

**Proposals**  
**CLAS Committee on Curricula and Courses**  
**May 6, 2003**

**OLD BUSINESS**

**2003-28**      INTD courses at the 200 level

Since January, the Chair has been in regular contact with Harry Frank, Chair of the Senate C&C, and more recently with Vice Chancellor Maryanski (see list of concerns, below). Based on new developments, there is every reason to believe that the Senate C&C will assume oversight responsibility for these courses, and that the Senate Executive Committee will endorse this course of action. Thus at the present time, the Chair no longer thinks the following statement will be necessary: *"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."*

The following set of concerns was prepared by the Chair, and refined with the help of Vice Chancellor Maryanski. These concerns were then shared with the Senate C&C in hopes that it would encourage their involvement:

**Curricular Concerns for 200-level INTD Courses**  
**R. Henning, Chair CLAS CC&C**  
**April 28<sup>th</sup>, 2003**

**1. Initial approval**

A faculty body must serve as a surrogate for the normal departmental or programmatic review. A one or two-step review process is recommended that duplicates what is currently within CLAS as department/program review, then College review.

This would suggest that interdisciplinary courses could be reviewed first by the host college(s), and then by the University Senate C&C. If it is the case that INTD courses will offer faculty a means to teach topics that would not normally be sanctioned by their respective departments, some greater latitude must be afforded at the College review level in order to balance academic freedom with sound review practices. Some special guidelines may be needed to help college committees in the review process. Faculty membership in a college would determine which college would review the proposal.

**2. Existing Faculty Oversight**

Many 200-level INTD courses have dedicated faculty oversight bodies; for example, for the course INTD 220 there is the Committee for Medieval Studies. Some standards of committee membership and oversight activity will need to be established if these bodies were to serve as a substitute for college-level approval.

### 3. Faculty Oversight and Resource Allocation

The decision to offer or not offer a course in any particular semester is partly dependent on the instructional resources of the host department or program during that semester. To some extent, this process serves as an unofficial review process where consideration is made to whether or not offering the course will provide a needed element of the curriculum, thus justifying the course in question versus other courses in the curriculum. Department heads and faculty are an integral part of this decision process.

Policies for how resources are allocated for INTD courses is unclear to me. If resources are allocated by the Office of the Vice Chancellor, this could not be considered as a form of faculty oversight.

### 4. Student Conduct/Faculty Conduct Issues

Issues may arise related to academic misconduct either students or professors. Procedures should be in place for handling charges and appeals.

### 5. Special Topics Courses

CLAS permits special topics courses to be taught on a trial basis with the idea that these courses are being considered for conversion to regular course status later on. A separate proposal to teach a special topics courses must be submitted for each semester the course is taught, up to a maximum of three offerings. Course approval is made by the Chair of the CLAS CC&C, however in the event that the course is taught by non-regular faculty, the qualifications of the instructor must also be approved by the CLAS CC&C. It can be noted that this review of qualifications is in addition to departmental review.

Having a similar review process in place for evaluating instructor qualifications may be recommended for all INTD courses, even for regular faculty

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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.

### **2003-39**

Proposal to Change a course, Add a course

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

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:

**English 294. Publishing.**

1 An introduction to publishing and to writing for publishing. Prerequisite: ENGL 100 OR 111 or BOTH 105 AND 109.

**English 294C.** Prerequisite: ENGL 100 OR 111 or BOTH 105 AND 109.

**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

***INFORMATION***

Barnes-Farrell <http://www.iopsych.uconn.edu/barnes.htm>

Office: 151 Psychology Building (phone: 486-5929)  
Office Hours: Tuesdays 3:30-5 PM, and by appointment  
[mailto:%20%20barnesf@uconnvm.uconn.edu](mailto:barnesf@uconnvm.uconn.edu)

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***

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.

### ***POLICY***

### ***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><i>Exams, Assignments</i></u>	<u><i>Total Possible Score</i></u>	<u><i>Date</i></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><i>Total Score</i></u>	<u><i>Final Grade</i></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**

**INTEGRITY**

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>

**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	

**2003-57**      ADD EEB 2XY. Internship.

**Proposal to: ADD A NEW COURSE**

**Date: April 15, 2003**

Department: Ecology and Evolutionary Biology

Abbreviated Title: Internship

CATALOGUE COPY:

†EEB 2XX. Internship in Ecology, Conservation, or Evolutionary Biology.

Either semester. One to nine credits per semester. Hours by arrangement. Prerequisite: Consent of instructor. May be repeated for a total of up to 15 credits using either EEB 2XX and/or EEB 3XX.

An internship with a non-profit organization, a governmental agency, or a business under the supervision of Ecology and Evolutionary Biology faculty. Activities relevant to the practice of ecology, biodiversity, evolutionary biology, or conservation biology will be planned and agreed upon in advance by the job site supervisor, the faculty coordinator, and the intern. One credit may be earned for each 42 hours of pre-approved activities up to a maximum of nine credits.

† Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Effective Date of Change: immediate

1. Course Number: EEB 2XX
2. Course Title: Internship in Ecology, Conservation, or Evolutionary Biology
3. Semester(s) offered: either semester
4. Number of Credits: variable (1-9 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, for a total of up to 15 credits

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:

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

John Silander (6-2168) or 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: April 15, 2003

Department: Ecology and Evolutionary Biology

Abbreviated Title: Internship

### **CATALOGUE COPY:**

†EEB 3XX. Internship in Ecology, Conservation, or Evolutionary Biology.

Either semester. One to nine credits per semester. Hours by arrangement. Prerequisite: Consent of instructor. May be repeated for a total of up to 15 credits using either EEB 2XX and/or EEB 3XX.

An internship with a non-profit organization, a governmental agency, or a business under the supervision of Ecology and Evolutionary Biology faculty. Activities relevant to the practice of ecology, biodiversity, evolutionary biology, or conservation biology will be planned and agreed upon in advance by the job site supervisor, the faculty coordinator, and the intern. One credit may be earned for each 42 hours of pre-approved activities up to a maximum of nine credits.

† Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Effective Date of Change: immediate

1. Course Number: EEB 2XX
2. Course Title: Internship in Ecology, Conservation, or Evolutionary Biology
3. Semester(s) offered: either semester
4. Number of Credits: variable (1-9 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, for a total of up to 15 credits
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:

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

John Silander (6-2168) or 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.

## **NEW BUSINESS**

**2003-64**

**PROPOSAL FOR PROCESS OF APPROVAL OF STRUCTURED**

## INDIVIDUALIZED MAJOR PLANS OF STUDY

The number of individualized major plans of study being presented to the IMJR Committee has increased during the past two years from 87 in 00-01 to 108 in 01-02. Currently 102 plans of study have been submitted for approval and there is one more committee meeting in May. The Individualized Major Committee includes faculty members and administrators from each school/college that offers individualized majors. They have requested that faculty who are advisors for major titles that are very popular with students, develop some structure to that individualized major for students to follow. They have also requested that students who are proposing individualized majors in major titles such as European Studies that have been developed by faculty members but has not yet been approved as traditional majors not meet with the committee. This year they asked that a format be developed for faculty members to follow to provide structure that would be approved by the Associate Deans' Council.

The framework for structured Individualized Major is as follows:

- 6 It involves at least two departments. The participating departments may, but need not, be within the same school or college.
- 7 It includes at least 36 credits at the 200 level.
- 8 It involves a minimum of 9 credits of required coursework from at least two departments.
- 9 It includes a INTD 295/296 Writing course or a capstone writing course from a department and at least 3 credits of research, internship, 200 level language courses or study away (Applied Courses)
- 10 At least 50% of the coursework in the Major will be from one school or college.

Curricular Process: Specific titles and curricular requirements within the general framework should be developed by faculty members from at least two departments. They will write a statement of purpose that gives the academic focus of the major and a justification of having it as a faculty developed individualized major. Their departments would approve the curriculum. The Associate Deans Council will be the final approving body for each specific title. The school or college where at least 50% of the coursework is located will determine the general education. Enclosed is the form that faculty who complete for the framework of the individualized major.

Students wanting to earn a B.A. or B.S. in a faculty developed individualized major would have three advisors to approve their proposed plan of study that follows the approved curriculum and write a statement of purpose. The Director of the Individualized Major Program will make the final approval based on their plan of study, statement of purpose and academic achievement. They will not meet with the Individualized Major Committee.

Individualized Major Committee will recommend a maximum number of students to the appropriate Dean's office when a structured individualized major becomes popular with students.. The Dean's office will determine a maximum number based on their recommendation and other conditions. If more students want that structured major title as an individualized major then one of two options will occur. If the appropriate Dean's office wants that major title as a traditional major, then the faculty members who developed the framework will proceed with the process to have the major approved by the Department of Higher Education. If they do not want to proceed with Department of Higher Education approval, then that major title would be discontinued as an individualized major. Discontinuing an individualized major would be

determined so that the Individualized Major Program does not become a backdoor mechanism to offer programs that exist at other institutions, but not at UConn.

There are examples of both options in the past few years. Cognitive Science has been approved by the Department of Higher Education (and American Studies is in the approval process) after several students graduated with those major titles through the Individualized Major Program. An extremely popular major title, Visual Communications, was discontinued when the Art and Art History department could no longer offer the required art courses needed for that major title. Current popular major titles that faculty members have developed a framework for a structured curriculum are international relations, criminal justice and consumer behavior. After students graduate in December, 2003, there will be 10 students with individualized majors in criminal justice; 7 in international relations and 2 in consumer behavior.

2003-65

## CURRICULA ACTION REQUEST

UNIVERSITY OF CONNECTICUT SENATE  
CURRICULA AND COURSES COMMITTEE

COURSE NUMBER 114

COURSE TITLE Introduction to Literary Study

INITIATING DEPARTMENT English

CONTACT PERSON Tom Roberts U-BOX 4025

PHONE 6-3361 E-MAIL thomas.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 (if applicable):

N/A



DATE OF DEPARTMENTAL APPROVAL: \_\_April 2, 2003  
DATE OF SCHOOL/COLLEGE APPROVAL (if applicable; see guidelines): \_\_\_\_\_  
PROPOSED IMPLEMENTATION DATE: Semester: \_\_\_\_\_ Year: \_\_\_\_\_

EXISTING TITLE AND COMPLETE CATALOG COPY:

N/A

PROPOSED TITLE AND COMPLETE CATALOG COPY:

English 114: Introduction to Literary Study

Either semester. Three credits. The course will focus on critical analysis, interpretation, and aesthetic appreciation of the three major genres: drama, prose fiction, and poetry.

English 114W: Introduction to Literary Study

Either semester. Three credits. The course will focus on critical analysis, interpretation, and aesthetic appreciation of the three major genres: drama, prose fiction, and poetry.

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

The new English major involves an implicit hierarchy of courses. In the ideal plan of study a sophomore will take 100-level courses that are broadly preparatory in focus (but these courses will also presumably be general education requirements). English majors will then take our new survey courses starting in their fifth semester and will finally take advanced study courses in the senior year. In the interest of flexibility, the English Department has traditionally rejected prerequisite courses. However, the Department wishes to recommend a broad introductory course of literary study for prospective majors.

Literary study involves considered responses to works of literature. The course will focus on fundamental matters of critical analysis, interpretation, and aesthetic appreciation. In particular, it will introduce students to basic principles for understanding the three major genres: drama, prose fiction, and poetry.

11 The fundamental study of drama as literature involves identification and analysis of basic concepts such as character, scene, dramatic form, dramatic irony, properties and modes of dramatic speech, among others.

12 The fundamental study of prose fiction involves identification and analysis of basic concepts such as character, point of view, setting, and action, among others.

13 The fundamental study of poetry involves identification and analysis of basic concepts such as diction, image, feeling, and rhythm, among others.

Sample Syllabus 1: English 114

*Course Description:*

Literary study involves considered responses to works of literature. The course will focus on fundamental matters of critical analysis, interpretation, and aesthetic appreciation. In particular, it will introduce students to basic principles for understanding the three major genres: drama, prose fiction, and poetry.

14 The fundamental study of drama as literature involves identification and analysis of basic concepts such as character, scene, dramatic form, dramatic irony, properties and modes of dramatic speech, among others.

15 The fundamental study of prose fiction involves identification and analysis of basic concepts such as character, point of view, setting, and action, among others.

16 The fundamental study of poetry involves identification and analysis of basic concepts such as diction, image, feeling, and rhythm, among others.

*Texts: The Bedford Introduction to Literature (Student Edition); Orwell, Animal Farm.*

I: Drama: Sophocles, *Oedipus the King*; Shakespeare, *Hamlet*; Ibsen, *A Doll's House*; Miller, *Death of a Salesman*

II: Prose: Hawthorne, "Rappaccini's Daughter"; O'Connor, "A good Man is Hard to Find"; Hemingway, "Soldier's Home"; Ng, "A Red Sweater"; and one novel, Orwell's *Animal House*

III: Poetry: Representative poems from the different epochs of literary history (from the fourteenth century to the present). Focused study of major poets: Emily Dickinson and Robert Frost.

*Requirements:*

Frequent quizzes, a mid-term, a final exam, 1 paper

Sample Syllabus 2: English 114W

*Course Description:*

Literary study involves considered responses to works of literature. The course will focus on fundamental matters of critical analysis, interpretation, and aesthetic appreciation. In particular, it will introduce students to basic principles for understanding the three major genres: drama, prose fiction, and poetry.

17 The fundamental study of drama as literature involves identification and analysis of basic concepts such as character, scene, dramatic form, dramatic irony, properties and modes of dramatic speech, among others.

18 The fundamental study of prose fiction involves identification and analysis of basic concepts such as character, point of view, setting, and action, among others.

19 The fundamental study of poetry involves identification and analysis of basic concepts such as diction, image, feeling, and rhythm, among others.

*Texts: The Bedford Introduction to Literature (Student Edition); Gordimer, July's People.*

I: Drama: Shakespeare, *The Tempest*; Miller, *Death of a Salesman*; Beckett, *Krapp's Last Tape*, Soyinka, *The Strong Breed*, Hansberry, *A Raisin in the Sun*

II: Prose: Joyce, "Eveline"; Faulkner, "Barn Burning"; Atwood, "There was Once"; Carver, "Popular Mechanics" and one novel, Gordimer, *July's People*.

III: Poetry: Representative poems from the different epochs of literary history (from the fourteenth century to the present). Focused study of major poets: Emily Dickinson and Robert Frost.

*Requirements:*

3 five-page papers; frequent quizzes, mid-term, and final exam.

**2003-66**

**Proposal to: CHANGE A COURSE**

**Date: March 27, 2003**

**Department: Molecular & Cell Biology**

**Nature of Proposed Change: Correct Catalog listings for three laboratory courses that are currently listed as "Lecture".**

**Current Catalog Copy:**

**MCB 301. Biochemistry**

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

5 credits, Lecture. Instructor consent required.

**MCB 302. Biochemistry Laboratory**

Theory and application of modern techniques for the separation and characterization of biological macromolecules, including several types of liquid chromatography, liquid scintillation spectrophotometry and SDS polyacrylamide gel electrophoresis. Each student will carry out individual projects using selected techniques.

3 credits, Lecture. Instructor consent required.

**MCB 336. Industrial Microbiology**

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

3 credits, Lecture. Instructor consent required.

**Proposed Catalog Copy:**

**MCB 301. Biochemistry**

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

5 credits, Lecture and Laboratory. Instructor consent required.

**MCB 302. Biochemistry Laboratory**

Theory and application of modern techniques for the separation and characterization of biological macromolecules, including several types of liquid chromatography, liquid scintillation spectrophotometry and SDS polyacrylamide gel electrophoresis. Each student will carry out individual projects using selected techniques.

3 credits, Lecture and Laboratory. Instructor consent required.

**MCB 336. Industrial Microbiology**

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

3 credits, Lecture and Laboratory. Instructor consent required.

**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 listing of "Lecture" is in error. These courses have always included both lecture and laboratory components, and should be listed as "Lecture and Laboratory".**

**2. Effect on Department's Curriculum: none**

**3. Other Departments Consulted: none**

**4. Effects on Other Departments: none**

**5. Effects on Regional Campuses: none**

**6. Approvals Received and Dates:**

**MCB Curriculum Committee: March 26, 2003**

**MCB Department Faculty: April 14, 2003**

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

**Thomas Terry, 486-4255, Thomas.Terry@UConn.Edu**

**8. Staffing: no changes**

2003-67

## **Proposal to Drop an Existing Course**

**1. Date: April 2, 2003**

**2. Department: Molecular & Cell Biology**

**3. Catalog Copy:**

**MCB 259. Plant Physiology. First session. Three credits. Three 1-hour class periods. Recommended preparation: BIOL 108 (or 110) and CHEM 128.**

**Functioning of plants in relation to external and internal factors. The course integrates pertinent findings from cell biology, genetics and molecular biology. Topics include photosynthesis, long distance and trans-membrane transport, selected biochemical pathways, phytohormones, photomorphogenesis and movements in plants.**

**4. Effective Date: fall 2003**

## **Justification**

1. **Reasons for dropping this course:** This course has not been taught in over a decade, and there are no plans to offer it again. Faculty who used to teach this course have died, retired, or changed interests.

2. **Other Departments Consulted:** EEB and PNB were notified on March 27. We are also requesting that this course be dropped a list of physiology courses that may be used to satisfy the Biological Sciences Major and Minor.

3. **Effects on Other Departments:** none.

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

5. **Dates approved by:**

MCB Department Curriculum Committee: March 26, 2003

MCB Department Faculty: April 14, 2003

6. **Name, Phone Number, and e-mail address of principal contact person:**

Thomas Terry, 486-4255, Thomas.Terry@UConn.Edu

2003-68

**Authorization to CHANGE A Major**

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

**INFORMATION:**

1. **Department Name:** Molecular & Cell Biology

2. **Title of Major:** Biological Sciences

3. **Nature of Change:** expand list of core courses in group A; drop one MCB course from core courses in Group C.

4. **Existing Catalogue Description of the Major:**

The requirements for the major in Biological Sciences are designed to ensure a sound and broad background in biology, with opportunities to explore related fields. Biological Sciences majors should take [BIOL 107](#) and [108](#), but majors interested primarily in botany may wish to take [BIOL 110](#) in addition or may substitute [BIOL 110](#) for [BIOL 108](#). Students wishing to complete this major must take at least 24 credits of 200-level courses from Biology: EEB, MCB, and PNB. It is strongly recommended that at least four courses include laboratory or field work. In addition to laboratory work associated directly with courses, Independent Study (course #299 in any of the three biology departments) will provide majors with a means of gaining specific research experience. Courses chosen for the major must include at least one course or course sequence from each of the following three groups:

A. Biology: [MCB 200](#), [MCB 210](#), or [MCB 213](#)

B. Biology: [EEB 244/244W](#) or [EEB 245/245W](#)

C. Biology: [PNB 250](#), [MCB 259](#), or [PNB 274-275](#) (Note: [PNB 274-275](#) must be taken in sequence to be counted towards the Biology major).

#### 5. Proposed Catalogue Description of the Major:

The requirements for the major in Biological Sciences are designed to ensure a sound and broad background in biology, with opportunities to explore related fields. Biological Sciences majors should take [BIOL 107](#) and [108](#), but majors interested primarily in botany may wish to take [BIOL 110](#) in addition or may substitute [BIOL 110](#) for [BIOL 108](#). Students wishing to complete this major must take at least 24 credits of 200-level courses from Biology: EEB, MCB, and PNB. It is strongly recommended that at least four courses include laboratory or field work. In addition to laboratory work associated directly with courses, Independent Study (course #299 in any of the three biology departments) will provide majors with a means of gaining specific research experience. Courses chosen for the major must include at least one course or course sequence from each of the following three groups:

A. Biology: [MCB 200](#), [MCB 203](#), [MCB 204](#), [MCB 210](#), [MCB 213](#), or [MCB 229](#)

B. Biology: [EEB 244/244W](#) or [EEB 245/245W](#)

C. Biology: [PNB 250](#), or [PNB 274-275](#) (Note: [PNB 274-275](#) must be taken in sequence to be counted towards the Biology major).

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

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

#### JUSTIFICATION

##### 7. Why is a change required?

Faculty in Molecular & Cell Biology wish to add three additional courses to the list of group A “core” courses that can be used to satisfy MCB credit. Currently the list includes only cell biology (MCB 210) or genetics (MCB 200 or 213). This list should also include biochemistry (MCB 203 or 204) and microbiology (MCB 229) as alternative choices. Collectively, these four areas — cell biology, genetics, biochemistry, and microbiology — represent major disciplines of Molecular & Cell Biology, and there is no reason why only genetics or cell biology should count as the “core”. This expanded list is also the list of courses that satisfy the MCB “core” in the Biological Sciences minor, and this change will bring the major and minor “core” course lists into concordance.

The reason for dropping MCB 259, “Plant Physiology”, from group C “core” courses is that the course has not been offered in the past decade and will not be offered in the future. It is misleading to students to continue to list a course that is never offered, especially when this course is one of the “core” courses. MCB is making a separate proposal to drop MCB 259, since it is not taught — however, even if the course were not dropped, it still needs to be removed from the list of “core” courses for the above reasons.

##### 8. What is the impact on students?

This change will allow more flexibility in course selection for students who are choosing courses from MCB to satisfy part of their “core” requirements. It will also eliminate possible confusion regarding a course that is listed but not offered.

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

Since MCB 229 is taught at some regional campuses, this change may expand course selection options for some students majoring in biological sciences.

**10. Dates approved by:**

**MCB Curriculum Committee: March 26, 2003**

**EEB Curriculum Committee: April 9, 2003**

**PNB Curriculum Committee: March 28, 2003**

**MCB Department Faculty: April 14, 2003**

**EEB Department Faculty: April 9, 2003**

**PNB Department Faculty: March 28, 2003**

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

**Thomas Terry, 486-4255, Thomas.Terry@UConn.Edu**

2003-69

Authorization to CHANGE A Minor

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

**INFORMATION:**

**1. Department Name: Molecular & Cell Biology**

**2. Title of Minor: Biological Sciences**

**3. Nature of Change: drop one MCB course from core courses in Group C.**

**4. Existing Catalogue Description of the Minor:**

Students wishing to complete this minor must take at least 15 credits of 200 level courses from Ecology and Evolutionary Biology, Molecular and Cell Biology, and Physiology and Neurobiology. It is strongly recommended that at least one course include laboratory or field work. Courses chosen for the minor must include at least one course or course sequence from each of the following three groups:

A. MCB 200, MCB 203, MCB 204, MCB 210, MCB 213, or MCB 229.

B. EEB 244/244W or EEB 245/245W.

C. PNB 250, MCB 259, PNB 264-265, or PNB 274-275. PNB 264-265 or 274-275 must be taken in sequence to be counted towards the Biology minor.

The minor is offered jointly by the departments of Ecology and Evolutionary Biology, Molecular and Cell Biology, and Physiology and Neurobiology.

**5. Proposed Catalogue Description of the Minor:**

Students wishing to complete this minor must take at least 15 credits of 200 level courses from Ecology and Evolutionary Biology, Molecular and Cell Biology, and Physiology and Neurobiology. It is strongly recommended that at least one course include laboratory or field work. Courses chosen for the minor must include at least one course or course sequence from each of the following three groups:

A. [MCB 200](#), [MCB 203](#), [MCB 204](#), [MCB 210](#), [MCB 213](#), or [MCB 229](#).

B. [EEB 244/244W](#) or [EEB 245/245W](#).

C. [PNB 250](#), [PNB 264-265](#), or [PNB 274-275](#). [PNB 264-265](#) or [274-275](#) must be taken in sequence to be counted towards the Biology minor.

The minor is offered jointly by the departments of Ecology and Evolutionary Biology, Molecular and Cell Biology, and Physiology and Neurobiology.

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

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

## JUSTIFICATION

7. Why is a change required?

MCB 259, "Plant Physiology", is listed as one of the choices from group C "core" courses. This course has not been offered in the past decade, and will not be offered in the future. It is misleading to students to continue to list a course that is never offered, especially when this course is one of the "core" courses. MCB is making a separate proposal to drop MCB 259, since it is not taught — however, even if the course were not dropped, it still needs to be removed from the list of "core" courses for the above reasons.

8. What is the impact on students?

This will reduce possible confusion regarding available choices.

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

11. Dates approved by:

MCB Curriculum Committee: March 26, 2003

EEB Curriculum Committee: April 9, 2003

PNB Curriculum Committee: March 28, 2003

MCB Department Faculty: April 14, 2003

EEB Department Faculty: April 9, 2003

PNB Department Faculty: March 28, 2003



12. Name and Phone Number and email address of Departmental Contact:  
Thomas Terry, 486-4255, Thomas.Terry@UConn.Edu

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College of Liberal Arts and Sciences

## Biological Sciences Minor Requirements Audit Sheet

Last revised: March 2003

Instructions to students: When you are preparing your final plan of study, you must obtain department approval that you have satisfied requirements for the Biological Sciences minor. Contact the Biology Central secretary at 486-4313 (room 161 Torrey Life Sciences) for information on how to locate the department head or a key adviser. Obtain either signature on this form. Give one copy to your advisor, and include one signed copy when you submit your final plan of study to the Registrar. NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

Name: \_\_\_\_\_ Student ID number: \_\_\_\_\_

Signature: \_\_\_\_\_ E-mail: \_\_\_\_\_

Requirements: Students wishing to complete this minor must take at least 15 credits of 200 level courses from Ecology and Evolutionary Biology, Molecular and Cell Biology, and Physiology and Neurobiology. It is strongly recommended that at least one course include laboratory or field work. Courses chosen for the minor must include at least one course or course sequence from each of the following three groups:

**A. Genetics or Cell group. One or more of these courses:**

- MCB 200: \_\_\_\_\_ (3 cr.) Human Genetics.
- MCB 203: \_\_\_\_\_ (4 cr.) Introduction to Biochemistry.
- MCB 204: \_\_\_\_\_ (5 cr.) Biochemistry.
- MCB 210: \_\_\_\_\_ (3 cr.) Cell Biology.
- MCB 213: \_\_\_\_\_ (4 cr.) Concepts of Genetic Analysis
- MCB 229: \_\_\_\_\_ (4 cr.) Fundamentals of Microbiology.

**B. Ecology or Evolution group. One or more of these courses:**

- EEB 244/244W: \_\_\_\_\_ (4 cr.) General Ecology
- EEB 245/245W: \_\_\_\_\_ (4 cr.) Evolutionary Biology.

**C. Physiology Group. One or more of these courses or course sequences:**

- PNB 250: \_\_\_\_\_ (3 cr.) Animal Physiology.
- PNB 264 and 265: \_\_\_\_\_ (8 cr.) Human Physiology & Anatomy. Note: both courses required for minor
- PNB 274 and 275: \_\_\_\_\_ (8 cr.) Enhanced Human Physiology & Anatomy. Note: both courses required for minor

**D. List all 200's level courses in Biology, EEB, MCB, or PNB, including those counted above, then total credits.**

\_\_\_\_\_ ( \_\_\_ cr.)  
\_\_\_\_\_ ( \_\_\_ cr.)  
\_\_\_\_\_ ( \_\_\_ cr.)

\_\_\_\_\_ ( \_\_\_ cr.)  
\_\_\_\_\_ ( \_\_\_ cr.)  
\_\_\_\_\_ ( \_\_\_ cr.)  
\_\_\_\_\_ ( \_\_\_ cr.)

E. \_\_\_\_\_ Total # of credits in 200's level courses in Biology, EEB, MCB, or PNB (must be 15 or greater) with grades of "C" or better.

Course(s) with laboratory or field work: \_\_\_\_\_(recommended)

I approve the above program for the Minor in Biological Sciences: (date) \_\_\_\_\_

(signed) \_\_\_\_\_ (Print name)

\_\_\_\_\_  
EEB, MCB, or PNB Dept. Head, or EEB, MCB, or PNB Key advisor, or Paul Betts, Asst. Dean

2003-70

Proposal to: ADD A NEW COURSE

Date: April 2003

Department: Political Science

Abbreviated Title: Black Leadership & Civil Rights

**CATALOGUE COPY:**

**POLS 2XX. Black Leadership & Civil Rights**

Either semester. Three credits.

An introduction to black leadership, emphasizing the principles, goals, and strategies used by African-American men and women to secure basic citizenship rights during the civil rights era.

Effective Date of Change: Immediately upon approval.

1. Course Number: 2XX

2. Course Title: Black Leadership & Civil Rights

3. Semester(s) offered: either semester

4. Number of Credits: three

5. Number of Class Periods: three

6. Prerequisite/Required Preparation: none

7. Any required consent/any exclusions: none

8. Repetition for credit: no

9. Instructor in charge: Evelyn Simien

10. Course description:

An introduction to black leadership, emphasizing the principles, goals, and strategies used by African-American men and women to secure basic citizenship rights during the civil rights era.

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

**JUSTIFICATION**

1. **Reasons for adding this course:** This course was first offered as POLS 296, Political Issues, in Fall 2001, with the intention of making it a regular part of our department's undergraduate curriculum. It is one of the courses for which Professor Simien was hired to teach, and fits within the department's recently approved and rapidly developing subfield, race, gender, and ethnic politics. It is anticipated that the course will be cross-listed with Women's Studies because it expands the curriculum on black leadership and civil rights to include African American women as leaders.

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

3. **Overlapping Courses:** None.

4. **Other Departments Consulted:** Women's Studies, History, Institute for African American Studies, and Sociology. A supporting letter from Women's Studies follows the syllabus. A supporting letter dated April 10, 2003 was received in hard copy from Michael Wallace, head of Sociology. A supporting letter dated April 3, 2003 was received in hard copy from Robert Stephens, Director of the Institute for African American Studies.

5. **Number of Students Expected:** 40-50 per semester

6. **Number and Size of Section:** one section with 40-50 students

7. **Effects on Other Departments:** It is anticipated that the course will be cross-listed in Women's Studies.

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

9. **Approvals Received and Dates:**

Department Approved 4/11/03

Department head Approved 3/17/03

Instruction Committee Approved 4/3/03

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

Carol Lewis (X-3468), head departmental C&C committee

Evelyn Simien (6-3254)

11. **Staffing:** no staffing ramifications from proposed addition.

## **BLACK LEADERSHIP AND CIVIL RIGHTS**

**POLITICAL SCIENCE 296, SECTION 05                      FALL 2001**

**Dr. Evelyn Simien**

### **Abbreviated Syllabus**

#### **COURSE DESCRIPTION**

This course has been designed to introduce students to black leadership, specifically the principles, goals, and strategies used by African-American men *and* women to secure basic citizenship rights. It provides a fairly broad, yet comprehensive account of the civil rights movement so students might develop a critical perspective of historical and contemporary trends in African American political life. Through critical examination of the major philosophical and theoretical arguments contesting interlocking systems of oppression, students arrive at some understanding of how African American men *and* women influenced the political process via public persuasion, litigation, grassroots mobilization, and direct action despite different movement experiences determined by race, class, and gender dynamics. This course expands the curriculum on black leadership and civil rights to include African American women and offers students an alternative vision that recognizes African American women as leaders on the frontlines versus helpmates on the sidelines.

#### **SAMPLE COURSE MATERIALS**

Carson, Clayborne, David J. Garrow, Gerald Gill, Vincent Harding, Darlene Clark Hine, eds, 1991. *The Eyes On the Prize Civil Rights Reader: Documents, Speeches, and Firsthand Accounts from the Black Freedom Struggle, 1954-1990*. New York, NY: Penguin Books.

Crawford, Vicki L., Jacqueline Anne Rouse, and Barbara Woods, eds. 1990. *Women In the Civil Rights Movement: Trailblazers and Torchbearers*. Brooklyn, NY: Carlson Publishing.

White, John. 1994. *Black Leadership in America*. New York, NY: Longman Publishers.

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

### COURSE REQUIREMENTS

*Class Leadership/Participation (20%)* requires attendance. Students should come to class well prepared to express their reactions to the reading assignments and various topics presented in class. This involves more than simply being interested, prepared, and alert in class. I must stress that the character of class dialogue enhances the process of learning enormously and your involvement in the discussion is mandatory. Thus, it is essential that students complete all reading assignments prior to class so that they might actively participate in the discussion. Do not skim through the assignment. Read the material carefully. To accomplish this objective, you might form a study team of students and meet regularly to discuss homework assignments or prepare for upcoming exams.

*Homework Assignments/Pop Quizzes (20%)* will be given infrequently, on a random basis. To be completed out-of-class, *homework assignments* will be typed on computer paper with the edges clean and smooth. They will require that students read and reflect upon the assigned reading by answering specific questions, summarizing the lesson, and indicating points of confusion. *Pop Quizzes* will be taken in-class, closed book and completed on 4x6 index-cards. These short quizzes will require students to answer either brief essay questions or objective questions derived from the course reading. In this case, students must demonstrate a factual understanding and clear grasp of key concepts, major ideas, or core themes covered in the reading.

*Examinations: Midterm (20%) and Final (25%)* will be taken in-class, closed book. The midterm exam will contain a mixture of multiple choice and essay questions covering material from the course readings, lectures, and discussion. Students must be careful to address all parts of the essay question(s) because simply listing the information is not enough. When asked for criticisms or evaluations, each assertion (or point) must be supported with evidence or examples. Students are instructed to use a topic sentence, an explanatory sentence, and a summary sentence to address one idea per paragraph. Pay careful attention to key words or phrases. Be complete and concise in your answers. Write legibly and allocate your time wisely. The classic five-paragraph model with a thesis statement containing three points about a topic is useful. The introductory paragraph informs the reader about the writer's argument, the three-point thesis organizes the material, and the conclusion provides closure by summing up the writer's position. Based on major lecture topics and readings, essay questions are the most valuable to students because they encourage them to engage in higher thinking. The final exam will contain multiple-choice and/or essay questions, covering material from the course readings, lectures, and discussion. It will be cumulative. If, due to extenuating circumstances, you cannot take your final exam as announced in the Final Examination Schedule, you must ask permission from the Dean of Students Office to reschedule the examination. Once you receive permission to reschedule, you and I will agree upon a time.

*The Social Justice Project (15%)* requires that students locate newspaper, magazine, journal articles, and/or scholarly books featuring a significant problem/issue facing African Americans. As a group, students must be prepared to 1) describe the issue in some detail before the entire class, and 2) present a realistic solution to the problem by designing a full-fledge campaign for social justice. The topic must be generated by a group of at least three students with no more than five students in total and inspired by the course. Avoid simply reporting the issue or event. During your presentation, you must clearly state the subject and its relevance to the course; summarize your principles, goals, and strategies; demonstrate the interrelationship between your subject and assigned readings; explain causes and effects of the public problem in question; and suggest ways of handling (or solving) this problem via active participation in politics with "politics" being loosely defined. Prior to presenting your proposed solution, you must describe and evaluate existing efforts to address this problem. You are expected to present a 15-20 minute explanation of your social justice project before the entire class, involving each individual group member of your group in some capacity. The key word here is activism, which will be defined by your group and may take the form of artistic expression (e.g., video,

photography, poetry, spoken word, music, mural, poster) and/or non-traditional means of political participation (e.g., non-violent protests, grassroots mobilization, community service, coalition building) in an effort to influence the political process and advance the struggle for black liberation in the United States.

**Subject:**

**Question**

**Date:**

Thu, 3 Apr 2003 12:32:25 -0500

**From:**

Marita McComiskey <mccomisk@uconnvm.uconn.edu>

**To:**

Evelyn Simien <simien@uconnvm.uconn.edu>

Are you submitting the course today?

Should I send the letter of support to Rob Henning or to you?

How is this?

Peace, m

I am writing to provide an enthusiastic endorsement from the Women's Studies Program for Evelyn Simien's proposed course "POLS 2XX. Black Leadership & Civil Rights: An introduction to black leadership, emphasizing the principles, goals, and strategies used by African-American men and women to secure basic citizenship rights during the civil rights era." In addition to expanding the offerings in Political Science, such a course will greatly enhance Women's Studies course selection, which unfortunately has far too few courses that address black feminist scholarship. Having reviewed the syllabus, the Women's Studies Courses and Curricula Committee unanimously agreed not only support this course but also to submit a proposal to cross-list this course as WS 2XX.

As an interdisciplinary academic program devoted to the critical Analysis of gender, as well as race and class, the Women's Studies Program is happy to be able to offer its recommendation for this scholarly and much needed addition to current course offerings. . Women's Studies students, as well as others throughout the university, will benefit greatly from having an "alternative vision of leadership that recognizes African American women as leaders on the frontlines versus helpmates on the sidelines."

Women's Studies students have previously benefited from their enrollment in other cross-listed Political Science courses and we are confident that " Black Leadership & Civil Rights" will substantially add to our commitment to the diverse and interdisciplinary focus of our program. We will be happy to add this course to the list of appropriate courses for our majors and minors.

Please let me know if there is any additional support we can add as you consider approval for this worthwhile course.

--

\*\*\*\*\*

**P**

**lease take a visible stand for peace.**

\*\*\*\*\*

**Marita McComiskey, Ph.D.**

**Women's Studies Program Director**

**Beach Hall, room 426**

**354 Mansfield Road, Unit 2181**

**University of Connecticut**

**Storrs, CT 06269-2181**

**Phone: 860 486-1133 Fax: 860 486-4789**

**Email: marita.mccomiskey@uconn.edu**

**Homepage: <http://www.sp.uconn.edu/~womstu4/home.html>**

## **2003-71**

Proposal to: Add a new course

Date: April 2003

Department: Political Science

Abbreviated Title: American Political Parties

Catalogue Copy:

POLS 2XX. American Political Economy

Either semester. Three credits.

Introduction to the theoretical foundations of the American political economy and an examination of selected public policy issues. These include the interaction between economic factors and incentives, and democratic institutions and processes.

Effective Date of Change: Immediately upon approval.

1. Course Number: 2XX

2. Course Title: American Political Economy

3. Semester(s) offered: either semester

4. Number of Credits: three

5. Number of Class Periods: three

6. Prerequisite/Required Preparation: none

7. Any required consent/any exclusions: none

8. Repetition for credit: yes

9. Instructor in charge: Jeffrey Ladewig, Brian Waddell

10. Course description: Introduction to the theoretical foundations of the American political economy and an examination of selected public policy issues. These include the interaction between economic factors and incentives, and democratic institutions and processes.

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

Justification

6 Reasons for adding this course: This course was first offered as POLS 296, Political Issues, in Fall 2002, with the intention of making it a regular part of our department's undergraduate curriculum. It is one of the courses for which Professor Ladewig was hired to teach, and fits within one of the department's designated "strength areas" of political economy.

7 Academic Merit: This course fits within one of the department's strength areas. Also, many research-oriented political science departments offer this course.

3. Overlapping Courses: None.

4. Other Departments Consulted: Economics, Chair (12/2002 meeting, no objections)

5. Number of Students Expected: 40-50 per semester

6. Number and Size of Section: one section with 40-50 students

7. Effects on Other Departments: none

8. Effects on Regional Campuses: none

9. Approvals Received and Dates:

Department Approved 2/20/03

Department head Approved 2/20/03

Instruction Committee Approved 2/20/03

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

Carol Lewis (X-3468), head departmental C&C committee

Evelyn Simien (6-3254)

11. Staffing: no staffing ramifications from proposed addition.

POLS 296 - American Political Economy

Fall 2002

ARJ 417

MWF 11:00 - 11:50am

Web Page: <http://webct.uconn.edu>

Jeffrey Ladewig

Office: MONT 106; Phone: 486-3747

Office Hours: M,W 1:15 - 2:45

[jeffrey.ladewig@uconn.edu](mailto:jeffrey.ladewig@uconn.edu)

Scope: This course is designed to introduce undergraduates to a number of aspects in political

economy. First, we will analyze two of the principle theoretical works in the field. Second, we

will specifically addresses some of the principal policy issues in American politics from a

political economy perspective. The policy issues will include trade, monetary, and budgetary as

well as race and environmental policies. Finally, the course will briefly address more fundamental

and philosophical questions concerning the relationship between economics and politics. Throughout the semester, we will use examples drawn from the entire span of United States history to empirically demonstrate the concepts discussed. As such, there is significant attention paid to historical materials and case studies. The approach is designed to also give students a broad overview of the economic debates and political dynamics that have punctuated American history since the founding of the country. Together, students should develop a firm understanding of a number of theoretical concepts typically employed in political economy as well as an ability to use empirical examples to demonstrate the theories. Finally, and perhaps most importantly, students should be able to ask critical questions of economics from a political view, politics from an economic view and discuss the relationship between the two.

Readings:

æ Downs, Anthony. 1957. *An Economic Theory of Democracy*. New York: Harper and Row.

æ Olson, Mancur. 1965. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge: Harvard University Press.

æ Keech, William. 1995. *Economic Politics*. Cambridge: Cambridge University Press.

æ Instructor's Course Packet (available at CopyRun.)

Requirements :

Two analytic outlines; two exams: a mid-term and a final and one short paper (about 4 pages long).

Analytical Outlines -- 50 Points Each

Exams and Paper -- 100 Points Each

There is a total of 400 points for the course and final grades will be calculated on a standard curve:

A: 400 - 360 points.

B: 359 - 320 points.

C: 319 - 280 points.

D: 279 - 240 points.

F: below 239 points.

Format: Lecture and class discussion

Ladewig POLS 296, American Poli.Econ., F'02 2

American Political Economy

Course Outline

August 28 Introduction



## I. The Economics of Politics

August 30 Economic Model of Democratic Politics  
Downs, Chapter 1  
September 4 Economic Model of Democratic Politics  
Downs, Chapter 2  
September 6 Economic Model of Democratic Politics  
Downs, Chapter 3  
September 9 Economic Model of Democratic Politics  
Downs, Chapter 4  
September 11 Systemic Effects of Incomplete Information  
Downs, Chapter 5  
September 13 Systemic Effects of Incomplete Information  
Downs, Chapter 6  
September 16 Systemic Effects of Incomplete Information  
Downs, Chapter 7  
September 18 Systemic Effects of Incomplete Information  
Downs, Chapter 8  
September 20 Systemic Effects of Incomplete Information  
Downs, Chapter 10  
September 23 Particular Effects of Incomplete Information  
Downs, Chapter 11 and 12  
September 25 Particular Effects of Incomplete Information  
Downs, Chapter 13  
September 27 Particular Effects of Incomplete Information  
Downs, Chapter 14  
September 30 Downs' Conclusions  
Downs, Chapter 15 and 16  
October 2 Pluralism and Collective Action  
Olson, Introduction  
October 4 Pluralism and Collective Action  
Olson, Chapter 1  
October 7 Pluralism and Collective Action  
Olson, Chapter 2  
Ladewig POLS 296, American Poli.Econ., F'02 3  
October 9 Review  
October 11 First Exam  
Downs Analytic Outline Due

## II. The Politics of Economics

October 14 Fall Break  
October 16 The Political Economy of Interest Groups  
Baron, Chapter 5 and 6 (Course Packet)  
October 18 The Political Economy of Interest Groups  
Olson, Chapter 3 and 5  
October 21 The Political Economy of Interest Groups  
Olson, Chapter 6  
October 23 The Politics of Macro Economics  
Keech, Chapter 1 and 2  
October 25 Modern Modeling of Political Economy  
Keech, Chapter 3

October 28 Modern Modeling of Political Economy  
 Keech, Chapter 4  
 October 30 The Political Economy of Elections  
 Keech, Chapter 5 and 6  
 November 1 The Political Economy of Elections  
 Cameron, "The Politics and Economics of the Business Cycle." (Course Packet)  
 November 4 The Political Economy of Elections  
 Popkin, et.al., "What Have You Done for Me Lately? Toward an Investment Theory of Voting." (Course Packet)  
 Ginsberg, "Money and Power: the New Political Economy of American Elections." (Course Packet)  
 November 6 The Political Economy of Economic Policy (Fiscal)  
 Keech, Chapter 7  
 November 8 The Political Economy of Economic Policy (Monetary)  
 Keech, Chapter 8 and 9  
 November 11 The Political Economy of Economic Policy (Monetary)  
 Frieden, Jeffry. "Monetary Populism in Nineteenth-Century America: An Open Economy Interpretation." (Course Packet)  
 November 13 The Political Economy of Economic Policy (Trade)  
 Destler, Chapter 1 and 2 (Course Packet)  
 Ladewig POLS 296, American Poli.Econ., F'02 4  
 November 15 The Political Economy of Economic Policy (Trade)  
 Baron, Chapter 17 (Course Packet)  
 November 18 The Political Economy of the Environment  
 Baron, Chapter 11 (Course Packet)  
 November 20 The Political Economy of the Environment  
 Ostrom, Chapter 1 and 2 (Course Packet)  
 November 22 The Political Economy of Race  
 Thompson, "A Southern City with Northern Problems." (Course Packet)  
 Bonacich. "A Theory of Ethnic Antagonism: The Split Labor Market." (Course Packet)  
 November 25 Review  
 November 26 Tuesday follows a Friday schedule!!!  
 Second Exam  
 III. The Philosophical Questions  
 December 2 Capitalism and Democracy  
 Almond, Gabriel. "Capitalism and Democracy." (Course Packet)  
 Lindblom, Charles. "The Market as Prison." (Course Packet)  
 December 4 Economics and Ideology  
 Myrdal, Gunnar. "Implicit Values in Economics." (Course Packet)  
 Schumpeter, Joseph. "Science and Ideology." (Course Packet)  
 December 6 Marxist Criticisms and Critique  
 Lenin, "The Division of the World Among the Great Powers" (Course Packet)  
 Lenin, "Imperialism, As A Special Stage of Capitalism" (Course Packet)  
 Olson, Chapter 4.  
 December 9 Globalization

Stiglitz, "The Roaring Nineties." (Course Packet)  
Olson Analytic Outline Due  
December F.E.D. Short Paper is due.

## **2003-72**

### **Preamble to Modern and Classical Languages Portugese and Russian proposals:**

**As will be self-evident from the proposals themselves, both these languages are no longer covered with the Modern and Classical Languages department in the format presupposed by the catalogue. I would suggest that these proposals be considered for an up or down vote en masse, to avoid wasting the committee's time.**

**The following proposals constitute the package:**

**Drop RUSS 155-6  
Drop RUSS 231  
Drop RUSS 241  
Drop PORT 140  
Drop PORT 220  
Drop PORT 221  
Drop PORT 234  
Drop PORT 236  
Drop PORT 237  
Drop PORT 240  
Drop PORT 241  
Drop PORT 242  
Drop PORT 243  
Drop PORT 244  
Drop PORT 251  
Drop PORT 270  
Drop PORT 275  
Drop PORT 276  
Drop PORT 290**

**Proposal to: DROP A COURSE**

**Date: 1 March, 2003**

**Department: Modern & Classical Languages**

**Abbreviated Title:**

**CATALOGUE COPY: One lecture, three recitation periods, and one hour of laboratory practice. Not open to students who have had three or more years of High School Russian without departmental consent. Open to students who have passed Russian 115-116. Elementary Russian Grammar. Extensive training in pronunciation, speaking, reading and writing. Second Semester: short stories, outside reading.**

**Effective Date of Change:**

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

**1. Course Number:      RUSS 155-156**

**2. Course Title: Elementary Russian I and II**

**3. Semester(s) offered: Both semesters**

**4. Number of Credits: 4 semester credit hours each**

#### **JUSTIFICATION**

**1. Reasons for dropping this course: We have not offered Russian courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Russian through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.**

**2. Other Departments Consulted: None; this is our course.**

**3. Effects on Other Departments: None: we have not offered this course in years.**

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

**5. Approvals Received and Dates: Dept.: \_\_\_ March, 2003**

**6. Names and Phone Numbers of Persons for the CCC to contact: Ed Benson (6-2528)**

#### **Proposal to: DROP A COURSE**

**Date: 1 March, 2003**

**Department: Modern & Classical Languages**

**Abbreviated Title: RUSS 231**

**CATALOGUE COPY: Either semester. Three credits. Conducted in English. Required of all Russian majors, who will be asked to read part of the material in the original. Open to students from other fields with an interest in Russian literature or comparative literature. A survey of Russian literature from the Revolution to the present.**

**Effective Date of Change:**

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

**1. Course Number: Russian 231**

**2. Course Title: Masterpieces of Modern Russian Literature in Translation**

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

**4. Number of Credits: 3**

#### **JUSTIFICATION**

**1. Reasons for dropping this course: We have not offered Russian courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Russian through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.**

2. **Other Departments Consulted:** None; this is our course.
3. **Effects on Other Departments:** None: we have not offered this course in years.
4. **Effects on Regional Campuses:** None:
5. **Approvals Received and Dates:** Dept.: \_\_\_ March, 2003
6. **Names and Phone Numbers of Persons for the CCC to contact:** Ed Benson (6-2528)

**Proposal to:** DROP A COURSE

**Date:** 1 March, 2003  
**Department:** Modern & Classical Languages  
**Abbreviated Title:** RUSS 241

**CATALOGUE COPY:** Either semester. Three credits. Conducted in English. Contemporary Russian life and its reflection of traditional Russian cultural values.

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

1. **Course Number:** Russian 241
2. **Course Title:** The Russian Cultural Heritage
3. **Semester(s) offered:** Either
4. **Number of Credits:** 3

#### **JUSTIFICATION**

1. **Reasons for dropping this course:** We have not offered Russian courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Russian through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.

2. **Other Departments Consulted:** None; this is our course.
3. **Effects on Other Departments:** None: we have not offered this course in years.
4. **Effects on Regional Campuses:** None:
5. **Approvals Received and Dates:** Dept.: \_\_\_ March, 2003
6. **Names and Phone Numbers of Persons for the CCC to contact:** Ed Benson (6-2528)

**Proposal to:** DROP A COURSE

**Date:** 1 March, 2003

**Department:** Modern & Classical Languages  
**Abbreviated Title:** PORT 140

**CATALOGUE COPY:** Either semester. Three credits. Knowledge of Portuguese is not necessary. A study of major works selected from Portuguese and Brazilian writers.

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

1. **Course Number:** Portuguese 140
2. **Course Title:** Major Works of Portuguese and Brazilian Literature in Translation
3. **Semester(s) offered:** Either
4. **Number of Credits:** 3

#### **JUSTIFICATION**

**1. Reasons for dropping this course:** We have not offered Portuguese courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Portuguese through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.

2. **Other Departments Consulted:** None; this is our course.
3. **Effects on Other Departments:** None: we have not offered this course in years.
4. **Effects on Regional Campuses:** None:
5. **Approvals Received and Dates:** Dept.: \_\_\_ March, 2003
6. **Names and Phone Numbers of Persons for the CCC to contact:** Ed Benson (6-2528)

**Proposal to:** DROP A COURSE

**Date:** 1 March, 2003  
**Department:** Modern & Classical Languages  
**Abbreviated Title:** PORT 220

**CATALOGUE COPY:** Either semester. Three credits. Prerequisite: PORT 138 or consent of instructor. An analysis of the social structures and cultural life of Portugal today.

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

1. **Course Number:** Portuguese 220

**2. Course Title:** Contemporary Portugal

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

**4. Number of Credits:** 3

#### **JUSTIFICATION**

**1. Reasons for dropping this course:** We have not offered Portuguese courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Portuguese through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.

**2. Other Departments Consulted:** None; this is our course.

**3. Effects on Other Departments:** None; we have not offered this course in years.

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

**5. Approvals Received and Dates:** Dept.: \_\_\_ March, 2003

**6. Names and Phone Numbers of Persons for the CCC to contact:** Ed Benson (6-2528)

**Proposal to:** DROP A COURSE

**Date:** 1 March, 2003

**Department:** Modern & Classical Languages

**Abbreviated Title:** PORT 221

**CATALOGUE COPY:** Either semester. Three credits. Prerequisite: PORT 138 or consent of instructor. An analysis of the politics, economics, social structures and cultural life of Brazil in relation to other Latin American countries.

**Effective Date of Change:**

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

**1. Course Number:** Portuguese 221

**2. Course Title:** Contemporary Brazil

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

**4. Number of Credits:** 3

#### **JUSTIFICATION**

**1. Reasons for dropping this course:** We have not offered Portuguese courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Portuguese through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.

2. Other Departments Consulted: None; this is our course.
3. Effects on Other Departments: None: we have not offered this course in years.
4. Effects on Regional Campuses: None:
5. Approvals Received and Dates: Dept.: \_\_\_ March, 2003
6. Names and Phone Numbers of Persons for the CCC to contact: Ed Benson (6-2528)

Proposal to: DROP A COURSE

Date: 1 March, 2003  
Department: Modern & Classical Languages  
Abbreviated Title: PORT 234

**CATALOGUE COPY:** Either semester. Three credits. Prerequisite: PORT 138 or consent of instructor. Treatment of the finer points of Portuguese grammar. Exercises in translation and free composition. Stylistic analysis of texts chosen from Portuguese and Brazilian authors, newspapers and magazines.

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

1. Course Number: Portuguese 234
2. Course Title: Portuguese Composition
3. Semester(s) offered: Either
4. Number of Credits: 3

#### JUSTIFICATION

1. Reasons for dropping this course: We have not offered Portuguese courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Portuguese through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.

2. Other Departments Consulted: None; this is our course.
3. Effects on Other Departments: None: we have not offered this course in years.
4. Effects on Regional Campuses: None:
5. Approvals Received and Dates: Dept.: \_\_\_ March, 2003
6. Names and Phone Numbers of Persons for the CCC to contact: Ed Benson (6-2528)



**Proposal to: DROP A COURSE**

**Date: 1 March, 2003**

**Department: Modern & Classical Languages**

**Abbreviated Title:**

**CATALOGUE COPY: PORT 236**

**Modern Brazilian Literature Prose, poetry, and theatre of nineteenth- and twentieth-century Brazil. 3 units min / 3 units max, Lecture Requisites:PORT 240 and 241, which may be taken concurrently.**

**Effective Date of Change:**

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

- 1. Course Number: PORT 236**
- 2. Course Title: Modern Brazilian Literature**
- 3. Semester(s) offered:**
- 4. Number of Credits:**

#### **JUSTIFICATION**

**1. Reasons for dropping this course: We have not offered Portuguese courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Portuguese through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.**

**2. Other Departments Consulted: None; this is our course.**

**3. Effects on Other Departments: None: we have not offered this course in years.**

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

**5. Approvals Received and Dates: Dept.: \_\_\_ March, 2003**

**6. Names and Phone Numbers of Persons for the CCC to contact: Ed Benson (6-2528)**

**Proposal to: DROP A COURSE**

**Date: 1 March, 2003**

**Department: Modern & Classical Languages**

**Abbreviated Title: PORT 237**

**CATALOGUE COPY:** Either semester, alternate years. Three credits. Prerequisite: PORT 232-233, or 240 and 241, which may be taken concurrently. Prose, poetry, and theatre of nineteenth- and twentieth-century Portugal.

**Effective Date of Change:**

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

1. Course Number: Portuguese 237
2. Course Title: Modern Portuguese Literature
3. Semester(s) offered: Either, alternate years
4. Number of Credits: 3

#### **JUSTIFICATION**

1. Reasons for dropping this course: We have not offered Portuguese courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Portuguese through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.

2. Other Departments Consulted: None; this is our course.
3. Effects on Other Departments: None: we have not offered this course in years.
4. Effects on Regional Campuses: None:
5. Approvals Received and Dates: Dept.: \_\_\_ March, 2003
6. Names and Phone Numbers of Persons for the CCC to contact: Ed Benson (6-2528)

**Proposal to:** DROP A COURSE

**Date:** 1 March, 2003

**Department:** Modern & Classical Languages

**Abbreviated Title:** PORT 240

**CATALOGUE COPY:** Either semester. Three credits. Prerequisite: PORT 138 or consent of instructor. Selected novels, plays, and poems of the Middle Ages and the 16<sup>th</sup>, 17<sup>th</sup>, and 18<sup>th</sup> centuries. Literature in relation to society.

**Effective Date of Change:**

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

1. Course Number: Portuguese 240
2. Course Title: Studies in Portuguese Literature I

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

**4. Number of Credits:** 3

**JUSTIFICATION**

**1. Reasons for dropping this course:** We have not offered Portuguese courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Portuguese through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.

**2. Other Departments Consulted:** None; this is our course.

**3. Effects on Other Departments:** None: we have not offered this course in years.

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

**5. Approvals Received and Dates:** Dept.: \_\_\_ March, 2003

**6. Names and Phone Numbers of Persons for the CCC to contact:** Ed Benson (6-2528)

**Proposal to:** DROP A COURSE

**Date:** 1 March, 2003

**Department:** Modern & Classical Languages

**Abbreviated Title:** PORT 241

**CATALOGUE COPY:** Either semester. Three credits. Prerequisite: PORT 138 or consent of instructor. Selected novels, plays, and poems of the 19<sup>th</sup> and 20<sup>th</sup> centuries in relation to social and cultural issues.

**Effective Date of Change:**

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

**1. Course Number:** Portuguese 241

**2. Course Title:** Studies in Portuguese Literature II

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

**4. Number of Credits:** 3

**JUSTIFICATION**

**1. Reasons for dropping this course:** We have not offered Portuguese courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Portuguese through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.

**2. Other Departments Consulted:** None; this is our course.

**3. Effects on Other Departments:** None: we have not offered this course in years.

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

**5. Approvals Received and Dates:**       **Dept.: \_\_\_ March, 2003**

**6. Names and Phone Numbers of Persons for the CCC to contact:** **Ed Benson (6-2528)**

**Proposal to:**       **DROP A COURSE**

**Date:**           **1 March, 2003**

**Department:**   **Modern & Classical Languages**

**Abbreviated Title:**       **PORT 242**

**CATALOGUE COPY:** **Either semester. Three credits. Prerequisite: PORT 138 or consent of instructor. Selected novels, stories, plays and poems from the 16<sup>th</sup> to the 19<sup>th</sup> century, focusing on a particular aspect of Brazilian cultural history.**

**Effective Date of Change:**

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

**1. Course Number:**                       **Portuguese 242**

**2. Course Title:**           **Studies in Brazilian Literature I**

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

**4. Number of Credits:**   **3**

#### **JUSTIFICATION**

**1. Reasons for dropping this course:** **We have not offered Portuguese courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Portuguese through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.**

**2. Other Departments Consulted:**       **None; this is our course.**

**3. Effects on Other Departments:**       **None: we have not offered this course in years.**

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

**5. Approvals Received and Dates:**       **Dept.: \_\_\_ March, 2003**

**6. Names and Phone Numbers of Persons for the CCC to contact:** **Ed Benson (6-2528)**

**Proposal to:**       **DROP A COURSE**

**Date:**           **1 March, 2003**

**Department:**   **Modern & Classical Languages**

**Abbreviated Title:**       **PORT 243**

**CATALOGUE COPY: Either semester. Three credits. Prerequisite: PORT 138 or consent of instructor. Selected novels, stories, plays, and poems of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Emphasis is on aesthetic, social and cultural qualities particular to Brazilian literature.**

**Effective Date of Change:**

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

- 1. Course Number: Portuguese 243**
- 2. Course Title: Studies in Brazilian Literature II**
- 3. Semester(s) offered: Either**
- 4. Number of Credits: 3**

#### **JUSTIFICATION**

**1. Reasons for dropping this course: We have not offered Portuguese courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Portuguese through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.**

- 2. Other Departments Consulted: None; this is our course.**
- 3. Effects on Other Departments: None: we have not offered this course in years.**
- 4. Effects on Regional Campuses: None:**
- 5. Approvals Received and Dates: Dept.: \_\_\_ March, 2003**
- 6. Names and Phone Numbers of Persons for the CCC to contact: Ed Benson (6-2528)**

**Proposal to: DROP A COURSE**

**Date: 1 March, 2003**  
**Department: Modern & Classical Languages**  
**Abbreviated Title: PORT 244**

**CATALOGUE COPY: Either semester. Three credits. Prerequisite: PORT 138 or consent of instructor. Selected readings from Camões' *Os Lusíadas*, Fernão Mendres Pinto's *Peregrinação*, *História Trágico-Marítima*, and other major works. A study of the confrontation between the old and the new worlds.**

**Effective Date of Change:**

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

- 1. Course Number: Portuguese 244**

**2. Course Title:** Portuguese Literature of the Discoveries

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

**4. Number of Credits:** 3

#### **JUSTIFICATION**

**1. Reasons for dropping this course:** We have not offered Portuguese courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Portuguese through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.

**2. Other Departments Consulted:** None; this is our course.

**3. Effects on Other Departments:** None: we have not offered this course in years.

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

**5. Approvals Received and Dates:** Dept.: \_\_\_ March, 2003

**6. Names and Phone Numbers of Persons for the CCC to contact:** Ed Benson (6-2528)

**Proposal to:** DROP A COURSE

**Date:** 1 March, 2003

**Department:** Modern & Classical Languages

**Abbreviated Title:** PORT 251

**CATALOGUE COPY:** Either semester. Three credits. Prerequisite: Four years of high school Portuguese or PORT 138 or instructor's consent. Extensive practice in oral Portuguese based on authentic cultural materials. Development of language skills and vocabulary for effective communication and self-expression through debates and oral reports on Portuguese films and news programs viewed in class.

**Effective Date of Change:**

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

**1. Course Number:** Portuguese 251

**2. Course Title:** Advanced Portuguese Conversation

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

**4. Number of Credits:** 3

#### **JUSTIFICATION**

**1. Reasons for dropping this course: We have not offered Portuguese courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Portuguese through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.**

**2. Other Departments Consulted:           None; this is our course.**

**3. Effects on Other Departments:       None: we have not offered this course in years.**

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

**5. Approvals Received and Dates:       Dept.: \_\_\_ March, 2003**

**6. Names and Phone Numbers of Persons for the CCC to contact: Ed Benson (6-2528)**

**Proposal to:       DROP A COURSE**

**Date:               1 March, 2003**

**Department:      Modern & Classical Languages**

**Abbreviated Title:     PORT 270**

**CATALOGUE COPY: Either semester. Three credits. Prerequisite: PORT 138, which may be taken concurrently, or consent of instructor. Intensive review of Portuguese grammar. Introduction to commercial terminology. Designed to meet the needs of students desiring to use Portuguese as a tool for industry or commerce.**

**Effective Date of Change:**

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

**1. Course Number:                       Portuguese 270**

**2. Course Title:                        Business Portuguese**

**3. Semester(s) offered:    Either**

**4. Number of Credits:    3**

#### **JUSTIFICATION**

**1. Reasons for dropping this course: We have not offered Portuguese courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Portuguese through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.**

**2. Other Departments Consulted:       None; this is our course.**

**3. Effects on Other Departments:       None: we have not offered this course in years.**

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

**5. Approvals Received and Dates:       Dept.: \_\_\_ March, 2003**

**6. Names and Phone Numbers of Persons for the CCC to contact: Ed Benson (6-2528)**

**Proposal to: DROP A COURSE**

**Date: 1 March, 2003**

**Department: Modern & Classical Languages**

**Abbreviated Title: PORT 275**

**CATALOGUE COPY: Either semester. Three credits. Prerequisite: Consent of instructor. Knowledge of another Romance language at an advanced level is required. Intensive study of the Portuguese language in all its aspects – reading, writing, speaking and oral understanding.**

**Effective Date of Change:**

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

**1. Course Number: Portuguese 275**

**2. Course Title: Portuguese for Students With a Background in Other Romance Languages**

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

**4. Number of Credits: 3**

#### **JUSTIFICATION**

**1. Reasons for dropping this course: We have not offered Portuguese courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Portuguese through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.**

**2. Other Departments Consulted: None; this is our course.**

**3. Effects on Other Departments: None: we have not offered this course in years.**

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

**5. Approvals Received and Dates: Dept.: \_\_\_ March, 2003**

**6. Names and Phone Numbers of Persons for the CCC to contact: Ed Benson (6-2528)**

**Proposal to: DROP A COURSE**



**Date:** 1 March, 2003  
**Department:** Modern & Classical Languages  
**Abbreviated Title:** PORT 276

**CATALOGUE COPY:** Either semester. Three credits. Consent of instructor. Basic Portuguese grammar and intensive practice in reading prose and poetry, in preparation for the Ph.D. reading examination.

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

1. **Course Number:** Portuguese 276
2. **Course Title:** Portuguese for Reading Knowledge
3. **Semester(s) offered:** Either
4. **Number of Credits:** 3

#### **JUSTIFICATION**

1. **Reasons for dropping this course:** We have not offered Portuguese courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Portuguese through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.

2. **Other Departments Consulted:** None; this is our course.
3. **Effects on Other Departments:** None: we have not offered this course in years.
4. **Effects on Regional Campuses:** None:
5. **Approvals Received and Dates:** Dept.: \_\_\_ March, 2003
6. **Names and Phone Numbers of Persons for the CCC to contact:** Ed Benson (6-2528)

**Proposal to:** DROP A COURSE

**Date:** 1 March, 2003  
**Department:** Modern & Classical Languages  
**Abbreviated Title:** PORT 290

**CATALOGUE COPY:** Either semester. Three credits and hours by arrangement. Prerequisite: Consent of instructor. With a change in content, may be repeated for credit. A study of selected writers and problems in the literature of the Portuguese-speaking world.

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

1. **Course Number:** Portuguese 290
2. **Course Title:** Portuguese Seminar

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

**4. Number of Credits: 3**

#### **JUSTIFICATION**

**1. Reasons for dropping this course: We have not offered Portuguese courses for years. There are no plans ever to do so again; we have no faculty to teach them. We offer Portuguese through self-instruction, and have had great trouble finding the requisite four students to register for the 101 course in the Fall.**

**2. Other Departments Consulted: None; this is our course.**

**3. Effects on Other Departments: None: we have not offered this course in years.**

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

**5. Approvals Received and Dates: Dept.: \_\_\_ March, 2003**

**6. Names and Phone Numbers of Persons for the CCC to contact: Ed Benson (6-2528)**

**2003-73**

### **PROPOSAL TO ADD A NEW 'W' COURSE**

#### **SECTION 1. CATALOG COPY**

**249W. Emotional/Behavioral Disorders of Childhood**  
Either Semester. Three credits. Prerequisite: PSYC 236.

Theory, research, treatment, and prevention in developmental psychopathology from infancy through adolescence.

1. Department Name: Psychology

2. Course Number: 249W

3. Complete Title for Undergraduate Catalog: Emotional/Behavioral Disorders of Childhood

4. Abbreviated Course Title for Directory of Classes and Transcript: Childhood Disorders

5. Effective Semester: Spring 2004

6. Semester Offered: Either semester

7. Year Offered: 2003-2004

8. Credit Hours: 3

9. Number of Contact Hours per Week:

Lec\_\_3\_\_ Dis\_\_\_ Ind \_\_\_ Prac \_\_\_ Sem \_\_\_\_\_

10. Prerequisites: Psyc 236

11. Recommendations/Required Preparation: None

12. Restrictions: None

13. Other Notations for Catalog: None

14. Type of Consent

None \_\_\_ Instructor \_\_x\_\_ Dept Head \_\_\_ Inst+DH \_\_\_ Honors \_\_\_\_\_

15. Type of Grading System: Letter \_\_x\_\_ S/U\_\_\_ Y \_\_\_\_\_

16. Open to Sophomores: No \_\_\_\_\_ Yes \_\_X\_\_

17. Instructor Name: Marianne Barton

18. Course Description: Theory, research, treatment and prevention in developmental psychopathology from infancy through adolescence.

19. Footnote of the Catalog (if needed): None

20. Name and Date: Marianne Barton April 7, 2003

## SECTION 2. JUSTIFICATION

1 General: Recent years have seen an explosion in knowledge about the early manifestations of emotional disorders, as well as the relationship between biologic and environmental factors, which interact to produce these conditions. This course will provide students with the conceptual background and analytic skills to read this literature critically, and evaluate new models for the development of emotional disorders in childhood. The course will also focus on treatment approaches and prevention strategies. The course is a W version of an already existing course.

2 Academic Merit: Developmental psychopathology, or the study of processes that contribute to atypical development in childhood is increasingly important to the education of students in

multiple disciplines, including psychology, education, family studies, sociology and medicine. This course will provide students with the methodologic and conceptual tools to critically evaluate developments in the field of developmental psychopathology, and will increase their knowledge base about atypical developmental processes.

### 3 Justification as a 'W' Course

#### 1 Amount of writing required:

Students will be required to write four reaction papers (approximately 3 pages in length), in response to specific case materials presented in class. Students will also be required to complete an 8-10 page research paper.

#### 2 How the writing will be supervised:

Reaction papers will be returned to students with detailed feedback regarding writing style, clarity, organization and conceptual skills. The research paper will have a submission date for a first draft, and a later date for a final paper. First drafts will be returned with detailed feedback to be used as a guide to revisions.

#### 3 Grading:

Reaction papers: 40%  
Research paper: 30%  
Final Exam: 30%

#### 4 Supporting Materials:

See attached syllabus.

4 Overlapping Courses: There is some limited coverage of this material in Psyc 135 (Introductory Psychology) and in Psyc 242 (Abnormal Psychology), but the proposed course offers much more detailed and focused coverage of disorders specific to children and adolescents.

5 Type of Students: Psychology, Education, Family Studies, Nursing Majors

6 Number of Students: 19

7 Number and Size of Sections: One section with maximum enrollment of 19 students.

8 Effect on Other Departments: None

9 Effect on the Branches: None

10 Departmental Approval:

Charles Lowe, Head, Department of Psychology – April 22, 2003  
Psychology Department Curricula and Courses Committee – April 22, 2003

11 Who should be consulted:

Marianne Barton, Department of Psychology (6-2642); D. Dickerson, Head Psychology C & CC (6-4943); C. Lowe, Head Psychology Department (6-3517).

### PART 3. STAFFING

12

Staffing: Current Faculty

1. Replacement of Existing Course: Not applicable
2. Alteration with Existing Course: Not applicable
3. Teaching Loads/Class Size: Not Applicable

### PROPOSED SYLLABUS

Psychology 249  
Emotional and Behavioral Disorders of Childhood

Spring 2004  
Marianne L. Barton, Ph.D.

Office: WAB 245  
486-2642  
bartonml@hotmail.com

Class Time: Tu, Th 8-9:15 am

TEXTS: To be Assigned

This course is designed to provide a critical overview of current models of emotional and behavioral disorders in childhood and adolescence. It will include readings from a selected text, supplemented by case studies and films.

#### COURSE REQUIREMENTS:

4.

Reaction papers: Students will be assigned four reaction papers of approximately three pages each. These will be in response to case presentations, and will be focused on specific questions presented in class. Each paper will be worth 10% of your grade. Detailed feedback regarding writing and organization will be provided.

1

Research paper: Students will select a topic from those discussed in class and write a 8-10 page paper reviewing and critiquing recent literature. Topics for this paper must be approved in advance. Students submit a rough draft of the paper by the 8<sup>th</sup> week of the semester, with a final paper due the twelfth week of the semester. Rough drafts will be returned to students with detailed feedback. This paper will be worth 30% of your grade.

2

Final Exam: The final exam will be worth 30% of your grade.

2003-74

Authorization to CHANGE A New Minor

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

INFORMATION:

1. Department Name: Institute of Puerto Rican and Latino Studies
2. Title of Minor: Minor in Latino Studies
3. Nature of Change: Add 5 new courses recently approved by C&C to the list of core courses students can choose from in order to obtain the minor.
4. Existing Catalogue Description of the Minor:

An interdisciplinary minor in Latino Studies is available through the College of Liberal Arts and Sciences for those who wish to develop an understanding of the cultural, historical and socio-political aspects that affect U.S. Latinos/as as an important segment of American society. The minor offers students the opportunity to focus on specific issues related to Latinos/as in the United States while expanding their knowledge in the Social Sciences and Humanities. The courses provide a multicultural approach to knowledge and explore multidisciplinary methodologies in research. Students may elect to take a research project or an internship course to further integrate the knowledge and skills developed.

Students must complete a minimum of fifteen 200 level credits with a grade C or higher.

A. Core courses:

One required course: PRLS 210 Contemporary Issues in Latino Studies (3 credits)

Two courses selected from PRLS course offerings (6 credits):

PRLS 220 History of Latinos/as in the United States

PRLS 221 Latinos and Human Rights

PRLS 241 Latin American Minorities in the United States

PRLS 250 Latino Health and Health Care

PRLS 251 Latino Sexuality and Gender

PRLS 260 Media and Special Audiences

PRLS 264 Latinas and Media

PRLS 270 Latino Politics

PRLS 295-01 Contemporary Puerto Rican Culture and Society

PRLS 295-02 Minorities Among Minorities, Puerto Ricans and Mexican Americans

One or two of the following research or internship courses (3-6 credits):

PRLS 211 Puerto Rican/Latino Studies Research  
PRLS 212 Field Internship in Latino Studies  
PRLS 299 Independent Study  
PRLS 294W Senior Thesis in Puerto Rican and Latino Studies

B. Related Elective courses (if needed):

200-courses from a related discipline such as Anthropology, Communication Sciences, Economics, History, Political Science, Sociology, Spanish, or Women's Studies:

ANTH 229 Caribbean Cultures  
ECON 257 Economics of Poverty  
ENGL 278 Ethnic Literature in the US  
HIST 282 Latin American, National Period  
HIST 285 Spanish Caribbean  
HDFR 270 Low Income Families  
POLS 235 Latin American Politics  
POLS 263 Urban Politics  
SOC 240 Race and Ethnicity  
SOC 243 Prejudice and Discrimination  
SOC 249 Perspectives on Poverty  
SOC 268 Class, Power, and Inequality  
SPAN 294 Lit of Puerto Rico and the Spanish Caribbean  
WS 203 Social Study of Women in America  
WS 267 Women and Poverty

Elective courses may also meet requirements in the student's major or other minors.

The minor is offered by the Institute of Puerto Rican/Latino Studies. For more information, contact Blanca G. Silvestrini, Director, 486-3997.

5. Proposed Catalogue Description of the Minor:

An interdisciplinary minor in Latino Studies is available through the College of Liberal Arts and Sciences for those who wish to develop an understanding of the cultural, historical and socio-political aspects that affect U.S. Latinos/as as an important segment of American society. The minor offers students the opportunity to focus on specific issues related to Latinos/as in the United States while expanding their knowledge in the Social Sciences and Humanities. The courses provide a multicultural approach to knowledge and explore multidisciplinary methodologies in research. Students may elect to take a research project or an internship course to further integrate the knowledge and skills developed.

Students must complete a minimum of fifteen 200 level credits with a grade C or higher.

A. Core courses:

One required course:

PRLS 210 Contemporary Issues in Latino Studies (3 credits)

Two courses selected from PRLS course offerings (6 credits):

PRLS 220 History of Latinos/as in the United States

PRLS 221 Latinos and Human Rights

**PRLS 230 Latina Narrative**

**PRLS 231 Fictions of Latino Masculinity**

**PRLS 232 Latina Literature**

**PRLS 233 Studies in Latina/o Literature**

PRLS 241 Latin American Minorities in the United States

PRLS 250 Latino Health and Health Care

PRLS 251 Latino Sexuality and Gender

PRLS 260 Media and Special Audiences

PRLS 264 Latinas and Media

PRLS 270 Latino Politics

**PRLS 271 Immigration and Transborder Politics**

PRLS 295-01 Contemporary Puerto Rican Culture and Society

PRLS 295-02 Minorities Among Minorities, Puerto Ricans and Mexican Americans

One or two of the following research or internship courses (3-6 credits):

PRLS 211 Puerto Rican/Latino Studies Research

PRLS 212 Field Internship in Latino Studies

PRLS 299 Independent Study

PRLS 294W Senior Thesis in Puerto Rican and Latino Studies

B. Related Elective courses (if needed):

200-courses from a related discipline such as Anthropology, Communication Sciences, Economics, History, Political Science, Sociology, Spanish, or Women's Studies:

ANTH 229 Caribbean Cultures

ECON 257 Economics of Poverty

ENGL 278 Ethnic Literature in the US

HIST 282 Latin American, National Period

HIST 285 Spanish Caribbean

HDFR 270 Low Income Families

POLS 235 Latin American Politics

POLS 263 Urban Politics

SOCI 240 Race and Ethnicity

SOCI 243 Prejudice and Discrimination

SOCI 249 Perspectives on Poverty

SOCI 268 Class, Power, and Inequality

SPAN 294 Lit of Puerto Rico and the Spanish Caribbean

WS 203 Social Study of Women in America



WS 267 Women and Poverty

Elective courses may also meet requirements in the student's major or other minors.

The minor is offered by the Institute of Puerto Rican/Latino Studies. For more information, contact Blanca G. Silvestrini, Director, 486-3997.

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

JUSTIFICATION

7. Why is a change required? To include in the minor four new courses recently approved by C&C

8. What is the impact on students? Will offer them a broader selection of areas of study relating to the cultural, historical and socio-political aspects that affect U.S. Latinos in American society.

9. What is the impact on regional campuses? N/A

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: 4-24-03  
Department Head: 4-15-03  
Department Faculty: 4-24-03

3 Name and Phone Number and email address of Departmental Contact:

Blanca G. Silvestrini, 486-3997, prladm02@uconnvm.uconn.edu

MINOR IN LATINO STUDIES  
Plan of Study

Name of Student: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Major: \_\_\_\_\_

1. What semester do you intend to complete the following required course (3 credits):

PRLS 210 Contemporary Issues in Latino Studies? \_\_\_\_\_

2. Check the two courses that you have chosen to fulfill the requirements for your core courses in Latino Studies (6 credits):

- PRLS 200 History of Latinos/as in the United States
- PRLS 221 Latinos and Human Rights
- PRLS 230 Latina Narrative
- PRLS 231 Fictions of Latino Masculinity
- PRLS 232 Latina Literature
- PRLS 233 Studies in Latina/o Literature
- PRLS 241 Latin American Minorities in the United States
- PRLS 250 Latino Health and Health Care
- PRLS 251 Latino Sexuality and Gender
- PRLS 260 Media and Special Audiences
- PRLS 264 Latinas and Media
- PRLS 270 Latino Politics
- PRLS 271 Immigration and Transborder Politics
- PRLS 295-01 Contemporary Puerto Rican Culture and Society
- PRLS 295-02 Minorities Among Minorities, Puerto Ricans and Mexican Americans

Check one or two of the following research or internship courses (3-6 credits):

- PRLS 211 Puerto Rican/Latino Studies Research
- PRLS 212 Field Internship in Latino Studies
- PRLS 299 Independent Study
- PRLS 294W Senior Thesis in Puerto Rican and Latino Studies

3. Elective Courses. Please choose one or two elective 200-courses from a related discipline such as Anthropology, Communication Sciences, Economics, History, Political Science, Sociology, Spanish, or Women's Studies: (3-6 credits)

- ANTH 229 Caribbean Cultures
- ECON 257 Economics of Poverty
- ENGL 278 Ethnic Literature in the US
- HIST 282 Latin America in the National Period
- HIST 285 Spanish Caribbean
- HDFR 270 Low Income Families
- POLS 235 Latin American Politics
- POLS 263 Urban Politics
- SOCI 240 Race and Ethnicity
- SOCI 243 Prejudice and Discrimination
- SOCI 249 Perspectives on Poverty
- SOCI 268 Class, Power, and Inequality
- SPAN 294 Lit of Puerto Rico and the Spanish Caribbean

\_\_\_\_\_ WS 203 Social Study of Women in America

\_\_\_\_\_ WS 267 Women and Poverty

3 Please provide a brief rationale for these choices:

I approve the above program for the Minor in Latino Studies:

(signed) \_\_\_\_\_  
Minor Advisor, Inst. of Puerto Rican & Latino Studies      Date

[Minor Advisors for Institute are: Blanca G. Silvestrini, Marysol Asencio, Adrian Pantojas, Xae Reyes, Diana Rios]

One copy of Plan of Study to advisor, one copy to Director of Puerto Rican and Latino Studies, and one signed copy to Registrar, U-4077.

## 2003-75

**Proposal to: (1) Add new 100's level courses as a CLAS Group 8 General Education sequence in Chemistry with Q skill designation; (2) Add 124Q as a Group 8 Laboratory Science Course.**

**Date: May 2, 2003**

**Department: Chemistry**

**Abbreviated Title: Fund. Gen. Chem.**

**CATALOGUE COPY: (Proposed)**

### **124Q. Fundamentals of General Chemistry**

**Either Semester. Four credits. Three class periods and one 2-hour lab period. Not open to students who have passed CHEM 122, CHEM 127Q, CHEM 129Q, or CHEM 130Q.**

**This course is the first semester of a 3-semester sequence that is designed to provide a foundation for the principles of chemistry with special guidance provided for the quantitative aspects of the material. Topics include the physical and chemical properties of some elements, chemical stoichiometry, gases, atomic theory and covalent bonding.**

### **125Q. Fundamentals of General Chemistry**

**Either Semester. Three credits. Prerequisite: CHEM 124Q. Two class periods and one 3-hour lab period. Open by consent of instructor for only 1 credit to students who have passed CHEM 122 with high standing or who have passed CHEM 127Q, CHEM 129Q, or CHEM 137Q. Not open to students who have passed CHEM 128Q, CHEM 130Q, or CHEM 138Q.**

**Follows CHEM 124Q. Topics include the properties of aqueous solutions and chemical equilibria.**

**126Q. Fundamentals of General Chemistry**

**Either Semester. Three credits. Prerequisite: CHEM 125Q. Two class periods and one 3-hour lab period. Not open to students who have passed CHEM 128Q, CHEM 130Q, or CHEM 138Q.**

**Follows CHEM 125Q. Topics include the properties of kinetics, complex ions, thermodynamics and electrochemistry.**

**Effective Date of Change: Fall semester, 2004**

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

**1. Course Number: CHEM 124Q, CHEM 125Q, CHEM 126Q**

**2. Course Title: Fundamentals of General Chemistry**

**3. Semester(s) offered: Either semester**

**4. Number of Credits: 4 credits for CHEM 124Q; 3 credits for CHEM 125Q and CHEM 126Q**

**5. Number of Class Periods: 3 lecture periods and one 2-hour lab per week for CH124Q; 2 lecture periods and one 3-hour lab per week for CH125Q and CHEM 126Q**

**6. Prerequisite/Required Preparation:**

**CHEM 124Q: None**

**CHEM 125Q: Prerequisite CHEM 124Q.**

**CHEM 126Q: Prerequisite CHEM 125Q.**

**7. Any required consent/any exclusions:**

**CHEM 124Q: Not open to students who have passed CHEM 122, CHEM 127Q, CHEM 129Q, or CHEM 130Q.**

**CHEM 125Q: Open by consent of instructor for only 1 credit to students who have passed CHEM 122 with high standing or who have passed CHEM 127Q, CHEM 129Q, or CHEM 137Q. Not open to students who have passed CHEM 128Q, CHEM 130Q, or CHEM 138Q.**

**CHEM 126Q: Not open to students who have passed CHEM 128Q, CHEM 130Q, or CHEM 138Q.**

**8. Repetition for credit: No**

**9. Instructor in charge: Cecile N. Hurley**

**10. Course description:**

**CHEM 124Q:**

Designed primarily to provide a foundation for the fundamentals of chemistry with special guidance given for its quantitative component. Atomic theory; properties of some of the more familiar elements and their compounds; chemical stoichiometry; reactions in aqueous solutions; physical and chemical behavior of gases; molecular bonding. Quantitative measurements illustrating the laws of chemical combinations and the gas laws in the laboratory.

**CHEM 125Q:**

Follows CHEM 124Q. Thermochemical properties; physical and chemical behavior of liquids and solids; equilibrium in gases, acid and base solutions and acid-base reactions. Quantitative measurements illustrating the chemical behavior of solutions and solutions in equilibria in the laboratory

**CHEM 126Q:**

Follows CHEM 125Q. Complex ions; precipitation; kinetics; thermodynamics; electrochemistry; nuclear reactions. Qualitative analysis of anions and cations in the laboratory.

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

Fall 2004

**JUSTIFICATION**

1. Reasons for adding this course:

See academic merit

2. Academic Merit:

The Senate ad hoc Committee on Q has recommended that students be advised to take an appropriate level Q course based on their Math SAT1 score, class rank, major, and interest. For students who want (or need) to take CHEM 127Q-128Q, and whose SAT1 Math score/class rank evaluation indicates less than 70% chance of success (C- or above), the following options are recommended.

1. Take MATH 101 in an attempt to acquire quantitative skills.
2. Postpone taking CHEM 127Q for a semester or year.
3. Take the extended-sequence versions of courses if available.

Departments are encouraged to create these types of course sequences analogous to those offered in Mathematics (112/113/114 vs. 115/116) and Physics (121/122/123 vs. 131/132). The Chemistry courses proposed here constitute an extended-sequence version of CHEM 127-128. This proposal arises not only from the recommendation of the Senate ad hoc Committee on Q, but also to ameliorate a recurring complaint among the students, including good ones, who are enrolled in CHEM 127-128 about the speed of the course, especially in CHEM 128.

The students enrolling in this proposed 3-semester version of General Chemistry would use the same text, carry out the same experiments, take exams at the same level of difficulty, and be graded according to the same standards used in CHEM 127-128. CHEM 124Q-125Q-126Q will not be a "watered-down" version of CHEM 127Q-128Q. It will simply be a slower-paced course that allows time to incorporate remedial work in mathematics, quantitative reasoning skills, and calculator use, and to deal with other pedagogical issues as they arise. This will be particularly important in the first semester of the sequence, CHEM 124Q, where 3 class periods per week in addition to the laboratory will be conducted. This is the reason for the 4 credit hour

request for this course. In the subsequent CHEM 125Q and 126Q courses, it is expected that less remedial work in lecture sessions will be required. Therefore, in these courses only 3 credit hours are requested for two lecture sessions and one 3-hour laboratory per week.

The Q skill designation for these courses is justified by the fact that the entire sequence of courses will use mathematics at or above the basic algebra level and will be an integral part and used throughout the courses. The Group 8 designation is justified because the same material is taught in CHEM 127Q-128Q, which already meets the Group 8 criteria. As stated above, the new sequence will simply be a slower-paced version of CH127Q-128Q and have the same content. The Laboratory Science designation is justified because several different hands-on laboratory experiments will be carried out by the students per semester. The syllabi given below provide the titles of these experiments.

### 3. Overlapping Courses:

These courses overlap significantly with CHEM 122, CHEM 127Q-128Q, CHEM 129Q-130Q, and CHEM 137Q-138Q. Hence, the above stated course restrictions will be implemented.

### 4. Other Departments Consulted:

We have consulted with Veronica Makowski (Assoc. Dean CLAS), Fred Maryanski (Vice-Chancellor), the Math Department (C. Vinsonhaler, J. Hurley), and the Schools of Engineering (Marty Wood), Pharmacy (G. Gianutsos), and Allied Health (J. Smey). Most of these indicated enthusiasm and support for the new sequence. Gianutsos and Wood were concerned that students on this track would be behind in their curricula, but thought as long as CH126Q was offered in the summer, it would not pose a major obstacle. To accommodate these students we would allow CH126 to be taken concurrently with CHEM 243 (Organic Chemistry) in the Fall Semester of their Sophomore year. J. Smey from Allied Health would not support the 3-semester sequence for their students, but they are considering changing their requirements so that their students would enroll in only one semester of General Chemistry (e.g. CHEM 122) anyway.

### 5. Number of Students Expected:

224 – one large lecture section

### 6. Number and Size of Section:

14 sections for lab – 16 students and 1 TA (0.5 TA equivalent) per section

### 7. Effects on Other Departments:

After a couple of years of offering the course sequence, and after the major issues of implementation have been resolved, we will re-examine the course sequence with a view toward tailoring parts of the course for different professional schools. For example, the School of Nursing requires a study of Biochemistry, Physiology and Pharmacy. They may find the first two semesters, CHEM 124Q and 125Q, of the three-semester sequence, to serve as better preparation for these areas instead of CHEM 122 as is currently being done.

### 8. Effects on Regional Campuses:

We envision that the regional campuses will teach primarily (but not exclusively) CHEM 124-125-126 instead of CHEM 127-128, and that they would welcome this change. This is because the nature of the student body at these campuses demands a slower-paced course sequence. Articulation agreements with the community colleges would also be better served if credit were given for CHEM 124 instead of CHEM 127 after a single semester of General Chemistry in the community colleges.

**9. Approvals Received and Dates:**

Approved by the Department of Chemistry by mail ballot March, 2003.

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

Cecile N. Hurley, Tel: 486-3795 (primary contact)  
Harry A. Frank, Tel: 486-2844 (secondary contact)

**11. Staffing**

Current faculty who presently contribute to CH127-8 would also be able to contribute to this course. Additional lecturer, stockroom workers, and TA positions may be needed to implement this new course sequence.

**Syllabus for CHEM 124Q**

**Credits: 4 (3 hrs lecture, 2 hrs lab)**

**Course Content:**

- 1. Matter and measurement**
- 2. Atoms, molecules, Ions**
- 3. Stoichiometry**
- 4. Reactions in aqueous solutions (precipitation, acid/ base, oxidation-reduction)**
- 5. Gases**
- 6. Electron Configuration**
- 7. Covalent Bonding**

**Laboratory Experiments**

3.

**Density**

3.

**Chromatography**

3.

**Crystallization**

3.

**Chemical Formula**

3.

**Unknown Chloride**

3.

**Molar Mass of a Solid Acid**

3.

## Fe determination

### Syllabus for CHEM 125Q

Credits: 3 (2 hrs lecture, 3 hrs lab)

#### Course Content:

1. Thermochemistry
2. Liquids and Solids (intramolecular forces, phase diagrams, etc.)
3. Solutions (Colligative properties, Concentration units)
4. Gaseous Equilibria
5. Equilibria of Acids and Bases
6. Equilibria in Acid-Base solutions

#### Laboratory Experiments

3

Molar Mass of a Volatile Liquid

3.

Al-Zn Alloy

3

Alkaline Earths/Halogens

4

Calorimetry

5

Freezing Point Depression

6

Iodination of Acetone

7

Non-Metal Properties

### Syllabus for CHEM 126Q

Credits: 3 (2 hrs lecture, 3 hrs lab)

#### Course Content:

1. Complex Ions and their equilibria
2. Precipitation equilibria
3. Kinetics
4. Spontaneity
5. Electrochemistry
6. Nuclear Chemistry



## Laboratory Experiments

8

**K for Chemical Reaction**

3

**pH Measurements**

3

**K<sub>sp</sub> Determination**

4

**Group I Analysis**

5

**Group II Analysis**

6

**Group III Analysis**

7

**General Unknown**

— FINIS —

