

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). *I. 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

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

11/29/02 (email sent Chair)

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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Faculty commentary, Sociology Department (from Arnie Dashefsky, summarized by Chair)

1. Strongly opposed to a reduction in W courses
2. If it is necessary to approve this reduction, both W courses should be at the 200 level.

Faculty commentary, Mathematics Department

1. Leibowitz letter to Mathematics faculty
about the suggested reduction in the W-course requirements in CLAS.

From Gerald Leibowitz <leibow@plaid.math.uconn.edu>
Tofaculty@plaid.math.uconn.edu
SubjectCurriculum proposal from vice-provost"W" requirements
DateWed, 5 Feb 2003 162808 -0500

The chairman of the Committee on Curricula and Courses of the College of Liberal Arts and Sciences has asked the members to react to a proposal from Fred Maryanski which seeks to change the writing component of the graduation requirements for bachelor's degrees in the CLAS.

If you have interests or concerns here, please read the proposal, the chairman's comments, and the background information given below (deleted by Chair) and send me your reply.

(I personally am opposed to decreasing the number of such courses required. If we must make changes because of the double crunch of more students and a State budget crisis, I would be in favor of limiting enrollments by non-CLAS students in W-courses given by CLAS, just as the Schools of Business and Education limit many of their offerings to students majoring in those schools. GML)

2. Replies from Mathematics Department faculty members
(unedited; mail headers simplified)

a. DateWed, 05 Feb 2003 163727 -0500
FromKarlheinz Grochenig <groch@math.uconn.edu>
ToGerald Leibowitz <leibow@math.uconn.edu>
SubjectReCurriculum proposal from vice-provost"W" requirements

>>I personally am opposed to decreasing the number of such courses required.
>>If we must make changes because of the double crunch of more students and a
>>State budget crisis, I would be in favor of limiting enrollments by non-CLAS
>>students in W-courses given by CLAS,

I completely agree with this position. Charly

>-----
b. DateWed, 05 Feb 2003 220007 -0500
SubjectReCurriculum proposal from vice-provost"W" requirements
From"James Hurley" <hurley@math.uconn.edu>
ToGerald Leibowitz <leibow@math.uconn.edu>

Dear Jerry,

I share your and Rob Henning's concerns about this, but I doubt very much that any other action (including the enrollment limitation scheme you cite) will solve the problem that students are facing nowtoo few openings in W courses to get the three courses in. I would favor temporarily (for one year only) reducing the number to 2 for students who otherwise complete all graduation requirements during 2003--2004, and then revisiting the matter next year. There is nothing about a temporary waiver that inevitably leads to it becoming permanentI recall a similar temporary reduction 10 years ago or so that lasted just one or two years, and then reverted back to 3 W courses.

--Jim

c. DateThu, 6 Feb 2003 101143 -0500 (EST)
From"W.R. Madych" <madych@math.uconn.edu>
ToGerald Leibowitz <leibow@math.uconn.edu>
SubjectRe Curriculum proposal from vice-provost"W" requirements

Jerry,
The W requirements should not be relaxed.
The communication skills of graduates should be as high
as is practically possible to achieve.
Wally Madych

d. DateThu, 6 Feb 2003 145930 -0500

From Bill Abikoff <abikoff@math.uconn.edu>
To: Leibow@math.uconn.edu
Subject: Re: Curriculum proposal from vice-provost "W" requirements

Gerry,

I think it professionally irresponsible for us to agree to a diminution of the literacy requirements for graduation solely for budgetary reasons. We didn't cause it and we should not take the responsibility for it.

The university management team should have to go it alone on this one. The shortfall of capacity that will cause students not to fulfill degree requirements or face the suspension of requirements -- hence cheapening of the value of their degrees -- is the fruit of the garden sown by managerial decisions on allocation of resources.

We all, managers included, have to bear responsibility for the consequences of our actions.

Feel free to quote me by name.

Bill

Faculty comments, Marine Sciences Department (from Annelie Skoog, summarized by Chair)

- 1) Concern about the negative effect on academic standards.
- 2) Most faculty find that the average undergraduate writing skill is poor.
- 3) Some faculty would accept a reduction while some find this unacceptable.
- 4) Those faculty who could accept a reduction want it contingent on a short time period.
- 5) One suggestion is to grant W credit when students write additional papers for non-W courses.
- 6) Decrease the requirements for a W-course rather than decrease the number of W-courses.

2002-201 Proposal to: Change a Minor

Date: 12/04/02

1. Department Name: Chemistry
2. Title of Minor: Chemistry
3. Nature of Change: Add a course to list of required courses, to replace another required course for chemical and biomedical engineering majors only.
4. Existing Catalog Description of the Minor

Students taking this minor must take at least 15 credits of 200-level Chemistry courses. The following courses are required:

CHEM 243,244,245	9 credits
CHEM 232	4 credits

Further, students must take on course from the following list:

CHEM 210	2 credits
CHEM 263	4 credits
CHEM 280	3 credits
CHEM 242W	3 credits
CHEM 234Q	4 credits

This minor is offered by the Chemistry Department

5. Proposed Catalog Description

Students taking this minor must take at least 15 credits of 200-level Chemistry courses. The following courses are required:

CHEM 243,244,245*	9 credits
CHEM 232	4 credits

* CHEM 240 may be used in place of CHEM 245 by Chemical Engineering and Biomedical Engineering majors only.

Further, students must take on course from the following list:

CHEM 210	2 credits
CHEM 263	4 credits
CHEM 280	3 credits
CHEM 242W	3 credits
CHEM 234Q	4 credits

This minor is offered by the Chemistry Department

6. Effective Date immediately

JUSTIFICATION

7. Why is a change required?

Currently, Chem 245 is required for the minor. This is a 3-credit course with two 3-hour labs a week, plus a discussion. Chemical engineering majors are required to take Chem 240, an organic chemistry lab course that was designed especially for them. Chem 240 is a 1 credit 4-hour a week laboratory course in organic chemistry. The catalog states that the course is open only to those majors or by consent of instructor

Mike Cutlip from Chemical Engineering asked us to consider Chem 240 for the minor so that Chemical Engineering majors would not have to go back and take Chem 245 (the “regular” organic chemistry lab course) for reduced credit if they had already taken Chem 240 and decided to do a chemistry minor.

After much discussion, the Undergraduate Committee and Chemistry Faculty approved adding Chem 240 as a required minor course for Chemical Engineering or Biomedical Engineering majors only. Currently all minor courses are appropriate for the chemistry major. Chem 240 is not a chemistry major course, and we are reluctant to add “non-chem major” courses to the minor. However, in the case of the two engineering majors whose students have many courses with chemical content and who will take Chem 263, physical chemistry (required for those majors), for their elective minor course, we feel comfortable making the exception.

8. What is the impact on students?

It gives chemical engineering and biomedical engineering students more flexibility in the minor.

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

10. Dates approved by:

Department Curriculum Committee:	11/8/02
Department Head:	12/4/02
Department Faculty	12/4/02

Minor in Chemistry
College of Liberal Arts and Sciences
Minor Plan of Study

Name of Student _____

Student ID Number: _____

Major: _____

Major Advisor's Name: _____ Graduation Date: _____

Student's Phone Number: _____ E-Mail Address: _____

Required Courses:

Organic Chemistry Chem 243 _____

Organic Chemistry Chem 244 _____

Organic Chemistry Laboratory Chem 245 _____

Organic Chemistry Laboratory Chem 240 _____

(for Chemistry engineering and biomedical engineering majors only)

Analytical Chemistry Chem 232 _____

One course from the following list:

Inorganic Chemistry Chem 210 _____

Physical Chemistry Chem 263 _____

Polymeric Materials Chem 280 _____

Advanced Organic Chemistry Chem 242W _____

Instrumental Analysis Chem 234 _____

I APPROVE THE ABOVE PROGRAM FOR THE MINOR IN CHEMISTRY.

(signed): _____ Date: _____

Chemistry Department Key Advisor

NEW BUSINESS

2003-1

Proposal to: ADD A NEW COURSE

Date: **February 5, 2003**

Department: **Physiology and Neurobiology**

Abbreviated Title: **PNB 230W**

CATALOGUE COPY:

PNB 230W. Hormones and Behavior

Hormones and regulation of behaviors: reproductive, parental, social, and aggressive behaviors, as well as migration, hibernation, learning and memory. Content as in PNB 230; requires major writing assignment.

Effective Date of Change: **Immediately**

1. Course Number: **PNB 230W**

2. Course Title: **Hormones and Behavior**

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

4. Number of Credits: **4**

5. Number of Class Periods: **3 lecture periods/week plus equivalent of 1 discussion period/week**

6. Prerequisite/Required Preparation: **PNB 250 or PNB 274 or MCB 259 or consent of instructor.**

7. Any required consent/any exclusions: **No**

8. Repetition for credit: **No**

9. Instructor in charge: **Bruce Goldman**

10. Course description: **Hormones and regulation of behaviors: reproductive, parental, social, and aggressive behaviors, as well as migration, hibernation, learning and memory. Content as in PNB 230; requires major writing assignment.**

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

JUSTIFICATION

1. Reasons for adding this course: **Each year that I have taught PNB 230 I have received several requests from students who would like to take the course for "W" credit. By allowing a limited number of students to take this as a writing course, I will be able to have increased contact with those individuals and to provide them with an opportunity to improve their writing and library research skills.**

2. Academic Merit: **Students who enroll in PNB 230W will have an opportunity to increase their writing skills and will also receive, through their own library research, a more in-depth coverage of one of the areas covered in PNB 230.**

3. Overlapping Courses: **PNB 230**

4. Other Departments Consulted: **None**

5. Number of Students Expected: **10**

6. Number and Size of Section: **PNB 230W, 10 students**

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

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

9. Approvals Received and Dates: **My proposal was approved by my Department Chair, Angel de Blas, on December 5, 2002. During the following week, I indicated my intent to our Departmental Committee on Undergraduate Curriculum. The members all approved; they do not normally provide formal (written) notification of such approval.**

10. Names and Phone Numbers of Persons for the CCC to contact: **Bruce Goldman, 486-2984**

11. Staffing: **Bruce Goldman**

PNB 230/230W

Fall 2002

Instructor: Bruce Goldman Room 8, Bldg. 4 486-2984

goldman@oracle.pnb.uconn.edu

Office hours: by appointment

PNB 230/230W: HORMONES AND BEHAVIOR

This course will cover the role of hormones in regulation of a variety of behaviors. These include reproductive, parental, social, and aggressive (territorial) behaviors, as well as ingestive behavior, migration, hibernation, and learning and memory.

The text is An Introduction to Behavioral Endocrinology (2nd edition), by RJ Nelson. Occasionally, supplementary reading material may be provided.

EXAMS AND GRADING: Tests will be based on material referred to in the lecture notes that are handed out in class. The text is assigned to provide you with a broader background and to provide you with backup explanations of material that is discussed in lecture. Grades for PNB 230/330 will be based on two exams, as follows:

1) Mid-term exam, 40% of course grade.

2) Final exam, 60% of course grade. (The final exam will be comprehensive for the entire course, but will concentrate most heavily [approximately 70-80%] on material covered after the first examination.)

Both examinations will be a combination of multiple choice and short answer questions. Approximately 7-10 days before each exam I will provide you with a listing of topics that might appear on the exam. The list will essentially be abstracted and condensed from the lecture notes that you have been receiving before each lecture. I will also arrange for an optional review session to be held 1-3 days before each of the exams. At the review sessions, I will be available to answer questions about course material and discuss areas that students feel need more coverage.

In addition to the two exams, there will also be two short quizzes, one before the mid-term exam and another before the final exam. The quizzes are designed to allow students to have a "preview" of what types of questions to expect on the major exams. Quiz scores will not be counted formally in calculating course grades. However, for students who perform particularly well on the quizzes, I will reserve the option to use that good performance to influence my decisions in cases or borderline (i.e., B+/A-) course grades and in cases where a student shows considerable improvement on the final exam as compared to the mid-term.

Students registered for PNB 230W:

Students registered for 230W will be required to complete a major writing project in addition to the requirements listed above. Each student will prepare a paper covering a topic chosen from among the areas covered in this course. The paper must be at least 15 pages in length, double-spaced type. It should be based on information gleaned from book chapters, review papers, and research publications.

Students in PNB 230W will meet as a class with the instructor for an additional 50-minute session each week. During this session we will discuss methods and styles of scientific writing, using examples from the literature. Students will be asked to read a few short papers to become thoroughly familiar with writing style.

A set of more detailed instructions and a sample paper will be provided to further instruct students in preparation of the paper.

Following is a timetable for preparation of the paper:

1. Students will meet individually with the instructor no later than the time of the mid-term exam to discuss their choice of topic.

2. A preliminary draft will be submitted to the instructor no later than November 12. The instructor will meet individually with students to discuss the progress of the paper within 2 weeks after receiving the preliminary draft.

3. The final version of the paper must be submitted no later than the time of the last regularly scheduled class meeting---prior to final exam week.

Grading for PNB 230W. For students in PNB 230, the course grade will be derived as follows:

- 1) Mid-term exam, 30%***
- 2) Final exam, 45%***
- 3) Review paper, 25%***

Note: In order to receive credit for the course, students registered for PNB 230W must receive a passing grade on the paper. University rules regarding "W" courses require a passing mark on the "W" component in order to receive credit for the course; that is, failure of the "W" component will result in failure in the course.

2003-2

Proposal to: ADD A NEW COURSE

Date: 1/16.03
Department: Chemistry
Abbreviated Title: Foreign Study

Effective Date of Change: immediately

1. Course number: 293
2. Course Title: Foreign Study
3. Semester(s) offered: either (both?)
4. Number of Credits: by arrangement up to 6 credits
5. Number of Class periods hours by arrangement
6. Prerequisite none
7. Any required consent: consent of Department Head
8. Repetition for Credit: may be repeated for credit up to 6 credits
9. Instructor in charge: Department Head
10. Course description:

Chem 293. Foreign Study

Either or both semesters. Credits and Hours by arrangement up to a maximum of 6 credits. May be repeated for credit. Consent of Department Head required prior to student's departure. May count toward the major with consent of the Department Head.

Special topics in a foreign-study program.

JUSTIFICATION

1. Reasons for adding this course:

The Chemistry Department occasionally has students who take a semester abroad, and there seems to be more interest lately in doing so. Study abroad courses are not transfer courses

but are put on the transcript with a UConn number. Without a specific foreign-study number (293), we must either put a course on the record as a specific UConn chemistry courses or not at all. This could either force us to evaluate a course inaccurately or to deny a student credit for taking a perfectly good course abroad that does not exactly correspond to one of ours.

2. Academic Merit:

There are many institutions, especially at foreign institutions, that give perfectly good chemistry courses, which do not exactly correspond to any of ours.

3. Overlapping courses: not applicable

4. Other Department Consulted: none

5. Number of Students Expected: We do not expect many students to study abroad, but when they do, we need the flexibility to put their courses on the transcript with an appropriate number.

6. Number and Size of Section: not applicable

7. Effects on other departments: Some other departments could have students studying abroad who want to take chemistry courses. It is not only our majors who will need an appropriate chemistry number for their transcripts.

8. Effects on Regional Campuses: none

9. Approvals Received and Dates: Approved by Chemistry Faculty and Department Head
11/15/02

10. Name of Contact: Jane Knox
486-6646, jane.knox@uconn.edu

11. Staffing: not applicable

2003-3

Proposal to: ADD A NEW COURSE

Date: February 5, 2003

Department: Statistics

Abbreviated Title: Survival Analysis

CATALOGUE COPY:

STAT 374. Concepts and analysis of survival data. Either semester, three credits. Prerequisite: Statistics 230-231, or consent of instructor

Survival models, censoring and truncation, nonparametric estimation of survival functions, comparisons of treatment groups, mathematical and graphical methods for assessing goodness of fit, parametric and nonparametric regression models.

Effective Date of Change:

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

1. Course Number: Statistics 374

2. Course Title: Survival Analysis

3. Semester(s) offered: either

4. Number of Credits: 3

5. Number of Class Periods: 3

6. Prerequisite/Required Preparation: Statistics 230-231, or consent of instructor

7. Any required consent/any exclusions: None

8. Repetition for credit: No

9. Instructor in charge: Staff

10. Course description: Concepts and analysis of survival data. Survival models, censoring and truncation, nonparametric estimation of survival functions, comparisons of treatment groups, mathematical and graphical methods for assessing goodness of fit, parametric and nonparametric regression models.

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

JUSTIFICATION

1. Reasons for adding this course: new Concentration in Biostatistics

2. Academic Merit: basic material in Biostatistics
3. Overlapping Courses: None
4. Other Departments Consulted: No
5. Number of Students Expected: 25
6. Number and Size of Section: ---
7. Effects on Other Departments: None
8. Effects on Regional Campuses: None
9. Approvals Received and Dates: Departmental approval, December 11, 2002
10. Names and Phone Numbers of Persons for the CCC to contact: RA Vitale, 486-2008
11. Staffing; TBA

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Syllabus for Stat 374: Survival Analysis

Introduction

- Time to Event Data
- Time 0 and Time Scale
- Examples

Basic Concepts

- Survival Function
- Hazard Function and Cumulative Hazard Function
- PDF and CDF
- Interrelationships
- Mean Residual Life and Median Life

Common Distributions for Survival Data

- Exponential
- Weibull
- Gamma
- Log-Normal
- Extreme Value
- Log-Logistic
- Lehmann Family (Proportional Hazards)

Common Regression Models

- Linear Regression Approach (Accelerated Failure Time Models)
- Conditional Hazard Rate Approach
 - Multiplicative Hazard Rate Model
 - Additive Hazard Rate Model

Censoring and Truncation

- Types of Censoring (Type I, Type II, Random, Right, Left, and Interval)
- Types of Truncation (Right, Left, Interval)

Likelihood Construction

- Basic Assumption on Survival Data
- Notion and Principle of Likelihood
- General and Specific Forms of Likelihoods for
 - Different types of Censoring and Truncation

Nonparametric Methods: One Sample

- Life Table Method
- Kaplan-Meier's Estimator for Right Censored Data
- Confidence Intervals
- Confidence Bands

Nonparametric Methods: Two or More Samples

- Basic Hypotheses
- Weighted Statistics
- Asymptotic Sampling Distributions
- Log-Rank Tests, Wilcoxon Tests, etc.
- P-Values

Inference For Parametric Regression Models

- Maximum Likelihood Estimation
- Inference on Model Parameters
- Qualitative Variables

Semiparametric Regression Models

- Proportional Hazards Models
- Partial Likelihoods

Inference Based on Partial Likelihoods
Relative Risks
Estimation of Baseline Survival Function
Time-Dependent Covariates

Bootstrap For Survival Data

Introduction of Resampling Methods
Resampling for Survival data with No Covariates
Resampling for Survival data with Covariates
Applications

Model Building and Model Assessment for Survival Data

Model Building (Model Selection and Comparison)
Assessing Importance of Risk Factors
Graphical Checks of Model Assumptions
Residuals
Checking the Influence of Individual Observations

Recommended Textbook

Survival Analysis --- \small Techniques for Censored and Truncated Data.
John P. Klein and Melvin L. Moeschberger.
ISBN: 0-387-94829-5. Springer-Verlag. 1997.

2003-4

Proposal to: ADD A NEW COURSE

Date: February 5, 2003

Department: Statistics

Abbreviated Title: Clinical Trials

CATALOGUE COPY:

STAT 373. Clinical Trials. Either semester, three credits. Prerequisite: STAT 220 or consent of instructor.

Basic concepts of clinical trial analysis: controls, randomization, blinding, surrogate endpoints, sample size calculations, sequential monitorin, side--effect evaluation and intention-to-treat analyses. Also, experimental designs including dose response study, multicenter trials, clinical trials for drug development, stratification, and cross-over trials.

Effective Date of Change:

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

1. Course Number: 373
2. Course Title: Clinical Trials
3. Semester(s) offered: either
4. Number of Credits: 3
5. Number of Class Periods: 3
6. Prerequisite/Required Preparation: Statistics 220 or consent of instructor
7. Any required consent/any exclusions: No
8. Repetition for credit: No
9. Instructor in charge: Staff
10. Course description: Basic concepts of clinical trial analysis: controls, randomization, blinding, surrogate endpoints, sample size calculations, sequential monitoring, side-effect evaluation and intention-to-treat analyses. Also, experimental designs including dose response study, multicenter trials, clinical trials for drug development, stratification, and cross-over trials.
11. Semester and year in which course will be first offered: Fall 2003

JUSTIFICATION

1. Reasons for adding this course: new Concentration in Biostatistics
2. Academic Merit: fundamental knowledge
3. Overlapping Courses: None
4. Other Departments Consulted: No
5. Number of Students Expected: 25

Data Analysis

- Linear Models - ANOCOVA, diagnosis, sensitivity analysis
- Nonparametric Analyses

Data Analyses Concerns

- Intent-to-Treat Analyses
- Subset Analyses
- Multi-Center Problems
- Multiple Comparisons
- Multivariate Situation

Longitudinal Data Analysis with Dropouts

- LOCF
- Drop out Mechanisms
- Selection Models and Pattern Mixture Models
- Wu-Baily
- Multiple Imputation

Interim Analyses

- Adaptive Study Designs
- Sample Size
- Operational Considerations (e.g., Blinding)

Safety Analyses and Reporting

- Adverse Events
 - Reporting (Criteria, Procedure, Structure)
 - Statistics (Counting, Survival, Confidence Intervals)
- Laboratory Abnormalities
 - Data Collection
 - Normal Ranges
 - Graphical Presentation
 - Statistics (Tabulations, Survival)
- Genie Scores

Clinical Protocol and Statistical Analysis Plan

- Components and Iterations of a Protocol
- Statistical Methods Section
- Analysis Plan
- Blinded Data Analysis

Clinical Trial Reports

- Organization of Reports
- Data Cut-off
- Data Sets Preparation
- E-Submission

New Drug Application

- Meta Analysis, ISE, ISS

Clinical Data Management

- CRF Design
- Data Registration
- Database Establishment (Code List, Dictionary)
- Data Entry (CRF, RDE, Lab Data)
- Edit Checks, Query Generation and resolution
- Data Dictionary

Recommended Textbook

Fundamentals of Clinical Trials. Third Edition.
Lawrence M. Friedman, Curt D. Furberg, and David L. DeMets.
ISBN: 0-387-98586-7. Springer-Verlag. 1998.

2003-5

Proposal to: ADD A NEW COURSE

Date: **February 6, 2003**

Department: **History**

Abbreviated Title: **History of Latinos/as in US**

CATALOGUE COPY: (previously approved by clas c&c as PRLS 220 2/12/02)

HIST 278: History of Latinos/as in the United States. (Also offered as PRLS 220). Either semester. Three credits.

Settlement and growth of Hispanic-origin populations in the U.S., from Spanish and Mexican Settlement of Western U.S. to the growth of Latino communities. Student oral history project.

Effective Date of Change: **Fall 2003**

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

1. Course Number: **HIST 270**
2. Course Title: **History of Latinos/as in the United States**
3. Semester(s) offered: **Either**
4. Number of Credits: **3**
5. Number of Class Periods: **3**

6. Prerequisite/Required Preparation: **None**

7. Any required consent/any exclusions: **None**

8. Repetition for credit: **No**

9. Instructor in charge: **Blanca G. Silvestrini**

10. Course description:

From PRLS add form:

In-depth historical study of the settlement and growth of Hispanic-origin populations in the territory that is the United States today. Covers from the Spanish and Mexican settlement of Western U.S., organization of Hispanics in the 19th century U.S., immigration from Puerto Rico and Cuba, to the growth of Latino communities in American cities and their interaction with other ethnic groups. Students will work on an oral history project

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

JUSTIFICATION

1. Reasons for adding this course: From PRLS add form: **This course will look into the historical processes that resulted in the growth of Latinos as one of the most important ethnic groups in contemporary United States. It will expand the students' knowledge of American history by enriching their understanding of the multicultural nature of American society.**

2. Academic Merit: From PRLS add form: **This course will enhance students knowledge of historical research by participating in an oral history research project and at the same time exploring topics often omitted from mainstream American history courses. Students will have an opportunity to compare the historical experience of different ethnic groups in the context of larger historical processes.**

3. Overlapping Courses: **None**

4. Other Departments Consulted: **PRLS**

5. Number of Students Expected: **20**

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

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

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

9. Approvals Received and Dates: **History department 9/16/02; IPRLS 2/1/02**

10. Names and Phone Numbers of Persons for the CCC to contact: **Shirley A. Roe (486-2083)**

11. Staffing **Blanca Silvestrini**

2003-6

Proposal to: ADD A NEW COURSE

Date: 2/7/03

Department: History

Abbreviated Title: Latinos/as and Human Rights

CATALOGUE COPY: (previously approved by CLAS CC&C as PRLS 221, 2/12/02)

HIST 284: Latinos/as and Human Rights in the United States. Either semester. Three credits. (Also offered as PRLS 221) Latino/a issues related to human, civil and cultural rights, and gender differences.

Effective Date of Change: Immediate

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

1. Course Number: History 284

2. Course Title: Latinos/as and Human Rights

3. Semester(s) offered: Either

4. Number of Credits: 3

5. Number of Class Periods: 2

6. Prerequisite/Required Preparation: None

7. Any required consent/any exclusions: None

8. Repetition for credit: No

9. Instructor in charge: No

10. Course description:

From PRLS add form:

This course will study issues related to the Latino/a experience in the United States and their claims of human and civil rights. Discussion will focus on citizenship matters, cultural rights, education and freedom of speech and association. Gender differences in claiming rights will be discussed in an analysis of social, reproductive and economic rights. The course will include discussion of contemporary processes such as Puerto Ricans' claims of participatory citizenship, the refugee status of Central Americans, the Cuban migration special rules, claiming rights at the Mexican border, and the peace and safe environment movements. Students will interview a participant in one of the movements and will write a short essay on the group's human rights claims.

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

JUSTIFICATION

1. Reasons for adding this course:

Course has already been approved by clas c&c as PRLS 221.

From PRLS 221 add form:

Reasons for adding this course: This course is an opportunity to interrelate the fields of Latino Studies and Human Rights by focusing on the experiences of Latinos/as in the United States as part of the human rights movement. It will discuss local issues in a more international context by looking into the interconnection of socio-historical processes in Latin America and the United States.

2. Academic Merit:

FROM PRLS add form:

Students will read demographic, social and legal literature and will have the opportunity to learn about specific Latino community movements and organizations that work in human rights. They will gain theoretical breadth at the same time that they see what they learn in action as they prepare their projects.

3. Overlapping Courses: None

4. Other Departments Consulted: PRLS

5. Number of Students Expected: 20

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

7. Effects on Other Departments: None

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: History 9/16/02, Institute of Puerto Rican and Latino Studies, 2/1/02

10. Names and Phone Numbers of Persons for the CCC to contact: Shirley Roe (486-2083)

11. Staffing: Blanca G. Silvestrini (No new staffing required.)

2003-7

Proposal to: CHANGE A COURSE

Date: 2/6/03

Department: PRLS

Nature of Proposed Change: Add History cross-listing for PRLS 220.

CURRENT CATALOG COPY: PRLS 220: History of Latinos/as in the United States. Either semester. Three credits.

Settlement and growth of Hispanic-origin populations in the U.S., from Spanish and Mexican Settlement of Western U.S. to the growth of Latino communities. Student oral history project.

PROPOSED CATALOG COPY: PRLS 220: History of Latinos/as in the United States. (Also offered as HIST 278). Either semester. Three credits.

Settlement and growth of Hispanic-origin populations in the U.S., from Spanish and Mexican Settlement of Western U.S. to the growth of Latino communities. Student oral history project.

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: Cross-listing has been approved by both departments and needs to be added to the undergraduate catalog.
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 9/16/02, Institute of Puerto Rican and Latino Studies, 2/1/02
7. Names and Phone Numbers of Persons for the CCC to contact: Blanca Silvestrini 486-3997, Shirley Roe 486-2083
8. Staffing: Blanca G. Silvestrini

2003-8

Proposal to: CHANGE A COURSE

Date: 2/7/03

Department: PRLS

Nature of Proposed Change: Add cross-listing to already approved course (PRLS 221)

CURRENT CATALOG COPY:

PRLS 221: Latinos/as and Human Rights in the United States. Either semester. Three credits. Latino/a issues related to human, civil and cultural rights, and gender differences.

PROPOSED CATALOG COPY:

PRLS 221: Latinos/as and Human Rights in the United States. Either semester. Three credits. (Also offered as History 284)
Latino/a issues related to human, civil and cultural rights, and gender differences.

Effective Date of Change: Immediate

JUSTIFICATION

1. Reasons for changing this course: Cross-listing has been approved by both departments and needs to be added to the undergraduate catalog.

2. Effect on Department's Curriculum: Enhances
3. Other Departments Consulted: History
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Approvals Received and Dates: Institute of Puerto Rican and Latino Studies, 2/1/02; History department, 9/16/02
7. Names and Phone Numbers of Persons for the CCC to contact: Blanca G. Silvestrini (486-3997), Shirley Roe (486-2083)
8. Staffing: Blanca G. Silvestrini

2003-9

Proposal to ADD A NEW COURSE

Date February 5, 2003

Department Statistics

Abbreviated Title Introduction to Biostatistics

CATALOGUE COPY

STAT 272. Introduction to Biostatistics. Either semester, three credits. Prerequisite: Statistics 220 or consent of instructor.

Rates and proportions, sensitivity, specificity, two-way tables, odds ratios, relative risk, ordered and non-ordered classifications, trends, cas-control studies, elements of regression including logistic and Poisson, additivity and interaction, combination of studies and meta-analysis.

STAT 372. Introduction to Biostatistics. Either semester, three credits.

Rates and proportions, sensitivity, specificity, two-way tables, odds ratios, relative risk, ordered and non-ordered classifications, trends, cas-control studies, elements of regression including logistic and Poisson, additivity and interaction, combination of studies and meta-analysis.

Effective Date of Change

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

1. Course Number 272/372

2. Course Title Introduction to Biostatistics
3. Semester(s) offered either
4. Number of Credits 3
5. Number of Class Periods 3
6. Prerequisite/Required Preparation Statistics 220 or consent of instructor
7. Any required consent/any exclusions No
8. Repetition for credit No
9. Instructor in charge Staff
10. Course description Rates and proportions, sensitivity, specificity, two-way tables, odds ratios, relative risk, ordered and non-ordered classifications, trends, cas-control studies, elements of regression including logistic and Poisson, additivity and interaction, combination of studies and meta-analysis.
11. Semester and year in which course will be first offered Fall 2003

JUSTIFICATION

1. Reasons for adding this course Concentration in Biostatistics
2. Academic Merit Introduction to concepts/methods useful for later courses.
3. Overlapping Courses None.
4. Other Departments Consulted No
5. Number of Students Expected 25
6. Number and Size of Section ---
7. Effects on Other Departments None
8. Effects on Regional Campuses None
9. Approvals Received and Dates Departmental approval, December 11, 2002

10. Names and Phone Numbers of Persons for the CCC to contact RA Vitale, 486-2008

11. Staffing TBA

Syllabus for Stat 272/372 Introduction to Biostatistics

Overview of Biostatistics

Historical Review

Current Use

Observational and Experimental Studies

Data Sources

Rates and Proportions

Incidence and Mortality Rates

Prevalence

Indirect and Direct Standardization

Estimates and Confidence Intervals

Measures of Disease Risk

Relative Risk

Odds Ratios

Proportional Mortality

Analysis of Two-way Tables

Estimates and Confidence Intervals

Attributable Risk

Preventable Fraction

Epidemiological Study Designs

Cross-Sectional Studies

Case-Control Studies

Cohort Studies

Randomized Intervention Studies

Prospective and Retrospective Studies

Review of Basic Regression

Simple Linear Regression

Multiple Linear Regression

Analysis of Variance

Inference for the Regression Models

Logistic Regression

Conditional and Unconditional Logistic Regression

Effect Size Estimation and Confidence Intervals

Interaction Effects

Diagnostic Tools

- Missing Data
- Categorization of Continuous Variables
- Tests for Trend
- Analyzing Correlated Variables

- Sample Size Calculations
 - Power and Sample Size
 - Defining the Important Effect Size
 - Variability Estimates
 - Accounting for Drop-Outs and Missing Data

- Poisson Regression
 - Mathematical Models
 - Effect Size Estimation and Confidence Intervals
 - Interaction Effects
 - Over and Under Dispersion

- Interpreting Epidemiological Studies
 - Selection Bias
 - Confounding
 - Internal and External Validity
 - Ecological Fallacy
 - Hawthorne Effect
 - Regression Towards the Mean

- Diagnostic Tests
 - Sensitivity and Specificity
 - Positive and Negative Predicted Values
 - ROC Curves
 - Lack of Gold Standard
 - Sequential and Parallel Testing

- Meta Analysis
 - Study Search Procedures
 - Inclusion Criteria
 - Effect Size Estimation
 - Benefits and Risks with Meta Analyses

- Recommended Textbook
 - Biostatistics--A Methodology for the Health Sciences
 - Lloyd D. Fisher and Gerald Van Belle.
 - ISBN0-471-58465-7. John Wiley & Sons, Inc. 1993.

(Chair has requested additional details about grading criteria for undergrads versus grads)

