assistant Professor, Family Studies/Puerto Rican and Latino Studies, School of Family Studies; 486-4177

Dr. Anita Garey, Assistant Professor, Human Development and Family Studies; 486-6266

Dr. Kathryn Strother Ratcliff, Chair, Undergraduate Program Committee, Department of Sociology; 486-3886

8. Staffing: Prior to Professor Mary Bernstein's arrival at UConn, this course had not been taught in the Sociology department for approximately 8 years, since the previous faculty member who taught it retired. This area is one of Professor Bernstein's core areas of research and teaching and she or any of the graduate students taking her graduate special topics course in the Sociology of Sexualities should be able to teach this course. Professor Naples of the Sociology department has also stated that she would be willing and able to teach this course.

2002-172

Proposal to: CHANGE A COURSE

Date: 7 Oct 2002 (finalized 23 Oct 2002)

Department: Air Force Studies

Nature of Proposed Change: Increase academic credit from one to three hours, and delete

course prerequisites and instructor permission requirements.

CURRENT CATALOG COPY:

AIRF 201. Aviation Ground School. One Credit. One 2-hour class per week for twelve weeks.

Prerequisite: Math 109 or permission of instructor.

Open only with consent of instructor.

The principles of flight. Meets the course of study requirement for private pilot's written examination (FAA).

PROPOSED CATALOG COPY:

AIRF 201. Aviation Ground School. Three credits. One 3-hour class period per week for 12 weeks.

Fundamentals of flight, flight operations, aviation, weather, navigation, human factors and integration of pilot skills with Federal Aviation Administration (FAA) regulations. Meets all requirements for the FAA private pilot's written examination.

Effective Date of Change: Spring Semester 2003 (January, 2003)

JUSTIFICATION

1. Reasons for changing this course: The Federal Aviation Administration has added numerous human factors elements to the curriculum and examination leading to a private pilot's license. The FAA has also added a cross-country flying scenario which provides a unique classroom opportunity to evaluate pilot decision making processes. The mandated new course content combined with existing time constraints make increased credit and instructional time absolutely necessary. For example, at Meridien Markham Airport the same ground school course is taught for 2.5 hours per weeklt session for a total of 17 weeks. Research of several other colleges and universities reveals that the same course is being taught for three and often four credit hours. For example, Ohio University offers AVN 240, Private Pilot Flight course for four credits, Embry-Riddle Aeronautical University offers AS120 for three credits and Daniel Webster College offers AF 118, Fundamentals of Flight for four credits. UConn has the only one credit course encountered in a comparative search. A copy of the

proposed course syllabus has been provided by Col McCusker (contract instructor/certified FAA instructor and United Airlines captain).

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: N/A

7. Names and Phone Numbers of Persons for the CCC to contact: Col Robert J. McCusker(Instructor), 45 E. Weatogue St., Simsbury, CT 06070, (860) 658-2277 or

Col Mario K. DiPrimo, (Department Head, Air Force Studies), University of Connecticut,362 Fairfield Rd., Unit 2081, Storrs, CT 06269, (860) 486-2224

8. Staffing: No increase in staffing is required. Current instructor will continue teaching the course. No additional administration or budget impact is contemplated.

Sample Syllabus

University of Connecticut

U.S. Air Force Aerospace Studies

Aviation Ground School

Course Syllabus - AIRF 201

Lesson Subject Reading

1 Introduction, Pilot training, Opportunities Chp 1

2 Fundamentals of Flight...Aerodynamic

Principles Chp 3

3 Fundamentals of Flight...Airplane Systems Chp 2

4 Flight Operations...The Flight Environment Chps 4 & 5

Safety of Flight

5 Aircraft Systems and Performance Chp 8

6 Aircraft Systems and Performance II Chp 8

7 Performance Chp 8

8 Meteorology for Pilots Chp 6

9 Interpreting Weather Data Chp 7

10 Navigation Chp 9

11 Navigation II Chp 9

12 Integrating Pilot Knowledge and Skills

Physiology Chp 10 & 11

13 Human Factors Chp 1

Aeronautical Decision Making

14 Federal Aviation Regulations

Flying Cross Country/Flight Planning

Review FAR's, Chps 10 & 11

Final Exam

Texts: "Private Pilot Manual"

"Federal Aviation Regulations/Aeronautical Information Manual"

Note: Optional field trips to Bradley Field Air Traffic Control Tower the Connecticut

Air National Guard Base and Windham Airport will be scheduled.

2002-173

Senate Curricula and Courses Committee

CURRICULA ACTION REQUEST

Course:

Department and Number: Math 107Q

Title: Elementary Mathematical Modeling

Reason(s) for Submission to Senate: (check all that apply):

100 Level course: new course revision experimental course

Open to sophomores: new course revision

General Education Course:

Add course to Group: 3

Revision of a course already in Group: 1 2 3 4 5 6 7 8

Skill Course:

Add course to list of skill courses. Skill category: Q

Revision of an existing skill course. Skill category:

W Q C J S V Z P

Revisions/changes requested (if applies): N/A

Date of Department approval: October 23, 2002

Date of School/College approval (if needed, see guidelines p. 2): _____

Proposed implementation date: Fall semester 2003-2004 year

Existing title and catalog copy (if applies): N/A

Proposed title and catalog copy: Elementary Mathematical Modeling

Either semester. Three credits. Three hours per week. Not open for credit to students who have passed any MATH course other than MATH 101, 102, 103, 105, 108. This course should not be considered as preparation for Math 106, 115 or 120. May not be taken concurrently with Math 109.

Use of algebraic and trigonometric functions with technology to analyze quantitative relationships and illustrate the role of mathematics in modern life; graphical, numerical

and symbolic methods. Most sections require a graphing calculator; some require work

with a computer spreadsheet.

Contact person: James Hurley

On a separate page provide all information asked for in the guidelines that apply to the requested action(s). For new courses and initial requests for consideration for a 100 level, open to sophomores, general education, or skill course, a syllabus also must be submitted. Submit materials to the committee chair, at least two weeks prior to the meeting at which you want them reviewed. The chair will contact you about submitting multiple copies to the Senate office. (10/99)

1. Academic Merit. The course provides experience with mathematical methods at the same level as the existing Math 109, but with the aim of providing general education in how algebraic and trigonometric functions are used to model real-world phenomena. By contrast, the main emphasis in Math 109 is review of algebraic and trigonometric functions for future use in calculus. The difference is perhaps best characterized thus: Math 107 presents a conceptually and technologically intensive sample of the role of algebra and trigonometry in modeling real-life phenomena, with only modest emphasis on symbolic manipulation; Math 109 presents a computationally intensive survey of algebraic and trigonometric manipulative methods, whose principal uses appear in later calculus-level courses. Refer to the

attached copy of a quite recent article from the Mathematical Association of America's newsletter *Focus*, which independently presents a strong case for development of precisely this kind of course. The proposed course has been class tested for the past two semesters, In the Spring of 2002, one instructor taught both this version and the traditional calculus-prep version as separate sections of Math 109. Results of the testing of the new approach were very positive, with student attitude strikingly more positive in the experimental section. (One student testimonial is incorporated herein; additional available on request in hard-copy form.)

2 . Overlapping Courses. The mathematical content of the proposed Math 107 has considerable overlap with that of Math 109, so much so that credit is allowed only for one of the those courses. As a general-education mathematics course, similar credit limitation is proposed to that for the existing Math 103 (Elementary Discrete Mathematics).

3 . Type of students. Student reaction to the experimental special sections of Math 109 suggests strongly that the new format and content offer students both insight into the usefulness of mathematics in modern life and also the opportunity to experience success in mathematics without elaborate symbolic manipulations, which for many have posed a barrier in their prior mathematics study. As the attached statement illustrates, students with unpleasant prior experience in mathematics courses have found this approach interesting and accessible. The pace of the experimental version, which is reflected in the accompanying outline, is leisurely enough to allow thorough examination of both the process of modeling phenomena on the basis of observed data and the basic manipulative skills necessary to yield predictions from the mathematical models. The current mathematics options for students seeking to fulfill general education requirements are Math 102, Math 103, Math 105, Math 106 and Math 109. Math 105 and 106 include many business applications, which pose a difficulty for students without interest or background in business. Math 102 focuses on problem-solving techniques that for the most part avoid algebraic methods, but it is a challenge for students who have difficulties with word problems. The proposed Math 107 will give students who have the ability to manipulate basic formulas and who are interested in understanding the mathematics behind those formulas a new option for fulfilling their general education requirements.

4 . Number of students. It is difficult to estimate precisely how many students will select Math 107 instead of Math 109, but the sum total of students in Math 107 and 109 should be somewhat higher than the present Math 109 enrollment of approximately 900 students per year. The reason is that once word about the fresh new nature of the course spreads, more students may elect Math 107 as a general-education course than are currently electing Math 109 for that purpose. Last Spring, announcements were made at the start of the semester in all traditional sections of

Math 109 about the availability of the alternative approach in two sections. Response exceeded the available capacity of those sections.

5 . Number and size of sections. Based on experience from Spring, 2002, we estimate an initial enrollment of 250-to-350 students in 8-to-11 sections for Fall, 2003, and 90-to-120 in 3-to-4 sections for Spring, 2004.

6 . Teaching loads. The course can be offered without additional staffing, since the Department plans to reduce the number of sections of Math 109 by the number of new sections of Math 107. Based on responses from students who have elected the experimental (Math 107) approach, we do not anticipate attracting students away from other general-education courses (Math 102, 103, 108), but should that occur it could be addressed by reducing the number of sections in one or more of those courses.

7 . Effect on other departments. At the pre-calculus level, the Department serves the general-education needs of the Schools of Education, Allied Health and Nursing. Math 247, a required course for teaching certification, has prerequisite one lower-division mathematics course, and we expect that Math 107 would satisfy that more appropriately than the present Math 109, which many pre-education students now elect. Tom DeFranco, who holds a joint appointment in both Mathematics and the School of Education, has appraised the course positively and expects significant numbers of aspiring Neag School majors to elect it. The School of Nursing currently recommends Math 102 or 103 for its freshman aspirants, and we anticipate that Math 107 will be added to that list. Tom McNulty, Undergraduate Clinical Coordinator, has contacted Prof. Hurley with active interest in the course, and has asked to meet with him for the purpose of exploring incorporation of some specific material pertinent to nursing in the course. Several majors in the School of Allied Health currently recommend Math 109. Early in the process of developing Math 107, Professor Hurley met with Ellen Darrow, Director of the School of Allied Health's Academic Advisory Center and Cecile Hurley, Coordinator of General Chemistry, to discuss how Mathematics could better serve the needs of future Allied Health majors, with particular reference to mathematical skills needed for success in Chemistry 127-128. The latter is a formidable part of the requirements for several key Allied Health majors. Prof. James Hurley also gave a session entitled "Mathematical Preparation for General Chemistry" at the July , 2000, Biennial Conference on Chemical Education, a major part of which consisted of a wide-ranging discussion with chemists from across North America about the skills students need to acquire from such a course to improve their prospects for a successful experience in general chemistry. The attention exponential and logarithmic functions will receive in Math 107 is a direct outgrowth of those explorations, and the Department expects to remain in contact with Chemistry, Physics, Nursing and Allied Health to assess the value of Math 107 compared to Math 109. (Some students, notably Engineering majors, will continue to

take Math 109 as preparation for Math 115-116, so the foregoing is not meant to suggest that Math 109 will become irrelevant to success in general chemistry. However, by focusing some attention in Math 107 on key topics that students have trouble transferring successfully to the setting of Chem 127-128, Math 107 has significant potential value to students who elect it prior to or concurrently with Chem 127.) Copies of this proposal have been provided to the individuals mentioned above, as well as to the College of Agriculture and Professors Harry Frank and Gerald Gianutsos, co-Chairs of the Senate Ad-hoc Committee on Q Placement, which is actively considering the quantitative preparation students need for introductory physical science courses. In particular, there is some consideration of revamping the nature of Math 101 to include material that would intersect with the content of Math 107. Should that develop into a concrete outline, a restriction might be added to credit for Math 107 similar to that currently in existence for Math 227 and 215. (The latter carries just two credits for students who have completed the former).

8. Effect on regional campuses. As with other 100-level courses such as Math 102, 103 and 108, some regional campuses may elect to give only Math 109 or only Math 107 certain semesters, or one or the other exclusively. With our present estimate that the total enrollment in the new Math 107 and the new Math 109 will be roughly the same as the current enrollment in Math 109, the creation of this course should not affect the staffing needs of the regional campuses. We anticipate that the larger regional campuses will decide to offer at least some sections of Math 107 each year, especially in light of the very favorable experience we have had in the testing of the new approach.

For additional details about the topics and approach, please see the attached syllabus of the new course as it was offered last Spring as experimental sections of Math 109.

2002-174

Proposal to: CHANGE A COURSE

Date: October 22, 2002

Department: Economics

Nature of Proposed Change: accept Existing Course as Non-Western (Group 5c) graduation Requirements

CURRENT CATALOG COPY:

ECON 204. Economic History of the Middle East

Either Semester. Three Credits. Required Preparation: Either ECON 111 and 112 or 102 (112 may be taken concurrently). Open to Sophomores. *Cosgel*

Economic history of the Middle East, including the organization of rural and urban activity, relationship with Western Europe, and the roles of international trade, foreign capital, petroleum, and institutional structure in economic development.

204W. Economic History of the Middle East

Proposed title and catalog copy:

Same as existing.

Effective Date of Change:

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

JUSTIFICATION

1. Reasons for changing this course:

Note this course already has been approved as a non-Western Course by the University Senate. This request is to have Econ 204(W) serve as a non-Western course in CLAS.

JUSTIFICATION

Econ 204(W) is designed to develop an understanding of and feeling for human differences through the study of the Middle Eastern culture. More specifically, it

- a. enables students to identify and understand the economic implications of the Islamic law and religious beliefs, Middle Eastern conceptions of the state, and the distinctive patterns of economic thought, behavior, and institutions in the history of the Middle East.
- b. includes sections on the economic status of women and religious minorities (Christians and Jews) in Middle Eastern history

c. promotes an understanding of the continuities and discontinuities in Middle eastern culture and history by studying the causes and implications of the economic decline of the Middle East after the middle ages, the subsequent dominating influence of Western European economies, and the widespread attempts at reforming the legal, military, social, and cultural institutions of the Middle East.

d. develops critical and interpretive skills for the students to understand, for example, distinctive economic institutions (e.g., Islamic banking), the causes of the economic underdevelopment of the Middle East, and the historical roots of social, economic, and political controversies surrounding the Middle East (e.g., the OPEC, Gulf War, Arab-Israeli conflict).

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:

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

Name: *Gerald Sazama*

Phone: 486 3366 FAX: 486 4463 U-Box: 63

e-mail: Gerald.Sazama@UConn.Edu

8. Staffing: Metin M. Cosgel

ECON 204 Economic History of the Middle East Fall 2000

Metin M. Cosgel

Office : Monteith 345D

Phone: 486 4662

E-mail: Cosgel@uconn.edu

Website: <http://vm.uconn.edu/~COSGEL/index.html>

Office Hours : 10-11 Tuesdays and Thursdays, and by appointment

TEXTBOOKS

7 Bernard Lewis, *The Middle East*.

7 Roger Owen, *The Middle East in the World Economy, 1800-1914*.

7 Roger Owen and evket Pamuk, *A History of Middle East Economies in the Twentieth Century*.

GRADING

There will be 2 midterm examinations (60%) and a final (40%).

Midterm dates: Tuesday, Oct. 3

Tuesday, Nov. 14

Final Exam: Saturday, Dec. 16

The grading scale is as shown below: (deleted by CC&C Chair)

COURSE OUTLINE AND READING LIST

PART I: The Middle East in World History

1. Introduction to the Middle East and Its History

7 Video: "The ME Series, Part 1: "The Middlemen"

2. A Concise Economic History of the Middle East

7 Lewis, chs. 1-2, Chronology and Maps on pp. 399-417.

PART II: Social Institutions

3. Issue #1: How distinct are the social institutions of the Middle East?

7 Lewis, Introduction, Chs. 13-14.

4. Religion and Law

7 Lewis, chs. 3, 4, 12.

7 Video: "Holy Land: Judaism, Christianity, and Islam in the Middle East"

5. State

7 Lewis, ch. 8

6. Women

7 Lewis, ch. 11.

7. Religious Minorities

7 Lewis, ch. 11.

Part III: The ME Economies Between 1500 and 1800

8. Issue #2: Did the Middle East Experience an Economic "Decline" after the Middle Ages?

7 Owen, pp. 1-10; Lewis, chs. 5-7.

7 Video: "Ancient and Modern: The Fall and Rise of The Middle East"

9. Rural Life

7 Owen, pp. 10-21 and pp. 25-44; Lewis, pp. 171-78.

10. Urban Life and Trade

7 Owen, pp. 21-23 and pp. 45-56.

Part IV: The ME and Europe during the Nineteenth Century

11. Reforms

7 Owen, ch.2; Lewis, chs. 15-17.

12. Expansion of Trade

7 Owen, ch. 3.

13. Foreign Capital

7 Owen, Chs. 4, 8

Part V: The ME Economies in the Twentieth Century

14. Overview of the ME in the Twentieth Century

7 Owen and Pamuk, Introductions to Parts I and II, Epilogue and Conclusion (pp. 3-9, 93-103, 229-43).

15. Special Topics.

7 General Reading: Owen and Pamuk, chs. 14 and 5-9; Lewis, Chs. 18-19.

7 Population and Migration

7 Education

7 Petroleum

7 Economic Policy

7 Industrialization

ECON 204W Economic History of the Middle East Spring 1999

Metin M. Cosgel

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Website: <http://vm.uconn.edu/~COSGEL/index.html>

Office Hours : 10-11 Tuesdays and Thursdays, and by appointment

TEXTBOOKS:

7 Albert Hourani, *A History of the Arab Peoples*.

7 Roger Owen, *The Middle East in the World Economy, 1800-1914*.

7 Coursepack.

REQUIREMENTS:

1. **Exams:** a midterm (Tuesday, March 9) and a final examination (Tuesday, May 11).

2. Writing Assignments:

a. **Short papers.** In some sections of the reading list, you will notice five questions marked by an asterisk. These are writing assignments of 1-2 pages in length that are based on the readings assigned for the section. Each paper is due by the day the corresponding topic is to be discussed in class. Of your scores from these assignments, I will drop the lowest and count the remaining four toward your course grade (no submissions are equivalent to a score of zero).

b. **Long paper:** In addition, each student will be asked to choose an "economic unit" (a country or a geographic region) of the Middle East. (Note: to avoid conflict over library resources, maximum 2 students per unit; first come first served. **Deadline to choose a unit: Tuesday, Feb. 9**). Given that all regions of the Middle East would be considered economically underdeveloped today, you will then write a paper addressing the following question:

7 What are the historical reasons that help to explain the economic underdevelopment of this unit?

You will write the paper in two stages:

ggg. You will first write a first draft of your paper (**due: Tuesday, April 6**), with no page limitations. I will evaluate and grade this version of the paper on the bases of the guide and point distribution for papers provided below (Notes on Requirements, #3), holding it up to the standard of what I expect for a "perfect" paper. The primary purpose of this preliminary evaluation will thus be to identify problem-areas that need improvement. You will receive written comments on your first draft, which you can use as a guide to proceed further.

hhh. Next, you will write the final draft of the paper (**due the last class meeting: Tuesday, May 4**), about 8-10 pages. I will grade the final draft by focusing on only the changes since the first draft, using my comments on your first draft as a guide. That is, I will score the "marginal product," and add (or subtract, if your paper somehow has become worse) it to your score from the first draft. The total will be your final score for the paper.

NOTES ON REQUIREMENTS:

1. Note that because this is a "W" course, you will not pass the course if you do not pass the writing component of the course.

2. The deadlines for the papers are serious. The following penalties will apply to late submissions:

7 Short papers: you will lose 50% of total points available for a paper for each class meeting after the due date.

7 Long paper: At both stages (first and final drafts), late submissions will lose 2% of the total points for the long paper for each class meeting (or = week after the end of the semester) after the corresponding due date.

3. Each paper will be graded on:

a. Understanding the topic (20%):

7 Does the paper as a whole reveal a clear understanding of the issue?

b. Researching the topic (20%):

7 Were relevant and good quality reference materials researched and mastered? (For the long paper, you can use computer searches such as JREF, UCAT, EconLit, Index of Economics Articles, and SSCI to locate relevant sources. Make sure to include at the end of your paper a complete bibliography of the sources you have consulted. Make sure also to avoid plagiarism and to provide the proper citation for all direct quotations, paraphrased ideas, and statistical and other information that come from these sources.)

c. Argument (20%):

7 Is there a central idea, a thesis that is consistently sustained throughout the paper or in each section?

d. Organization and support (20%):

7 Is the paper well-organized?

7 Are the contents clearly and consistently relevant to the main topic?

7 Are examples, quotations, statistical and other information skillfully used to support the argument(s)?

e. Mechanics and "style" (20%):

7 Are the paragraphs coherent, sentences well-constructed, words well-chosen?

7 Are the mechanical elements of writing (grammar, spelling, punctuation, etc.) free of errors?

4. The requirements will have the following weights:

Midterm 25

Final 25

Short Papers (5 % each) 20

Long paper 30

5. The grading scale: (deleted by CC&C Chair)

COURSE OUTLINE AND READING LIST

PART I: The Middle East in World History

16. Introduction to the Middle East and Its History

7 Arthur Goldschmidt, Jr., "The Physical Setting," Chapter 1 in *A Concise History of the Middle East*, 1988, 3rd edition, pp. 7-13.

7 Hourani, maps on pp. 460-81.

7 Video: "The ME Series, Part 1: "The Middlemen"

17. A Concise Economic History of the Middle East

7 Charles Issawi, "The Middle East in the World Economy," in *The Middle Eastern Economy: Decline and Recovery*, pp. 33-55.

18. Issue #1: The Rise and Fall of the Middle East (What caused the underdevelopment of the Middle East?)

7 Owen, pp. 1-10.

7 John P. Powelson, "The Middle East in History," Chapter 19 in *Centuries of Economic Endeavor*, 1994, pp. 279-93.

7 Video: "Ancient and Modern: The Fall and Rise of The Middle East"

****Assignment #1:** *Did the Middle East experience an economic decline after the middle ages?*

19. A Concise Economic History of the West

7 Hourani, pp. 263-4.

20. Issue #2: The Middle East and the West (How different is the Middle East from the West?)

7 Hourani, Chs. 15, 18.

7 Springborg, Patricia. "The Origins of Liberal Institutions in the Ancient Middle East," in Tim Niblock and Emma Murphy, eds. *Economic and Political Liberalization in the Middle East*. London and New York: British Academic Press, 1993.

7 Cemal Kafadar, subsection titled "The 'Ottoman Decline' in Comparative Perspective," in T.A. Brady, H.A. Oberman, and J.D. Tracy, eds. *Handbook of European History 1400-1600*, 1994, pp. 613-25.

PART II: Social Institutions and Socio-Economic Change

1. Religion

7 General reading: Hourani, Chs. 1-4, 9, pp. 345-49, pp. 397-400, pp. 442-58.

7 Video: "Holy Land: Judaism, Christianity, and Islam in the Middle East"

a. Islam and Economic Development

7 Choudry, Masudul Alam, 1983. "Principles of Islamic Economics," *Middle Eastern Studies* 19(1): 93-103.

7 Kuran, Timur, 1995. "Islamic Economics and the Islamic Subeconomy," *Journal of Economic Perspectives* 9(4): 155-73.

****Assignment #2:** Comment on the statement: "Islamic economics is only a utopian dream that is impossible to establish in reality."

b. Religious Minorities

7 Hourani, pp. 117-19, 181-88, 434-36.

c. Kibbutz

7 Bowes, Alison M. , 1990. "The Experiment that did not Fail: Image and Reality in the Israeli Kibbutz," *International Journal of Middle Eastern Studies* 22: 85-104.

2. Social development

a. Family and Women

7 Video: "Family matters: The Role of the Family in the Middle East"

7 Hourani, pp. 119-22, 336-40, 439-42.

7 Ahmed, Leila, 1992. "Medieval Islam," Ch. 6 in *Women and Gender in Islam: Historical Roots of a Modern Debate*. New Haven: Yale University Press.

****Assignment #3:** Comment on the statement: "Because of Islamic institutions, women in the Middle East had an inferior status (relative to men in their own societies and to women in the West) with respect to customs and laws regulating marriage, the ideal of seclusion, and the laws regulating property ownership, during the medieval period."

b. Health and Education

7 Hourani, chs. 10-12, pp. 324-28, ch. 23.

7 "Human Capital: Health and Education," Ch. 5 in Alan Richards and John Waterbury, *A Political Economy of the Middle East*, Boulder, CO: Westview Press, 1990.

c. Law

7 Hourani, pp. 113-16.

7 "Law: Sultan Law (K-u) and Religious Law (erPat)," Ch. 10 in Halil İnalcık, *The Ottoman Empire: The Classical Age, 1300-1600*, London: Weidenfeld and Nicolson, 1973.

3. Land Administration

General Reading: Hourani, Ch. 6

a. History of Land Tenure

7 Owen, pp. 10-21.

b. Timar System and Other Issues in Land Administration

7 "The Provincial Administration and the Timar System," Ch. 13 in Halil İnalcık, *The Ottoman Empire: The Classical Age, 1300-1600*, London: Weidenfeld and Nicolson, 1973.

4. State

General Reading: Hourani, Chs. 8, 13-14, pp. 381-84.

a. Ottoman State and Army

b. Economic Policy

7 "The Economic Mind," Part A (pp. 44-54) in Halil İnalcık and Donald Quataert, eds. An Economic and Social History of the Ottoman Empire, Vol I, Cambridge: Cambridge University Press, 1994.

****Assignment #4:** According to İnalcık, what were the distinctive features of the Ottoman "economic mind" that might help to explain "the dichotomy between stagnant Ottoman industries and commerce and the dynamic European market economy"?

5. Reforms and Westernization

7 Hourani, chs. 16-18.

7 Owen, ch.2.

Part III: Economic Development

1. Agricultural Production and Technology

7 Owen, pp. 24-44,

2. Manufacturing

a. Crafts Production

7 Hourani, ch. 7.

7 Owen, pp. 21-23, 45-50,

b. Industrialization

7 "Manufacturing," Ch 34 in Halil İnalcık and Donald Quataert, eds. An Economic and Social History of the Ottoman Empire, Vol II, Cambridge: Cambridge University Press, 1994.

****Assignment #5:** Did Ottoman manufacturing steadily deteriorate as a result of increased efficiency of European industries after the Industrial Revolution?

3. Trade

a. International Trade

7 Owen, pp. 50-56, ch. 3.

b. Capitulations

c. Transportation and Communication

d. Petroleum

7 Hourani, ch. 25.

4. Foreign Capital

7 Owen, Chs. 4, 8

Senate Guidelines for: III. "W" COURSES

A "W" course is one in which special attention is devoted to teaching the student to write clearly and cogently.

A.GUIDELINES

1. Various models for "W" courses are possible. In some cases the writing assignment will be thoroughly integrated with the entire course content.

Alternatively, an existing course may receive a supplementary writing component and become available as a "W" course with an increased number of credits. In still other cases, the "W" requirement may be met by the student passing a sequence of up to three courses required for a major or for a professional school curriculum, in which the writing assignments form a continuing and coherent part of the course work and amount to the total required in a "W" course.

2. The minimum total writing requirement for a "W" course is 15 typed, doubled-spaced, finished pages (approximately 4,000 words of text exclusive of footnotes, bibliography, diagrams, etc.)

3. The writing in a "W" course shall be supervised while it is in process. This requirement may be met by criticism of the student's writing, either with a single long paper in successive drafts or a series of shorter papers. In the case of shorter papers, feedback must be received in sufficient time to provide guidance for writing the subsequent paper. In

some cases another opportunity for instructor intervention may occur when the student presents an oral version of a paper prior to a written version; criticism of an oral version, however, may only supplement and not replace criticism of the written version.

4.The number of students in a "W" course section or subsection whose written work is evaluated by a single instructor shall not ordinarily exceed thirty. This figure is to be understood as an upper limit and not a norm.

5.A substantial part of the grade for the course must be based on the student's writing, evaluated for both content and expression. Whatever the exact weighing, failure to complete the written work satisfactorily will result in a grade of F for the entire course.

6."W" course credit may be earned only on the basis of individual writing. If a portion of a group presentation or lab report, for example, is to count toward the student's "W" requirement, it must be clearly identified as his or her own work.

7.The prerequisite for all "W" courses shall be English 105.

8. In order to be considered for approval, a course must be a regular course offering of a department, school or program, and must be approved as a "W" course by the appropriate department and school curricula and courses committee.

2002-175

Application for Licensure of Bachelor of Arts in Psychology

University of Connecticut Tri-campus

1) Objectives

The objective of this program is to provide a four-year undergraduate degree in psychology at the University of Connecticut Tri-Campus. The program is within the role and scope of Tri-Campus approved by the Department of Higher Education in March 1999 as a "center of excellence" with a defined educational focus and with the March 2000 Agreement Regarding Educational Programs at Waterbury between the leaders of the public and independent colleges of Connecticut which specified "Psychology degree courses" as part of a focus on Social Planning and Development.

The targeted clientele will consist of both traditional and non-traditional undergraduate students in the Tri-Campus area of Hartford, Waterbury and Torrington. These individuals are likely to either be already working at local companies and institutions or to seek employment in the area after graduation.

2) Educational Planning Statement

a) The proposed program is part of a comprehensive plan to develop four-year degree programs at Tri-Campus that are both interconnected and distinctive. The urban focus of these programs reflects the location of Tri-Campus in urban areas which contrast with and complement the rural location of the main University campus at Storrs. Psychology is closely related to the majors that have already been approved for Tri-Campus or are under development: Urban Studies, Human Development and Family Studies, and Business Administration, complementing and providing important links among them. This cluster of programs is directed at urban issues, reflecting the urban communities in which the University of Connecticut Tri-Campus is located.

b) The proposed program has the same degree requirements as the undergraduate psychology major offered at both the Storrs and Stamford campuses of the University of Connecticut, allowing students to move easily among the three campuses. Psychology instruction at Tri-Campus will, however, focus more on urban issues, reflecting the urban location, and capitalizing on the special areas of expertise of the psychology faculty at Tri-Campus.

The proposed program differs from those at other institutions of higher education in the area, such as the Central Connecticut State University, Connecticut College, Trinity College, and the University of Hartford. The proposed major is offered by a "Research Extensive" University whose mission includes making original

contributions to scientific knowledge. This provides students with the opportunity to take courses from faculty who are actively engaged in generating new knowledge, and to participate in the research process under the supervision of these faculty. These opportunities are an important and unique aspect of the proposed major. Tri-Campus faculty meet the same high standards for research productivity as their colleagues at Storrs, extending to the Tri-Campus area the educational opportunities in psychology that are currently available only at Storrs. At the same time, the Tri-Campus area provides opportunities for research with populations less accessible from Storrs and will allow the Psychology Department to better serve the diverse needs of the State.

c) The business, health and government community in the Tri-Campus area are already an important source employment for UConn graduates in psychology. UConn provided more than 2,750 graduates to Connecticut's skilled labor force in 2001. A survey of Psychology graduates from UConn conducted five months after graduation in 1994 found that 93% of those responding were either employed or in graduate school and only 5% were "unemployed" and/or "looking for work". Of the 86% who were employed, 32% were in "business", 18% in "health related", 17% in "non-profit", 15% in "education", and 18% were in other types of jobs. The proposed program not only permits continued growth in the supply of UConn psychology graduates at a time when the Storrs campus cannot accommodate further growth, but also provides a unique focus on the application of psychology to problems in the community.

There is substantial student interest in psychology at Tri-Campus. During each of the past 10 years, Tri-Campus has taught Introductory Psychology to an average of 620 students, and upper division (200-level) psychology courses to an average of 145 students. Projecting from the Psychology major programs at Storrs and Stamford, upper-division enrollments at Tri-Campus are expected to match or exceed annual enrollments in Introductory Psychology and the number of majors is expected to be at least 10-20% of that number. Thus, upper division enrollments are expected to exceed 600 per year and the number of Psychology majors is expected to be between 62 and 124. These projections may substantially underestimate the demand because Tri-Campus enrollments will be increasing overall and because students at Storrs and Stamford have many more options than will be available at Tri-Campus, at least initially.

d) The University of Connecticut has articulation agreements with all of the state's community colleges that allow for the transfer of most of the core requirements for a BA degree and the Department of Psychology has agreements that allow for the transfer of academic credit at the University of Connecticut for all of the Psychology courses that are open to freshmen (Psychology 132 and Psychology 133 or 135) and to sophomores (Psychology 220, Psychology 236, Psychology 240, Psychology 243, Psychology 245, Psychology 256, Psychology 257) and that are, or are likely to be offered at the several community colleges and/or at the State Colleges/Universities in Connecticut. Additional courses which may not transfer as a direct equivalent to UConn will transfer for credit at the 200-level, and hence count as "electives" in the proposed Tri-Campus Psychology Major. We note, however, that current policies at the University of Connecticut do not permit transfer credits to count towards the major. It is the practice of the Psychology Department to facilitate transfers by petitioning CLAS on a case by case basis to allow two upper division courses to count toward the major for transfer students in Psychology. This policy insures that 18 of the 24 credits in Psychology required for a UConn major in Psychology will be earned at the University.

3) Administration

a) Assuming that the degree program is approved during 2002-2003, students entering the university in the Fall of 2003 would be guaranteed the opportunity to complete the four year degree in the normal four year time frame, graduating in Spring 2007. Given that some students will already have completed their pre-psychology courses prior to Fall 2003, it is possible that students could be officially enrolled in Fall 2003 and graduate two years later in the Spring of 2005.

b) Professor Charles Lowe, Head of Psychology and Professor Roger Chaffin, Psychology, Greater Hartford will be directly responsible for the program. In addition, the Psychology Department Courses and Curriculum Committee will meet annually with a representative from the Tri-Campus to review the Tri-Campus major. Undergraduate advising would be provided jointly by the office of Assistant Dean of Students and the Psychology faculty on each campus.

c) The Department of Psychology is accredited as part of the accreditation of School of Arts and Science of the University of Connecticut.

d) Internal evaluation of the program will occur as part of the regular five-year departmental review cycle, and will include evaluation by an outside panel.

4) Finance

a) Three new faculty have already been hired and laboratory facilities constructed (or are under construction) to support the new program. All funding for Tri-Campus programs, other than that generated by student tuition at Tri-Campus, will be provided by the State of Connecticut using monies included in the current services budget of the University of Connecticut.

b) See attached Appendix 1- Resource Summary (to be distributed at CC&C meeting).

5) Faculty

a) With the addition of three recent appointments, there are now six full-time faculty positions at Tri-Campus: 3 primarily at Hartford, two at Waterbury, one at Torrington. Five of these are tenured, or tenure-track positions. The Torrington position is staffed at the instructor level by an advanced (post-MA) graduate student selected by the Psychology Department for outstanding teaching ability and for competence in teaching the courses needed for the proposed Psychology major at the Torrington campus as well as meeting the existing teaching needs of the Torrington campus. The other five all hold Phd's; two are tenured; one is a professor, one an associate, and three are assistant professors. One appointment at the assistant professor level will begin in the Fall of 2003. The faculty and their credentials are listed below.

Name Rank Area Degree

HARTFORD

Roger Chaffin Professor Cognitive Ph.D., University of Illinois

Katerina Lukatela Assistant Professor Clinical Ph.D., University of Connecticut

Kerry Marsh Associate Professor Social Ph.D., Ohio State University

WATERBURY

Jared Look Assistant Professor Experimental Ph.D., Rutgers University

Kimberli Treadwell Assistant Professor Clinical Ph.D., Temple University

TORRINGTON

Angela Walker Instructor Social M.A., University of Connecticut

6) Curriculum and Instruction

a) The psychology curriculum at the University of Connecticut is the same at all campuses with respect to goals (Appendix 2), structure (Appendix 3), requirements

(Appendix 4) and approved courses (see on-line catalog -Appendix 5 removed at discretion of CC&C Chair).

b) The courses offerings at each campus differ. The psychology courses offered at Tri-Campus allow students to complete their degree entirely at Tri-Campus. The introductory and methods courses required for all psychology majors will be offered each year, the required course in the history of psychology at least once every two years. In addition, content courses offered at least once every two years will allow students a range of courses with which to fulfill the requirement to take courses representing different sub-fields of the discipline. The courses offered at Tri-Campus (Appendix 6) represent all of the main subfields of psychology within both the social and applied science (social, clinical, developmental, and industrial/organizational) and natural science perspectives (experimental, and behavioral neuroscience). In addition, Tri-Campus students may enroll in psychology courses offered at other UConn campuses, including Storrs, and vice versa giving them access to the complete range of courses listed in Appendix 4.

c) The courses offered will allow students to complete their degree entirely at the Tri-campus. Appendix 6 lists the courses to be offered by current full-time faculty. Additional course offerings by adjunct faculty are anticipated, but will depend on enrollment. Appendix 6 thus represents a minimal program based only on current full-time faculty. Appendix 7 lists the courses to be offered at each campus by full-time faculty. These courses allow students at the Greater Hartford campus (60% of psychology enrollments for 1997-2002) to complete their degree entirely at that campus. Students at Waterbury (23% of enrollments) will need to take two courses at Hartford, those at Torrington (16% of enrollments) will need to take three courses at either Waterbury or Hartford. Anticipated offerings of additional courses by adjunct faculty will increase the course selection at each campus, depending on enrollments.

d) There is no specific requirement for an internship, work, or research experience. However, students will have the opportunity to enroll in Field Experience (PSYC 294) and Independent Research (PSYC 297) in which work in applied and laboratory settings is supervised by a faculty member. It anticipated that the urban location of Tri-Campus will allow many more students to take advantage of the opportunity for applied work experience than is currently the case for students at the Storrs campus (about 5% of psychology majors).

7) Resource Centers and Libraries

a) The libraries of Tri-Campus, with locations in Torrington, Waterbury and West Hartford, and with 11 staff members including seven professional librarians, directly support local undergraduate, School of Social Work and MBA programs. According to an online catalog search, of the more than 120,000 volumes in the libraries' collections, 1,000 have the word "psychology" in their titles and there are more than 3,500 subject headings addressing the topic of psychology. Additionally, the libraries have in-house collections of more than 35 journals with "psychology" in their titles and more than 80 journal subject headings related to this topic. As a member of the University Libraries (comprised of the main campus libraries and the libraries at the five regional campuses), Tri-Campus libraries have full access to over 2 million additional monographic and serial titles. The University Libraries' online catalog indicates that there are over 3,000 monographs and 662 journals with the word "psychology" as part of their titles and over 10,000 subject headings addressing aspects of psychology. The University Libraries' cutting edge document delivery and interlibrary loan services provide rapid access to these materials.

In addition to paper holdings, Tri-Campus libraries clientele have full access, both remotely and in-house, to the University's extensive collections of online databases and electronic journals. The University Libraries' web site identifies 15 primary databases related to psychology (including PsycArticles, PsycINFO, Sociological Abstracts and the Web of Science) and 23 secondary databases with titles as diverse as Anthropological Literature and Wilson's Social Sciences Full Text. The Libraries also subscribe to Academic Universe, InfoTrac and a number of general full text databases which have broad coverage of psychology journals and topics. A search by the title term "psychology" indicates that members of the University community have direct access to at least 133 electronic, full text psychology journals ranging from the American Journal of Community Psychology to Social Psychology Quarterly.

Moreover, through a series of consortial arrangements, members of the University Community have connections to world-wide information resources. As a member of the OCLC network, the Libraries can receive materials from thousands of libraries around the globe. As a new member of the Boston Library Consortium we now have ready and rapid access to some of America's finest research collections including

those at Harvard University. Closer to home, the collections of the UConn Health Center and those of other Tri-Campus area academic institutions, including Trinity College and the University of Hartford, are open for research purposes.

8) Admission Policies

No changes will be made to existing admissions policies of the University of Connecticut to accommodate this program. Students may declare as Psychology major simultaneous with admission, when transferring, or after arrival at the University.

9) Facilities and Equipment

The new facility under construction at Waterbury will include appropriate classroom space for teaching and laboratory space for faculty and student research in psychology. Classroom space at Hartford is already available in the existing facilities; laboratories for faculty and student use are being constructed by remodeling existing space. No facilities for faculty research will be provided at Torrington.

Appendix 1: Resource Summary (to be distributed at CC&C meeting)

Appendix 2: Description and Goals of the Psychology Major at the University of Connecticut (all campuses)

The goal of the undergraduate curriculum in Psychology is to advance students' understanding of Psychology as a behavioral science. Common to all of the specialized content areas of Psychology is the use of scientific methods to study human behavior and experience. Thus, the curriculum is designed to convey both the process as well as the conclusions of the research process. Psychology faculty are actively engaged in scientific research, and this is reflected in undergraduate instruction. The content of undergraduate courses is informed by the research activities of the faculty, and undergraduate students have the opportunity to participate in the research process. Students who complete a major in Psychology at the University of Connecticut are expected to understand the multiple levels at which human behavior is determined, the range of theories used to explain human nature and to guide research, and the relationship between the research process, scientific theory, and the understanding of the general public. Students should be able to evaluate behavioral research and theories and apply them to situations and problems that they might encounter in a variety of careers and post-baccalaureate activities.

Appendix 3: Structure of the Psychology Major at the University of Connecticut (all campuses)

General Education Requirements &

General Electives

(77 cr)

!

!

!

Introduction to Psychology

(Psyc 132, 133/135)

(6 cr)

!

!

!

Methods & History of Psychology

(Psyc 202Q, 291W)

(7 cr)

!

!

!

Social and Applied Science Perspectives

(6 cr)

&

Natural Science Perspective

(6 cr)

!

!

!

Electives in Psychology

(6 cr)

!

!

!

Electives as Related Courses

(12 cr)

(Total cr = 120)

Appendix 4: Requirements for a Bachelor of Arts in Psychology at the University of Connecticut (all campuses)

I. Introduction (2 courses)

Psyc 132 General Psychology I (Natural science perspective) 3 cr

Psyc 133 or 135 General Psychology II (Social science perspective) 3 cr

II. Foundations (2 courses)

Psyc 202Q Principles of Research in Psychology 4 cr

Psyc 291 or 291(w) History & Systems of Psychology 3 cr

III. Social and Applied Science Perspectives (2 courses so that 2 of the groupings below are represented)

Psyc 236 Developmental Psychology 3 cr

Psyc 240 Social Psychology 3 cr

Psyc 243 Personality or Psyc 245 Abnormal Psychology 3 cr

Psyc 268 Industrial Psychology 3 cr

or Psyc 281 Psychological Tests and Measurements 3 cr

IV. Natural Science Perspective (2 courses so that 2 or the groupings below are represented)

Psyc 220 Learning or Psyc 256 Cognitive Psychology 3 cr

Psyc 221 Psychology of Language 3 cr

Psyc 253 Animal Behavior or Psyc 257 Physiological Psychology 3 cr

Psyc 254 Sensation and Perception 3 cr

V. Elective Psychology Courses (2 courses = at least 6 cr)

Includes all 200-level psychology courses not counted towards requirements I-IV (see Appendix B).

IV. Related courses (4 courses = at least 12 cr)

Courses from related disciplines to be selected in consultation with adviser

(Appendix 5, excerpts from online catalog, deleted at discretion of CC&C Chair)

Appendix 6: Psychology courses offered at Tri-Campus and frequency of offering

I. Introductory (offered each year)

Psyc 132 -- General Psychology I (natural science perspective)

Psyc 133 -- General Psychology II (social science perspective)

II. Methods (offered each year (Psyc 202Q) and History (offered every two years (Psyc 291))

Psyc 202Q -- Principles of research in psychology

Psyc 291(W) -- History & systems of psychology

III. Social and Applied Science Perspectives (offered every two years)

Psyc 236 Developmental Psychology

Psyc 240 Social Psychology

Psyc 243 Personality

Psyc 245 Abnormal Psychology

Psyc 268 Industrial Psychology

IV. Natural Science Perspective (offered every two years)

Psyc 220 Psychology of Learning

Psyc 256 Cognitive Psychology

Psyc 257 Physiological Psychology

V. Electives (offered every two years)

Psyc 206 Consciousness

Psyc 249 Emotional/behavioral disorders of childhood

VI. Independent Study opportunities (offered each semester)

Psyc 294 Field Experience

Psyc 297 Undergraduate Research

Psyc 299 Independent Study

Appendix 7: Two-year rotation of courses to be offered at each Tri-Campus location by full-time faculty. (Additional courses may be offered at each location by adjunct faculty depending on enrollments).

Year 1 Year 2

Fall Spring Fall Spring

WATERBURY

Introductory 132 132 132 132

133 133 133 133

Foundational 202Q 202Q

Social science perspect. 240 236 243 268

220

Natural science perspect. 256

Electives* 249

HARTFORD

Introductory 132 132 132 132

133 133 133 133

Foundational 202Q 291 202Q

Social science perspect. 240 243 245 243

236+ 236+

240

Natural science perspect. 221 256 221 256

Electives* 206

TORRINGTON

Introductory 132 133 132 133

Foundational 202Q 202Q

Social science perspect.** 240 236 243 236

243 245

Natural science perspect.** 259 256 220 256

220 253

+ Not taught by full-time Tri-Campus faculty

* All social and natural science perspective courses not used to satisfy requirements in these categories may be counted as electives

** Selection will differ by year depending on training of instructor appointed

2002-176

Proposal to: CHANGE A COURSE

Date: 29 October, 2002

Department: Modern & Classical Languages

Nature of Proposed Change: Making the course repeatable for credit

CURRENT CATALOG COPY:

MCL 224. Issues in Cultural Studies, the Media, and the Social Sciences:
Either semester. Three Credits. Recommended preparation: FREN 211 or consent of
the instructor.

The economics of the medial industry, mass audiences and new technologies, the
marketing of culture. French nationalism and the global market, electronic democracy,
the politics of food and addictions, ethics and new forms of human reproduction.

PROPOSED CATALOG COPY:

MCL 224. Issues in Cultural Studies, the Media, and the Social Sciences. Either
semester. Three Credits. Recommended preparation: FREN 211 or consent of the
instructor. May be repeated twice for credit.

The economics of the media industry, mass audiences and new technologies, the
marketing of culture. French nationalism and the global market, electronic democracy,
the politics of food and addictions, ethics and new forms of human reproduction.

Effective Date of Change:

JUSTIFICATION

1 Reasons for changing this course:

We offer this course frequently, with different content each time, and we would like to make it possible for students to use it toward their graduation requirements.

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:

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

Ed Benson (6-2528 or Ed.Benson@UConn.edu)

8. Staffing: No change

2002-177

Authorization to CHANGE A New Minor

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

INFORMATION:

1. Department Name: Modern and Classical Languages
2. Title of Minor: French
3. Nature of Change:

Increasing the number of credits required, and giving the students more background in literary and cultural studies.

4. Existing Catalogue Description of the Minor:

"This minor will offer to students who arrive at UConn with no background in French the opportunity to pursue advanced studies in language, literature, and culture of the French-speaking world. Fifteen credits of French will be required for the minor. These are the courses a student pursuing the minor in French must complete:

- 1 One of the following: FREN 210, 211
- 2 One of the following: FREN 268, 269
- 3 Both of the following: FREN 261, 262
- 4 One of the following: FREN 217, 218, 221, 223, 224, 280, 281."

5. Proposed Catalogue Description of the Minor:

"French and Francophone Studies

This minor will offer to students who arrive at UConn with no background in French the opportunity to pursue advanced studies in the language, literatures, and cultures of the French-speaking world. Eighteen credits at the 200 level are required to complete the minor, as follows: 6 credits of Language (FREN 268 or 269; FREN 250, 251, or 257);

6 credits of French and Francophone Culture (any two courses from among: FREN 210, 211, 217, 218, 224, 281, and 215 or 216); and 6 credits of Literary Studies (any two courses from among: FREN 223; 272; 261 or 262; 220, 221, or 222; or one from FREN 230, 231, 232, 233, 234, 235, and 280). Any of the above courses from any category may be replaced by an appropriate FREN 293 from Paris."

6. Effective Date (semester, year): Fall, 2004

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

JUSTIFICATION

7. Why is a change required?

We have become convinced that students need more work to claim the level of proficiency and expertise denoted by a minor on the transcript.

8. What is the impact on students?

It will prepare them better, and make their choices more clear to them.

9. What is the impact on regional campuses?

None: these courses are not offered at the regional campuses.

10. Attached is the minor worksheet

The Minor in French and Francophone Studies

The French minor consists of a minimum of 18 semester credit hours at the 200 level in French: 6 credits from A) Language, 6 credits from B) French and Francophone Culture, 6 credits from C) French Literary Studies. Study abroad in our Paris program is recommended (students in Paris may earn up to 9 credits towards the French Minor).

Any of the Minor courses may be replaced by an appropriate FREN 293 from Paris.

A. Language (French grammar, written language and oral skills)

Topics

Courses Semester

Grammar and composition: French 268 or 269 _____

Conversation and Phonetics French 250, 251, or 257 _____

B: French and Francophone Culture (any 2 courses from the list)

Topics Courses Semester

Art and Civilization French 210 _____

Contemporary France French 211 _____

Cultural Studies French 224 _____

Francophone Studies French 218 _____

Quebec Studies French 281 _____

Translation French 215 or 216 _____

Business French French 217 _____

C: French Literary Studies (any two courses from the list)

Topics Courses

Intro to Literature French 261 and/or 262 _____

Film and Literature French 223 _____

Literature (theater/fiction/poetry) French 220 or 221 or 222 _____

Literary history: (One course from the list) 230, 231, 232, 233, 234, 235, 280, _____

Literary and Cultural Theory French 272 _____

Name of Student: _____ Student's e-mail address: _____

Student's "EmplID number:" _____

I approve the above program for the B.A. Minor in French and Francophone Studies
(signed) _____ Dept. of Modern & Classical Languages

Minor Advisor

10. Dates approved by:

Department Curriculum Committee: _____

Department Head: _____

Department Faculty: _____

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

Ed Benson (6-2528 or Ed.Benson@UConn.edu) or Eliane Dalmolin (6-3258 or Eliane.Dalmolin@UConn.edu)

2002-178

Authorization to CHANGE A Major

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

INFORMATION:

1. Department Name: Modern & Classical Languages
2. Title of Major: French
3. Nature of Change: Creating a second track
4. Existing Catalogue Description of the Major: "French

Students majoring in French must complete the following courses: 210 and 211, 261 and 262, 268, 272, and two from 218, 220, 221, 222, 223, 224, 230, 231, 232, 233, 234, 235, 257, 280, 281, and 282. Each major is advised to complete a Senior Seminar. No more than 15 credits earned at Paris may count toward the major.

Study Abroad in Paris: Students participating in the Paris program attend the University of Paris and may earn a full academic year's credit at the University of Connecticut and a maximum of 15 credits toward the major in French. The department encourages interdisciplinary work in this program and wishes students to take non-literary courses wherever possible."

5. Proposed Catalogue Description of the Major: "French and Francophone Studies

Students majoring in French studies must complete the following courses: FREN 211, 261, 262, 268, 269, and 257 or 258. They must also complete twelve credits in either "French for the Global Community:" FREN 217, 224 or 280, 218 or 281, and 215, 216, or 222, or "French Cultural and Literary Studies:" FREN 210, 223, or 224; 220, 221, or 222; one from 218, 230, 231, 232, 233, 234, 235, 280, or 281; and 272. Any of the above courses may be replaced by an appropriate 293 from study abroad in Paris.

Study Abroad in Paris: French and Francophone Studies majors must complete at least a semester in a study abroad program in a Francophone culture. Students participating in the Paris program attend the University of Paris, and may earn a full academic

year's credit at the University of Connecticut and a maximum of 15 credits toward the major in French. The department encourages interdisciplinary work in this program, and wishes students to take courses in other disciplines wherever possible."

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

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

JUSTIFICATION

7. Why is a change required?

The French and Francophone studies program has determined that students need more course work to bring their written and spoken French up to the level they need to function effectively in a French-speaking culture or to be near-native fluency in international affairs. It will also prepare our students better to become secondary teachers

The two-track French major is consistent with national trends for language and cultural studies. It shifts the emphasis of French Studies from a literary-based program into a more cultural one. The proposed new program offers to reinforce previous knowledge of French and at the same time to specialize students in either "global culture" or "literary and cultural studies". All French majors take a common core of carefully designed courses in language, literature and culture that will serve as the base before they engage in a specialty track. They will then pick one of the two following areas of study: either a "pragmatic" area of studies with courses in translation, business French and culture in the French-speaking world, or they will continue in the area of literary and cultural studies.

8. What is the impact on students?

It will prepare them better for the international world and for the teaching profession, at the same time that it will respond to the changes in their interests.

9. What is the impact on regional campuses?

None: we do not offer advanced courses at any regional campus.

10. Dates approved by:

Department Curriculum Committee: _____

Department Head: _____

Department Faculty: _____

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

Ed Benson (6-2528; Ed.Benson@UConn.edu) or Eliane Dalmolin (6-3258 or ELIANE.DALMOLIN@UConn.edu)

Attached is the proposed major work sheet:

The Major in French and Francophone Studies

The French major consists of a minimum of 30 semester credit hours at the 200 level in French. 18 credits from the core courses and 12 credits from one of the specialized track: "French for the Global Community" or "French Cultural and literary studies". Students must also receive 12 semester credit hours of 200 level in "related" courses. Study abroad in our Paris program is required (student studying in Paris may earn up to 15 credits towards the French Major).

The core courses:

Language and Culture

Topics Courses Semester

Grammar and composition: French 268 and 269 _____

Phonetics and history of language French 257 or 258 _____

Literature and Culture French 261 and 262 _____

Contemporary France French 211 _____

Any of the above courses may be replaced by an appropriate FREN 293 from Paris.

Track 1: French for the Global Community

Topics Courses Semester

Translation French 215 or 216 or 222 _____

French for Business French 217 _____

Issues in Cultural Studies French 224 or 280 _____

The Francophone world French 218 or 281 _____

Any of the above courses may be replaced by an appropriate FREN 293 from Paris.

Track II: French Cultural and Literary Studies

Topics Courses

Arts and culture French 210 or 223 or 224 _____

Literature (theater/fiction/poetry) French 220 or 221 or 222 _____

Literary history: (One course from the list) 218, 230, 231, 232, 233, 234, 235, 280, 281 _____

Literary and Cultural Theory French 272 _____

Any of the above courses may be replaced by an appropriate FREN 293 from Paris.

Related:

Study Abroad

Year/Semester: _____

Advisor's Signature: _____

Date: -----

2002-179

Proposal to: ADD A NEW COURSE

Date: November 5, 2002

Department: Economics

Abbreviated Title: **Urban Policy**

CATALOGUE COPY:

ECON 221. Urban Development and Policy. Second semester. Three credits.

Prerequisite: ECON 112 or 102. Open to sophomores.

Education, housing, anti-poverty, economic development, and transportation policies for American cities and metropolitan areas. Emphasis on different roles of policies that act upon people versus places. Analysis tools for regional economic development such as input-output matrices and cost-benefit analysis.

Effective Date of Change: Immediately

1. Course Number: ECON 221
2. Course Title: Urban Development and Policy
3. Semester(s) offered: Spring (Tricampus)
4. Number of Credits: 3
5. Number of Class Periods: twice a week 1 hr 15 min, one a week 2 hr 30 min
6. Prerequisite/Required Preparation: ECON 112 or 102
7. Any required consent/any exclusions: None (open to sophomores)

Senate Guidelines for: OPENING 200 LEVEL COURSES TO SOPHOMORES

For opening a 200 level course to sophomores, the rationale should address the following guidelines (adopted by the University Senate on May 7,

1979):

1. Opening a course to sophomores does not make it a sophomore-level course. It means only that sophomores are given the privilege of competing with

juniors and seniors in the course.

2. Opening of 200-level course to sophomores should be approved only under exceptional circumstances, with the burden of justification on the

department making the request. Proposals should account for the following considerations:

a. The department must justify the request on the basis that the proposal is consistent with the department's program and with the general pattern of

course sequences.

b. The department must demonstrate that the course should not be renumbered as a 100-level course if it is appropriate for sophomores.

c. The department must demonstrate that regional campus students will not be handicapped in meeting degree requirements because a particular

course is opened to sophomores.

d. The department must demonstrate that various schools and colleges have been consulted to determine that opening a particular course to

sophomores will not affect certification requirements.

e. The department must demonstrate that the Graduate School and other appropriate schools and Colleges have been consulted to determine that

graduate students will not be handicapped because a particular 200's- level course is opened to sophomores (graduate students may not receive

credit for 200 level courses opened to sophomores.)

**

8. Repetition for credit: No

9. Instructor in charge: Ross

10. Course description: See attached syllabus

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

JUSTIFICATION

1. Reasons for adding this course:

ECON 221 will provide a course studying urban issues from an economic perspective for non-majors. ECON 259 Urban and Regional Economics is not accessible to most non-majors because the course has ECON 218 Intermediate

microeconomics as a prerequisite. It is an urban economics course that is accessible and appropriate for non-economics majors. It will be useful to majors in many social sciences, but especially in Urban Studies where ECON259 had previously been a core course within the major.

2. Academic Merit:

ECON 221 Urban Development and Policy. The course differs on both content and approach from ECON 259, Urban and Regional Economics. ECON 221 spends much less time on traditional theoretical analysis of urban and regional economics and instead shifts attention to many of the economic development tools used by both policymakers and planners at the state and local level. The course also allocates substantially more time to studying specific policy questions than is available in a traditional Urban and Regional Economics class.

This course was planned as part of the Department of Economics recent substantial changes in its undergraduate curriculum. At that time the Department divided its applied economics courses into two sets ECON 220-236 and ECON 237-286. The latter group is primarily for economics majors, and these courses have an intermediate economic theory course as a prerequisite, and a calculus course as recommended preparation. The former group is primarily for non-majors, and it is more policy orientated. Also, the former group has only economics principles as a prerequisite.

3. Overlapping Courses: None

4. Other Departments Consulted: Urban Studies

5. Number of Students Expected: 20-30 per year at the Tricampus Campus

6. Number and Size of Section: 1 per year, enrollment cap 35

7. Effects on Other Departments:

The primary effect of creating this course is to provide Urban Studies with a replacement for ECON 259. Professor Ross is the chair of the curriculum subcommittee of the Urban Studies program. The program intends to replace ECON 259 with ECON 221 during a curriculum revision later this year.

8. Effects on Regional Campuses:

This course is very important for the tricampus. Due to recent changes in the curriculum of the Economics Department, this course is needed for the Urban Studies degree, which is one of only two degree programs approved at the tricampus.

9. Approval Dates:

Department Curriculum Committee: October 31, 2002

Department Head: October 31, 2002

Department Faculty: November 5, 2002

10. Name and Phone Number of Person for the CCC to contact:

Gerald W. Sazama

Director of Undergraduate Studies

Department of Economics, U-63

Telephone: 486-3366

Fax: 486-4463

E-mail: gerald.sazama@uconn.edu

11. Staffing

At the Tricampus: No staffing impact at the Tricampus. There it is simply a substitution of ECON 221 for ECON 259. This substitution has no impact on the economics major because the department does not offer a major at the Tricampus.

Several faculty members on the Storrs campus and Stamford campus are capable of teaching this course. Teaching it at these campuses would result in offering courses in the ECON 236-286 group less frequently.

12. Sample course outline when offered as a 298 course:

ECON 298: Urban Development and Policy

Spring 2002

Professor: Stephen L. Ross

Email: ross@sp.uconn.edu

221 Undergraduate Bldg

Tues 860-570-9279 in Hartford

Mon, Wed, Thurs, and Fri. 860-486-3533 in Storrs

Class Time: Tuesday 6:00-8:45 Room: 304

Office Hours: Tuesday 10:00-12:00, 3:00-5:45 and by Appointment

Prerequisite: Economics 112

Course Description

This course focuses on the problems and potential of American cities and metropolitan areas. Considers education, housing, anti-poverty, economic development, and transportation policies. Special emphasis is placed on understanding the different roles played by policies that act upon people and policies that act upon places. Also covers basic tools for analyzing regional economic development efforts, such as input-output matrices and cost-benefit analysis.

Course Requirements

The course has four requirements: weekly homework, a midterm exam, a final exam, and class participation including attendance.

Homework:

Homework will be handed out every week and will be due the following class period. Note the skills gained from completing the homework are crucial for performing well on the exams. Late homework will be penalized by the subtraction of 2 points every class period late. In addition, since homework will be reviewed after it is collected, the grade on your late homework cannot improve your final grade in the course.

Exams:

There will be two exams. The first exam will be offered during the regular class period, but will last no longer than two hours. The second exam will be offered during the finals period, but only covers the material in the second half of the course. While the final is non-comprehensive, an understanding of the tools and concepts in the first half of the course is necessary to perform well on the material in the second half. Students must attend the mid-term and final exams, or I must be notified in advance and in writing.

Class Participation

All students are expected to prepare for and participate in the class sessions. The first and a crucial form of student participation is attendance. I will take attendance, and I take the missing of classes very seriously in a class that only meets once a week. Student participation also involves contribution to class discussions, asking questions, or answering questions that other students or I ask in class.

Grades

A student's final grade in the class is based on his or her performance on each of these requirements. The specific weights are given below. These weights assume that all requirements have been completed. Students should be aware that the failure to complete any requirement, including the homework, may have a more severe impact on a grade than these weights indicate.

Midterm Exam 35 percent

Final Exam 35 percent

Homework 20 percent

I recognize that students have different strengths and weaknesses. Therefore, the points above only total to 90 percentage points. The remaining 10 percent will be assigned to the portion of the course for which you received the highest grade. Moreover, a student's class participation may be considered as a positive factor when the student is just below the threshold for a specific grade.

Students are expected to meet the highest standards of academic honesty. No cheating of any kind will be tolerated on the examinations; students suspected of cheating will be subject to the appropriate university procedures. Students are encouraged to study and work together in preparing homework assignments and exams. However, students must write up their own homework assignments alone.

Class Outline and Readings

The text for the course is Urban Economics by O'Sullivan, 4th Ed (Irwin). It is available at the University Bookstore on the Hartford Campus.

Jan 20: Introduction and Review of Principles

Readings - Chapters 1, 2, Appendix

Jan 27: Location and Land

Readings - Chapter 7, 8

Feb 3: General Model of Urban Area

Readings - Chapter 6 (Sec 1-2), 9

Feb 10: Models of Economic Growth

Readings - Chapter 3, 6 (rest), McDonald Ch 11

Feb 17: Growth and Economic Development Policy

Readings - Selected reading in library (McDonald Ch 12, 13, 14)

Feb 24: Economic Growth and Real Estate Markets

Readings - Readings (DiPasquale and Wheaton, Ch 7, 8, 11)

Mar 3: Exam One

Mar 10: Suburbanization and Central City Decline

Readings - Chapter 10, 14

Glaeser, Kahn, and Rappaport "Why do the poor live in cities?"

<http://post.economics.harvard.edu/hier/2000papers/HIER1891.pdf>

or <http://www.economics.harvard.edu/hier/2000list.html>

Mar 17: Spring Break

Mar 24: Urban Poverty and the Underclass

Readings - Chapters 12, 13

Labor Markets and Earnings Inequality: A Status Report. Yolanda Kodrzycki

Does Location Matter? Christopher J. Mayer

Go to <http://norman.lib.uconn.edu/NewSpirit/FullText/>

Enter New England Economic Review as Journal Title and hit return

Choose Infotrac from options

The articles are numbers 118 and 119 from the resulting list

Mar 31: Housing Policy

Reading - Chapter 14, 15

Do Low Income Housing Subsidies Increase Housing Consumption?

Todd Sinai and Joel Waldfogel

<http://papers.nber.org/papers/w8709.pdf>

Housing Programs for Low Income Households

Edgar Olsen

<http://papers.nber.org/papers/w8208.pdf>

Apr 7: The Local Public Sector

Readings - Chapters 16, 17, 18

Apr 14: Financing of Public Goods and Services

Readings - Chapter 21 (part)

Ladd and Yinger Chapter 3-5

All School Finance Equalizations Are Not Created Equal by Carolyn Hoxby

<http://post.economics.harvard.edu/faculty/hoxby/papers.html>

Apr 21: Education Reform

Readings - Chapter 21 (rest)

Market-Based Reforms in Urban Education, Helen F. Ladd, Presented at Creating Change in Urban Public Education

<http://www.ksg.harvard.edu/urbanpoverty/Sitepages/UrbanSeminar/UrbanEd/AGENDA.htm>

Incentives and Equity under Standards-Based Reform, Julian R. Betts and Robert M. Costrell, UCSD working paper 2000-20, Pages 1-31, 41-63

<http://www.econ.ucsd.edu/2000.html>

Can Whole-School Reform Improve the Productivity of Urban Schools? The Evidence on Three Models, Robert Bifulco.

Apr 28: Final Exam

----- FINIS -----