

Proposals
CLAS Committee on Curricula and Courses
December 10, 2002

OLD BUSINESS

2002-171 (first drop SOCI 246 and 246W, Human Sexuality. Then add SOCI 2XX and 2XXW, Sociology of Sexualities)

Proposal to: DROP A COURSE

Date: **October 28, 2002**
Department: **SOCIOLOGY**
Abbreviated Title: **SOC 246, 246W**

CATALOGUE COPY: **SOCI 246, 246W Human Sexuality**
How sexual behavior is molded by culture and social structure. Among the topics are premarital sex, homosexuality, pornography, and rape.

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

1. Course Number: **246, 246W**
2. Course Title: **Human Sexuality**
3. Semester(s) offered: **Either Semester**
4. Number of Credits: **3 credits**

JUSTIFICATION

1. Reasons for dropping 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. We have decided to update the course and propose a new Soc 2XX, Sociology of Sexualities.
2. Other Departments Consulted: **Human Development and Family Studies; Women's Studies**
3. 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.

4. Effects on Regional Campuses: **NONE**

5. Approvals Received and Dates: UPC 11/14/02, Dept. 11/20/02, Department Head 11/20/02

6. 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

Proposal to: **ADD A NEW COURSE**

Date: **November 14, 2002**

Department: **Sociology**

Abbreviated Title: **Sociology of Sexualities**

CATALOGUE COPY:

SOCI 2XX. Sociology of Sexualities. Three credits.

Explores the social organization, construction, and politics of sexualities; particular focus on lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class.

Effective Date of Change: **As soon as possible.**

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

1. Course Number: **Soci 2XX, 2XXW**

2. Course Title: **Sociology of Sexualities**

3. Semester(s) offered: **Fall, Spring**

4. Number of Credits: **3 Credits**
5. Number of Class Periods: **2**
6. Prerequisite/Required Preparation: **None**
7. Any required consent/any exclusions: **No credit for students who have taken Soc 246 or Soc 246W**
8. Repetition for credit: **No**
9. Instructor in charge: **Mary Bernstein**
10. Course description: **Explores the social organization, construction, and politics of sexualities; particular focus on lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class.**
11. Semester and year in which course will be first offered: **Spring 2004**

JUSTIFICATION

Currently the Sociology department offers a course called “Human Sexuality” which is being dropped. The title “Human Sexuality” and old course description reflect the study of sexuality within the field of sociology during the 1970's with an emphasis on biology. The new course with its title and updated 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.

- 1. Reasons for adding this course: Sociology of Sexualities is a growing field of research within sociology and an updated (new) course needs to be offered so that the department can remain up to date with advances in the discipline of Sociology.**
- 2. Academic Merit: This area represents a growing and important area of academic research within Sociology.**
- 3. Overlapping Courses: The new course title and description clarifies course content which should help distinguish this sociology course from a course offered in Human Development and Family Studies (HDFS 277, Issues in Human Sexuality). The old Sociology course which is being dropped was called “Human Sexuality.” Adding a course with the title “Sociology of Sexualities” will help distinguish between the two courses. With its emphasis on human development, HDFS 277 is a very different course from the proposed course. 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 new course title “Sociology of Sexualities” and updated content the proposed course more clearly specified, students with differing expectations should be better able to choose the course that is best suited to their interests.**

4. Other Departments Consulted: **Women's Studies**
Human Development and Family Studies

5. Number of Students Expected: **100**

6. Number and Size of Section: **Only 1 section will be taught**

7. Effects on Other Departments: **NONE**

8. Effects on Regional Campuses: **NONE**

9. Approvals Received and Dates: **UPC 11/14/022**
Dept. 11/20/02
Department Head 11/20/02

10. 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

11. Staffing **Professor Bernstein**
Professor Naples

Sociology of Sexualities
Sociology 2XX
Semester XX

Professor: Dr. Bernstein
Manchester Hall, Room 216
Phone: 486-3991
E-Mail: Mary.Bernstein@uconn.edu
Office Hours: xx

Course Description:

Explores the social organization, construction, and politics of sexualities; particular focus on lesbian, gay, bisexual, transgender, and queer (lgbtq) experiences and the intersection of sexualities, gender, race, and class. We will define key theoretical concepts and examine the ways that race and gender influence expectations, understandings and expressions of sexuality. We discuss the question of what it means for sexuality to have a history and analyze the relationship between changing economic forms and the increased categorization and regulation of sexuality. We will examine the ways in which heteronormativity influences the construction and experience of sexuality and lgbtq experiences. Through a discussion of nonmonogamy, transgenderism, sexual orientation, and pornography, we will examine the ways in which sexuality is regulated formally through the law and informally through social movements.

We will discuss extremely sensitive material in this class. If you feel that you cannot discuss this material in an open-minded, thoughtful and respectful way, then you should reconsider whether or not you should take this course.

Requirements:

There will be two exams during the semester (worth 30% each) as well as a final exam (worth 40% of your grade). I will cover material in class lectures that is not in your readings. You are responsible for knowing all the material covered in class. It is **your responsibility** to obtain notes from one of your classmates for material missed.

No extra credit will be given.

Make-up exams will only be given with an official letter from a doctor.

Books to Purchase:

Bernstein, Mary and Renate Reimann (eds), Queer Families, Queer Politics: Challenging Culture and the State (Columbia University Press). **(QFQP)**

Schwartz, Pepper and Virginia Rutter. 1998. The Gender of Sexuality. Thousand Oaks: Pine Forge Press. **(Gender)**
Snitow, Ann, Christine Stansell and Sharon Thompson (eds), Powers of Desire: The Politics of Sexuality (Monthly Review Press). **(Desire)**

Vaughan, Diane. Uncoupling: Turning Points in Intimate Relationships (Vintage Books). **(Uncoupling)**
Weeks, Jeffrey, Sexuality (Routledge). **(Sexuality)**

Academic Honesty:

You are expected to conduct yourself ethically during all class activities. Academic dishonesty in any form will not be tolerated, and will result in a grade of zero on that assignment or exam. Please refer to the University of Connecticut's policy on academic honesty for more details.

Appeals Policy:

In order to dispute a grade, you must submit a *written* complaint *within one week* of receiving the grade. Complaints received after one week will not be considered unless there are serious extenuating circumstances (e.g., you are hospitalized). Please include a clearly stated rationale for any change of grade you request. Disputes should be submitted to me, not to the T.A.

[NB: Dates given are for illustrative purposes]

I. Why study sexuality? The theoretical basis of a sociology of sexuality.

August 30: Course Requirements and Overview

September 4 & 6 Key Concepts

GENDER ch. 1, pp. 1-34

SEXUALITY pp. 11-18, 45-64

September 11 & 13 Gendered Sexual Expectations I: Sex, Love, and Marriage

GENDER pp. 35-70, 119-147, 157-159

DESIRE pp. 229-235

September 18 & 20 Gendered Expectations II: Sexuality, Violence, and Coercion

GENDER pp. 108-119, 176-184

DESIRE pp. 328-346

SEXUALITY pp. 64-66

September 25 & 27 Does sexuality have a history?
GENDER pp. 71-108
DESIRE pp. 51-69.
SEXUALITY pp. 19-41

October 2 Review
October 4 Exam 1

II. Sexuality, Family, and Heteronormativity

October 9 & 11 Compulsory Heterosexuality and Heteronormativity
DESIRE pp. 177-202
UNCOUPLING pp. 3-43

October 16 & 18 Breaking Up is Hard to Do: The Patterning of Sexual Behavior
UNCOUPLING pp. 44-195

October 23 & 25 Capitalism, Culture, and Sexual Identity
DESIRE pp. 100-111
QFQP pp. 112-132 and 152-166

October 30 & Nov. 1 Race, Power, and Heteronormativity
POWERS of DESIRE pp. 350-370
QFQP pp. 53-66 and 87-101.

November 6 Review
November 8 Exam 2

III. Defining “Normal”: Transgression and the Regulation of Sexuality

November 13 & 15 Sexual Diversity or Sexual Perversity? Who Decides?
SEXUALITY pp. 69-86
POWERS of DESIRE pp. 245-262 and 460-467

November 20-25: THANKSGIVING BREAK, NO CLASS
(NB: Nov. 20th classes follow a Friday

Schedule)

November 27 & 29 Challenging Boundaries and Categories
GENDER pp. 148-155
QFQP pp. 44-51, 104-111 and 137-149.

December 4 & 6 Heteronormativity, Law, and the Limits of Tolerance
SEXUALITY pp. 89-109
QFQP pp. 68-84, 420-440.

December 11: Review

Final Exam Date: TBA

NEW BUSINESS

2002-180 298 courses (Chair has already approved these 2 courses)

EEB 298. African Field Ecology. 3 Credits.
Instructor: Prof. Silander

EEB 298. Biogeography. 1 or 2 Credits: (variable credits)
Instructor: Prof. Silander

2002-181

CLAS Curricula and Courses Committee CURRICULA ACTION REQUEST

Course: Linguistics 110Q "The Science of Linguistics"
Department: Linguistics

Reasons for Submission to CLAS:
General Education Course: Add course to group 8

Contact Person: Sigrid Beck
phone: 485 1584 U-Box: 1145
email: sbeck@sp.uconn.edu

CATALOG COPY

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|--------------------------------|----------------------------|
| 1. Department: | Linguistics |
| 2. Course Number: | 110Q |
| 3. Title: | The Science of Linguistics |
| 4. Semester(s): | Either Semester |
| 5. Credits: | 3 credits |
| 6. Hours: | variable |
| 7. Prerequisites: | no prerequisites |
| 8. Permissions and Exclusions: | none |
| 9. Repetition for Credit: | |
| 10. Alternate Years: | |
| 11. Other Remarks: | |
| 12. Instructor in Charge: | Departmental Staff |
| 13. Course Description: | |

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

RATIONALE

1. Academic Merit

The Department of Linguistics sees a need for a 100 Level introduction to linguistics. The course is an introduction to the science of linguistics at a basic level, which we do not at present offer.

2. Overlapping Courses

The overlap with existing courses is minimal. There is no significant overlap with either Linguistics 101 'Language and Mind' or with Linguistics 102 'Language and Environment'. Linguistics 202 'Principles of Linguistics', like Linguistics 110Q, includes an introduction to phonology and syntax. However, the body of material covered in the two courses is non-overlapping otherwise, and the perspective of presentation is different as well, in that Linguistics 202 is a survey course rather than an introduction to grammar as science.

3. Type of Student

The course is intended for incoming students without any specific preparation. It will appeal to anyone with an interest in language and in a scientific approach to language. Students from the languages departments, computer science, communication disorders, psychology and philosophy are most likely to be interested in the subject matter.

4. Number of Students

We expect approximately 25 students the first time the course is offered, between 50 and 100 students once the course is established.

5. Number and Size of Sections

Section Size will be 25 students. We expect to offer between 2 and 4 sections in regular semesters the course is taught, 1 or 2 sections in the summer session.

6. Teaching Loads

The course can be offered with the staff that is regularly available. The department of linguistics is in the process of optimizing the undergraduate curriculum. Introducing Linguistics 110Q is one step of this process. For the immediate future, we expect to alternate Linguistics 110Q with Linguistics 202.

7. Effect on other Departments

A 100 Level introduction to linguistics will be available to students in other departments.

8. Effect on the Regional Campuses

None.

Re: SCIENCE AND TECHNOLOGY GROUP REQUIREMENTS

The course is an introduction to the theory of grammar, as developed in modern linguistics since Chomsky's (1957) groundbreaking work. A grammar in this sense is a model of a native

speaker's linguistic knowledge that is explicit enough to serve, for example, as the basis for natural language processing algorithms.

The course will provide training in scientific methods, using language as an example. Linguistics is particularly suitable for a first introduction to scientific investigation because data collection and experimentation can be relatively simple, with the reward of immediate results. It is therefore possible to focus on the reasoning process underlying the formulation of a theory. The course will emphasize data collection and evaluation, developing and testing a hypothesis, and presenting that hypothesis formally.

An understanding of what information a grammar provides is the basis for modern language technology, such as speech recognition, automatic translation tools, and information retrieval (as it is used for example by search engines for the internet).

Re: SKILL COURSES: "Q" REQUIREMENTS

Basic mathematical tools are a necessary part of formulating a grammar for natural language, and of applying grammatical analyses to particular examples. The concepts used include sets, operations on sets and relations between sets; functions and partial functions; equations; informal discussion of algebraic structures; general problem solving.

Students will receive training in running and evaluating linguistic experiments, as well as formulating, formalizing and testing hypotheses. They will use the tools described above in their coursework. A grade will be assigned on the basis of the coursework done over the course of the semester, a large portion of which will take the form of exercises. Examples of such exercises are attached below.

SAMPLE SYLLABUS

Textbook: O'Grady et al: Contemporary Linguistics. Bedford/St. Martin's, Boston, New York. Fourth Edition, 2001.

(Alternatively: Fromkin (ed.): Linguistics - an Introduction to Linguistic Theory. Blackwell Academic Publishers, Oxford, 2000.)

Semester Preview:

weeks 1-5:

Unit I: Introduction: what is linguistics?

The distinguishing properties of human language

chapter 1 Language: A Preview, 1-13

chapter 16 Animal Communication, 625-647

Unit II: The sound system of language

Phonetics & Phonology

chapter 2 Phonetics, 15-38
chapter 3 Phonology, 63-112

weeks 6-10:

Unit III: The structure of language

Morphology & Syntax

chapter 4 Morphology, 131-158 (leave out section 4)
chapter 5 Syntax, 183-226

weeks 11-14:

Unit IV: The meaning of language

Semantics & Pragmatics

chapter 6 Semantics, 245-288 (leave out section 2)

Unit V: Applied linguistics

Circumstances that reveal the distinctive properties of human language

chapter 13 Brain and Language, 513-535
chapter 16 Animal Communication Revisited, 647-662
chapter 17 Computational Linguistics, 663-703

SAMPLE EXERCISES

Exercise 1: Set Theory (preparation)

Given the following sets:

$A = \{a, b, d, 2, 3, 4\}$ $B = \{a, b, \{d\}\}$ $C = \{\}$

classify the following statements as true or false:

(a) $\{d\} \subseteq B$ (b) $d \in A$ (c) $\{d\} \subseteq A$ (d) $d \in B$
(e) $\{\{d\}\} \subseteq B$ (f) $\{d\} \subseteq B$ (g) $C \subseteq A$ (h) $C \subseteq B$

Given the same sets, list:

(j) $A \leftrightarrow B$ (k) $A \leftrightarrow C$ (l) $A \approx C$

Exercise 2: Consistency and Consequence

Consistency

Consider a set of sentences $A = \{\alpha_1, \dots, \alpha_n\}$. For any sentence α , $[[\alpha]]$ is the set of possible situations in which α is true. A is consistent iff $\leftrightarrow \{[[\alpha_1]], \dots, [[\alpha_n]]\} \neq \{\}$.

Logical consequence

A set of sentences $A = \{\alpha_1, \dots, \alpha_n\}$ logically implies a sentence β iff $\leftrightarrow \{[[\alpha_1]], \dots, [[\alpha_n]]\} \hat{=} [[\beta]]$.

1. Are the following examples consistent? Explain.

- A. I don't think computer games really affect people's behaviour. All the same, my boyfriend has become much more impatient and less sociable since he started playing so much. I wish he would stop.
- B. There is no such thing as the sun, as a celestial body. The light of a vast celestial body behind us is reflected by a collection of gases in the center of the elliptical path of the earth. This gives the appearance of a sun.
- C. I wrote a huge new text processing program that fits on a 1.4 MB floppy.

2. In the following examples, do the conclusions logically follow from the premises? Explain.

D.

- (1) Someone stole my night-blooming pink oleander plant.
 (2) If Joe was at the garden club meeting and he heard about this, he would cancel his party.
 (3) Joe canceled his party.
 (4) Sally said Joe was there, and she would only say it if it was true.

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- (5) Joe heard about my night-blooming pink oleander plant being stolen.

E.

- (1) Hawks would only fly in circles if one wing was heavier than the other.
 (2) Hawks do fly in circles.

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- (3) One wing of a hawk is heavier than the other.

Exercise 3: Phonology

The following words are sometimes pronounced differently in British and American English.

	British	American
pure	[pjʊr]	[pjʊr]
cute	[kjʊt]	[kjʊt]
tune	[tjʊn]	[tʊn]
abuse	[«bjʊz]	[«bjʊz]
dues	[djʊz]	[dʊz]
argue	[argjʊ]	[argjʊ]
muse	[mjʊz]	[mjʊz]
new	[nju]	[nu]
few	[fju]	[fju]
view	[vju]	[vju]
suit	[sjʊt]	[sut]

British speakers have a [j] in many words in which the American speakers don't. Assume that there is a rule in American English which British English does not have, and which deletes [j] in certain environments. That is, suppose that in American English we have /tjʊn/ as the phonological representation, and the [j] is deleted. Write the phonological rule that does that. First, specify the rule in terms of a list of the environments in which the deletion happens. Next, try to formulate your rule by characterizing the environment in which deletion happens as a natural class. Make sure that [j] does not get deleted in those places where it actually remains in American English.

Exercise 4: Morphology

- A: What is the structure of the word "unreuseable"? Draw a tree.
 B: Specify the three morphological rules you used.
 C: Why is the following structure not the right one? Explain.

(2) [A un- [A re- [A useV -ableA]]]

Exercise 5: Syntax

(a) Write two different phrase structure grammars that both generate (i). They need not generate anything else, but stick to the set of categories we have used as much as possible. They should assign (i) different tree structures. List those structures. One structure should be familiar and appropriate, one of them will be "wrong".

(i) The yellow cat bit Maria.

(b) Which structure is more adequate? Argue for your choice on the basis of some of the tests for constituency we have come across in class (topicalization, pronominalization, coordination, deletion). (This can be easy or hard, depending on your choice of grammar in (a)! Be ready to reconsider your "wrong" grammar if you get stuck.).

Exercise 6: Syntax

A colleague told me that he had recently found a language that allowed deletion of the first and the last word in a sentence simultaneously, if they were the same as in the previous sentence. So for example the following is well-formed in that language:

(5) Three men talked to Molly on Tuesday and _ women invited Joe on _ .
(i.e. three women invited Joe on Tuesday)

Is this plausible, or should I be suspicious of this claim? Argue for your position.

Exercise 7: Relations (preparation)

Question 1

Let A be the set of students in your group. Specify the following relation in A by listing its members:
{<a,b>: a is sitting to the right of b}

Question 2

Specify all relations in A, where $A = \{\text{Amherst, Hadley}\}$. Here are the steps to go through:

1. What is a relation in a set A?
Answer: A relation in A is a relation from A to A, hence a subset of $A \times A$ (the Cartesian Product of A and A). Make sure you understand all technical terms in this last statement.
2. Specify $A \times A$ by listing its members.
3. If any subset of $A \times A$ is a relation in A, then the number of relations in A equals the number of subsets of $A \times A$. We are now going to specify all subsets of $A \times A$ by listing their members.
 - a. There are ...?... subsets of $A \times A$ that have no member at all, that is.....?.....
 - b. There are ...?... subsets of $A \times A$ that have 1 member, that is.....?.....
 - c. There are ...?... subsets of $A \times A$ that have 2 members, that is.....?.....
 - d. There are ...?... subsets of $A \times A$ that have 3 members, that is.....?.....
 - e. There are ...?... subsets of $A \times A$ that have 4 members, that is.....?.....

Result: We have specified all relations in A, and can now answer the following question:

There are?... subsets of $A \times A$, hence?... relations in A.

Exercise 8: Semantics

(a) Assume the following set $A = \{\text{Ann, Bertha, Cecilia}\}$. Are the following sets relations in A - yes or no?

Fundamental knowledge is built upon terminology and indispensable concepts of various fields. Such knowledge involves literary allusions, historical references, and artistic conventions as well as theoretical models from social and natural sciences. A student should learn the meaning and importance of particular great works, crucial experiments, and decisive events. Above all, a student should develop the ability to discuss this knowledge clearly and accurately in speech and in writing.

One of the basic habits of mind is intellectual breadth, which involves historical perspective ; an awareness of the evolution of physical, biological, and social phenomena. An educated person recognizes the interplay among moral and legal systems, languages, literature, and arts, sciences, mathematics, and philosophical systems. An educated person also takes a comprehensive view of the modern world, including its geographical and economic as well as political and social configurations and its technology.

VIII. SCIENCE

General Guidelines

These courses should convey a broad understanding of natural science as a way of looking at humanity and the physical universe. They should help students to develop scientific literacy they will need to understand, in basic terms, the technological developments that are certain to affect their lives. Because experimentation for the acquisition of facts and validation of hypotheses is a central part of science, students should take at least one course providing an extensive laboratory experiences. Courses should be introductory and have a minimum of specific course prerequisites beyond the single mathematics requirement for "Q" courses.

Specific Guidelines

1. Courses should treat a basic area of science, introducing the students to a broad but coherent body of knowledge and training them in integrating and understanding the origins of facts, methods, theories and general principles.
2. Courses should ideally have sufficient depth to serve as a prerequisite for further work in the field.
3. Other things being equal, course should reinforce the students' mathematical preparation by including appropriate quantitative techniques as an integral part of instruction.

Taken from a document entitled: "Guidelines for Submitting Course Proposals"

Senate Curricula and Courses Committee

November 1994

VIII. SCIENCE AND TECHNOLOGY

General Guidelines

These courses acquaint students with scientific thought, experiment, and formal hypothesis testing, and enable students to consider the impact that changes in science and technology have upon the nature and quality of life. Knowledge of the basic vocabulary of science is prerequisite for informed assessments of the rapid expansion of knowledge of the physical universe and the technological changes based on that knowledge; it is also essential for critical assessments of technological problems and their proposed solution.

Courses should be introductory and have a minimum of specific course prerequisites beyond the single mathematics requirement for "Q" courses.

Specific Guidelines

- a. deal with a basic area of science or technology by introducing students to a broad, coherent body of knowledge and training them in scientific or technical methods;
- b. have sufficient depth to serve as preparation for further work in the field;
- c. develop an understanding of the nature of scientific enquiry, the process of investigation, and the interplay between data, hypotheses and principles upon which scientific knowledge is based

OR

develop an understanding of the nature of technological inquiry and innovation, the process of defining problems and seeking technological solutions to them, and the interplay between data, principles and solutions upon which technological applications are based;

- d. explore the impact of science and technology on our perceptions of social and economic reality, and on our surroundings; and
 - e. develop interest, competence, and commitment to continued learning about science and technology and their impact upon the world and human society.
- The following are goals put together for Group 8 courses by the Senate for the FIPSE General Education Assessment Project in the 1980s

STUDENT GOALS FOR SCIENCE AND TECHNOLOGY

THE STUDENT SHOULD:

1. Distinguish facts from interpretation
2. Describe the scientific method, including criteria for verification and falsification of scientific ideas.
3. Describe the limitations of the scientific method in developing and expanding knowledge.
4. Understand how imperfections in theory influence generalization and interpretation of scientific ideas.
5. Describe the importance and limitations of model building in scientific inquiry.
6. Comprehend and express information (including numeric and graphic material) related to scientific and technological aspects of a culture.
7. Understand the importance of quantification and statistical analysis in describing events and in making generalizations and predictions about those events.
8. Demonstrate an understanding that science is a continuous process; i.e., knowledge succeeds from the past, and will be revised in the future.
9. Acquire a basic knowledge of at least one scientific or engineering discipline.
10. Distinguish concepts derived from scientific and unscientific means.

AND SOME OF THE FOLLOWING:

11. Evaluate opinions of technological experts in public forums.
12. Merge scientific or engineering data with political, economic, ecological, social, and ethical issues to define and debate problem solutions.
13. Consider the appropriateness of scientific values (e.g. objectivity) in making social and ethical decisions.
14. Appreciate that science and technology involve many disciplines and be conversant with information characteristic of more than one of these disciplines.
15. Describe the differences and relationships between basic science information and its technological implications.

2002-182 Chancellor's Office request to temporarily lower the CLAS number of required W courses from 3 to 2:

11/29/02

The Chancellor's Office asks that the College of Liberal Arts and Sciences temporarily reduce the number of W courses required for graduation from 3 to 2, effective the Fall 03 semester, for these reasons:

- 1) the substantially increased enrollments in CLAS;

2) the severely strained resources of the university as outlined in President Austin's November 27th memo to the university community on the budget;

3) the strong possibility of substantial alterations in writing requirements in the new general education requirements, as currently under discussion in the GEOC and its subcommittee on writing.

Fred

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2002-183

Authorization to CHANGE A Major

INFORMATION:

1. Department Name: Communication Sciences

2. Title of Major: Communication Sciences

3. Nature of Change: Correct language in catalogue copy recently approved by CCC (5/14/02, 10/22/02) to read "concentration" rather than "major" or "program." Correct language to read "Communication" rather than "Communication Processes." Correct required number of credits needed to declare the Communication concentration so that students can declare in the second semester sophomore year.

4. Existing Catalogue Description of the Major:

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

The Master's degree programs in Speech, Language and Hearing are accredited by the Council on Academic Accreditation of the American Speech-Language Hearing Association. The Speech and Hearing Clinic is accredited by the American Speech-Language Hearing Association's Professional Services Board.

The undergraduate programs in Communication Sciences can be classified as follows:

Communication Disorders. The undergraduate major is a pre-professional program within the liberal arts curriculum. It permits the student to apply for graduate studies in one of two specialty areas: audiology or speech-language pathology.

Students who elect to major in Communication Disorders must take:

CDIS 201, 202, 247, 248, 249, and 250.

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

CDIS 244, 251 and 253.

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

COMM 100 The Process of Communication
NK"<http://www.catalog.uconn.edu/coms.htm>"\l"105.PrinciplesofPublicSp
eaking" COMM 105Principles of Public Speaking
COMM 200Q Research Methods in Communication

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

COMM 210 Persuasion
COMM 220 Interpersonal Communication
COMM 230 Effects of Mass Media

Students must apply to the department to become a Communication major. The deadline for applications to become a Communication major for a semester is the end of the second week of classes. Applications are accepted for Fall and Spring semesters. Students typically apply Spring semester of their Sophomore year. Forms can be obtained outside Room 223 PCSB, on the department website, and from Communication faculty at the Stamford Regional Campus.

The decision to admit will depend on several criteria:

- 1Successful completion of at least 54 credits,
- 2GPA of at least 2.8,
- 3Successful completion of COMS 102.

The applicant's academic record and space availability will also be considered.

We recommend that students interested in majoring in Communication complete COMS 105 and COMS 135 before junior year, if possible.

Prior to acceptance into the Communication major, students may designate themselves as Pre-Communication by notifying their advisor. The PRECOM designation, however, will only indicate an intention to apply and will not insure acceptance into the major. PRECOM majors must still apply to become Communication majors at the appropriate time.

A minor in Communication Processes is described in the Minors section.

5. Proposed Catalogue Description of the Major:

The Department of Communication Sciences is concerned with the human communication process and its analysis. Undergraduate students may major in Communication Sciences with a concentration in either Communication or Communication Disorders. The Department offers the following graduate degrees in the field of Communication Sciences: the M.A. with concentrations in Speech, Language and Hearing, and in Communication, and the Ph.D. with concentrations in Speech, Language and Hearing, and in Communication and Marketing Communication.

Communication Disorders. The undergraduate concentration is a pre-professional program within the liberal arts curriculum. It permits the student to apply for graduate studies in one of two specialty areas: audiology or speech-language pathology.

Students who elect the concentration in Communication Disorders must take:

CDIS 201, 202, 247, 248, 249, and 250.

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

CDIS 244, 251 and 253.

The Master's degree programs in Speech, Language and Hearing are accredited by the Council on Academic Accreditation of the American Speech-Language Hearing Association. The Speech and Hearing Clinic is accredited by the American Speech-Language Hearing Association's Professional Services Board.

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

COMM 100 The Process of Communication
COMM 105 Principles of Public Speaking
COMM 200Q Research Methods in Communication

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

COMM 210 Persuasion
COMM 220 Interpersonal Communication
COMM 230 Effects of Mass Media

Students must apply to the department to become a Communication Sciences major with a concentration in Communication. The deadline for applications during a semester is the end of the second week of classes. Applications are accepted for Fall and Spring semesters. Students typically apply Spring semester of their Sophomore year. Forms can be obtained outside Room 223 PCSB, on the department website, and from Communication faculty members at the Stamford Regional Campus.

The decision to admit will depend on several criteria:

4 Successful completion of at least 54 credits, or successful completion of 40 credits plus current enrollment that should result in at least 54 credits by the end of the current semester.

5 Cumulative GPA of at least 2.8,

6 Successful completion of COMM 100.

The applicant's academic record and space availability will also be considered.

We recommend that students interested in the Communication concentration complete COMM 105 and COMM 130 before junior year, if possible.

Prior to acceptance into the Communication major, students may designate themselves as Pre-Communication by notifying their advisor. The PRECOM designation, however, will only indicate an intention to apply and will not insure acceptance into the concentration. PRECOM majors must still apply to become Communication Sciences majors with a Communication concentration at the appropriate time.

A minor in Communication is described in the Minors section.

6. Effective Date (semester, year): immediately

JUSTIFICATION

7. Why is a change required?

The current text mistakenly implies that there are two majors – Disorders and Communication – when in fact there is only one major, and the approved changes were in the concentrations/areas of specialization.

The proposed text also corrects the name of the specialization, which is “Communication,” not “Communication Processes.” The correction was clear in the text used for the minor (approved by CCC 5/14/02), but not for the major concentration. The area name approved by the administration was “Communication.”

The proposed text also corrects the number of credits needed to apply to the concentration. The current text states that 54 credits are needed, and also says that “Students typically apply Spring semester of their Sophomore year.” It was always intended that students would apply at the beginning of second semester sophomore year so they can preregister for 200-level courses in the concentration for their fifth semester. To be considered a second semester sophomore, students need to have completed only 40 credits, not 54. Therefore we changed the language to read:
7 Successful completion of at least 54 credits, or successful completion of 40 credits plus current enrollment that should result in at least 54 credits by the end of the current semester.

The proposed language also pulls together text approved at two different times, now that the administration has approved the areas of specialization.

8. What is the impact on students?
none

9. What is the impact on regional campuses?
none

10. Dates approved by:
Department Curriculum Committee: _____
Department Head: 10-15-02
Department Faculty: 10-15-02

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

Leslie Snyder, 6-4383, leslie.snyder@uconn.edu.

2002-184

PROPOSAL TO CHANGE: MARN 220Q

NATURE OF CHANGE: formerly three credits to proposed 4 credits

with addition of one additional contact hour as a scheduled recitation/discussion once per week

CURRENT CATALOG COPY:

220Q. Environmental Reaction and Transport

Second semester. Three credits. Prerequisite: CHEM 127 and one additional semester of CHEM, BIOL or PHYS; one semester of calculus (MATH 112, 115, 118 or 120) or concurrent enrollment in Calculus (115, 118 or 120). *Torgersen*

An introduction to the chemical/biological reactions and transport dynamics of environmental systems. Mass balances, elementary fluid mechanics and the coupled dynamics of lakes, rivers, oceans, groundwater and the atmosphere as biogeochemical systems.

PROPOSED CATALOG COPY:

220Q. Environmental Reaction and Transport

Second semester. Four credits. Three lectures and one recitation session. Prerequisite: CHEM 127 and one additional semester of CHEM, BIOL or PHYS; one semester of calculus (MATH 112, 115, 118 or 120) or concurrent enrollment in Calculus (115, 118 or 120). *Torgersen*

An introduction to the chemical/biological reactions and transport dynamics of environmental systems. Mass balances, elementary fluid mechanics and the coupled dynamics of lakes, rivers, oceans, groundwater and the atmosphere as biogeochemical systems.

EFFECTIVE DATE OF CHANGE: Fall 2002

JUSTIFICATION

1. REASONS FOR CHANGING COURSE:

MARN 220Q is a course that coalesces the content received in 100 level courses into a basis for understanding processes and implications of processes in the function of the environment. The course is designed to move students from 'artificial word problems' and 'plug and chug' to conceptualization of the environment and environmental processes. It provides students with the first order tools to visualize and quantify the environment. As such it provides the skills and the *raison d'être* for upper division electives/requirements. This intellectual step requires moving from idealized situations to realistic data; ...from contrived problems to actual situations where they must construct the equation from first order understanding. As such, this course teaches and enables students to develop the ability to think in chemistry, algebra, biology and physics simultaneously. Homework problems and/or take home exam questions are assigned weekly (Q) and are an integral part of the course.

For the development of this quantitative methodology as a student-owned skill, it is necessary to devote time in a structured learning environment in which exchange of information (not lecture) is the primary means of learning. It is requested that this be accomplished through the formalized addition of a one hour per week of Socratic Discussion/teaching.

The additional Socratic discussion session (1 additional credit) will provide a time and learning environment that stimulates the students to individually and collectively develop the insight to move from the unstructured data given, to the formalized analysis of the data in an assigned problem to 'how/when/why' do you take measurements based upon analysis and general principles. This additional hour of Socratically structured teaching will include (but will not be limited to) (1) data analysis approaches, (2) data handling procedures and their bases, (3) hypothesis development and testing, (4) homework-parallel problems that provide additional examples of quantitative rationales that build flexibility in student thinking and (5) classroom demonstrations that stimulate structured, methodical approaches to environmental problems. It will be structured for discussion not lecture and used to provide specific examples, counter examples and nuances of information and assumptions necessary for first order quantification of the environment.

2. EFFECT on Dept Curriculum: The immediate effect of this change is an increase in the degree requirements for Coastal Studies of one credit hour. However, the benefit to the students will be substantial and essentially formalizes the effort they have been expending in a more constructive and instructive context.

3. Other Depts Consulted: ENVS has been advised.

4. Effects on other departments: None

5. Effects on Regional Campuses: No significant impact on regional campuses.

6. Approval received and dates:

Marine Sciences CCC approval: Nov 8 2002

Marine Sciences Faculty approval: Nov 18 2002

Department Head approval: Nov 19 2002

7. Names and phone numbers for the CCC to contact:

Prof. Thomas Torgersen

Thomas.Torgersen@uconn.edu

860 405 9094

8. Staffing: A highly skilled TA is advisable.

2002-185

Proposal to: CHANGE A COURSE

Date: 11/20/02

Department: History

Nature of Proposed Change: Change title and description of History 401, our introductory seminar for graduate students, to better reflect how the course is currently taught.

CURRENT CATALOG COPY:

HIST 401. Introduction to Historical Research

Introduction to the sources and methods of professional historians. Finding primary sources (qualitative and quantitative), evaluating them for accuracy and usefulness, organizing data, and writing exercises based on the sources. Students must produce a proposal (fully annotated) for a major research paper to be written in the subsequent semester.

3 credits. Seminar. Instructor consent required.

PROPOSED CATALOG COPY:

History 401. Introduction to Historical Scholarship

Inquiry into the scholarly practice of history for entering M.A. and Ph.D. students. Four three-week topical units, each taught by one or more faculty, and coordinated by a primary instructor. Readings on issues of interpretation, methodology, and scholarly debate. Development of prospectus for a major research paper usually written in subsequent semester as History 402.

3 credits. Seminar. Instructor consent required.

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: We propose to change the title and description of History 401, our introductory seminar for graduate students, to better reflect how the course is currently taught. The current catalog copy describes a course focused on primary-source research, which is no longer what we teach in History 401.

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 approval, 12/4/02

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

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

8. Staffing: Taught by various members of the department's graduate faculty.

2002-186

Proposal to: CHANGE A COURSE

Date: **11/12/02**

Department: **History**

Nature of Proposed Change: **Change course description for HIST 248 and 248W from that approved by the CLAS C&C Committee on 10/31/00 but not yet included in catalog.**

CURRENT CATALOG COPY:

CATALOG COPY FOR NEW COURSE APPROVED BY CLAS C&C ON 10/31/00

HIST 248 Topics in U.S. Legal History. Either semester. Three credits.

An introduction to legal reasoning through primary case materials and the socratic classroom method. Topics include child custody, industrial development, and civil rights.

PROPOSED CATALOG COPY:

HIST 248 U.S. Legal History. Either semester. Three credits.

Introduction to legal culture and appellate case materials from the eighteenth through the twentieth centuries. Topics include: child custody and family law, the courts' role in industrial development, the law of slavery and freedom in the North, and various aspects of civil rights. With change in content may be repeated for credit.

PROPOSED CATALOG COPY:

HIST 248W U.S. Legal History. Either semester. Three credits.

Introduction to legal culture and appellate case materials from the eighteenth through the twentieth centuries. Topics include: child custody and family law, the courts' role in industrial development, the law of slavery and freedom in the North, and various aspects of civil rights. With change in content may be repeated for credit.

Effective Date of Change: **Immediate**

JUSTIFICATION

1. Reasons for changing this course: **The course title and description for History 248 and 248W, approved by the CLAS C&C Committee on 10/31/00, have never been submitted to the Registrar because, since the course exists also as History 248W, the instructor needed to seek Senate approval for the change. This was not done until fall 2002. The instructor now wishes to revise the previously approved course title and description.**

2. Effect on Department's Curriculum: **The new description will match the course as currently taught.**
3. Other Departments Consulted: **None since 10/31/00 approval.**
4. Effects on Other Departments: **None**
5. Effects on Regional Campuses: **None**
6. Approvals Received and Dates: **Department Courses & Curriculum Committee 9/16/02; Department 9/18/02**
7. Names and Phone Numbers of Persons for the CCC to contact: **Shirley Roe, 6-2083**
8. Staffing: **Cornelia H. Dayton**

2002-187

Proposal to: CHANGE A COURSE

Date: 12/3/02

Department: History

Nature of Proposed Change: Change course title and description to match History 243, which was changed and approved by CLAS CC&C 10/30/00.

CURRENT CATALOG COPY:

HIST 243W The Establishment of the American Colonies

First semester. Three credits. Recommended preparation: HIST 231. DAYTON

Examines the context in which Europeans undertook settlement of North America, and the nature of the Indian response. Emphasis on the development of social, political, and religious

institutions in the seventeenth century and in the increasingly ethnically and racially mixed cultures of the eighteenth century.

PROPOSED CATALOG COPY (identical to catalog copy approved for History 243):

HIST 243W Colonial America: Native Americans, Slaves, and Settlers, 1492-1760

Either semester. Three credits.

The legacy of Columbus, creative survival of native Americans in the face of disease and warfare, religious utopianism and the profit motive colonization. The growth of a distinctive Anglo-American political culture, gender and family relations, and the entrenchment of a racial caste system.

Effective Date of Change: immediate

JUSTIFICATION

1. Reasons for changing this course:

Changes in the course title and description for History 243 were approved by the clas c&c committee on 10/30/00. However, the same changes were not submitted at that time for History 243W. Until the course title and description for History 243W are changed to match History 243, the new catalog copy cannot be submitted to the Registrar. (This will be done after Senate approval of the changes to History 243W.)

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: History department, 12/4/02

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

Prof. Cornelia H. Dayton, History, 6-5435

8. Staffing: Dayton

2002-188

PROPOSAL TO DROP A COURSE

Date: November 14, 2002

Department: Psychology

Abbreviated Title: PSYC

CATALOGUE COPY:

PSYC 350. Cerebral Mechanisms in Perception

Knowledge and principles of neural organization related to attention, sensory processing, perception and cognition.

3 credits, Lecture. Instructor consent required.

Effective Date of Change: Immediately

1. Course Number: PSYC 350
2. Course Title: Cerebral Mechanisms in Perception
3. Semester(s) offered: Either semester.
4. Number of Credits: Three

JUSTIFICATION

1. Reasons for dropping this course: This was a course taught by a faculty member who has left the University. The course has specialized content that will not be taught in the future.
2. Other Departments Consulted: None
3. Effects on Other Departments: There should be none. The course has not been taught for several years.
4. Effects on Regional Campuses: None
5. Approvals Received and Dates:
Charles Lowe, Head, Department of Psychology: October 12, 2002
Psychology Department Curriculum and Courses Committee: October 12, 2002
6. Names and Phone Numbers of Persons for the CCC to contact:

Donald Dickerson (6-4943)

2002-189

PROPOSAL TO DROP A COURSE

Date: November 14, 2002

Department: Psychology

Abbreviated Title: PSYC

CATALOGUE COPY:

PSYC 352. Biopsychology of Motivation and Emotion

Neural basis of motivated and emotional behavior with special emphasis on the limbic system.

3 credits, Lecture. Instructor consent required.

Effective Date of Change: Immediately

1. Course Number: PSYC 352
2. Course Title: Biopsychology of Motivation and Emotion
3. Semester(s) offered: Either semester.
4. Number of Credits: Three

JUSTIFICATION

1. Reasons for dropping this course: This was a course taught by a faculty member who has left the University. The course has specialized content that will not be taught in the future.
2. Other Departments Consulted: None
3. Effects on Other Departments: There should be none. The course has not been taught for several years.
4. Effects on Regional Campuses: None
5. Approvals Received and Dates:
Charles Lowe, Head, Department of Psychology: October 12, 2002
Psychology Department Curriculum and Courses Committee: October 12, 2002
6. Names and Phone Numbers of Persons for the CCC to contact:
Donald Dickerson (6-4943)

2002-190

CHANGE A COURSE

Proposal to: Change PSYC 297 (Undergraduate Research)
Prerequisite
Date: November 14, 2002
Department: Psychology, Unit 1020
Nature of Proposed Change: Change prerequisite to “recommended preparation”

CURRENT CATALOG COPY:

297. Undergraduate Research

Either semester. Credits, not to exceed six per semester, and hours by arrangement. Open only with consent of instructor. Prerequisite: PSYC 202Q. With a change in content, this course may be repeated for credit.

Participant activities related to research.

PROPOSED CATALOG COPY:

297. Undergraduate Research

Either semester. Credits, not to exceed six per semester, and hours by arrangement. Open only with consent of instructor. Recommended preparation: PSYC 202Q. With a change in content, this course may be repeated for credit.

Participant activities related to research.

Effective Date of Change: Immediately

JUSTIFICATION

1. Reasons for Changing This Course:

Our Department is eager to involve undergraduates in the research process. We do this, in part, by offering them our PSYC 297 (Undergraduate Research) course. Historically, the prerequisite for this course has been PSYC 202Q (Principles of Research in Psychology). However, an increasing number of students have had the 202Q prerequisite waived by instructors. Psychology Majors and Psychology Minors must take 202Q for their respective Plans of Study. When they take 202Q out of sequence with 297, they cannot receive credit for 202Q without special permission from the College of Liberal Arts and Sciences. Some of us have had (and are eager to

continue to have) freshmen and sophomores engaged in research in our laboratories. These students typically have been unable to take the 202Q prerequisite. Also, 202Q is not offered regularly at our Regional Campuses, where our faculty provide 297 research experience for their students. Finally, the “202Q experience” is not necessary for the diverse nature of behavioral research; that is, the nature of research conducted by individual faculty varies considerably, and the material covered in 202Q, while desirable as background, is not necessary preparation for many research projects. The argument has also been raised that the material covered in 202Q might be even more meaningful to students who have already been involved in the research process.

2. Effect on Department’s Curriculum:

The proposed change will enable students taking 202Q out of sequence with 297 receive credit for 202Q because it will no longer be a prerequisite for 297. 202Q will, of course, remain a required course on the Psychology Major and Psychology Minor Plans of Study.

3. Other Departments Consulted: None.

4. Effects on Other Departments: None

5. Effects on Regional Campuses:

Students attending regional campuses will now be able to take PSYC 297 without the 202Q prerequisite, knowing that they can take 202Q at a later date.

6. Approvals Received and Dates:

This proposal was approved by the Department of Psychology Curriculum and Courses Committee at their meeting on November 12, 2002.

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

David B. Miller (Associate Department Head and Coordinator of Undergraduate Studies)

486-3516 or 486-4301

E-mail: millerd@uconnvm.uconn.edu

8. Staffing:

Each professor has the option of offering PSYC 297 each semester. There are typically four professors offering PSYC 202Q (with a total of 10 sections) each semester at the Storrs campus, and typically one section in the summer.

Authorization to CHANGE A MAJOR

1. *Department:* Psychology, Unit 1020
2. *Title of Major:* Psychology
3. *Nature of Proposed Change:* Separate two courses in the same sub-category of our "Natural Science Group III" into two subcategories

4. *Existing Catalog Description of the Major:*

Psychology

The Psychology Department recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. In addition, all majors should try to include some course work involving experiments in their programs. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before the junior year. Suggested courses include Biology 100, 102, or 107; ANTH 106 or 220; and SOCI 107. If at all possible, majors should take STAT 110 (or 100) by their third semester.

The following core curriculum is required, twenty four 200 level credits including:

Group I. Foundation. Both courses: PSYC 202Q and 291.

Group II. Social and applied science perspectives. Two courses chosen so that two of the following four areas are represented: (a) Developmental Psychology 236; (b) Social Psychology 240; (c) Personality 243 or Abnormal Psychology 245; (d) Industrial/Organizational Psychology 268.

Group III. Natural science perspective. Two courses chosen so that two of the following four areas are represented: (a) Learning and Cognitive Psychology 220 or 256; (b) Psychology of Language 221; (c) Animal Behavior 253 or Physiological Psychology 257; (d) Sensation-Perception 254.

Students who wish to receive a Bachelor of Science degree with a major in Psychology must do the following: (1) satisfy the general Bachelor of Science requirements, and (2) satisfy a modified version of the major requirements for Psychology. In the modified version, the major requirements are expanded such that (i) three courses must be taken from Group III of the core curriculum, and (ii) two

laboratory courses must be taken. A course that is designated as a "laboratory" by its title is considered a laboratory course.

There is a minor in Psychology. A minor in Neuroscience is offered jointly by the Psychology Department and the Physiology and Neurobiology Department. Both programs are described in the *Minors* section of this catalog.

5. *Proposed Catalog Description of the Major (changed section underlined):*

Psychology

The Psychology Department recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. In addition, all majors should try to include some course work involving experiments in their programs. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before the junior year. Suggested courses include Biology 100, 102, or 107; ANTH 106 or 220; and SOCI 107. If at all possible, majors should take STAT 110 (or 100) by their third semester.

The following core curriculum is required, twenty four 200 level credits including:

Group I. Foundation. Both courses: PSYC 202Q and 291.

Group II. Social and applied science perspectives. Two courses chosen so that two of the following four areas are represented: (a) Developmental Psychology 236; (b) Social Psychology 240; (c) Personality 243 or Abnormal Psychology 245; (d) Industrial/Organizational Psychology 268.

Group III. Natural science perspective. Two courses chosen so that two of the following five areas are represented: (a) Learning 220; (b) Cognitive Psychology 256; (c) Psychology of Language 221; (d) Animal Behavior 253 or Physiological Psychology 257; (e) Sensation-Perception 254.

Students who wish to receive a Bachelor of Science degree with a major in Psychology must do the following: (1) satisfy the general Bachelor of Science requirements, and (2) satisfy a modified version of the major requirements for Psychology. In the modified version, the major requirements are expanded such that

(i) three courses must be taken from Group III of the core curriculum, and (ii) two laboratory courses must be taken. A course that is designated as a "laboratory" by its title is considered a laboratory course.

There is a minor in Psychology. A minor in Neuroscience is offered jointly by the Psychology Department and the Physiology and Neurobiology Department. Both programs are described in the *Minors* section of this catalog

6. *Effective Date of Change:* Immediately

JUSTIFICATION

7. *Why is a change required?*

Since the establishment of sub-category "b," different faculty have been teaching Learning (220) and Cognitive Psychology (256) from those who originally taught these courses. The courses used to have overlapping content. That is no longer the case. Faculty who now teach 220 approach that course differently than those who teach 256. Thus, we feel that 256 should be moved to its own sub-category.

8. *What is the impact on students?*

Psychology Majors seeking a Bachelor of Arts degree will now be able to fulfill the two-course requirement of Group III by taking *both* 220 and 256 because these courses will now fall within different sub-categories. (Students can still fulfill the Group III requirement by taking other combinations of core courses within Group III if they so chose.) Psychology Majors seeking a Bachelor of Science degree will now be able to partially fulfill the three-course requirement of Group III by taking *both* 220 and 256 (if they so choose) and one more Group III course from the remaining three sub-categories.

9. *What is the impact on regional campuses?*

Same as for the Storrs campus. However, 256 is not offered as regularly at the regional campuses.

10. *Dates approved by:*

Department Curriculum Committee: November 12, 2002.

Department Head: November 12, 2002.

Department Faculty: November 12, 2002.

11. Department Contact:

David B. Miller (Associate Department Head and Coordinator of Undergraduate Studies)

486-3516 or 486-4301

E-mail: millerd@uconnvm.uconn.edu

2002-192

Proposal to: ADD A NEW COURSE

Date: November 12, 2002

Department: Psychology

Abbreviated Title: Behavioral Genetics

CATALOGUE COPY:

PSYC 2XX. Introduction to Behavioral Genetics

First semester. Three credits. Prerequisite: PSYC 132 or BIOL 100, 102, or 107. *Maxson*
Methods, concepts and findings of behavioral genetics in animals and humans.

Effective Date of Change:

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

1. Course Number: 2XX
2. Course Title: Introduction to Behavioral Genetics
3. Semester(s) offered: First
4. Number of Credits: Three
5. Number of Class Periods: Three
6. Prerequisite/Required Preparation: PSYC 132 or BIOL 100, 102 or 107
7. Any required consent/any exclusions: No/ Not open to sophomores
8. Repetition for credit: No
9. Instructor in charge: Stephen C. Maxson

10 Course description:

Methods, concepts and findings of behavioral genetics in animals and humans.

11. Semester and year in which course will be first offered: Fall 200X

JUSTIFICATION:

1. Reasons for adding this course:

Soon many genes with effects on animal and human behavior will be identified. This will open up new approaches to the scientific study of behaviors and of the effects of the environment on their expression. It will also raise social, legal and ethical issues. Part of this will be a consequence of the recent sequencing of the human genome and model organisms, such as the fruit fly and the mouse. This course will provide undergraduates in the behavioral sciences with the methodological and conceptual tools for critically understanding, evaluating, and using this rapidly growing field.

2. Academic Merit:

Two examinations and a term paper for three credits. A to F grading.

3. Overlapping Courses: None

4. Other Departments Consulted:

Philip Yeagle of Molecular and Cell Biology. Angel DeBlas of Physiology and Neurobiology were sent the course proposal and syllabus. Neither department has any objections to this course.

5. Number of Students Expected: 30

6. Number and Size of Section: One section of 30

{·}€Effects on Other Departments:

The course is potentially relevant to students in Departments of Anthropology, Ecology and Evolutionary Biology, Physiology and Neurobiology.

8. Effects on Regional Campuses: None

9. Approvals Received and Dates:

Charles Lowe, Department Head, November 12, 2002.

Psychology Department Curriculum and Courses Committee, November 12, 2002

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

Stephen Maxson (6-2455); Donald Dickerson (6-4943)

11. Staffing:

Maxson - No new staff members are needed.

Introduction to Behavioral Genetics

Psych 2XX

Fall 200X

Stephen C. Maxson (Stephen.Maxson@Uconn.Edu)

Office: WAB (Psychology Building) Room 128

Office Hours: Tu. and Th. 2:00 to 3:00p and by appointment. Tel: 486-2455 and 486-2510

Class Location: High Tech Classroom

Class Time: Tu, Th at 1230 to 1:45

TEXTS:

M. Cummings (2002) Human Heredity: Principles and Issues. 6th Edition Brooks/Cole. NY.

R. Plomin et al. (2000) Behavioral Genetics. Fourth Edition. Worth. NY.

EXAMINATION AND GRADES: There are two examinations. Each is 25 percent of your grade. All examinations have only short essay questions. The topics for each examination are indicated by the letters adjacent to the examination date. The lectures and readings are complimentary, and the questions are based on both. There is also a term paper of 15 to 20 pages on a mutually agreed upon behavioral genetics topic.

ADEMIC MISCONDUCT: Cheating or plagiarism will not be tolerated in this course. The relevant sections (Part VI A and B) of the Student Code are applicable. They may be found at <http://vm.ucon.edu/~dosa8/code2.html>.

CLASS AND READING SCHEDULE.

A. Two classes: Introduction, Mendelian Genetics, Pedigree Analysis, Chromosomal Aberrations and Behavior.

Cummings (C): Chs. 1, 2, 3, 4 and 6

Plomin et al. (P): pp. 1-28, 132-145.

B. Four classes: Molecular and Neural Genetics

C: Chs. 8, 9, 10, 11, 12, 13

P: Chs. 4, 7.

C. Two classes: Population Genetics and Behavioral Evolution

C: Chs 17, 18.

P. pp. 9-13, 285-287

D. Four classes: Quantitative Genetics and Behavior

P: pp 28-41, Ch. 5, pp 342-349

E. One Class: Shared and Unshared Environment, Genotype-Environment Correlations, Genotype-Environment Interactions for Behavior

P: Ch. 15 and pp. 352-369

F. Three classes: Gene Identification and Behavior

C: pp 100-104

P: pp. 127-129, 369-372, Ch. 6.

One Class: Review Session (A-F)

One Class: Examination (A-F)

G. Four classes: Human Behavior Genetics: Personality and Psychopathology

P: Chs. 12, 13, 11

H. Two classes: Mouse Behavior Genetics: Aggression, Eating and Overeating, Drugs and Behavior

P: pp. 93-103, Ch. 7, pp. 264-273

Nelson, R. J. and Chiavegato, S. (2001) Molecular basis of aggression. *Trends in Neuroscience*. 24: 713-719

Crabbe, J. C. et al. (1999) Identifying genes for alcohol and drug sensitivity: recent progress and future directions. *Trends in Neuroscience*. 22: 173-179

I. Two classes: Fly Behavior Genetics: Circadian Rhythms, Geotaxis and Learning/Memory

P: pp. 118-122

Sokolowski, M. R. (2001) *Drosophila*: Genetics meets Behavior. *Nature Reviews*. 2: 879-890

Young, M. W. (2000) The tick-tock of the biological clock. *Sci. Amer.* 283 (3): 64-71

J. Two classes: Ethical, Legal, and Social Issues in Behavior Genetics.

C: Chs. 1, 16, 19

P: Ch.16

One class: Review Session (I to J.)

One class: Examination (I to J).

2002-193

Proposal to: ADD A NEW W COURSE in Psychology

Date: November 12, 2002

Department: Psychology

Abbreviated Title: Behavioral Genetics

CATALOGUE COPY:

PSYC 2XXW. Introduction to Behavioral Genetics

First semester. Three credits. Prerequisite: PSYC 132 or BIOL 100, 102, or 107. *Maxson*
Methods, concepts and findings of behavioral genetics in animals and humans.

Effective Date of Change:

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

1. Course Number: 2XXW
2. Course Title: Introduction to Behavioral Genetics
3. Semester(s) offered: First
4. Number of Credits: Three
5. Number of Class Periods: Three
6. Prerequisite/Required Preparation: PSYC 132 or BIOL 100, 102 or 107
7. Any required consent/any exclusions: No/ Not open to sophomores
8. Repetition for credit: No
9. Instructor in charge: Stephen C. Maxson
10. Course description:
Methods, concepts and findings of behavioral genetics in animals and humans.
11. Semester and year in which course will be first offered: Fall 2003

JUSTIFICATION

1. Reasons for adding this course:

Soon many genes with effects on animal and human behavior will be identified. This will open up new approaches to the scientific study of behaviors and of the effects of the environment on their expression. It will also raise social, legal and ethical issues. Part of this will be a consequence of the recent sequencing of the human genome and model organisms, such as the fruit fly and the mouse. This course will provide undergraduates in the behavioral sciences with the methodological and conceptual tools for critically understanding, evaluating, and using this rapidly growing field.

2. Academic Merit:

Two examinations and a term paper of at least 15 pages for three credits. A to F grading. The term paper is 50% of the grade. Drafts of the term paper will be submitted twice and feedback given individually to each student.

3. Justification as a W course:

a. Amount of writing required: A term paper of 15 to 20 pages on a topic in behavior genetics is required.

b. How writing will be evaluated: A draft of the term paper will be submitted at the 8th and 11th week of the semester. I will not only critically evaluate the paper for subject content but also for the quality of the writing. I will meet with the student to discuss my comments on the content and the writing.

c. Grading: Half of the grade is based on both the term paper. The other half of the grade is based on two examinations.

d. Supporting Material: Syllabus.

4. Overlapping Courses: None

{·}€Οτηερ Δεπαρτημεντο Χονσυλτεδ:

Philip Yeagle of Molecular and Cell Biology. Angel DeBlas of Physiology and Neurobiology were sent the course proposal and syllabus. Neither department has any objections to this course.

6. Number of Students Expected: 15

7. Number and Size of Section: One section with maximum enrollment of 15

8 Effects on Other Departments:

The course is potentially relevant to students in Departments of Anthropology, Ecology and Evolutionary Biology, Physiology and Neurobiology.

9 Effects on Regional Campuses: None

10. Approvals Received and Dates:

Charles Lowe, Department Head, November 12, 2002.

Psychology Department Curriculum and Courses Committee, November 12, 2002

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

Stephen Maxson (6-2455); Donald Dickerson (6-4943)

12. Staffing

Maxson - No new staff members are needed.

Introduction to Behavioral Genetics

Psych 2XXW

Fall 200X

Stephen C. Maxson (Stephen.Maxson@Uconn.Edu)

Office: WAB (Psychology Building) Room 128

Office Hours: Tu. and Th. 2:00 to 3:00p and by appointment. Tel: 486-2455 and 486-2510

Class Location: High Tech Classroom

Class Time: Tu, Th at 1230 to 1:45

TEXTS:

M. Cummings (2002) Human Heredity: Principles and Issues. 6th Edition Brooks/Cole. NY.

R. Plomin et al. (2000) Behavioral Genetics. Fourth Edition. Worth. NY.

EXAMINATION AND GRADES: There are two examinations. Each is 25 percent of your grade. All examinations have only short essay questions. The topics for each examination are indicated by the letters adjacent to the examination date. The lectures and readings are complimentary, and the questions are based on both. There is also a term paper of 15 to 20 pages on a mutually agreed upon behavioral genetics topic. This is 50 percent of your grade. A first draft is due the eighth week of the semester. After discussion of it with me, the second draft is due the eleventh week of the semester.

ACADEMIC MISCONDUCT: Cheating or plagiarism will not be tolerated in this course. The relevant sections (Part VI A and B) of the Student Code are applicable. They may be found at <http://vm.uconn.edu/~dosa8/code2.html>.

CLASS AND READING SCHEDULE.

A. Two classes: Introduction, Mendelian Genetics, Pedigree Analysis, Chromosomal Aberrations and Behavior.

Cummings (C): Chs. 1, 2, 3, 4 and 6

Plomin et al. (P): pp. 1-28, 132-145.

B. Four classes: Molecular and Neural Genetics

C: Chs. 8, 9, 10, 11, 12, 13

P: Chs. 4, 7.

C. Two classes: Population Genetics and Behavioral Evolution

C: Chs 17, 18.

P. pp. 9-13, 285-287

D. Four classes: Quantitative Genetics and Behavior

P: pp 28-41, Ch. 5, pp 342-349

E. One Class: Shared and Unshared Environment, Genotype-Environment Correlations, Genotype-Environment Interactions for Behavior

P: Ch. 15 and pp. 352-369

F. Three classes: Gene Identification and Behavior

C: pp 100-104

P: pp. 127-129, 369-372, Ch. 6.

One Class: Review Session (A-F)

One Class: Examination (A-F)

G. Four classes: Human Behavior Genetics: Personality and Psychopathology

P: Chs. 12, 13, 11

H. Two classes: Mouse Behavior Genetics: Aggression, Eating and Overeating, Drugs and Behavior

P: pp. 93-103, Ch. 7, pp. 264-273

Nelson, R. J. and Chiavegatto, S. (2001) Molecular basis of aggression. *Trends in Neuroscience*. 24: 713-719

Crabbe, J. C. et al. (1999) Identifying genes for alcohol and drug sensitivity: recent progress and future directions. *Trends in Neuroscience*. 22: 173-179

I. Two classes: Fly Behavior Genetics: Circadian Rhythms, Geotaxis and Learning/Memory

P: pp. 118-122

Sokolowski, M. R. (2001) *Drosophila*: Genetics meets Behavior. *Nature Reviews*. 2: 879-890

Young, M. W. (2000) The tick-tock of the biological clock. *Sci. Amer*. 283 (3): 64-71

J. Two classes: Ethical, Legal, and Social Issues in Behavior Genetics.

C: Chs. 1, 16, 19

P: Ch.16

One class: Review Session (I to J.)

One class: Examination (I to J).

2002-194

Proposal to: ADD A NEW COURSE

Date: Nov 12, 2002

Department: Psychology

Abbreviated Title: Practicum in Experimental Psychology

CATALOGUE COPY:

PSYC 4XX. Teaching Experimental Psychology. *Three credits*. Prerequisites: 45 credits including 6 from among PSYC 313, 315, 367, 368, 369, 370, 374, 375.

The lecture method applied to teaching undergraduate courses in experimental psychology (introductory, cognition, learning & memory, sensation & perception) and giving conference presentations. Attention is given to presentation style and content.

Effective Date of Change:

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

1. Course Number: 4XX

2. Course Title: Teaching Experimental Psychology

3. Semester(s) offered: By arrangement.

4. Number of Credits: 3

5. Number of Class Periods: 3

6. Prerequisite/Required Preparation: 45 credits including 6 from among PSYC 313, 315, 367, 368, 369, 370, 374, 375

7. Any required consent/any exclusions: Open only with consent of instructor.

8. Repetition for credit: No

9. Instructor in charge: Turvey

10. Course description:

The lecture method applied to teaching undergraduate courses in experimental psychology (introductory, cognition, learning & memory, sensation & perception) and giving conference presentations and colloquia. Instruction will be provided with respect to designing an individual lecture as well as designing an entire course. Emphasis is placed on effective communication of technical material. Students will give assigned lectures (e.g., an early lecture in a 200-level course) and will be critiqued with respect to style (clarity, appropriate vocabulary, distracting verbal habits, effective use of gesture) and content (organization, schematics).

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

JUSTIFICATION

1. Reasons for adding this course: Teaching is a central part of the training for our graduate students who tend to take jobs in university settings. Ineffective teaching can make their daily professional lives frustrating. Experimental Psychology is an especially challenging area to teach to undergraduates because (1) it is not the area of psychology they are most interested in, (2) its courses are often considered among the most difficult that undergraduates take, and (3) its plethora of detail can tempt the teacher to simply provide lists of facts. We propose to offer this course to senior graduate students in order to provide content-specific techniques for designing effective lectures and courses. This course has been offered informally in the summer for 30 years, exclusively to students in the Ecological Psychology Program.

2. Academic Merit:

An individual student will give weekly or bi-weekly presentations on assigned topics: three lectures from an Introductory Psychology class, two or three lectures from an upper-division class, a 15-minute conference presentation, a colloquium. These will be critiqued by the instructor and the other members of the class. Three credits will be earned for approximately 120 hours of work. This course will be graded satisfactory/unsatisfactory by the faculty supervisor based on student success and improvement in incorporating the themes of the lecture method into their presentations.

3. Overlapping Courses: None

4. Other Departments Consulted: Educational Psychology, Institute for Teaching and Learning

5. Number of Students Expected: fewer than 10 per year

6. Number and Size of Section: 1 section, 10 students

7. Effects on Other Departments: None

8. Effects on Regional Campuses: None

9 Approvals Received and Dates:

Charles Lowe, Department Head, November 12, 2002.

Psychology Department Curriculum and Courses Committee, November 12, 2002

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

11. Staffing: We expect limited enrollments in this course; it will therefore require no new staff.

2002-195

Authorization to CHANGE A New Minor

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

INFORMATION:

1. Department Name: Depts. of Psychology / Physiology & Neurobiology

2. Title of Minor: Neuroscience

3. Nature of Change: Add a new option for the lab requirement; add a new course (Drugs and Behavior, Psyc 259) to the plan of study

4. Existing Catalogue Description of the Minor: The requirements for this minor are at least 15 credits of 200 level courses that are structured in the following manner. Required lecture courses: All students must take both PSYC 257 Physiological Psychology and PNB 251 Biology of the Brain. Lab requirement: Students must take at least one of the following: PSYC 267/267W Laboratory in Physiological Psychology or PNB 263W Investigations in Neurobiology. Additional courses, up to at least 15 credits: PSYC 220, 253, 254, 263; PNB 262. Graduate courses in Psychology or PNB may be counted with permission of the neuroscience minor advisor. The additional courses should be selected in consultation with neuroscience advisors in psychology or physiology and neurobiology. Up to 3 credits of independent study (PNB 299, PSYC 297) may be counted towards the minor with permission of the neuroscience minor advisor.

The minor is offered jointly by the Psychology Department and the Physiology and Neurobiology Department.

5. Proposed Catalogue Description of the Minor: The requirements for this minor are at least 15 credits of 200 level courses that are structured in the following manner. Required lecture courses: All students must take both PSYC 257 Physiological Psychology and PNB 251 Biology of the Brain. Lab requirement: Students must take at least one of the following: PSYC 267/267W Laboratory in Physiological Psychology, PSYC 263W Laboratory in Animal Behavior and Learning, or PNB 263W Investigations in Neurobiology. Additional courses, up to at least 15 credits: PSYC 220, 253, 254, 259, 263; PNB 262. Graduate courses in Psychology or PNB may be counted with permission of the neuroscience minor advisor. The additional courses should be selected in consultation with neuroscience advisors in psychology or physiology and neurobiology. Up to 3 credits of independent study (PNB 299, PSYC 297) may be counted towards the minor with permission of the neuroscience minor advisor.

6. Effective Date (semester, year): (Note that changes will be effective immediately unless a specific date is requested.) IMMEDIATELY

7. JUSTIFICATION Why is a change required? The lab course, PSYC 263W (Animal Learning and Behavior Lab) has seen a major change in content in the last year. This course is taught by members of the Neuroscience faculty (Markus, Chrobak), and the content is highly appropriate for our lab options on the plan of study. Also, this change is required to reflect the lab teaching schedule in psychology, in that PSYC 267 is taught once a year in the spring,

and PSYC 263 is taught once a year in the Fall. The proposed change will make it easier for students to schedule the lab requirement for the minor. The other major change is that Drugs and Behavior (PSYC 259) is being added. This new course was designed so that it eventually could be a part of the neuroscience minor curriculum, and the content is highly appropriate for a neuroscience minor. The instructor (Salamone) is a member of the Neuroscience faculty, and currently is the Neuroscience minor in Psychology.

8. What is the impact on students? The proposed changes will benefit the students by providing them with more options, and a broader range of content.
9. What is the impact on regional campuses? It is possible that Drugs and Behavior will be offered by the regional campuses in the future.
10. Attach a revised "Minor Plan of Study" form to this proposal. This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. (see attached)

11. Dates approved by:

The neuroscience minor has a steering committee that oversees its curriculum and planning. The members are the two Neuroscience Minor Advisors (John Salamone and Andy Moiseff) and the two Department Heads (Charles Lowe and Angel de Blas). This change was approved unanimously by this committee 11/15/02.

Name and Phone Number and email address of Departmental Contact: John Salamone (Psychology): 6-4302, Salamone@psych.psy.uconn.edu; Andy Moiseff (PNB):

Minor in Neuroscience Plan of Study

Consult with a Neuroscience Advisor in either Psychology, Physiology and Neurobiology, or both, before completing this plan of study: During the first four weeks of your graduating semester, four copies of your completed plan of study, approved by your Major Department Head or your Major Advisor, and by one of the Neuroscience Advisors, must be submitted as follows: two copies to a Neuroscience Advisor (one will be submitted to Degree Auditing), one copy for your Major Advisor, and one copy for you. Once the final plan of study has been filed with Degree Auditing, changes may be made only with the consent of a Neuroscience advisor.

Name of Student: _____ Student ID: _____

This plan of study is intended to meet the requirements of the _____ (year you entered the university) catalog.

Date you expect to complete the degree requirements: _____

Course Requirements. Not less than 15 credits at the 200 level, as follows:

1. PSYC 257 _____ and PNB 251 _____

2. One of the following laboratory courses:

PSYC 263W _____ PSYC 267/W _____ or PNB 263W _____

3. At least 6 additional credits from the following:

PSYC 220 _____

PSYC 253 _____

PSYC 254 _____

PSYC 259 _____

PSYC 263W_____ (if not used for lab requirement)

PSYC 267/W_____ (if not used for lab requirement)

PNB 262 _____

PNB 263W_____ (if not used for lab requirement)

PSYC 297 or PNB 299 _____ (up to 3 credits may count towards minor with permission of the Neuroscience Minor Advisor).

Graduate Courses _____ (with permission of the Neuroscience Minor Advisor)

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

Neuroscience: _____

(Neuroscience Minor Advisor) (Date)

2002-196

Proposal to: ADD A NEW COURSE

Date: December 10, 2002

Department: Physics

Abbreviated Title: Astrophysics and Modern Cosmology

CATALOGUE COPY:

PHYS 2XXQ. Astrophysics and Modern Cosmology

Second semester. Three credits. Prerequisites: PHYS 209 or 242, 210 or 255, and 230, or with consent of the instructor.

Basic principles of contemporary astrophysics; applications to stars, galaxies, and modern cosmology.

Effective Date of Change:

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

JUSTIFICATION

(1) Reasons for adding this course:

Of all the topics of contemporary physics, those of astrophysics/cosmology fire the imagination of physics students the most. One needs only to look at the number of recent discoveries which were made possible by the new space-based observatories to gauge the attraction of this discipline. The first beneficial aspect of the proposed course is that it would provide an excellent "capstone" course for undergraduate students. The first two years of physics consist of mechanics, electricity and magnetism, thermodynamics, and quantum physics. More than any other topic, the understanding of astrophysics requires the application of all of these areas. The second beneficial aspect of the proposed course is that it would be an aid in the recruitment and retention of physics majors. The availability of a course beyond the introductory Physics 155Q (Introductory Astronomy) might help attract students interested in majoring in physics. Some of our majors might even want to go on to graduate school where there is an astrophysics track, and this would give them some of the necessary background.

(2) Academic Merit:

Astrophysics is a synthesis of almost all of the areas of theoretical physics, including computational methods, dynamics (both Newtonian and relativistic), fluid mechanics, statistical mechanics, electrodynamics, optics, quantum mechanics, nuclear and particle physics, and of course general relativity. With such a course, undergraduate physics students will be able to see the interlocking nature of the basic concepts of physics.

(3) Overlapping Courses:

None

(4) Other Departments Consulted:

Geology

(5) Number of Students Expected:

10

(6) Number and Size of Section:

One section with a capacity of 20 students

(7) Effects of Other Departments:

None

(8) Effects on Regional Campuses:

None

(9) Approvals Received and Dates

Physics Department Curriculum and Courses Committee - October 31, 2002

Full Faculty and Department Head - November 21, 2002

(10) Name and Phone Number of Person for the CCC to Contact:

William A. Hines, Chairperson

Physics Department Curriculum and Courses Committee

Phone: 6-2343

Fax: 6-3346

e-mail: hines@uconnvm.uconn.edu

(11) Staffing:

No change

SYLLABUS

Typical Texts:

F. Shu, The Physical Universe - An Introduction to Astronomy,

University Science Books
M. Harwit, Astrophysical Concepts, 2nd Edition, Springer-Verlag
M. Zeilik and S. Gregory, Introductory Astronomy and Astrophysics,
Brooks and Cole

Topics Covered:

(1) Stars

Newtonian Gravity and Planetary Motion
Nuclear Burning in Stars and the Solar Cycle
Stellar Evolution and the Hertzsprung-Russell Main Sequence
Determining Distances to Stars
Binary Stars and Mass Accretion
Eddington Luminosity Limit
Chandrasekhar Mass, White Dwarfs, Neutron Stars, Black Holes
The Solar Neutrino Problem

(2) Galaxies

Interstellar Medium and Absorption of Starlight
Evidence that the Milky Way is a Galaxy
Differential Rotation of the Galaxy
Spiral and Elliptical Galaxies - Hubble Classification
Galactic Rotation Curves and Galactic Dark Matter
Active Galaxies, Seyferts and Supermassive Black Holes in Galactic Nuclei

(3) Cosmology

Newtonian Cosmology
General Relativity, Black Holes and Relativistic Cosmology
Cosmological Hubble Expansion of the Universe
The Cosmic Microwave Background
Hot Big Bang Theory and Primordial Nucleosynthesis
The Future Fate of the Universe
Inflation and Cosmological Dark Matter
Connection of Cosmology to Elementary Particle Physics

2002-197

Proposal to: ADD A NEW COURSE

Date: December 10, 2002

Department: Physics

Abbreviated Title: Inquiry-Based Physics

CATALOGUE COPY:

PHYS 1XXQ. Inquiry-Based Physics.

Second semester. Four credits. One class period and three 2-hour laboratories.

Selected topics from physics, with an emphasis on a depth of understanding.

Provides background for teaching physical science as a process of inquiry, and

develops scientific literacy. Particularly for pre-service elementary school teachers.

Effective Date of Change:

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

JUSTIFICATION

1. Reasons for adding this course:

The state of K-12 Science Education in the US in 1999 was characterized by the Report of the Glenn Commission, "Before It's Too Late" (1). The most relevant quote for our purpose is: "The teaching pool in mathematics and science is inadequate to meet our current needs; many classes in these subjects are taught by unqualified and under-qualified teachers."

The state of K-12 physics education in Connecticut is in an even more precarious situation. There is already a shortage of high school physics teachers in the state. In 1998, 47% of high school physics teachers in Connecticut were over 50 years old (2). This is the highest percentage in the nation, the average being 28%. Then, at the current net production rate for new teachers of less than seven per year (3), the present pool of 280 teachers would dwindle to below 210 over the next ten years. In 2001, of 19 open positions for physics high school teachers in Connecticut only one was filled by a fully-qualified person. The National Science Foundation and the learned physical societies all emphasize that improvements in science education must address student learning at all levels. Improvement in elementary school science teaching is a necessary part of the overall plan. The Glenn Commission established a set of goals to meet the problems described above, the first of which is to "establish an ongoing system to improve the quality of mathematics and science teaching in grades K-12" (1). "Inquiry-Based Physics" is designed to meet part of that goal, improvement in elementary school science teaching.

This sad state of affairs in science education probably arose from a situation also described in the Glenn Report: "The basic teaching style in too many mathematics and science classes today remains essentially what it was two generations ago." We expand on that, starting with a definition. The mode of instruction in which a teacher lectures to a class, and writes on a board or overhead projector, will be referred to as traditional teaching. It is teacher-centered, student passive. The fraction of the population that learns effectively from this mode of instruction depends on the subject matter being taught. It appears that the fraction is smaller for the more abstract courses. In the sciences, then, the fraction is smallest for physics, the most abstract science. Yet, physics faculties are made up exclusively from this fraction. These factors, coupled with the well-known tendency to teach as we were taught, is part of the reason why we are faced with the imminent shortage described above. For many years prior to the 1990s we taught physics almost exclusively for students intending to go on to graduate school, just like us. Physics was not alone in this.

Another view of the same phenomenon is provided by David Goodstein, Vice-Provost and Frank J. Gilloon Distinguished Teaching and Service Professor at the California Institute of Technology (4). Goodstein raises the paradox of the coexistence in our society of “scientific elites and scientific illiterates”. The paradox exists “because our system of science education is designed to produce that result.” He goes on to describe how the problem starts in grade school, where many elementary school teachers are “not only ignorant of science; they are hostile to science” With the proposed course we wish to contribute to the solution of this problem in Connecticut.

There has been a great deal of research in science education in the last 40 years. Whether or not inspired by it, the pedagogy resulting from such research largely conforms to the tenets of constructivism (5) The new methods can generally be covered by the description: “less is more”. Student-active learning generally moves more slowly, so that fewer topics get covered (less), but students understand and retain a greater amount of the core material (more). However, that characterization does not do justice to the many research projects that have been devoted to improving the nature of physics teaching at colleges and universities. There is a large range of options for improvement, from a complete constructivist approach as in the course proposed here, to the “tweaking” of traditional lectures.

Based on considerable research into how people learn (6), there is a consensus that inquiry-based learning reaches the greatest number of elementary school students (7). It is for this reason that we seek to introduce an inquiry-based physics course for preservice elementary school teachers, and for liberal arts students who might consider teaching as a future career.

References

1. “Before It’s Too Late”, A Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century, Chair: Senator John Glenn <http://www.ed.gov/americaaccounts/glenn/toc.html>
2. “State Education Indicators of Science and Mathematics Education 1999”, The Council of Chief State School Officers. p.82.
<http://www.ccsso.org/pdfs/SciMath99-Chapter3.pdf>
3. Private communication from Steven Weinberg, Science Consultant to the State Board of Education, to Philip Best.
4. David Goodstein, “Science Education Paradox”, Technology Review, September, 2001.
5. “Teaching science for Understanding : a Human Constructivist View” edited by Joel J. Mintzes, James H. Wandersee, Joseph D. Novak. Academic Press, San Diego, Ca.1998.
6. Bransford, J. D., Brown, A. L., & Cocking, R., (Eds). (1999). How People

Learn: Brain, Mind, Experience, and School. <http://books.nap.edu/html/howpeople/>

7. Inquiry and the National Science Education Standards: A Guide for Teaching and Learning (2000)

<http://bob.nap.edu/books/0309064767/htm1/>

2. Academic Merit:

The new course will use a textbook “Physics by Inquiry”, by Lillian McDermott, of the University of Washington. McDermott has been awarded the prestigious Oersted medal of the American Association of Physics Teachers for her research into physics education. She is the only guest commentator in the National Academy Press publication, ref 7 above. “Physics by Inquiry” has been “used to prepare preservice and inservice K-12 teachers to teach science as a process of inquiry”, as well as “to prepare liberal arts students with direct experience in the scientific process, thus establishing a solid foundation for scientific literacy.” A partial list of colleges and universities that use this textbook is appended.

3. Overlapping Courses:

Of existing 100 level physics courses the new course has most overlap with PHYS 101Q. It is a case of less and more. Nursing students, for example, need the greater number of topics covered in PHYS 101Q; preservice elementary school teachers need a better basic understanding of fewer topics, and they need to be taught in a student-centered, inquiry-based manner. Both courses are needed if the Physics Department is to meet its obligations to students with a wide range of education requirements.

4. Other Departments Consulted:

The Curriculum and Instruction Department of the School of Education has been consulted.

5. Number of Students Expected:

Initial enrollment will be restricted to 20.

6. Number and Size of Section:

20 students.

7. Effects on Other Departments:

None perceived.

8. Effects on Regional Campuses:

None perceived.

9. Approvals Received and Dates:

Physics Department Curriculum and Courses Committee – October 31, 2002

Full Faculty and Department Head – November 21, 2002

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

Bill Hines: 486-2343.

Phil Best: 486-2942.

11. Staffing

The one-hour lecture will initially be taught by Phil Best. He will also be the instructor in the lab sessions with assistance from an adjunct faculty. The cost of the adjunct staff, a middle-school science teacher who has a bachelor's degree, will be shared by the Dean (\$2525) and the Physics Department (\$1000)

Physics Education Group Appendix

Institutions that have used *Physics by Inquiry*

Edmonds Community College— Edmonds, WA University of Texas - Austin, TX
Miami University of Ohio - Oxford, OH University of Wisconsin - Oshkosh, WI
Montana State University - Bozeman, MT Virginia State University, - Petersburg, VA
North Seattle Community College, Seattle, WA Wilmington College - Wilmington, OH
The Ohio State University - Columbus, OH Xavier University - New Orleans, LA
University of Maine — Orono, ME Wright State University - Dayton, OH
University of North Carolina- Greensboro, NC Youngstown State - Youngstown, OH
University Preparatory Academy- Seattle, WA University of Washington, Seattle, WA
University of Sydney - Sydney, Australia
Allegheny Community College - Cumberland, MD
Augsburg College - Minneapolis, MN
Bemidji University - Bemidji, MN
Bloomsburg State University - Bloomsburg, PA
Bluffton College - Bluffton, OH
College Misericordia - Dallas, PA
Concordia College — St. Paul, MN
DePaul University - Chicago, IL
Doane College - Lincoln, NE
East Carolina State University- Greenville, NC
Franklin and Marshall - Lancaster, PA
Grand Valley State University - Allendale, MI
Green River Community College, Auburn, WA
Hampton University - Hampton, VA
Lake City Community College - Lake City, FL
Minot State University - Minot, ND
Moorhead State University - Moorhead, MN
Muhlenberg College - Muhlenberg, PA
Oklahoma State University - Stillwater, OK
Pittsburg State University - Pittsburg, KN

St. Mary's University of Minnesota - Minneapolis, MN
Sonoma State University - Rohnert Park, CA
Texas Wesleyan University - Fort Worth, TX
University of Akron - Akron, OH
University of Central Florida - Orlando, FL
University of Cincinnati - Cincinnati, OH
University of Kentucky - Lexington, KY
University of Mary – Bismarck, ND
University of Michigan - Flint, MI
University of New Orleans

Sample Syllabus: Inquiry-Based Physics.

Week

1. ASTRONOMY BY SIGHT: Introduction, Preparation
PROPERTIES OF MATTER: Mass, Principles of balancing, Measurements of mass.
2. Uncertainty, Operational definitions, Volume
3. Changes in mass and volume, Distinguishing between mass and volume
4. Proportional reasoning with mass and volume, Density,
5. Measurements of densities, Sinking and floating,
6. Graphing mass and volume, Interpreting algebraic expressions
7. Interpreting the equal sign. Reasoning by analogy. Mid term exam.
8. ELECTRIC CIRCUITS: Single-bulb circuits, A model for electric current
9. Extending the model for electric current, Series and parallel networks
10. Kirchhoffs first rule, Equivalent resistance,
11. Multiple batteries, Kirchhoff's second rule
12. Exam . ASTRONOMY BY SIGHT: The celestial sphere
13. Annual motion of the sun and stars: a geocentric model, a heliocentric model
14. The seasons

2002-198

Proposal to: ADD A NEW COURSE

Date: 11/14/2002

Department: Modern and Classical Languages (Spanish
Literary & Cultural Studies)

Abbreviated Title: "Spanish Film"

CATALOGUE COPY:

SPAN 219. Spanish Film. Either semester. Three credits. One three-hour class period.
Recommended preparation: SPAN 278 or consent of instructor. Class explores the way film has expressed debates over Spanish identity and history, including the role of film under Franco, in the new democratic Spain, and as part of a postmodern Europe.

Effective Date of Change: Spring 2004

1. Course Number: SPAN 219

2. Course Title: "Spanish Film"

3. Semester(s) offered: either

4. Number of Credits: 3

5. Number of Class Periods: One three-hour class period and one two-hour laboratory period.

6. Prerequisite/Required Preparation: SPAN 278 or equivalent.

7. Any required consent/any exclusions: None

8. Repetition for credit: No

9. Instructor in charge: Freya Schiwy

10. Course description:

Class explores the way film has expressed debates over Spanish identity and history, including the role of film under Franco, in the new democratic Spain, and

as part of a postmodern Europe. Introduction to Spain's particular material conditions of cinema production and reception and to film analysis.

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

JUSTIFICATION

1. Reasons for adding this course:

This course offers insights into Spanish cinematographic production and the way film has articulated central socio-political and aesthetic debates in the peninsula. It is particularly suited to students who are pursuing a major or minor degree in Spanish literary and cultural studies. It compliments the Study Abroad Program in Granada. Screenings during the laboratory periods will be of films subtitled in English and are open to undergraduates enrolled in other film classes.

2. Academic Merit:

Students will gain an understanding of cinematographic aesthetics, of Spain's particular material conditions of production and reception and familiarity with the major Spanish filmmakers. The class includes the role of film under the Franco dictatorship, the way the new democratic Spain has remembered its history, film as a means of expressing regional differences, and the postmodern cinematography that seeks to tie Spain into the context of the European Union.

3. Overlapping Courses: None

4. Other Departments Consulted: Programs in MCL and LAMS.

5. Number of Students Expected: 25-30

6. Number and Size of Section: One section, 25-30

7. Effects on Other Departments: None

8. Effects on Regional Campuses: None

9. Approvals Received and Dates:

Modern and Classical Languages Department and Department Head, 11/12/02

10. Names and Phone Numbers of Persons for the CCC to contact:
Freya Schiwy, 6-1531 or (860) 684 1027; freya.schiwy@uconn.edu

11. Staffing: Freya Schiwy

Syllabus: SPAN 219 – “Spanish Film”

Course Format:

Either semester. One three-hour class period. Lectures and seminar discussions in Spanish. Readings in Spanish and English. Films and videos in Spanish with English subtitles.

Course Description and Objectives:

Spanish cinema was a tool of propaganda for the Franco regime as well as a means of expressing resistance. After the transition to democracy, film provided a means of expressing the New Spain. It interrogated national and regional identities alongside the stereotypes of masculinity and femininity. We will explore the role of film under the Franco dictatorship, the way the new democratic Spain has remembered its history, film as a means of expressing regional differences, and the postmodern cinematography that seeks to tie Spain into the context of the European Union. Students will learn to analyze films and appreciate audiovisual language and they will gain familiarity with major Spanish filmmakers such as Carlos Saura, Pedro Almodóvar, José Juan Bigas Luna, Luis García Berlanga, with the new Basque School of Cinema (Julio Medem) and women directors (e.g. Rosa Verges). This class is conducted in Spanish and also serves to enhance students' Spanish language communication proficiency.

Course Requirements:

Class participation		20%
Quizzes	20%	
2 Short essays		30%
Final composition		30%

Class participation: This class relies on your participation. You will have to prepare readings in advance, develop your own ideas and be prepared to contribute to class discussion. You are also required to attend the laboratory film screenings.

Quizzes: There will be several short quizzes on factual information and key concepts.

Short essays: There is no midterm but you will be required to write 2 brief analyses of films we have discussed. These short essays (3 pages) will help you sharpen your ideas for the final composition as well as enhance your Spanish language writing proficiency.

Final composition: You will write a final paper (max. 8 pages) comparing cinematographic strategies of representation in two of the films we have discussed. You will be able to integrate the contextual and critical reading we have done over the semester into this final paper.

Required Books (available in the CO-OP).

Jean-Claude Seguin, *Historia del cine español*

Valentín Fernández-Tubau R., *El Cine en Definiciones*

Marsha Kinder, *Blood Cinema*

Pedro Almodóvar, *Un cine visceral*

David Bordwell and Kristin Thompson, *Film Art. An Introduction.*

Recommended Book (available in the CO-OP)
Rob Stone, *Spanish Cinema*

Articles on electronic course reserves (ECR). Check the link through WebCT.

Week 1 Introduction

Film and the Nation:

Week 2

Luis Buñuel, Las hurdes (1932) and Luis Buñuel and Salvador Dalí, Un Chien Andalou (1929/1962)

Session 1: ECR: Nichols, “Documentary Modes of Representation”

Session 2: ECR: Sergei Eisenstein, “The Montage of Film Attraction”

Recommended reading:

Rob Stone, chapter 1 (on Buñuel)

Week 3

J. L. Saénz de Heredia, Raza (1941)

Session 1: Seguin, Historia del cine (Part I)

Session 2: Bordwell and Thompson, chapter 2 (Film Form); **Quiz 1**

Subverting Franco

Week 4

Luis G. Berlanga, El verdugo (1947)

Session 1: Kinder, chapter 4 (Sacrifice and Massacre)

Session 2: Bordwell and Thomson, chapter 3 (Narrative).

Week 5

Carlos Saura, La Caza (1965)

Session 1: Bordwell and Thomson, chapter 5 (The Shot: Mis-en-Scene)

Session 2: Seguin, Historia del cine (Part II); **Quiz 2**

Week 6

Victor Erice, El Espiritu de la Colmena (1973)

Session 1: Kinder, chapter 3 (Breaking new ground)

Session 2: Bordwell, chapter 6 (The Shot)

Post-Franco Spain

Week 7

Pedro Almodóvar, El Matador (1986)

Session 1: Almodóvar, Capitulo 5 (Matador). ***1. Short Essay Due***

Session 2: Bordwell, chapter 7 (Editing)

Week 8

Josefina Molina, La Lola se va a los puertos (1995)

Session 1: Seguin, Historia (Part III)

Session 2: open discussion

Week 9

Montxo Armendáriz, Las cartas de Alou (1990)

Session 1: ECR: Bazin, “The Ontology of the Photographic Image”

Session 2: Bordwell, chapter 8 (Sound), ECR: Eisenstein, “Statement on Sound”

Week 10

Julio Medem, La ardilla roja (1993)

Session 1: Kinder, chapter 5 (Spanish Oedipal Narrative)

Session 2: *Quiz 3*

Week 11

Rosa Vergès, Boom Boom (1990)

Session 1: Kinder, chapter 8 (Micro and Macroregionalism)

Session 2: ECR: Laura Mulvey, “Visual Pleasure and Narrative Cinema”

Cyborgs

Week 12

Pedro Almodóvar, Kika (1995)

Session 1: Almodóvar, chapter 10 (Kika) 2. *Short Essay due*

Session 2: ECR: Haraway, “Cyborgs and Simians”; *Quiz 4*

Re-membering history

Week 13

Ken Loach, Tierra y Libertad (1995)

Session 1: open discussion

Session 2: open discussion

Week 14

Bigas Luna, Jamón, Jamón (1992)

Session 1: Selections from Goya

Session 2: open discussion

2002-199

Proposal to: CHANGE A COURSE

Date: 11/14/02

Department: Modern and Classical Languages

NATURE OF PROPOSED CHANGE:

Change in focus of course content. Current SPAN209 “Film and Literature” to SPAN209 “Latin American Film.” Rather than focus on the adaptation of literature to film from the Spanish and Portuguese speaking world, this class will now focus on aesthetic and social issues articulated in Latin American film and video.

CURRENT CATALOG COPY:

SPAN 209. Film and Literature. Either Semester. Three credits. One three-hour class period. Recommended preparation: SPAN 278 or consent of instructor. Films from the Spanish or Portuguese-speaking worlds are viewed and examined to show how literature is transformed into cinema.

PROPOSED CATALOG COPY:

SPAN 209. Latin American Film. Either semester. Three credits. One three-hour class period and one 2-hour laboratory period. Recommended preparation: SPAN 278 or consent of instructor for section taught in Spanish. Offers students insights into Latin American cinema and video production. Provides tools for analyzing film and its expression of socio-political and aesthetic debates in the continent. Taught in Spanish.

Effective Date of Change: Spring 2004

JUSTIFICATION

1. Reasons for changing this course:

Rather than mix literature and film this class concentrates on film as a field in itself with its own social history and critical tradition. Latin American film and critical traditions of analysis are placed in dialogue with general film theory. It provides students with the tools for analyzing film and appreciating the way the medium has articulated socio-political and aesthetic debates in the continent. It is suited to students who are pursuing a major or minor degree in Spanish literary and cultural studies. Screenings during the laboratory periods will be of films subtitled in English and are open to undergraduates enrolled in other film classes. Class discussion will be conducted in Spanish, providing students with the specialized vocabulary needed to discuss film and video in Spanish. This class will also enhance students' communication proficiency in Spanish.

2. Effect on Department's Curriculum:

Strengthens the offerings in Latin American cultural studies by contributing an in-depth focus on Latin American film and video.

3. Other Departments Consulted: Programs in MCL and LAMS.

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Approvals Received and Dates:

Department of Modern and Classical Languages and Department Head 11/12/02

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

Freya Schiwy

Office 486 1531

Home (860) 684 1027

Email: freya.schiwy@uconn.edu

8. Staffing: Freya Schiwy

Syllabus: SPAN 209 – “Latin American Film and Video”

Course Format:

Either semester. One three-hour class period. Lectures and seminar discussions in Spanish. Readings in Spanish and English. Films and videos in Spanish with English subtitles.

Course Description and Objectives: Latin American cinema is extremely diverse. Its films contest or respond in diverse ways to the power of Hollywood productions. These responses as well as the critique of US influence in the region have included genres such as the Mexican melodrama in the 1940s and the revolutionary aesthetics of New Latin American cinema in the 1960s and 1970s. More recent films include the use of humor and action, the critique of dictatorships as well as efforts to express youth culture and the urban apocalypse. Problems of race, gender, and

class have been underlying issues that tie these diverse historical moments, genres and national productions together. The class offers an introduction to the diverse productions in Latin American cinema and video as well as to the basics of film analysis. The class is conducted in Spanish and enhances students' communication proficiency. It also provides students with a specialized vocabulary for the discussion of film in the Spanish language.

Course Requirements:

Class participation		20%
Quizzes	20%	
2 Short essays		30%
Final composition		30%

Class participation: This class relies on your participation. You will have to prepare readings in advance, develop your own ideas and be prepared to contribute to class discussion. You are also required to attend the laboratory film screenings.

Quizzes: There will be several short quizzes on factual information and key concepts.

Short essays: There is no midterm but you will be required to write 2 brief analyses of films we have discussed. These short essays (3 pages) will help you sharpen your ideas for the final composition as well as enhance your Spanish language writing proficiency.

Final composition: You will write a final paper (max. 8 pages) comparing cinematographic strategies of representation in two of the films we have discussed. You will be able to integrate the contextual and critical reading we have done over the semester into this final paper.

Required Books:

John King, *Magical Reels*
Bordwell and Thompson, *Film Art*
Fernández-Tubau, *El Cine en Definiciones*

Books on Reserve in Homer Babbidge Library:

Hojas de Cine (Volumes 1-3)
Michael T. Martin, *New Latin American Cinema*

Articles on Electronic Course Reserve (ECR). Please check the WebCT.

Week 1 Introduction

Neorealism and Mexican Melodrama

Week 2

Los Olvidados (Luís Buñuel, 1950)

Session 1: Rob Stone, "Buñel" (ECR)

Session 2: Bordwell and Thomson, chapter 2 (Film Form)

Week 3

Doña Bárbara (Fernando de Fuentes, Mexico 1943)

Session 1: Bordwell and Thomson, chapter 3 (Narrative); *Quiz 1*

Session 2: Ana López, "Tears" (ECR)

New Latin American Cinema

Week 4

Yawar Mallku (Jorge Sanjinés, Bolivia, 1969)

Session 1: Jorge Sanjinés “Problemas de forma y contenido” (en *Hojas de Cine*)
Session 2: Michael Chanan, “The Economic Condition” (Gerald Martin)

Week 5

El Chacal de Nahueltoro (Miguel Littín, Chile 1968)

Session 1: Bordwell and Thomson, chapter 5 (The Shot: Mis-en-Scene); **Quiz 2**
Session 2: Julio García Espinosa, “Para un cine imperfecto” (en *Hojas de cine*)

Week 6

Tres Tristes Tigres (Raúl Ruíz, Chile 1968)

Session 1: John King, On Chile
Session 2: Open discussion, **1. Short Essay Due**

Race and Revolution

Week 7

La Ultima Cena (Tomás Gutiérrez Alea)

Session 1: Gutiérrez Alea, “La dialéctica del espectador”
Session 2: Bordwell, chapter 6 (The Shot); **Quiz 3**

Week 8

Como era gustoso o meu frances (Nelson Pereira Dos Santos, Brazil, 1971) or

Session 1: Oswaldo de Andrade, “Manifesto de Antropofagia”
Session 2: John King (on Brazil)

Week 9

Macunaíma (Joaquim Pedro de Andrade, Brazil)

Session 1: open discussion
Session 2: Bordwell, chapter 7 (Editing)

Week 10

La Boca del Lobo, Francisco Lombardi (Peru 1985)

Session 1: Stern, *Shining and Other Paths* (selection)
Session 2: Bordwell, chapter 8 (Sound), **Quiz 4**

Week 11

Qati Qati and Llanthupi Munakuy

Session 1: <http://videoindigena.bolnet.bo>
Session 2: Olivia Harris, on gender

Dictatorship

Week 11

Tiempo de Revancha (Adolfo Aristarain, Argentina, 1981)

Session 1: John King, On Argentina
Session 2: open discussion; **2. Short Essay Due**

Week 12

Señora de Nadie (María Luisa Bemberg, 1982)

Session 1: Laura Mulvey, “Visual Pleasure and Narrative cinema”
Session 2: open discussion.

Youth and Urban Apocalypse

Week 13

La Virgen de los Sicarios

Session 1: John King, On Colombia

Session 2: on postmodernism

Week 14

Amores Perros

Session 1: open discussion
Session 2: open discussion

Week 15

Final Paper due

2002-200

Proposal to Change a Course

CURRENT CATALOG COPY:

Soci 252/ Soc252W. Sociological Perspectives on Women.

The status of women in American society.

Either semester. Three credits.

PROPOSED CATALOG COPY:

Soci 252/ Soci 252W .Sociology of Gender.

Explores processes contributing to social construction of gender; examines the theories used to explain the system of inequality in the United States with particular attention to the intersection of gender, race, ethnicity, sexuality, and class; and evaluates how men and women are differentially constituted in the family, in education, work, politics, and language.

Either Semester. Three Credits. *Staff*

Effective Date of Change: As soon as possible.

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

JUSTIFICATION

1. Reasons for changing this course: The current title and course description reflect the study of women's studies within the field of sociology during the 1970s, with an emphasis on women's status in society. The new title and course description reflect the growing body of sociological scholarship and research on gender over the past 20 years, emphasizing theoretical perspectives such as social constructionism of gender, how gender is organized in different institutions, and a broader analysis of gender that includes attention to race, class, and sexuality.

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

3. Other Departments Consulted: Women's Studies

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: None.

6. Approvals Received and Dates: UPC 11-15-02

Dept 11-20-02

Head 11-20-02

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

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

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

8. Staffing: Several faculty members (including Macdonald, Naples, and Tuchman) can teach this course, and many graduate students who have taken a special topics course in Gender and Society should be able to teach this course.

2002-201

Proposal to change a minor

Department of Chemistry

(handout to be distributed at the meeting)

— FINIS —