

**Proposals**  
**CLAS Committee on Curricula and Courses**  
**April 8, 2003**

**OLD BUSINESS**

**2002-181**

Add Linguistics 110Q to CLAS Group 8

04/01/03

To the CLAS C&C Committee

**NOTE:**

The attached proposal is a resubmission of the proposal for our course Linguistics 110Q: The Science of Linguistics . The Senate has approved the course in all respects. CLAS approved the course and the fact that it meets a Q requirement last semester. The Committee vote was tied on the decision on whether it should be in group 8 of the general education requirements. Accompanying our resubmission is a statement by the Department of Linguistics that responds to some of the issues raised during the discussion.

Sigrid Beck  
Department of Linguistics  
To the CLAS C&C Committee

Re: Linguistics 110Q fulfilling the group 8: Science General Education Requirement

In view of last semester's discussion of Linguistics 110Q in the C&C committee, the Department of Linguistics has prepared the following statement addressing some of the points that came up during the CLAS CC&C meeting. Our goal is to clarify certain issues that could not be discussed completely in the available time.

**1. The nature of linguistics**

CC&C committee members indicated some uncertainty as to what linguistics is, and what linguists do. Linguistics is the study of human language, and as such a very broad field. The study of language can investigate the rules and mechanisms of a language, compare such rule systems between several languages, study language use in various social circumstances, study the representation of language in the brain, investigate language development etc. Since language pervades so many aspects of human life, it can be investigated from very diverse angles.

The Department of Linguistics at the University of Connecticut does not represent all aspects of linguistics. We best represent linguistics as the study of grammar. A grammar is a precise model

of a native speakers ability to speak and understand their language. Our domain of investigation is thus a subpart of cognitive psychology. It is a special enough subpart for the field of linguistics to be its own scientific field. We see the theory of grammar as the core of the field of linguistics. To give just a few examples for the kinds of question we ask: We investigate why the sentence The soldiers shot the arrows at each other can be understood in two different ways, while The soldiers' commander shot the arrows at each other has only one interpretation. We investigate why the question Whose husband did John invite? cannot be asked with Who did John invite the man that is married to? , and why just that is in fact possible in Japanese. We design a system of rules that associates the question Did John wash his sweater? with the sentence John washed his sweater - but not Did John have washed his sweater? with John had washed his sweater. The system of rules that we call a grammar answers such questions along with many others.

Thus, the nature of linguistics as a whole would justify offering linguistics classes in various general education groups (e.g. under social scientific analysis for the study of language use; under philosophical analysis for the study of the human mind). However, the focus of the Department of Linguistics at UConn today is the core of linguistic study. We feel that at present our undergraduate curriculum does not appropriately reflect this. Part of the purpose of offering Linguistics 110Q is to educate the university community about what language is, and what the study of language involves and reveals. It is important to us to be perceived in the right light. Linguistics is a domain of scientific inquiry and should be presented as such to our students.

## **2. The nature of the classes in group 8**

It emerges from the committee's discussion that there is no scepticism regarding the methodology used in Linguistics 110Q, nor the technological impact of linguistic investigation. The reservations voiced concerned the field of study itself, and indicated a discomfort with including linguistics with the sciences because of the domain it investigates. This must be because we investigate, with knowledge of language, a phenomenon that is ultimately mental rather than physical in nature. We would like to point out that the domain of study, in this sense, is not specified anywhere in the rules and regulations for general education requirements that we have access to. We would also like to ask what would then justify including Psychology 132 in group 8, which is essentially cognitive psychology, and obviously also investigates mental phenomena.

## **3. The different general education groups**

We believe not only that group 8 is the right group, but that it is the only appropriate possibility for our course. The theoretically possible candidate groups are group 6: philo-sophical/ethical analysis; group 7: social scientific and comparative analysis; and group 8: science and technology. We argue that neither group 6 nor group 7 is suitable for this particular course; only group 8 is.

Group 7 would not be appropriate for our course. Linguistics 110Q is an introduction to the theory of grammar. We have exemplified above the kinds of questions that are involved in the study of grammar and that will be addressed in the course. These examples illustrate that rules of grammar have nothing to do with social interaction or cultural heritage. Language use is not part

of the curriculum in Linguistics 110Q, and students will not be much wiser about society and culture after taking this course.

The reason why group 6 is not suitable is that while language is ultimately a phenomenon of the human mind, and studied by us as such, this is frequently relatively unimportant for practical purposes. Language is also simply a phenomenon of the world around us, and linguistic data are largely available in physical form. For example, it is simply a fact about English that Did John have forgotten the party? is not the question corresponding to John had forgotten the party. -- no matter that this fact could have been discovered in several different ways, some of which may reveal properties of knowledge of language and the nature of the human mind. The focus of Linguistics 110Q will be to work with a concrete set of data and to analyze those. We will not make the study of the human mind a topic of investigation, nor will we be concerned with theories of mind, issues of mind and brain etc. We do not think that it would be justified to claim an education in philosophical analysis as a result of our course. The course is much more practical in nature, focusing on the nuts and bolts of linguistic analysis.

In positive terms, 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. Accordingly, linguistic theory makes use of formal mathematical tools to express theories of grammar. 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 at that level are mostly relatively simple and quick. 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).

Therefore we see group 8 as the only appropriate general education group for Linguistics 110Q.

#### **4. Other universities**

We would like to point out that the University of Connecticut is by no means the first institution to acknowledge linguistics as a scientific field. An informal search has revealed several other universities that have comparable linguistics courses meeting their general education requirements in a category comparable to our group 8. These include Dartmouth College, the University of Massachusetts, the University of Texas, University of California at Los Angeles, and University of Pennsylvania. (There are probably more examples than that, but it is sometimes difficult to establish that the general education group requirements at other universities are a match for UConn's.) There are also projects that use linguistics to teach science at other educational levels; for example a project by W. O'Neill and M. Honda at MIT, whose goal is to introduce students to constructing and evaluating theories using linguistics in the school science curriculum.

University of Connecticut  
CLAS Curricula and Courses Committee  
CURRICULA ACTION REQUEST

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

Reasons for Submission to CLAS:

100 Level course: new course

General Education Course: Add course to group 8

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

Date of Department approval: 10/01/02

The course has been approved by the Senate 11/11/02.

Proposed implementation date: fall semester 2003

Contact Person:

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CATALOG COPY

- |                                |                            |
|--------------------------------|----------------------------|
| 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  $\alpha$ ,  $[[\alpha]]$  is the set of possible situations in which  $\alpha$  is true.  $A$  is consistent iff  $\leftrightarrow \{[[\alpha_1]], \dots, [[\alpha_n]]\} \dots \{\}$ .

Logical consequence

A set of sentences  $A = \{\alpha_1, \dots, \alpha_n\}$  logically implies a sentence  $\beta$  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.

--

(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.

--

(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	[vjʊ]	[vjʊ]
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 /tjun/ 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 = {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 x 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?

- |   |   |
|---|---|
| (i) $\{\text{Ann, Cecilia}\}$   | (ii) $\{\langle \text{Ann, Bertha} \rangle, \langle \text{Ann, Jill} \rangle\}$ |
| (iii) $\{\langle \text{Bertha, Ann} \rangle, \langle \text{Cecilia, Ann} \rangle\}$ | (iv) $\{\langle \text{Cecilia, Cecilia} \rangle\}$                              |

(b) Specify a lexical entry for the transitive verb 'instruct'.

(c) BONUS: Suppose that in the situation  $s$  that we are looking at, Ann instructs Bertha and Cecilia instructs Bertha, and nobody else instructs anyone else. Are the following statements true or false?

- |  |  |
|--|--|
| (i) $\langle \text{Ann, Bertha} \rangle \in [[\text{instruct}]]_s$ | (ii) $\langle \text{Cecilia, Ann} \rangle \in [[\text{instruct}]]_s$ |
|--|--|

### Exercise 9: Semantics

Specify the truth conditions of (4) in terms of sets.

- (4) At most 6 dogs are sick.

Next, list the interpretation of 'at most 6', and the interpretation of the NP 'at most 6 dogs'.

Remember what kinds of objects we said these interpretations are

BONUS: State the meaning of the quantified determiner 'two'. Then, speculate on the difference between 'two' and 'both' ('both' as used in examples like 'both cats are striped').

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## CLAS and Senate Guidelines for Group 8

(The following information about Group 8 was prepared by Jane Knox, CC&C representative from CHEM)

COLLEGE OF LIBERAL ARTS AND SCIENCES  
OFFICE OF THE DEAN

May 17, 1979

FOR YOUR INFORMATION:

The College of Liberal Arts and Sciences adopted the attached curricular reform in the Spring, 1979, effective September, 1980. Additional copies upon request.

Julius A. Elias  
Dean

From First Principles and Objectives (my underlining):

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.

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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.

**2003-28** RE: Vice Chancellor Maryanski's proposal to approve INTD courses at the 200 level

There are several 200-level INTD courses that do not show some form of faculty/curricular review, namely INTD 249, 250, 265, 280 (Waterbury only), 297 (variable topics) and 298 (special topics).

The only explicit Senate oversight I can find is for INTD experimental courses:

[http://www.sp.uconn.edu/~wwwcomm/senate/GUIDE1.html#\\_D.\\_EXPERIMENTAL\\_COURSES](http://www.sp.uconn.edu/~wwwcomm/senate/GUIDE1.html#_D._EXPERIMENTAL_COURSES)

The Senate C&C to may become the responsible faculty oversight body for these new 200-level INTD courses, and to perhaps also assume oversight of the existing 200-level INTD courses listed above.

The catalog description for INTD 196, that the following statement warns about credit worthiness

*"This course may or may not count for credit toward graduation. Students should consult the course syllabus and the Dean's Office of their School or College."*

Until some form of faculty oversight is in place, the Chair recommends that this same language be added to the catalog copy for INTD 282 courses since CLAS may decide not to count these credits toward graduation, or we may decide to limit the total number of such credits that could be applied toward graduation in CLAS.

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(The following is from the CLAS CC&C March 11, 2003 proposal set)

Excerpt from Senate C&C minutes, Meeting of Monday, January 27, 2003

A. Discussion of **INTD 282** and **INTD** courses, in general. In response to requests by faculty, the C&C is attempting to clarify how INTD courses are proposed and approved. This came up with respect to the following message, extracted from an e-mail forwarded on behalf of Vice Chancellor Fred Maryanski:

“In order to provide junior and senior students with the opportunity to explore interdisciplinary topics and to offer faculty the chance to experiment with new material outside of their traditional areas, a one-credit interdisciplinary course number, INTD 282, has been established. The intention of these courses is to approximately parallel the INTD 182 offerings available to first and second year students. Courses to be offered under the INTD 282 designation must be interdisciplinary, drawing material and even faculty from multiple departments. The format of the course need not be restricted to a single 50-minute meeting per week. Experimentation in content and format is encouraged. INTD 282 courses require the approval of the Vice Chancellor for Academic Administration who will act upon the advice of the associate deans.”

The following was received from Fred Maryanski after the meeting: “Responsibility for INTD courses was moved from CLAS to Undergraduate Education about 2-3 years ago. The INTD 100 courses were approved by the Senate about 6 years ago. All of the INTD courses are special/variable topic courses in which the content of a particular section may vary. The First Year Programs Office coordinates the 180-182 offerings. The Honors program manages its 198 offering, the content of which is expected to undergo major modification. Sections of the INTD 200 courses are reviewed by the Associate Deans who recommend action to the Undergraduate Vice. A new issue with INTD courses is the desire of the Honors program to develop interdisciplinary 100's level honors course which are designed to satisfy general education requirements. This is a new idea which has emerged from the external review process. These courses could be less experimental than the typical INTD course and would require review of a yet-to-be-defined curriculum group. Lynne Goodstein would welcome the opportunity to discuss this with the C&C committee.”

Further discussion postponed until a later meeting.

## **NEW BUSINESS**

### **2003-30**

Proposal to: ADD A NEW COURSE

Date: 4/1/03

Department: Linguistics

Abbreviated Title: The Diversity of Languages

CATALOGUE COPY: LING 103. Either semester. Three credits. Three class periods.

Prerequisites: None. Calabrese. van der Hulst.

Effective Date of Change:

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

1. Course Number: LING 103
2. Course Title: The Diversity of Languages
3. Semester(s) offered: Either
4. Number of Credits: Three
5. Number of Class Periods: Three
6. Prerequisite/Required Preparation: None
7. Any required consent/any exclusions: None
8. Repetition for credit: None
9. Instructor in charge: Calabrese, van der Hulst
10. Course description:

An overview of the languages of the world. Language families. Typological classifications of linguistic properties: what can we expect in a structure of a language? Unity and diversity in language systems. Mechanisms of language change and variation. Language Myths and realities.

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

## JUSTIFICATION

1. Reasons for adding this course:

The Department of Linguistics sees a need for a 100 level course introducing the students to the issues related to language diversity. The course is an basic introduction to both linguistic typology and historical linguistics, which we do not at present offer.

2. Academic Merit:

The issues of language differentiation, change and unity are of central importance to everyone who is interested in understanding human diversity and unity. A course introducing students to



such linguistic issues and to what we know about them should be part of any core educational curriculum.

3. Overlapping Courses:

There is no overlap with existing courses

4. Other Departments Consulted: None

5. Number of Students Expected: 150

6. Number and Size of Section: 1 section, 50 students

7. Effects on Other Departments: None

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: Department of Linguistics, Faculty meeting of March 25, 2003.

10. Names and Phone Numbers of Persons for the CCC to contact:  
Andrea Calabrese, 6-0154.

11. Staffing: Andrea Calabrese, Harry van der Hulst

**2003-31**

Proposal to: ADD A NEW COURSE

Date: 4/1/03

Department: Linguistics

Abbreviated Title: Morphology

CATALOGUE COPY:

LING 341. Morphology. Either semester. Three credits. Three class periods.  
Prerequisites: 308 or 321, or consent of instructor. Calabrese, Bobaljik.

Effective Date of Change: Fall 2003

1. Course Number: LING 341

2. Course Title: Morphology

3. Semester(s) offered: Either.
4. Number of Credits: Three
5. Number of Class Periods: Three.
6. Prerequisite/Required Preparation: 308 or 321.
7. Any required consent/any exclusions: Consent of instructor
8. Repetition for credit: None
9. Instructor in charge: Calabrese, Bobaljik

10. Course description:

Introduction to morphological analysis and to the methods of linguistic segmentation. The Lexicon. The relationships between Phonology and Morphology and between Syntax and Morphology. The nature of clitics.

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

#### JUSTIFICATION

1. Reasons for adding this course:

Morphology is one of the basic areas of linguistics and is acquiring an increasing importance as the key component in accounting for the mapping of abstract syntactic structures into surface phonological representations. A regular course dealing with morphological issues would benefit students in any linguistic area.

2. Academic Merit:

A course on morphological issues was being taught occasionally under the category LING 360. The department thinks that it would be important to transform it into a regular course. Such a course would enrich and complete the students' curriculum.

3. Overlapping Courses: There is no overlap with existing courses

4. Other Departments Consulted: None

5. Number of Students Expected: Less than 10.

6. Number and Size of Section: 1, less than 10

7. Effects on Other Departments: None

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: approved in the Department Faculty meeting of March 25, 2003.

10. Names and Phone Numbers of Persons for the CCC to contact:  
Andrea Calabrese, 6-0154.

11. Staffing: Andrea Calabrese, Jonathan Bobaljik.

## **2003-32**

Proposal to: CHANGE A COURSE

Date: March 10, 2003

Department: Inst. of Puerto Rican and Latino Studies

Nature of Proposed Change: Title change and cross listing.

CURRENT CATALOG COPY: PRLS 270 Latino Politics. Either semester. Three credits.  
Pantoja.

Latino politics in the United States. Political histories of four different Latino populations: Mexican, Puerto Rican, Cuban and Central American. Different forms of political expressions, ranging from electoral behavior to political art.

### PROPOSED CATALOG COPIES:

PRLS 270 Latino Political Behavior. (Also offered as POLS 249) Either semester. Three credits.  
Pantoja.

Latino politics in the United States. Political histories of four different Latino populations: Mexican, Puerto Rican, Cuban and Central American. Different forms of political expressions, ranging from electoral behavior to political art.

POLS 249 Latino Political Behavior. (Also offered as PRLS 270) Either semester. Three credits.  
Pantoja.

Latino politics in the United States. Political histories of four different Latino populations: Mexican, Puerto Rican, Cuban and Central American. Different forms of political expressions, ranging from electoral behavior to political art.

Effective Date of Change: Fall 2003

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

## JUSTIFICATION

1. Reasons for changing this course: Continuity in course title and catalog copy with Dept. of Political Science.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted: Political Science
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Approvals Received and Dates: Inst. faculty 9/23/02
7. Names and Phone Numbers of Persons for the CCC to contact: Blanca G. Silvestrini, 486-3997
8. Staffing: No new staffing.

### **2003-33**

Proposal to: ADD A NEW COURSE and cross list with another course

Date: March 10, 2003

Department: Institute of Puerto Rican and Latino Studies

Abbreviated Title: Latina Narrative

#### CATALOGUE COPIES:

PRLS 230 Latina Narrative. (Also offered as WS 258). Either semester. Three credits.  
Prerequisite: English 110 or 111 or an equivalent. Feminist topics in contemporary Latina literature and cultural studies.

WS 258 Latina Narrative. (Also offered as PRLS 230). Either semester. Three credits.  
Prerequisite: English 110 or 111 or an equivalent. Feminist topics in contemporary Latina literature and cultural studies.

Effective Date of Change: Fall 2003

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

1. Course Number: PRLS 230

2. Course Title: Latina Narrative
3. Semester(s) offered: Either
4. Number of Credits: 3
5. Number of Class Periods: 3
6. Prerequisite/Required Preparation: English 110 or 111 or an equivalent
7. Any required consent/any exclusions: None
8. Repetition for credit: No
9. Instructor in charge: Lisa Sánchez González
10. Course description: Examines contemporary Latina writing and films that revolve around women's lived experiences. Discusses representation of desire, sexuality, poverty, class privilege, domestic violence, Catholicism and racial prejudice. Explores how authors conceive self-sovereignty and traditional Latina role-playing; how humor is deployed; how texts redefine the essay, novel and short story genres. Compares and contrasts Chicana, Cuban-American, Boricua and Dominican American women's literature. Also incorporates strategies for teaching Latina/o literature to younger students.
11. Semester and year in which course will be first offered: Fall 2003

#### JUSTIFICATION

1. Reasons for adding this course: This course is key to the academic programming of the Insitute. This course will help students develop analytical skills and knowledge while incorporating the Latino/a experience into the humanities curriculum. Expand students' knowledge of literature by enriching their understanding of the multicultural nature of American society.
2. Academic Merit: To help students understand the experience of race, class, gender and acculturation among Latinos in the US; to recognize intra and inter-group diversity among Latino ethnic group as it relates to American identity and literary aesthetics; to critically evaluate literature by Latina authors in the context of American literary history.
3. Overlapping Courses: None
4. Other Departments Consulted: English Department, Women's Studies
5. Number of Students Expected: 35

6. Number and Size of Section: One section/35 students

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

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: Institute faculty and Institute curriculum committee 2/7/03. English Department faculty 2/19/03. Women's Studies courses and curriculum committee 3/6/03.

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

11. Staffing: Dr. Lisa Sánchez González, Asst. Professor, Institute of Puerto Rican and Latino Studies and English Department

#### **2003-34**

Proposal to: ADD A NEW COURSE and cross list with another course

Date: March 10, 2003

Department: Institute of Puerto Rican and Latino Studies

Abbreviated Title: Fictions of Latino Masculinity

#### CATALOGUE COPIES:

PRLS 231 Fictions of Latino Masculinity. (Also offered as WS 259). Either semester. Three credits. Prerequisite: English 110 or 111 or an equivalent.

Topics in Latino literature and cultural studies with an emphasis on masculinity and male authors.

WS 259 Fictions of Latino Masculinity. (Also offered as PRLS 231). Either semester. Three credits. Prerequisite: English 110 or 111 or an equivalent.

Topics in Latino literature and cultural studies with an emphasis on masculinity and male authors.

Effective Date of Change: Spring 2004

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

1. Course Number: PRLS 231

2. Course Title: Fictions of Latino Masculinity

3. Semester(s) offered: Either
4. Number of Credits: 3
5. Number of Class Periods: 3
6. Prerequisite/Required Preparation: English 110 or 111 or an equivalent
7. Any required consent/any exclusions: None
8. Repetition for credit: No
9. Instructor in charge: Lisa Sánchez González
10. Course description: Explores representation of masculinity in Latino literature, film and other media. Identifies sexual and textual politics involved in common myths of Latino manhood and analyzes realities of those myths. Discussions include: What is machismo—fact, fiction or both? How do Latino artists explain and explore violence, sexuality and the urban Latino condition? Explores common themes of Chicano, Boricua and Dominican American texts. Looks at teaching these materials in public schools and community based programs.
11. Semester and year in which course will be first offered: Spring 2004

#### JUSTIFICATION

1. Reasons for adding this course: This course is key to the academic programming of the Insite. This course will help students develop analytical skills and knowledge while incorporating the Latino/a experience into the humanities curriculum. Expand students' knowledge of literature and other media by enriching their understanding of the multicultural nature of American society.
2. Academic Merit: To help students understand the experience of race, class, gender and acculturation among Latinos in the US; to recognize intra and inter-group diversity among Latino ethnic group as it relates to American identity and avant-garde aesthetic projects; to critically evaluate literature and film by or about Latinos.
3. Overlapping Courses: None
4. Other Departments Consulted: English Department, Women's Studies
5. Number of Students Expected: 35
6. Number and Size of Section: One section/35 students
7. Effects on Other Departments: Does not duplicate any other course

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: Institute faculty and Institute curriculum committee 2/7/03. English Department faculty 2/19/03. Women's Studies courses and curriculum committee 3/6/03.

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

11. Staffing: Dr. Lisa Sánchez González, Asst. Professor, Institute of Puerto Rican and Latino Studies and English Department

### **2003-35**

Proposal to: ADD A NEW COURSE

Date: March 10, 2003

Department: Institute of Puerto Rican and Latino Studies

Abbreviated Title: Latina/o Literature

CATALOGUE COPY: PRLS 232 Latina/o Literature. (Also offered as ENGL 2XX). Either semester. Three credits. Prerequisite: English 110 or 111 or an equivalent. Extensive readings in Latina/o literature from the late nineteenth century to the present.

Effective Date of Change: Fall 2003

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

1. Course Number: PRLS 232

2. Course Title: Latina/o Literature

3. Semester(s) offered: Either

4. Number of Credits: 3

5. Number of Class Periods: 3

6. Prerequisite/Required Preparation: English 110 or 111 or an equivalent



7. Any required consent/any exclusions: None

8. Repetition for credit: No

9. Instructor in charge: Lisa Sánchez González

10. Course description: This course explores representative texts and contexts of the Latina/o literary tradition. Students will read selected writings by various authors from the four major stateside communities (Puerto Rican, Dominican-American, Cuban-American, and Chicana/o). The course is an introduction to the literary histories of these diverse communities, with a focus on the work of such contemporary Latina/o authors as Nicholasa Mohr, Sandra Cisneros, Gary Soto, Piri Thomas, Pedro Pietri, Martín Espada, Gloria Anzaldúa, Junot Díaz, Ana Menendez, Oscar Hijuelos, and Julia Alvarez.

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

## JUSTIFICATION

1. Reasons for adding this course: This course is key to the academic programming of the Institute. This course will help students develop analytical skills and knowledge while incorporating the Latino/a experience into the humanities curriculum. Expand students' knowledge of literature by enriching their understanding of the multicultural nature of American society.

2. Academic Merit: To help students understand the experience of race, class, gender and acculturation among Latinos in the US; to recognize intra and inter-group diversity among Latino ethnic group as it relates to American identity and literary aesthetics; to critically evaluate literature by Latina/o authors in the context of American literary history.

3. Overlapping Courses: None

4. Other Departments Consulted: English Department

5. Number of Students Expected: 35

6. Number and Size of Section: One section/35 students

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

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: Institute of Puerto Rican and Latino Studies faculty and Institute curriculum committee 2/7/03. English Department 2/19/03.

10. Names and Phone Numbers of Persons for the CCC to contact: Blanca G. Silvestrini 486-3997, Robert Tilton 486-2058

11. Staffing: Dr. Lisa Sánchez González, Asst. Professor, Institute of Puerto Rican and Latino Studies and English Department

**2003-36**

Proposal to: ADD A NEW COURSE

Date: March 3, 2003

Department: English

Abbreviated Title: Latina/o Literature

CATALOGUE COPY: Extensive readings in Latina/o literature from the late nineteenth century to the present.

Effective Date of Change: Fall, 2003

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

1. Course Number: ENGL 2XX

2. Course Title: Latina/o Literature

3. Semester(s) offered: Either

4. Number of Credits: 3

5. Number of Class Periods: 3

6. Prerequisite/Required Preparation: English 110 or 111 or an equivalent

7. Any required consent/any exclusions: None

8. Repetition for credit: No

9. Instructor in charge: Dr. Lisa Sanchez Gonzalez, incoming Assistant Professor of English and Latino Studies

10. Course description: This course explores representative texts and contexts of the Latina/o literary tradition. Students will read selected writings by various authors from the four major stateside communities (Puerto Rican, Dominican-American, Cuban-American, and Chicana/o). The course is an introduction to the literary histories of these diverse communities, with a focus on the work of such contemporary authors as Nicholasa Mohr, Sandra Cisneros, Gary Soto, Piri

Thomas, Pedro Pietri, Martin Espada, Gloria Anzaldua, Junot Diaz, Ana Menendez, Oscar Hijuelos, and Julia Alvarez.

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

## JUSTIFICATION

1. Reasons for adding this course: This course will attend to the growing body of work produced by Latina/o writers. Students will survey the literatures produced by the various stateside societies in an effort to gain an appreciation of these often complex writings, to better understand the communities from which they emerged, and to compare the themes and strategies used by these authors to those employed by writers from other ethnic American communities.

2. Academic Merit: This course will help students to evaluate critically literature by Latina/o authors and to understand the process of acculturation experienced by Latinos in the United States.

3. Overlapping Courses: None

4. Other Departments Consulted: Institute for Puerto Rican and Latino Studies

5. Number of Students Expected: 35

6. Number and Size of Section: One section, 35 students

7. Effects on Other Departments: This course does not duplicate any other course.

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: English Department faculty, February 19, 2003

10. Names and Phone Numbers of Persons for the CCC to contact: Robert Tilton, 486-2058

11. Staffing: Dr. Lisa Sanchez Gonzalez, incoming Assistant Professor of English and Latino Studies

### **English 2XX: Latina/o Literature**

#### **Syllabus**

#### **Course Description**

This course explores representative texts and contexts of the Latina/o literary tradition. Students will read selected writings by authors from the four major stateside communities (Puerto Rican, Dominican-American, Cuban-American, and Chicana/o). The course is an introduction to the literary histories of these diverse communities, with a focus on the work of such contemporary Latina/o authors as Nicholasa Mohr, Sandra Cisneros, Gary Soto, Piri

Thomas, Pedro Pietri, Martín Espada, Gloria Anzaldúa, Junot Diaz, Ana Menendez, Helena Viramontes, Oscar Hijuelos, and Julia Alvarez.

### **Grading**

Students will be required to do all the assigned reading and to participate in all class discussions. Requirements include a class presentation, two papers (4-5 pp./each), a midterm, and a final. Grades will be assigned according to the following criteria:

class participation and presentation (20%)  
midterm exam (20%)  
final exam (20%)  
essays (40%)

### **Reading List** (subject to change)

Course reader

Nicolas Kanellos, *Herencia: The Anthology of Hispanic Literature of the United States*

Nicholasa Mohr, *Nilda*

Richard Rodriguez, *The Hunger for Memory*

Sandra Cisneros, *The House on Mango Street*

Piri Thomas, *Down These Mean Streets*

Martin Espada, ed., *El Coro: A Chorus of Latino and Latina Poetry*

Helena Viramontes, *The Moths and Other Stories*

Roberto Marquez, ed., *Latin American Revolutionary Poetry*

### Schedule of Readings

Week 1: Preliminaries

Keywords: epistemology, ideology, nation, literary canon, dialogism, monologism, Hispanic, Latina/o, Puerto Rican, Nuyorican, Boricua, Chicana/o, Cuban-American, Dominican-American

Week 2

Keywords: Cultural nationalism, cognitive dissonance, cognitive assonance, reader-response criticism, American Formalism  
Peer group discussions (automatic writing experiment on keywords)  
Friday Lecture: Mapping the Americas (visuals)

Weeks 3-7

Keywords: American literary history, America, "América," discourse, genre, metaphor, metonymy  
Selected reading, fr. *Herencia*  
**(Paper #1 due week 5)**

Week 8

Keywords: translation, transliteration, Central America, Caribbean, transatlantic, transoceanic  
Reading: fr. *Latin American Revolutionary Poetry*

**midterm**

Week 9

Keywords: alliteration, alienation, enjambment, synaesthesia, symbol, imagery, simile, allusion, narrative poetry, lyric poetry, Spanglish

Reading: fr. *El Coro*

Week 10

Keywords: masculinity, homoeroticism, machismo, sublimation, repression, transference, imaginary, symbolic, memoir, autobiography

Reading: Thomas and Rodríguez

Week 11

Keywords: Latina feminism, Bildungsroman, novel of emergence, free indirect discourse

Reading: Mohr

Week 12

Keywords: Chicana, pastiche, narrative voice

Reading: Viramontes

**(Paper #2 due)**

Week 13

Keywords: stream of consciousness, disjunction, unconscious, “hysteria” (post-traumatic stress disorder)

Reading: Cisneros

Week 14

Course conclusion, final exam review, closing thoughts

Reading: fr. *Herencia*

Final Examination: Date and Time to be Announced

## **2003-37**

Proposal to: ADD A NEW COURSE

Date: March 10, 2003

Department: Institute of Puerto Rican and Latino Studies

Abbreviated Title: Studies in Latina/o Literature

### CATALOGUE COPY:

PRLS 233 Studies in Latina/o Literature. (Also offered as ENGL 2xx). Either semester. Three credits. Prerequisite: English 110 or 11 or an equivalent.

Advanced study of a theme, form, author, or movement in contemporary Latina/o literature. Variable topics. May be repeated for credit with a change in topics.

Effective Date of Change: Fall 2003

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

1. Course Number: PRLS 233

2. Course Title: Studies in Latina/o Literature
3. Semester(s) offered: Either
4. Number of Credits: 3
5. Number of Class Periods: 3
6. Prerequisite/Required Preparation: English 110 or 111 or an equivalent
7. Any required consent/any exclusions: None
8. Repetition for credit: Yes, with change in subject matter.
9. Instructor in charge: Lisa Sánchez González
10. Course description: Advanced study of a theme, form, author, or movement in contemporary Latina/o literature.
11. Semester and year in which course will be first offered: To be announced

#### JUSTIFICATION

1. Reasons for adding this course: This course is key to the academic programming of the Insitute. This course will help students develop analytical skills and knowledge while incorporating the Latino/a experience into the humanities curriculum. Expand students' knowledge of literature and other media by enriching their understanding of the multicultural nature of American society.
2. Academic Merit: To help students understand the experience of race, class, gender and acculturation among Latinos in the US; to recognize intra and inter-group diversity among Latino ethnic group as it relates to American identity and avant-garde aesthetic projects; to critically evaluate literature by or about Latinos.
3. Overlapping Courses: None
4. Other Departments Consulted: English Department
5. Number of Students Expected: 35
6. Number and Size of Section: One section/35 students
7. Effects on Other Departments: Does not duplicate any other course

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: Institute faculty and Institute curriculum committee 2/7/03.  
English Department faculty 2/19/03.

10. Names and Phone Numbers of Persons for the CCC to contact: Blanca G. Silvestrini 486-3997, Robert Tilton 486-2058

11. Staffing: Dr. Lisa Sánchez González, Asst. Professor, Institute of Puerto Rican and Latino Studies and English Department

**2003-38**

Proposal to: ADD A NEW COURSE

Date: March 3, 2003

Department: English

Abbreviated Title: Studies in Latina/o Literature

**CATALOGUE COPY:**

ENGL 2xy Studies in Latina/o Literature. (Also offered as PRLS 233). Either semester. Three credits.

Advanced study of a theme, form, author, or movement in contemporary Latina/o literature. Variable topics. May be repeated for credit with a change in topics.

Effective Date of Change: Fall, 2003

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

1. Course Number: ENGL 2XY

2. Course Title: Studies in Latina/o Literature

3. Semester(s) offered: Either

4. Number of Credits: 3

5. Number of Class Periods: 3

6. Prerequisite/Required Preparation: English 110 or 111 or an equivalent

7. Any required consent/any exclusions: None

8. Repetition for credit: Yes, with a change in subject matter.

9. Instructor in charge: Dr. Lisa Sanchez Gonzalez, incoming Assistant Professor of English and Latino Studies

10. Course description: Advanced study of a theme, form, author, or movement in contemporary Latina/o literature.

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

#### JUSTIFICATION

1. Reasons for adding this course: This course will allow for a more intense study of some aspect of Latina/o literature than will be provided by the survey course (ENGL 2XX).

2. Academic Merit: While survey courses are important in that they allow students to get a sense of a field, it is crucial for interested students to have the opportunity to do more intense work on a particular author or theme. The “Studies in Latina/o Literature” course will accommodate those students who wish to do advanced research or to study a particular topic more intensively.

3. Overlapping Courses: None

4. Other Departments Consulted: Institute for Puerto Rican and Latino Studies

5. Number of Students Expected: 35

6. Number and Size of Section: One section, 35 students

7. Effects on Other Departments: This course does not duplicate any other course.

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: English Department faculty, February 19, 2003

10. Names and Phone Numbers of Persons for the CCC to contact: Robert Tilton, 486-2058

11. Staffing: Dr. Lisa Sanchez Gonzalez, incoming Assistant Professor of English and Latino Studies

**2003-39**

Add a new course  
Department of English



April 3, 2003

The Department of English is asking for approval to add *English 294W: Publishing* to the curriculum and also for to change the skill-designation of the current English 294C to *English 294S: Publishing*.

EXPLANATORY NOTE:

**1**. For several years, the Department of English had been offering a course in publishing, taught by Janice Trecker, a novelist who has experience in traditional publication and also on-demand publication. When she began to introduce instruction in computing for her students, we asked that that 294 be recognized as a C-course. The Senate did approve, and we then had *English 294C: Publishing* in the Undergraduate catalog.

Janice Trecker's emphasis had been on magazine publishing, especially as it involves use of the computer: desktop publishing, web-page design, and the presentation of material on the Internet. (This made it different from *Journalism 213W: Magazine Journalism*; and, indeed, the Department of Journalism supported this change in 294, indicating that its own students might find it worth taking.

Ms. Trecker reports, however, that the writing and revision in that course is so intensive that it matches the work students do in the other W-courses that she teaches in the Department of English and has asked that the course be moved to S-status, giving its students both C- and W-credit. The Department reviewed the matter and agrees.

**2**. If the request to change that 294C to a 294S is approved, we will have that single 294S in the undergraduate catalog. Interest in that one publishing course has been so keen, however, that we would like to give additional opportunities to our students. Ms. Trecker has emphasized magazine publication, but another teacher, Leigh Grossman, has been offering as English 298 a course that introduces English majors to book publication. The course has been successful. Mr. Grossman is himself a publisher (Swordsmith Productions in Pomfret) and brings authors in to his classroom. (See the attached syllabus.) He has now taught his English

298 twice, and he—with the approval of the Department—now asks that it be made a part of the undergraduate curriculum in English.

The Department asks, that, that a new course—*English 294W*—be added to the curriculum. It would differ from the present 294C in that its sections would not be C-courses—and also in that different topics would be offered as personnel become available. In his 294W, Mr. Grossman will be emphasizing book publication; but other topics suggest themselves: the writing and publication of books for children, the writing and sale of film and tv scripts, the preparation and publication of technical writing. (None of these courses are being offered by the Department of Journalism.) We would allow students to repeat the 294W for credit with changes in topic.

Our curriculum would then list *294W: Publishing* and also *294S: Publishing*, with somewhat different course descriptions, as in the attached document.

## CURRICULA ACTION REQUEST FORM

COURSE NUMBER English 294S  
COURSE TITLE Publishing  
INITIATING DEPARTMENT English  
CONTACT PERSON Thomas J. Roberts U-X 4025  
PHONE 486-3361 E-MAIL roberts@uconn.edu

ACTION REQUESTED (check all that apply)

100 Level Course:  new  revision  experimental  drop course

Open to Sophomores:  new  revision  drop course

General Education Course:

Add course to Group: 1 2 3 4 5 6 7 8

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

Drop course from Group: 1 2 3 4 5 6 7 8

Skill Course:

Add course to list of skill courses. Skill category: W Q C J S V Z P

Revision of an existing skill course. Skill category: W Q C J S V Z P

Drop skill course. Skill category: W Q C J S V Z P

REVISIONS/CHANGES REQUESTED): **Change this C-course to an S-course.**

DATE OF DEPARTMENTAL APPROVAL: 4-3-2003

DATE OF SCHOOL/COLLEGE APPROVAL (if applicable; see guidelines): \_\_\_\_\_  
PROPOSED IMPLEMENTATION DATE: Semester: \_\_Fall\_\_ Year: \_2003\_\_

EXISTING TITLE AND COMPLETE CATALOG COPY:

English 294C. Publishing.

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111.

An introduction to publishing and to writing for publication in this, the Information Age. Topics include desktop publishing, web-page design, and the presentation of materials on the Internet. No previous experience with computers is required.

PROPOSED TITLE AND COMPLETE CATALOG COPY:

ENGL 294S. Publishing.

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111.

An introduction to publishing and to writing for publication in this, the Information Age. Topics include desktop publishing, web-page design, and the presentation of materials on the Internet. No previous experience with computers is required.

ENGL 294W. Publishing.

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111. May be repeated with a change topic.

An introduction to publishing and to writing for publication in this, the Information Age. Topics include desktop publishing, web-page design, and the presentation of materials on the Internet. No previous experience with computers is required.

RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

This course has been offered successfully for several years as 294C. The writing for the course has always been intensive, and the Department now feels that it should be accepted as a W-course as well. It thus proposes that this version of English 294 be designated an S-course and give its students both C-credit and W-credit. Students who do not pass the writing portion of the course cannot pass the course.

**2003-40**

Authorization to CHANGE A New Minor

1. Department Name: **History**

2. Title of Minor: **History**

3. Nature of Change: **Add History 252 and 265 to Group B. Add History 236 to Group A. These are all existing courses that are not currently listed in the requirements for the minor.**

4. Existing Catalogue Description of the Minor:

## History

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

### Basic Courses

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

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

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

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

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

### Optional List of Courses

Group A - Ancient, Medieval, and Early Modern: 203, 212, 213, 214, 216, 217, 218, 219, 220, 250, 251, 255, 257, 261, 267, 270, 271, 272, 273, 274, 292, 293, 295, 296, 297W, 298, 299, any graduate level History course.

Group B - Modern Europe: 203, 206 (SCI 206), 207, 209 (HDFS 279), 225, 228, 229, 253, 254, 256, 258, 259, 262, 264, 269, 270, 279, 291, 292, 293, 295W, 296, 297W, 298, 299, any graduate level History course.

Group C - United States: 206, 207, 210, 215, 227, 231, 232, 233, 234, 235, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 248, 249, 253, 260, 268, 270, 278 (PRLS 220), 284 (PRLS 221), 292, 293, 294, 295, 296, 297W, 298, 299, any graduate level History course.

Group D - Africa, Asia, Latin America, and Middle East: 204, 205, 221, 222, 223, 224, 226, 253, 270, 275, 276, 277, 280, 281, 282, 283, 285, 286, 287, 288, 289, 290, 292, 293, 295, 296, 297W, 298, 299, any graduate level History course.

Note: HIST 211 and 297W may also be taken as part of the minor.  
The minor is offered by the History Department.

#### 5. Proposed Catalogue Description of the Minor: History

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

##### Basic Courses

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

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

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

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

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

##### Optional List of Courses

Group A - Ancient, Medieval, and Early Modern: 203, 212, 213, 214, 216, 217, 218, 219, 220, 250, 251, 255, 257, 261, 267, 270, 271, 272, 273, 274, 292, 293, 295, 296, 297W, 298, 299, any graduate level History course.

Group B - Modern Europe: 203, 206 (SCI 206), 207, 209 (HDFS 279), 225, 228, 229, 252, 253, 254, 256, 258, 259, 262, 264, 265, 269, 270, 279, 291, 292, 293, 295W, 296, 297W, 298, 299, any graduate level History course.

Group C - United States: 206, 207, 210, 215, 227, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 248, 249, 253, 260, 268, 270, 278 (PRLS 220), 284 (PRLS 221), 292, 293, 294, 295, 296, 297W, 298, 299, any graduate level History course.

Group D - Africa, Asia, Latin America, and Middle East: 204, 205, 221, 222, 223, 224, 226, 253, 270, 275, 276, 277, 280, 281, 282, 283, 285, 286, 287, 288, 289, 290, 292, 293, 295, 296, 297W, 298, 299, any graduate level History course.

Note: HIST 211 and 297W may also be taken as part of the minor.

The minor is offered by the History Department.

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

JUSTIFICATION

7. Why is a change required? **History 236, 252 and 265 are existing catalog courses that should be placed on the list of courses that count for the History minor.**

8. What is the impact on students? **Students will be able to count all current courses toward the minor.**

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

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. It should include the following information at the bottom of the form:

Name of Student: \_\_\_\_\_

I approve the above program for the (B.A. or B.S.) Minor in (insert name)  
(signed) \_\_\_\_\_ Dept. of (insert name)  
Minor Advisor

10. Dates approved by:

Department Curriculum Committee:   3/31/03    
Department Head:   3/31/03    
Department Faculty:   3/31/03  

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

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

**Addition:**

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

**236. Civil War America**

Second semester. Three credits. Recommended preparation: HIST 231. *Waller, Campbell*

The social, economic and cultural forces that shaped the Civil War and its aftermath. Sectional conflict, industrialization, reform and abolitionism, race relations, and class, gender and constitutional issues from the 1830s to the 1880s.

**252. History of Russia Since 1855**

Second semester. Three credits. Recommended Preparation: HIST 251. *Langer*

Continuation of History 251. Late imperial Russia, the former Soviet Union, and contemporary Russia.

**265. History of Ireland**

Either semester. Three credits. *Canning*

History of Ireland, with emphasis on the modern period. The rise of Irish nationalism, the Irish Literary Revival, and the problems of Northern Ireland.

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

Date \_\_\_\_\_ Name \_\_\_\_\_ S.I.D.# \_\_\_\_\_

Local Address \_\_\_\_\_ Telephone \_\_\_\_\_

Major \_\_\_\_\_ Fulfilling requirements of the Catalog for the year \_\_\_\_\_ Graduation (Mo/Yr) \_\_\_\_

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

Basic Courses for the History Minor:

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

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

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

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

History Distribution Groups:

**GROUP A - Ancient, Medieval, and Early Modern**

203 212W 213 214 216 218 219 220 250 251 255 257 261 267 270 271 272 273 274 278 293 296 297W 298 299  
3\_\_\_\_\_

**GROUP B - Modern Europe**

203 206(Science 206) 209(HDFR 279) 225 226 228 229 252 254W 256 258 259 262 264 265 269 279 291 293  
295W 296 297W 298 299 3\_\_\_\_\_

**GROUP C - United States**

202 206 207W 210 215 227 230 (Journalism 217) 231 232 233 234 235 236 237 238 239 241 242 243 244 245 246  
247 248 249 253 260 268 278 284 292 293 295W 296 297W 298 299 3\_\_\_\_\_

**GROUP D - Africa, Asia, Latin America, and Middle East**

204 205 222 223 224 226 253 275 277 280 281 282 283W 285 286 287 288 289 290 293 296 297W 298 299 3\_\_\_\_\_

**211 (May not be repeated for credit):**

\_\_\_\_\_(Title)

**297Ws, 298s, 299s, 300s:**

Semester and  
YearNumber

Section

Title

Group

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I approve I approve the above program for the B.A. Minor in History (signed):

\_\_\_\_\_ Undergraduate Director, History Dept.

\_\_\_\_\_ Student

**2003-41**

Proposal to: CHANGE A COURSE

Date: 3/26/03

Department: History

Nature of Proposed Change: Change the title of History 307 and add to the catalog copy that it may be repeated with a change in content.

CURRENT CATALOG COPY:

HIST 307 Seminar in the History of Science  
3 credits, Seminar.

PROPOSED CATALOG COPY:

HIST 307 Topics in the History of Science



3 credits, Seminar. Instructor consent required. May be repeated for credit with a change in content.

Effective Date of Change: Immediately

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

#### JUSTIFICATION

1. Reasons for changing this course: To allow students to repeat the seminar when the topic changes. To add the missing "instructor consent required." To make the title consistent with a changing topics course.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Approvals Received and Dates: History department course & curriculum committee, 3/31/03; History department, 3/31/03

7. Names and Phone Numbers of Persons for the CCC to contact: Shirley A. Roe, 486-2083

8. Staffing: Shirley A. Roe

#### **2003-42**

Proposal to: ADD A NEW COURSE

Date: 3/10/03

Department: Psychology

Abbreviated Title: Curr Top Clin Psych

#### CATALOGUE COPY:

PSYC 2xx. Current Topics in Clinical Psychology. Three credits. Either semester. Prerequisite: PSYC 242 or PSYC 245 or consent of instructor. May be repeated for credit with a change in topic.

Effective Date of Change: Immediately.

1. Course Number: 2xx (a course number below 294 is requested)
2. Course Title: Current Topics in Clinical Psychology
3. Semester(s) offered: Either
4. Number of Credits: 3
5. Number of Class Periods: 3
6. Prerequisite/Required Preparation: PSY242 or PSY245 or consent of instructor
7. Any required consent/any exclusions: None
8. Repetition for credit: With change in topic.
9. Instructor in charge: Park
10. Course description: Advanced course covering topics of current relevance to clinical psychology
11. Semester and year in which course will be first offered: spring 2004

## SECTION 2 JUSTIFICATION

1 Reasons for adding this course: Clinical psychology is an area of high activity and interest. This course will provide a forum for presenting recent issues in clinical psychology.

2 Academic Merit: Recent issues will be presented. Emphasis will be on both theoretical perspectives and empirical research.

3 Overlapping Courses: None

4 Other Departments Consulted: None

5 Number of Students Expected: 30

6 Number and Size of Section: 1 section of 30

7 Effects on Other Departments: None

8 Effects on Regional Campuses: None

9 Approvals Received and Dates: Psychology C&C Committee, pending on April 8, 2003

10 Names and Phone Numbers of Persons for the CCC to contact: Crystal Park, x3520

11 Staffing: Allen, Fein, Kirsch, Park, Steinberg, Williams.

## **2003-43**

Proposal to: ADD A NEW COURSE

Date: 3/10/03

Department: Psychology

Abbreviated Title: Curr Top Clin Psych

## CATALOGUE COPY:

PSYC 2xxW. Current Topics in Clinical Psychology. Three credits. Either semester.  
Prerequisite: PSYC 242 or PSYC 245 or consent of instructor. May be repeated for credit with a change in topic.

Effective Date of Change: Immediately.

1. Course Number: 2xxW ( a course number below 294 is requested)
2. Course Title: Current Topics in Clinical Psychology
3. Semester(s) offered: Either
4. Number of Credits: 3
5. Number of Class Periods: 3
6. Prerequisite/Required Preparation: PSY242 or PSY245 or consent of instructor
7. Any required consent/any exclusions: None
8. Repetition for credit: With change in topic.
9. Instructor in charge: Park
10. Course description: Advanced course covering topics of current relevance to clinical psychology
11. Semester and year in which course will be first offered: spring 2004

## SECTION 2 JUSTIFICATION

1 Reasons for adding this course: Clinical psychology is an area of high activity and interest. This course will provide a forum for presenting recent issues in clinical psychology.

2 Academic Merit: Recent issues will be presented. Emphasis will be on both theoretical perspectives and empirical research.

Fifteen pages of writing is required with the opportunity for revision. Students who fail the writing portion of the course will also fail the course.

3 Overlapping Courses: None

4 Other Departments Consulted: None

5 Number of Students Expected: 19

6 Number and Size of Section: 1 section of 19

7 Effects on Other Departments: None

8 Effects on Regional Campuses: None

9 Approvals Received and Dates: Psychology C&C Committee, pending on April 8, 2003

10 Names and Phone Numbers of Persons for the CCC to contact: Crystal Park, x3520

11 Staffing: Allen, Fein, Kirsch, Park, Steinberg, Williams.

Proposal to: ADD A NEW COURSE

Date: 4/6/03

Department: Psychology

Abbreviated Title: Curr Top I/O Psych

CATALOGUE COPY:

PSYC 2xy. Current Topics in Industrial/Organizational Psychology. Three credits. Either semester. Prerequisite: PSYC 268 or PSYC 278 or consent of instructor. May be repeated for credit with a change in topic.

Effective Date of Change: Immediately.

1. Course Number: 2xy (a course number below 294 is requested)
2. Course Title: Current Topics in Industrial/Organizational Psychology
3. Semester(s) offered: Either
4. Number of Credits: 3
5. Number of Class Periods: 3
6. Prerequisite/Required Preparation: PSY268 or PSY278 or consent of instructor
7. Any required consent/any exclusions: None
8. Repetition for credit: With change in topic.
9. Instructor in charge:
10. Course description: Advanced course covering topics of current relevance to industrial/organizational psychology
11. Semester and year in which course will be first offered: spring 2004

SECTION 2 JUSTIFICATION

1 Reasons for adding this course: This course will provide a forum for presenting current topics in industrial/organizational psychology.

2 Academic Merit: Recent issues will be presented. Emphasis will be on both theoretical perspectives and empirical research.

3 Overlapping Courses: None

4 Other Departments Consulted: None

5 Number of Students Expected: 25

6 Number and Size of Section: 1 section of 30

7 Effects on Other Departments: None

8 Effects on Regional Campuses: None

9 Approvals Received and Dates: Psychology C&C Committee, March 11, 2003

10 Names and Phone Numbers of Persons for the CCC to contact: Robert Henning, x5918

Staffing: Barnes-Farrell, Henning, Holzworth, Magley, Mellor

**2003-45**

Proposal to: ADD A NEW COURSE

Date: 4/6/03

Department: Psychology

Abbreviated Title: Curr Top I/O Psych

**CATALOGUE COPY:**

PSYC 2xyW. Current Topics in Industrial/Organizational Psychology. Three credits. Either semester. Prerequisite: PSYC 268 or PSYC 278 or consent of instructor. May be repeated for credit with a change in topic.

Effective Date of Change: Immediately.

1. Course Number: 2xyW (a course number below 294 is requested)
2. Course Title: Current Topics in Industrial/Organizational Psychology
3. Semester(s) offered: Either
4. Number of Credits: 3
5. Number of Class Periods: 3
6. Prerequisite/Required Preparation: PSY268 or PSY278 or consent of instructor
7. Any required consent/any exclusions: None
8. Repetition for credit: With change in topic.
9. Instructor in charge:
10. Course description: Advanced course covering topics of current relevance to industrial/organizational psychology
11. Semester and year in which course will be first offered: spring 2004

**SECTION 2 JUSTIFICATION**

1 Reasons for adding this course: This course will provide a forum for presenting current topics in industrial/organizational psychology.

2 Academic Merit: Recent issues will be presented. Emphasis will be on both theoretical perspectives and empirical research.

Fifteen pages of writing is required with the opportunity for revision. Students who fail the writing portion of the course will also fail the course.

3 Overlapping Courses: None

4 Other Departments Consulted: None

5 Number of Students Expected: 19

6 Number and Size of Section: 1 section of 19

7 Effects on Other Departments: None  
8 Effects on Regional Campuses: None  
9 Approvals Received and Dates: Psychology C&C Committee, March 11, 2003  
10 Names and Phone Numbers of Persons for the CCC to contact: Robert Henning, x5918  
Staffing: Barnes-Farrell, Henning, Holzworth, Magley, Mellor

## 2003-46

### Proposal to Change a Course

Date: March 10, 2003

Department: Psychology

Nature of Proposed Changes:

- (a) Change pre-requisites  
FROM: PSYC 268 or PSYC 240 or any 200-level Management course  
TO: PSYC 268 or PSYC 240
- (b) Update course description

### CURRENT CATALOG COPY:

PSYC 282W. Social-Organizational Psychology Either semester. Three credits. Prerequisite: PSYC 268 or PSYC 240 or any 200-level Management course. *Low*  
Social psychological phenomena in organizational settings. Motivation, leadership, decision-making, and group productivity.

### PROPOSED CATALOG COPY:

PSYC 282W. Social-Organizational Psychology. Either semester. Three credits. Prerequisite: PSYC 268 or PSYC 240. *Barnes-Farell, Magley.*

Social psychological phenomena in the workplace. Social perceptions, personality, stress, work-related attitudes, motivation, team decision-making and effectiveness, leadership and influence, organizational culture.

Effective Date of Change: immediate

### JUSTIFICATION

1. Reasons for changing this course:

- (a) Change of pre-requisites: PSYC 282W is intended to be an advanced psychology course that builds on students' knowledge of social psychological concepts as applied to workplace phenomena. Completion of the introductory survey courses in social psychology or industrial/organizational psychology provide this kind of background. On the other hand,

students who enter the course based only on completion of a 200-level management course are not prepared to handle the material in this course. [For example, the current pre-requisite would allow a student who have never taken a psychology course of any kind, but who has completed a 200-level accounting course, to register for the course. Such a student will not have the background knowledge upon which the course is intended to build.]

(b) Revised course description: Although the fundamental purpose of PSYC282W has not changed, the content of the course has changed somewhat as the field of social-organizational psychology has evolved over the years. The revised course description incorporates these changes.

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:  
Charles Lowe, Head, Department of Psychology – March 11, 2003  
Psychology Department Curriculum and Courses Committee – March 11, 2003
7. Names and Phone Numbers of Persons for the CCC to contact: Janet Barnes-Farrell (486-5929)
8. Staffing: J. Barnes-Farrell; V. Magley

## **2003-47**

### Proposal to Add a New Course

Date: March 10, 2003

Department: Psychology

Nature of Proposed Changes: Add a non-W version of PSYC 282W.

#### PROPOSED CATALOG COPY:

PSYC 282. Social-Organizational Psychology. Either semester. Three credits. Prerequisite: PSYC 268 or PSYC 240. *Barnes-Farell, Magley.*

Social psychological phenomena in the workplace. Social perceptions, personality, stress, work-related attitudes, motivation, team decision-making and effectiveness, leadership and influence, organizational culture.

Effective Date of Change: immediately

## JUSTIFICATION

### 1. Reasons for changing this course:

We wish to activate PSYC 282 because offering a non-W version of this course would provide the flexibility to offer larger sections of the course to accommodate increased demand for 200-level psychology courses.

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:

Charles Lowe, Head, Department of Psychology – March 11, 2003

Psychology Department Curriculum and Courses Committee – March 11, 2003

7. Names and Phone Numbers of Persons for the CCC to contact: Janet Barnes-Farrell (486-5929)

8. Staffing: J. Barnes-Farrell; V. Magley

## Syllabus

### ***PSYC 282: SOCIAL-ORGANIZATIONAL PSYCHOLOGY***

#### ***INSTRUCTOR***

Dr.	Janet	Barnes-Farrell	<a href="http://www.iopsych.uconn.edu/barnes.htm">http://www.iopsych.uconn.edu/barnes.htm</a>
Office:	151	Psychology	Building (phone: 486-5929)
Office Hours:	Tuesdays	3:30-5	PM, and by appointment
	<a href="mailto:%20%20barnesf@uconnvm.uconn.edu">mailto:%20%20barnesf@uconnvm.uconn.edu</a> <a href="mailto:barnesf@uconnvm.uconn.edu">barnesf@uconnvm.uconn.edu</a>		

#### ***INFORMATION***

Greenberg, J. & Baron, R. (2003). *Behavior in Organizations (8th edition)*. Upper Saddle River, NJ: Prentice-Hall, Inc.

#### ***COURSE OBJECTIVES***

The primary objective of this course is to examine the psychological underpinnings of social behavior in work settings. Phenomena that we will discuss include social perception, learning, motivation, attitudes, prosocial behavior, teamwork, leadership, and organizational culture. When you complete the course, you should understand how psychological concepts can be used to understand social aspects of work behavior. The approach that we will use in this course to learning about the application of psychological concepts to understanding work behavior relies very heavily on your willingness to prepare for class by reading assigned materials and completing any necessary



“pre-work” before each class session, reliably attend class, and actively participate in class exercises and discussions.

**ATTENDANCE**

**POLICY**

In order for this course to function to the benefit of all students in the class, your regular attendance -- prepared and ready to participate -- is not just necessary, it is critical. Although I do not record attendance, I expect it. Whether or not you attend, you are responsible for all materials covered or presented in class and in-class handouts or exercises, in addition to assigned reading from the text. In addition, your attendance and participation will contribute to your grade in the class.

**EVALUATION**

**OF**

**STUDENT**

**PROGRESS**

Your grade in this course will be based on your performance on two examinations, class participation, and several homework assignments. These will contribute as follows to determine your Total Score.

<u>Exams, Assignments</u>	<u>Total Possible Score</u>	<u>Date</u>
Exam #1	35	March 6
Exam #2	35	Final Exam Week
Homework assignments	20	Throughout semester
Active Participation	<u>10</u>	Throughout semester
	100	

Final grades for the course will be determined according to the following standards:

	<u>Total Score</u>	<u>Final Grade</u>
90-100		A-/A
80-89		B-/B/B+
70-79		C-/C/C+
60-69		D-/D/D+
0-59		F

**ABSENCE**

**FROM**

**A**

**SCHEDULED**

**EXAM**

If you are unavoidably absent from a scheduled exam, it is your responsibility to contact the instructor within 1 week of the scheduled date of the exam. Requests for makeups will not be accepted after that time. Approved makeup exams will be given during the final examination period.

**ACADEMIC**

Academic integrity is a fundamental expectation of all students in this course. Cheating (for example copying answers from another student's exam sheet, allowing another student to take an examination in your place, making use of notes during a closed book/closed notebook examination, etc.), plagiarism (representing the work of another individual as your own), and other forms of academic misconduct will not be tolerated. Instances of cheating on an examination will result in an automatic grade of 0 for the examination with no opportunity to retake the examination. Other forms of academic misconduct will receive equivalent sanctions. Please remember that assisting another student to cheat on an examination or assignment also constitutes academic misconduct and you will be accountable for knowingly providing such assistance. It is your responsibility to be familiar with the Student Code of Conduct, and conduct yourself according to the standards that are described in the code. The complete code can be seen at the following website:<http://vm.uconn.edu/~dosa8/code2.html><http://vm.uconn.edu/~dosa8/code2.html>

**INTEGRITY****PSYC 268: READING ASSIGNMENTS AND SCHEDULED EXAMINATION**

<u>DATE</u>	<u>READING ASSIGNMENT</u>	<u>OTHER ASSIGNMENTS</u>	<u>TOPIC</u>
1/23	Chapter 1		Organizational Behavior & Organizational Psychology
1/28	Chapter 2		Perception & Social Perception
1/30			
2/4	Chapter 3		Personality & Individual Differences
2/6			
2/11	Chapter 4		Stress & Emotions
2/13			
2/18	Chapter 5		Work-related Attitudes
2/20			
2/25	Chapter 6		Motivation
2/27			
3/4	Chapter 7		Career Dynamics
3/6	EXAM 1		Chapters 1-7: Individual-Level Phenomena
3/11	Chapter 8		Group Dynamics

3/13			
3/18		SPRING BREAK	
3/20		SPRING BREAK	
3/25	Chapter 9		Teams
3/27			
4/1	Chapter 10		Communication
4/3	Chapter 11		Decision making
4/8			
4/10	Chapter 12		Conflict & Cooperation
4/15			
4/17	Chapter 13		Influence
4/22	Chapter 14		Leadership
4/24			
4/29	Chapter 15		Organizational Culture
5/1			
5/6	Chapter 16	LAST CLASS	Technology in Organizations
5/9-16	EXAM 2	EXAM WEEK	

**2003-48**

Proposal to: DROP A COURSE

Date: March 27, 2003

Department: Ecology and Evolutionary Biology

Abbreviated Title: EEB

CATALOGUE COPY:

**EEB 249. Biology of the Honey Bee**

Summer session, alternate years. Three credits. Two class periods and one 2-hour laboratory period. Prerequisite: Three credits of introductory biology. Open to sophomores.

Chemical communication, structure and function in honey bee hives and colonies; practical beekeeping.

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

1. Course Number: EEB 249
2. Course Title: Biology of the Honey Bee
3. Semester(s) offered: summer
4. Number of Credits: 3

#### JUSTIFICATION

1. Reasons for dropping this course: This was a summer course taught at a regional campus by a faculty member who has long since retired. There are no plans to offer this course again.
2. Other Departments Consulted: none
3. Effects on Other Departments: none
4. Effects on Regional Campuses: none
5. Approvals Received and Dates: Dept. C&C 4/1/03; Dept. 4/4/03
6. Names and Phone Numbers of Persons for the CCC to contact: Kentwood D. Wells, 6-4454, kentus@uconnvm.uconn.edu

#### **2003-49**

Proposal to: CHANGE A COURSE

Date: March 25, 2003

Department: Ecology and Evolutionary Biology

Nature of proposed change: change number of credits and decouple laboratory and lecture. Remove "or permission of instructor."

Current catalogue copy:

**EEB 280. Evolution of Green Plants.** Second semester, alternate years. Four credits. Two one and half class periods and one 3-hour laboratory period. Prerequisite: BIO 108 or BIO 110, or permission of instructor. Goffinet, L. Lewis.

Introduction to morphological, ultrastructural and molecular characters used for inferring evolutionary relationships of green plants, from the green algae to the flowering plants, with emphasis on evolutionary changes involved in the transition from aquatic to terrestrial habitats.

Proposed catalogue copy:

**EEB 280. Evolution of Green Plants.** Second semester, alternate years. Three credits. Prerequisite: BIO 108 or BIO 110. Goffinet, L. Lewis.

Introduction to morphological, ultrastructural and molecular characters used for inferring evolutionary relationships of green plants, from the green algae to the flowering plants, with emphasis on evolutionary changes involved in the transition from aquatic to terrestrial habitats.

Effective date of change: immediately

#### JUSTIFICATION

Reasons for changing this course: The separation of the lecture and laboratory, and addition of a "W" version of the lecture allow for more flexibility for students wanting to fulfill EEB major requirements. It will allow the lectures to be larger than can be accommodated by a single laboratory section.

Effect on Department's curriculum: This will enhance our curriculum by accomodating students who want an overview of green plant evolution without a laboratory.

Other departments consulted: none

Effects on other departments: none foreseen

Effects on regional campuses: none.

Approvals received and dates: Dept. C&C 4/1/03; Dept. 4/4/03

Names and phone numbers for the CCC to contact:

Bernard Goffinet, 6-5290 (goffinet@uconn.edu)

Louise A. Lewis, 6-6723 (llewis@uconn.edu)  
Staffing: Goffinet and L. Lewis

**2003-50**

Proposal to: ADD A NEW COURSE

Date: March 25, 2003

Department: Ecology and Evolutionary Biology

Abbreviated Title: EEB 280W

CATALOGUE COPY:

**EEB 280W. Evolution of Green Plants.** Second semester, alternate years. Four credits. Three class periods and one discussion period. Prerequisite: BIO 108 or BIO 110. Goffinet, L. Lewis

Content as in EEB 280. A major writing assignment is required.

Effective Date of Change: Immediately

1. Course Number: EEB 280W
2. Course Title: Evolution of Green Plants
3. Semester(s) offered: Spring 2004, and in alternate springs.
4. Number of Credits: 4
5. Number of Class Periods: Three class periods/week plus equivalent of 1 discussion period/week
6. Prerequisite: BIO 108 or BIO 110
7. Any required consent/any exclusions: No
8. Repetition for credit: No
9. Instructor in charge: Bernard Goffinet, Louise A. Lewis
10. Course description: Content as in EEB 280. Major writing assignment required.
11. Semester and year in which course will be first offered: Spring 2004

JUSTIFICATION

1 Reasons for adding this course: We have need of additional “W” courses in the department, especially in courses dealing with plants. By allowing a limited number of students to take this as a writing course, we will be able to provide them with an opportunity to improve their writing and library research skills. Students will have the option of taking this course with or without the laboratory, which will become a separate 1-credit course.

2. Academic Merit: Students who enroll in EEB 280W will have an opportunity to increase their writing skills and also will obtain, through their own library research, more in-depth knowledge of one of the areas covered in EEB 280.

3. Overlapping Courses: None

4. Other Departments Consulted: None

5. Number of Students Expected: 8

6. Number and Size of Section: EEB 280W, 1 section, 8 students

7. Effects on Other Departments: None

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: Dept. C&C 4/1/03; Dept. 4/4/03

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

Bernard Goffinet, 6-5290 (goffinet@uconn.edu)

Louise A. Lewis, 6-6723 (llewis@uconn.edu)

11. Staffing: Goffinet, L. Lewis

**Syllabus for EEB 280W is the same as for EEB 280, with the following changes.**

**GRADING FOR EEB 280W STUDENTS:**

Midterm and Final lecture exams	55%
Assignments	15%
Class Participation	5%
Writing assignment	25%

Students registered for EEB 280W will be required to complete a major writing project in addition to the requirements for EEB 280. Each student will prepare a paper covering a topic chosen from among the areas covered in this course, and that is mutually agreed upon by the student and instructor. The paper must be at least 15 pages in length, double-spaced. It should be based on information obtained from primary literature, including book chapters, review papers, and journal articles. To receive credit for the course, students registered for EEB 280W 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.

Following is a timetable for preparation of the paper:

Students will meet as a group for two one-hour sessions in each of the first two weeks of class to discuss basic information for the preparation of the paper, and to be familiarized with the use of library resources.

Students will meet individually with the instructor no later than the fourth week of class to discuss their choice of topic.

Students will submit an outline of the main points of their paper, plus a minimum of five primary literature references in the sixth week of class.

A preliminary draft will be submitted to the instructor no later than the 8th week of class. The instructor will meet individually with students to discuss the progress of the paper within 2 weeks after receiving the preliminary draft.

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

## **2003-51**

Proposal to: Add a new course

Date: March 26, 2003

Department: Ecology and Evolutionary Biology

Abbreviated title: **Evol Green Plants Lab**

CATALOGUE COPY:

**EEB 2XX. Evolution of Green Plants Laboratory.** Second semester, alternate years. One credit. One 3-hour laboratory period. Prerequisite or corequisite: EEB 280 and consent of instructor. Goffinet, L. Lewis

Study of morphological and anatomical characters of extant and fossil plants. Phylogenetic inferences from morphological and molecular characters. Discussion of primary literature.

Effective Date of Change: immediately

1. Course number: EEB 2XX
2. Course Title: Evolution of Green Plants Laboratory
3. Semester offered: Second semester, alternate years.
4. Number of credits: 1
5. Number of class periods: One 3-hour per week
6. Prerequisite: EEB 280 and consent of instructor



7. Any required consent/any exclusions: Consent of instructor

8. Repetition for credit: No

9. Instructor in charge: Goffinet, L. Lewis

10. Course description: Interpretation and evaluation of morphological, anatomical and molecular characters in an evolutionary context

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

#### JUSTIFICATION

1. Reasons for adding this course: This proposal follows the segregation of the lecture and laboratory component of EEB280, and the proposal to offer a 1 credit W-component. Students will be allowed to take EEB 280 (lecture) only, or in combination the laboratory and/or the W-component. This proposal will result in increased flexibility for the students to complete their requirements for the EEB-major.

2. Academic merit: The evolution of land plants has recently come to the forefront of plant biology following the development of new analytical tools and methods in the fields of systematics, physiology, biochemistry, and molecular biology of plants. The development of a terrestrial plant flora has been the determinant factor for other forms of life to evolve and diversify on land, providing a source of food and oxygen needed to sustain life on earth. The laboratory will give students an opportunity to examine fossil plants from the rich paleobotanical collection housed in EEB, and gain an understanding on how evolutionary inferences are made based on morphological and other characters.

3. Overlapping courses:

None

4. Other departments consulted:

None

5. Number of students expected:

15

6. Number and Size of Section:

1 section, 15 students.

7. Effects on other departments:

None

8. Effects on Branches:

None

9. Approval Received and Date: Dept. C&C 4/1/03; Dept. 4/4/03

10. Names and Phone Numbers of Persons for the CCC to contact:  
Bernard Goffinet (6-5290) and Louise Lewis (6-6723)  
Department of Ecology and Evolutionary Biology

#### STAFFING

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

#### **2003-52**

Proposal to: CHANGE A COURSE

Date: April 3, 2003

Department: Ecology and Evolutionary Biology

Nature of proposed change: change number of credits

Current catalogue copy:

#### **EEB 380. Evolution of Green Plants.**

Introduction to morphological, ultrastructural and molecular characters used for inferring evolutionary relationships of green plants, from the green algae to the flowering plants, with emphasis on evolutionary changes involved in the transition from aquatic to terrestrial habitats.

*4 credits, Lecture.*

Proposed catalogue copy:

#### **EEB 380. Evolution of Green Plants.**

Introduction to morphological, ultrastructural and molecular characters used for inferring evolutionary relationships of green plants, from the green algae to the flowering plants, with emphasis on evolutionary changes involved in the transition from aquatic to terrestrial habitats.

*3 credits, Lecture.*

Effective date of change: immediately

#### JUSTIFICATION

Reasons for changing this course: Segregation of the lecture and laboratory components will allow more flexibility for graduate students. When taken alone, this course will provide a solid introduction. Students who are specializing in this topic can also take the laboratory component for a much more in-depth treatment of the methods and data.

Effect on Department's curriculum:

Other departments consulted: none

Effects on other departments: none foreseen

Effects on regional campuses: none.

14. Approvals received and dates: Dept. C&C 4/1/03; Dept. 4/4/03

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

Bernard Goffinet, 6-5290 (goffinet@uconn.edu)

Louise A. Lewis, 6-6723 (llewis@uconn.edu)

16. Staffing: Goffinet and L. Lewis

### **2003-53**

Proposal to: Add a new course

Date: April 3, 2003

Department: Ecology and Evolutionary Biology

Abbreviated title: **Evol Green Plants Lab**

CATALOGUE COPY:

### **EEB 3XY. Evolution of Green Plants Laboratory.**

Study of morphological and anatomical characters of extant and fossil plants. Phylogenetic inferences from morphological and molecular characters. Discussion of primary literature.

*1 credit, Laboratory. Open only to students who are enrolled in or have completed EEB 380. Instructor consent required.*

Effective Date of Change: Spring 2004

1. Course number: EEB 3XY
2. Course Title: Evolution of Green plants Laboratory
3. Semester offered: Second semester, alternate years.
4. Number of credits: 1
5. Number of class periods: One 3-hour laboratory

6. Prerequisite: EEB 380 or concurrent enrollment. Consent of instructor.
7. Any required consent/any exclusions: Consent of instructor
8. Repetition for credit: No
9. Instructor in charge: Goffinet and L. Lewis
10. Course description: Interpretation and evaluation of morphological, anatomical and molecular characters in an evolutionary context
11. Semester and year in which course will be first offered: Spring 2004

#### JUSTIFICATION

1. Reasons for adding this course: This proposal follows the segregation of the lecture and laboratory component of EEB380. Students will be allowed to take EEB 380 (lecture) only, or in combination the laboratory component if their main research focus will be on this topic. This proposal will result in increased flexibility for the students.
2. Academic merit: The evolution of land plants has recently come to the forefront of plant biology following the development of new analytical tools and methods in the fields of systematics, physiology, biochemistry, and molecular biology of plants. The development of a terrestrial plant flora has been the determinant factor for other forms of life to evolve and diversify on land, providing a source of food and oxygen needed to sustain life on earth. The laboratory will give students an opportunity to examine fossil plants from the rich paleobotanical collection housed in EEB, and gain an understanding on how evolutionary inferences are made based on morphological and other characters.
3. Overlapping courses:  
None
4. Other departments consulted:  
None
5. Number of students expected:  
15
6. Number and Size of Section:  
1 section, 15 students.
7. Effects on other departments:  
None
8. Effects on Branches:  
None

9. Approval Received and Date: Dept. C&C 4/1/03; Dept. 4/4/03

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

Bernard Goffinet (6-5290) and Louise Lewis (6-6723)

Department of Ecology and Evolutionary Biology

#### STAFFING

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

#### 2003-54

Proposal to: CHANGE A COURSE

Date: March 26/03

Department: Ecology & Evolutionary Biology

Nature of Proposed Change: reduce credits for EEB 288 ( Concepts of Applied Entomology ) from 4 credits to 3 and reduce class periods from 3 to 2.

#### CURRENT CATALOG COPY:

**EEB 288. Concepts of Applied Entomology.** Second semester, alternate years. Four credits. Three class periods and one 3-hour laboratory period. Prerequisite: BIOL 108 or 110. Schaefer

Control, ecology, economics, damage assessment and detection of insect infestations.

#### PROPOSED CATALOG COPY:

**EEB 288. Concepts of Applied Entomology.** Second semester, alternate years. Three credits. Two class periods and one 3-hour laboratory period. Prerequisite: BIOL 108 or 110. Schaefer

Control, ecology, economics, damage assessment and detection of insect infestations.

Effective Date of Change: immediately

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

#### JUSTIFICATION

1. Reasons for changing this course: The amount of material covered does not justify 3 lectures a week; the material can be better--more efficiently covered in 2, especially now that some of the material is covered in courses in Plant Science (PS 204, 288: Integrated Pest Management and Insect Pest Management, respectively).
2. Effect on Department's Curriculum: none
3. Other Departments Consulted: Plant Science (Prof. Lagrand)
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Approvals Received and Dates: Dept. C&C 4/1/03; Dept. 4/4/03
7. Names and Phone Numbers of Persons for the CCC to contact: C.Schaefer, 6-4455, schaefer@uconn.edu; Kentwood D. Wells, kentus@uconnv.uconn.edu
8. Staffing: Carl Schaefer & TA (no change)

**2003-55**

Proposal to: ADD A NEW COURSE

Date: April 2, 2003

Department: Ecology and Evolutionary Biology

Abbreviated Title: EEB 288W

CATALOGUE COPY:

**EEB 288W. Concepts of Applied Entomology.** Second semester, alternate years. Four credits. Two class periods and one 3-hour laboratory period. Prerequisite: BIOL 108 or 110. Schaefer

Content as in EEB 288. A major writing assignment is required.

Effective Date of Change: Immediately

1. Course Number: EEB 288W
2. Course Title: Concepts of Applied Entomology
3. Semester(s) offered: Spring 2004, and in alternate springs.
4. Number of Credits: 4.

5. Number of Class Periods: Two class periods/week plus 3-hour laboratory. W students will meet in additional individual conferences with the instructor to discuss the writing assignment and review drafts of the paper.

6. Prerequisite: BIO 108 or BIO 110

7. Any required consent/any exclusions: No

8. Repetition for credit: No

9. Instructor in charge: Carl Schaefer

10. Course description: Content as in EEB 288. Major writing assignment required.

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

#### JUSTIFICATION

Reasons for adding this course: We have need of additional “W” courses in the Department. By allowing a limited number of students to take this as a writing course, we will be able to provide them with an opportunity to improve their writing and library research skills. The additional credit for the W portion of the course parallels the same arrangement in the companion course, EEB 284 (Medical Entomology).

2. Academic Merit: Students who enroll in EEB 288W will have an opportunity to increase their writing skills and also will obtain, through their own library research, more in-depth knowledge of one of the areas covered in EEB 288.

3. Overlapping Courses: None

4. Other Departments Consulted: None

5. Number of Students Expected: 10

6. Number and Size of Section: EEB 288W, 1 section, 10 students

7. Effects on Other Departments: None

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: Dept. C&C 4/1/03; Dept. 4/4/03

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

Carl Schaefer (schaefer@uconn.edu)

11. Staffing: Schaefer

**Syllabus for EEB 288W is the same as for EEB 288, with the following changes.**

In addition to meeting the requirements for EEB 288, students in EEB 288W will be required to will prepare a paper covering a topic chosen from among the areas covered in this course and agreed upon by the student and instructor. The paper must be at least 15 pages in length, double-spaced, and from at least six primary literature sources (journal articles), as well as book chapters and review papers. To receive credit for the course, students registered for EEB 288W 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.

Students in 288W will first be introduced (in the Library) to such sources of information as Biosis. Each student will then choose a topic, discuss it with the instructor, and write a 2-3-page introduction. Student and instructor will then discuss this introduction individually; the student will rewrite the introduction and writer an additional 5-10 pages; and the process--discussion, rewriting, writing, will continue until the paper is complete. Each part of the paper will thus have been discussed individually, and rewritten several times.

## **2003-56**

Proposal to:ADD A NEW COURSE

Date:2 April 2003

Department:Ecology and Evolutionary Biology

Abbreviated Title:Phylogenetics

CATALOGUE COPY:

### **EEB 349. Phylogenetics.**

Estimation of genealogies at the level of species and above, and their application and relevance to various biological disciplines, including systematics, ecology, and morphological and molecular evolution. Surveys both parsimony and model-based methods, but emphasizes maximum likelihood and Bayesian approaches.

*Four credits, Lecture. Prerequisite: EEB 458 or consent of instructor.*

Effective Date of Change: Immediately

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

Course Number: 349



Course Title: Phylogenetics

Semester(s) offered: Either semester, alternate years

Number of Credits: 4

Number of Class Periods: 3 class periods and 1 (2 h) computer lab

Prerequisite/Required Preparation: EEB 458 or consent of instructor

Any required consent/any exclusions: Advanced undergraduates and graduate students

Repetition for credit: No

Instructor in Charge: Paul O. Lewis, 6-2069 (paul.lewis@uconn.edu)

Course description:

An introduction to the estimation of genealogies at the level of species and above, and their application and relevance to various biological disciplines, including systematics, ecology, and morphological and molecular evolution. Emphasizes model-based approaches, particularly maximum likelihood and Bayesian methods

Semester and year in which course will be first offered: Spring semester, 2005

#### JUSTIFICATION

Reasons for adding this course:

Model-based phylogenetics is currently a burgeoning field, and the addition of a new class of methods (Bayesian) and a host of new applications means this trend will continue into the foreseeable future. It is very difficult to find truly introductory treatments of maximum likelihood and Bayesian statistical methods, and thus it is virtually impossible for graduate students in Biology departments such as EEB/MCB/PNB to develop an understanding of the of methods underlying many contemporary phylogenetic software packages such as PAUP\* and MrBayes. A good understanding of the powers and pitfalls of these methods would provide our graduate students here at UConn with a real edge when applying for positions, either in academia or industry (e.g. bioinformatics is increasingly dependant on phylogenies).

Academic Merit:

Phylogenies have important applications in a diversity of fields, including Systematics, Comparative Biology, Bioinformatics, Medicine, Molecular Evolution, Morphological Evolution and Ecology. This diversity of applications is paralleled by (and perhaps drives) an even greater diversity of methodologies, and computer software for estimating phylogenies or using them to test hypotheses of interest now present a bewildering array of basic methods (parsimony, likelihood, distance, Bayesian) each with many options. The merits of this course are threefold. First, it will give students a basic understanding of the necessary theory

underlying model-based methods without assuming a strong mathematical or statistical background. Second, it will provide a roadmap through the wilderness of methods, highlighting the methods and options most likely to be useful. Finally, it will point out the strengths and weaknesses of particular methods so that students can make informed decisions in their subsequent analyses. Very few universities can currently offer such a course, and the experience will prove very valuable to students when they leave UConn and enter the workplace.

Overlapping courses:

EEB 458 (Principles and Methods of Systematic Biology)

EEB 458 covers all aspects of systematics, and thus cannot devote much time (1 or 2 lectures) to model-based approaches to phylogenetics. There is considerable need for a more in-depth treatment that can be provided in the core systematics course.

EEB 462 (Evolutionary Pattern and Process: Experimental Approaches)

This course focuses on critical problems in molecular systematics, with an emphasis on data rather than specific methods. EEB 462 uses a case study approach to introduce students to the sorts of difficulties they will encounter when analyzing their molecular data sets, so it is complementary to the proposed course, which focuses on understanding the methods themselves.

EEB/MCB 372 (Computer Methods in Molecular Evolution)

Dr. J. Peter Gogarten in MCB plans to continue co-teaching this course with Dr. Lewis, as has been done the last two times the course was offered. 372 emphasizes learning how to use computer programs in research in molecular evolution, and assumes students are already familiar with the methods taught in the proposed course. The need for the proposed course has been made apparent by experience with EEB/MCB 372, which has shown that students are not coming into EEB/MCB 372 with the required background knowledge.

Other departments consulted: Molecular and Cell Biology (contact: Dr. J. Peter Gogarten)

Number of students expected: 15

Number and size of section: one section

Effects on other departments: MCB and PNB would benefit from this course

Effects on regional campuses: none

Approvals received and dates: Dept. C&C 4/1/03; Dept. 4/4/03

Names and phone numbers of persons for the CCC to contact:  
Paul O. Lewis, 6-2069, (paul.lewis@uconn.edu)

Staffing: Paul O. Lewis

# Phylogenetics (Proposed EEB 349)

## Proposed Syllabus

<i>Week</i>	<i>Topics</i>
1	<p style="text-align: center;"><i>Introduction to Phylogenetics</i></p> <p>Phylogenetic trees; rooted vs. unrooted trees; monophyly, paraphyly, polyphyly; terms (branch/edge, node/vertex, polytomy, labeled trees, weighted trees, split, splits graphs, etc.), uses of phylogenies in systematics, ecology, molecular evolution, morphological evolution, medicine and the courts.</p>
2	<p style="text-align: center;"><i>Parsimony Methods</i></p> <p>Philosophical foundations of parsimony (Ockham's Razor); parsimony variations: Camin-Sokal, Wagner, Fitch, Dollo, Transversion, and Weighted (generalized) parsimony; ancestral state reconstruction; pros and cons of parsimony methods.</p>
3	<p style="text-align: center;"><i>Searching</i></p> <p>Exact approaches (exhaustive enumeration, branch-and-bound); algorithmic approaches (stepwise addition, star decomposition); heuristic searches (NNI, SPR, TBR)</p>

	branch swapping); search spaces and tree islands; the Ratchet; Markov chain Monte Carlo
4	<p style="text-align: center;"><i>Review of probabilities and distributions</i></p> <p>Frequentist vs. subjective views of probability; conditional vs. joint probabilities; the law of total probability; marginal distributions; important discrete distributions (e.g. binomial, multinomial, poisson); important continuous distributions (e.g. normal, beta, gamma, dirichlet)</p>
5	<p style="text-align: center;"><i>Stochastic processes and markov models</i></p> <p>Continuous-time poisson point processes; Markov chains; instantaneous rates; transition probabilities; obtaining transition probabilities from instantaneous rates; Cavender-Farris model; Jukes &amp; Cantor (1969) model; Kishino (1980) model; Felsenstein (1981, 1984) models; HKY85 model; GTR model.</p>
6	<p style="text-align: center;"><i>Maximum likelihood phylogeny estimation</i></p> <p>Intuitive explanation; likelihood vs. parsimony; site/character likelihood vs. overall likelihood; likelihood of a single sequence; likelihood of a pair of sequences; likelihood of a tree; marginalizing over ancestral states; estimating ancestral states; pros and cons of likelihood methods.</p>

7	<p style="text-align: center;"><i>Distance methods</i></p> <p>Method of moments distance estimators; maximum likelihood distances; least squares branch length estimation; minimum evolution vs. least squares tree selection criteria; neighbor-joining; logdet distances; pros and cons of distance methods.</p>
8	<p style="text-align: center;"><i>Bayesian methods</i></p> <p>Bayesian vs. frequentist statistics; prior vs. posterior distributions; how to compute the posterior probability of a tree; choosing prior distributions for tree topologies and substitution model parameters; using MCMC to approximate posterior distributions; searching for the optimal tree vs. summarizing the posterior distribution; pros and cons of Bayesian methods.</p>
9	<p style="text-align: center;"><i>Rate heterogeneity models</i></p> <p>Accommodating among-site rate heterogeneity; proportion of invariable sites model; discrete gamma model; site-specific rates model; hidden markov chain model; relaxing the molecular clock assumption; covarion-like models.</p>
10	<p style="text-align: center;"><i>Codon models</i></p> <p>Synonymous vs. nonsynonymous rate ratio; computing likelihoods under codon models; detecting regions of sequences under positive selection.</p>

11	<p style="text-align: center;"><i>Models for morphological data</i></p> <p>Brownian motion models for continuous characters; markov models for discrete morphological characters; ancestral state estimation; combining morphological with molecular data.</p>
12	<p style="text-align: center;"><i>Nodal support and consensus measures</i></p> <p>Decay-index/Bremer support; bootstrapping; Bayesian posterior clade probabilities; splits graphs; consensus trees; agreement subtrees; tests of support for one tree topology over others (e.g. KH test)</p>
13	<p style="text-align: center;"><i>Applied Phylogenetics</i></p> <p>Felsenstein's independent contrasts; Maddison's concentrated changes test; Pagel's likelihood ratio test; Hansen's adaptation test; parsimony incongruence length test.</p>
14	<p style="text-align: center;"><i>Simulation</i></p> <p>How data is simulated; using simulations to compare methods; using simulation to assess model adequacy; using parametric bootstrapping to test phylogenetic hypotheses; Bayesian posterior simulation; Bayesian character mapping.</p>

**2003-57**

Proposal to: ADD A NEW COURSE

Date: 1 April, 2003

Department: Ecology and Evolutionary Biology

Abbreviated Title: **Internship**

CATALOGUE COPY:

**EEB 2XY. Internship.** Either semester. Credits by arrangement. Hours by arrangement with host agency; each credit of internship will entail a minimum of 42 hours of work per term. Prerequisite: Consent of instructor.

This course is designed to provide students with a meaningful experience in the practice of ecology and evolutionary biology, or biodiversity, or conservation biology under supervised conditions. This entails working with a non-profit non-governmental organization, a governmental organization (local, state or federal), or with a business firm. Evaluation by the field supervisor and the course instructor.

Effective Date of Change: immediate

1. Course Number: EEB 2XX
2. Course Title: Internship
3. Semester(s) offered: either semester
4. Number of Credits: variable (1 or more by arrangement); each credit will entail a minimum of 42 hours of work per term.
5. Number of Class Periods: hours by arrangement with host agency.
6. Prerequisite/Required Preparation: permission of instructor
7. Any required consent/any exclusions: permission of instructor
8. Repetition for credit: Yes

9. Instructor in charge: Staff

10. Course description:

This course is designed to provide students with a meaningful experience in the practice of ecology and evolutionary biology, or conservation biology under supervised conditions. This entails working with a private non-governmental organization, a governmental organization (local, state or federal), or with a business firm. Evaluation by the field supervisor and the course instructor. Examples of appropriate host agencies in the US or abroad include, but are not limited to: American Museum of Natural History, Audubon Society (both National and Connecticut offices), Connecticut Department of Environmental Protection, Connecticut State Museum of Natural History, Conservation International, Ecological Society of America, Environmental Protection Agency, National Museum of Natural History, National Park Service, The Nature Conservancy, U.S. Fish and Wildlife Service, U.S. Forest Service, U.S. Geological Survey/Biological Resources Division, Wildlife International, World Wildlife Fund.

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

JUSTIFICATION

1. Reasons for adding this course:

As part of the new B.S./M.S. degree in EEB, students are required to participate in an at least one internship experience with some governmental or non-governmental agency, or business firm in the practice of biodiversity, or conservation biology. This internship component is designed to provide students with experience in the practical applications of Biodiversity and/or Conservation. Each credit of internship will entail a minimum of 42 hours of work per semester or term.

2. Academic Merit: The education of students in the practice and application of principles of ecology, conservation biology or biodiversity is critically lacking. This internship experience provides the kind of hands-on experience in the field that is critical for an effective professional in the world today.

3. Overlapping Courses: None

4. Other Departments Consulted: None

5. Number of Students Expected: 3-5 per term.

6. Number and Size of Section: individualized for each student.



7. Effects on Other Departments: None

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: Dept. C&C 4/1/03; Dept. 4/4/03

10. Names and Phone Numbers of Persons for the CCC to contact:  
John Silander (6-2168), Eric Schultz (6-4692)

11. Staffing

No new staffing required. Students will be assigned to instructors on an individual basis by arrangement in consultation with the student's academic advisor..

**2003-58**

Proposal to: ADD A NEW COURSE

Date: 1 April, 2003

Department: Ecology and Evolutionary Biology

Abbreviated Title: Internship

CATALOGUE COPY:

EEB 3XX. Internship.

This course is designed to provide students with a meaningful experience in the practice of ecology and evolutionary biology, or biodiversity, or conservation biology under supervised conditions. This entails working with a non-profit non-governmental organization, a governmental organization (local, state or federal), or with a business firm. Evaluation by the field supervisor and the course instructor.

*Variable credits, Internship. Instructor consent required.*

Effective Date of Change: immediate

1. Course Number: EEB 3XX

2. Course Title: Internship

3. Semester(s) offered: either semester
4. Number of Credits: variable (1 or more by arrangement); each credit will entail a minimum of 42 hours of work per term.
5. Number of Class Periods: hours by arrangement with host agency.
6. Prerequisite/Required Preparation: permission of instructor
7. Any required consent/any exclusions: permission of instructor
8. Repetition for credit: Yes
9. Instructor in charge: Staff
10. Course description:

This course is designed to provide students with a meaningful experience in the practice of ecology and evolutionary biology, or conservation biology under supervised conditions. This entails working with a private non-governmental organization, a governmental organization (local, state or federal), or with a business firm. Evaluation by the field supervisor and the course instructor. Examples of appropriate host agencies in the US or abroad include, but are not limited to: American Museum of Natural History, Audubon Society (both National and Connecticut offices), Connecticut Department of Environmental Protection, Connecticut State Museum of Natural History, Conservation International, Ecological Society of America, Environmental Protection Agency, National Museum of Natural History, National Park Service, The Nature Conservancy, U.S. Fish and Wildlife Service, U.S. Forest Service, U.S. Geological Survey/Biological Resources Division, Wildlife International, World Wildlife Fund.

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

#### JUSTIFICATION

##### 1. Reasons for adding this course:

As part of the new B.S./M.S. degree in EEB, students are required to participate in an at least one internship experience with some governmental or non-governmental agency, or business firm in the practice of biodiversity, or conservation biology. This internship component is designed to provide students with experience in the practical applications of Biodiversity and/or Conservation. Each credit of internship will entail a minimum of 42 hours of work per semester or term.

2. Academic Merit: The education of students in the practice and application of principles of ecology, conservation biology or

biodiversity is critically lacking. This internship experience provides the kind of hands-on experience in the field that is critical for an effective professional in the world today.

3. Overlapping Courses: None

4. Other Departments Consulted: None

5. Number of Students Expected: 3-5 per term.

6. Number and Size of Section: individualized for each student.

7. Effects on Other Departments: None

8. Effects on Regional Campuses: None

9. Approvals Received and Dates: Dept. C&C 4/1/03; Dept. 4/4/03

10. Names and Phone Numbers of Persons for the CCC to contact:  
John Silander (6-2168), Eric Schultz (6-4692)

11. Staffing

No new staffing required. Students will be assigned to instructors on an individual basis by arrangement in consultation with the student's academic advisor.

## **2003-59**

Proposal to:ADD A NEW COURSE

Date: March 27, 2003

Department: Ecology and Evolutionary Biology

Abbreviated Title: Curr Top Biodivers

CATALOGUE COPY:

†EEB 488. Current Topics in Biodiversity.

Analysis and discussion of current literature on biodiversity.

*1 credit, Seminar. May be repeated for credit.*

Effective Date of Change: Immediately

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

Course Number: 488

Course Title: Current Topics in Biodiversity

Semester(s) offered: Either semester

Number of Credits: 1

Number of Class Periods: 1 meeting of 1-2 hours

Prerequisite/Required Preparation: none

Any required consent/any exclusions: none

Repetition for credit: yes

Instructor in Charge: Staff

10. Course description: Analysis and discussion of current literature in biodiversity.

Semester and year in which course will be first offered: First (spring) semester 2003

#### JUSTIFICATION

Reasons for adding this course:

This is one of two graduate seminar courses designed for our new B.S./M.S. program in Biodiversity and Conservation Biology approved by the Board of Higher Education in 2002. It will be open to other students as well.

Academic Merit:

The seminar will introduce students to current literature in the growing field of biodiversity studies, including systematics and biogeography.

Overlapping courses: none

Other departments consulted: none

Number of students expected: 10-15

Number and size of section: one section

Effects on other departments: none

Effects on regional campuses: none

Approvals received and dates: Dept. C&C 4/1/03; Dept. 4/4/03

Names and phone numbers of persons for the CCC to contact: Kentwood D. Wells, 6-4454,  
kentus@uconnvm.uconn.edu

11. Staffing: staff

### **2003-60**

Proposal to: ADD A NEW COURSE

Date: March 27, 2003

Department: Ecology and Evolutionary Biology

Abbreviated Title: Curr Top Cons Biol

#### CATALOGUE COPY:

†EEB 489. Current Topics in Conservation Biology

Analysis and discussion of current literature on conservation biology.

*1 credit, Seminar. May be repeated for credit.*

Effective Date of Change: Immediately

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

Course Number: 489

Course Title: Current Topics in Conservation Biology

Semester(s) offered: Either semester

Number of Credits: 1

Number of Class Periods: 1 meeting of 1-2 hours

Prerequisite/Required Preparation: none

Any required consent/any exclusions: none

Repetition for credit: yes

Instructor in Charge: Staff

10. Course description: Analysis and discussion of current literature in conservation biology.

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

#### JUSTIFICATION

Reasons for adding this course:

This is one of two graduate seminar courses designed for our new B.S./M.S. program in Biodiversity and Conservation Biology approved by the Board of Higher Education in 2002. It will be open to other students as well.

Academic Merit:

The seminar will introduce students to current literature in the growing field of conservation biology.

Overlapping courses: None. Our graduate level course in Conservation Biology (EEB 310) introduces graduate students to basic principles of the field. This seminar will complement that course.

Other departments consulted: none

Number of students expected: 10-15

Number and size of section: one section

Effects on other departments: none

Effects on regional campuses: none

Approvals received and dates: Dept. C&C 4/1/03; Dept. 4/4/03

Names and phone numbers of persons for the CCC to contact: Kentwood D. Wells, 6-4454, kentus@uconnvm.uconn.edu

## 11. Staffing: staff

— FINIS —