

Subcommittee Report

Q-subcommittee Report to the Committee on Curricula and Courses, College of Liberal Arts and Sciences, January 15, 2004

1. Replacement language for the Group 3 graduation requirement in CLAS, necessitated by the discontinuation of mathematics placement testing at the University.

In the 2003-2004 Undergraduate Catalog, on page 50, the statement is
Mathematics (Group 3)
Passing score on Q-course readiness test or MATH 101.
Three Q-courses and one C-course.
If not a high pass, one Q-course must be in mathematics or statistics.

At its meeting on November 11, 2003, the CCC approved replacing the above by
Mathematics (Group 3)
Three Q-courses, at least one of which must be in Mathematics or Statistics.

The subcommittee recommends appending advisory information to the replacement language, as follows:

Mathematics (Group 3)
Three Q-courses, at least one of which must be in Mathematics or Statistics.
Students should consult the Q-advising contours (accessible online at <http://www.uconn.edu/XXX???>) in the presence of an adviser to determine the adequacy of their preparedness for specific Q-courses.

2. Replacement language for CLAS courses whose prerequisite in the 2003-2004 catalog is: MATH 101 or passed Q Readiness Test or passed a Q course.

The departments of Mathematics and Physics have submitted proposals which are on the CCC agenda for January 27, 2004 which ask to replace that prerequisite language with:
Recommended preparation: Mathematics 101 or the equivalent [Mathematics Department]
Recommended preparation: MATH 101 or equivalent [Physics Department]
for lists of their Q-courses with the above boilerplate prerequisite phrasing.

In an attempt to provide additional guidance to students and their academic advisers, the subcommittee recommends that for at least one year, the catalog copy for all CLAS courses which now say

Prerequisite: MATH 101 or passed Q Readiness Test or passed a Q course.
be changed to

Recommended preparation: MATH 101 or equivalent.*
and that there be a footnote stating

* Also, consult the Q-readiness criteria under the CLAS Bachelor's Degree Requirements in this catalog.

3. Replacement language for CLAS courses whose prerequisite in the 2003-2004 catalog refers to the Calculus Readiness Test.

Since there are only a few such courses, all in Mathematics and Physics, and those departments are working on the problem, the subcommittee recommends that the CCC take no action now and await forthcoming proposals from those departments.

Respectfully submitted,
Carl David
Gerald Leibowitz
George Rawitscher
Wayne Worcester

Proposals

2004-1

CLAS Departmental Form for Proposed Changes prior to Submitting courses to GEOC

1. Date: December 4, 2003
2. Department: Mathematics
3. Nature of Proposed Changes: A-H. Replace prerequisite with recommended preparation.

A.

Current Catalog Copy

MATH 102Q. Problem Solving

Either semester. Three credits. Prerequisite: MATH 101 or passed Q Readiness Test or passed a Q course. Not eligible for course credit by examination. Not open for credit to students who have passed any mathematics course other than MATH 101, 103, 105, 107, 108, or 109. *Vinsonhaler*
An introduction to the techniques used by mathematicians to solve problems. Skills such as Externalization (pictures and charts), Visualization (associated mental images), Simplification, Trial and Error, and Lateral Thinking learned through the study of mathematical problems. Problems drawn from combinatorics, probability, optimization, cryptology, graph theory, and fractals. Students will be encouraged to work cooperatively and to think independently.

Proposed catalog copy

MATH 102Q. Problem Solving

Either semester. Three credits. Recommended preparation: Mathematics 101 or the equivalent. Not eligible for course credit by examination. Not open for credit to students who have passed any mathematics course other than MATH 101, 103, 105, 107, 108, or 109. *Vinsonhaler*

An introduction to the techniques used by mathematicians to solve problems. Skills such as Externalization (pictures and charts), Visualization (associated mental images), Simplification, Trial and Error, and Lateral Thinking learned through the study of mathematical problems. Problems drawn from combinatorics, probability, optimization, cryptology, graph theory, and fractals. Students will be encouraged to work cooperatively and to think independently.

B.

Current Catalog Copy

MATH 103Q. Elementary Discrete Mathematics

Either semester. Three credits. Prerequisite: MATH 101 or passed Q Readiness

Test or passed a Q course. Not open for credit to students who have passed any mathematics course other than MATH 101, 102, 105, 107, 108, or 109.

Problem solving strategies, solutions of simultaneous linear equations, sequences, counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, number systems.

Proposed catalog copy

MATH 103Q. Elementary Discrete Mathematics

Either semester. Three credits. Recommended preparation: Mathematics 101 or the equivalent.

Not open for credit to students who have passed any mathematics course other than MATH 101, 102, 105, 107, 108, or 109.

Problem solving strategies, solutions of simultaneous linear equations, sequences, counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, number systems.

C.

Current Catalog Copy

MATH 105Q. Mathematics for Business and Economics

Either semester. Three credits. Prerequisite: MATH 101 or passed Q Readiness

Test or passed a Q course.

Linear equations and inequalities, exponents and logarithms, matrices and determinants, linear programming. Applications.

Proposed catalog copy

MATH 105Q. Mathematics for Business and Economics

Either semester. Three credits. Recommended preparation: Mathematics 101 or the equivalent.

Linear equations and inequalities, exponents and logarithms, matrices and determinants, linear programming. Applications.

D.

Current Catalog Copy

MATH 106Q. Calculus for Business and Economics

Either semester. Three credits. (One credit for students who have passed MATH 113, 115, or 120.) Prerequisite: MATH 101 or passed Q Readiness

Test or passed a Q course. Recommended preparation: MATH 105. Not open for credit to students who have passed MATH 118.

Derivatives and integrals of algebraic, exponential and logarithmic functions. Functions of several variables. Applications.

Proposed catalog copy

MATH 106Q. Calculus for Business and Economics

Either semester. Three credits. (One credit for students who have passed MATH 113, 115, or 120.) Recommended preparation: Mathematics 101 or the equivalent, and MATH 105. Not open for credit to students who have passed MATH 118.

Derivatives and integrals of algebraic, exponential and logarithmic functions. Functions of several variables. Applications.

E.

Current Catalog Copy

MATH 107Q. Elementary Mathematical Modeling

Either semester. Three credits. Prerequisite: MATH 101 or passed Q Readiness

Test or passed a Q course. Not open to students who have passed any MATH course other than MATH 101, 102, 103, 105, or 108. This course and MATH 109 cannot both be taken for credit. This course should not be considered as adequate preparation for MATH 106, 112, 115, or 120.

Use of algebraic and trigonometric functions with technology to analyze quantitative relationships and illustrate the role of mathematics in modern life; graphical numerical and symbolic methods. Most sections require a graphing calculator; some require work with a computer spreadsheet.

Proposed catalog copy

MATH 107Q. Elementary Mathematical Modeling

Either semester. Three credits. Recommended preparation: Mathematics 101 or the equivalent. Not open to students who have passed any MATH course other than MATH 101, 102, 103, 105, or 108. This course and MATH 109 cannot both be taken for credit. This course should not be considered as adequate preparation for MATH 106, 112, 115, or 120.

Use of algebraic and trigonometric functions with technology to analyze quantitative relationships and illustrate the role of mathematics in modern life; graphical, numerical and symbolic methods. Most sections require a graphing calculator; some require work with a computer spreadsheet.

F.

Current Catalog Copy

MATH 108V. Mathematical Modeling in the Environment

Either semester. Three credits. Prerequisite: MATH 101 or passed Q Readiness Test or passed a Q course. A solid background and good performance in high school algebra are highly recommended.

An interdisciplinary approach to environmental issues, such as: ground water contamination, air pollution, and hazardous materials handling. Emphasis on mathematical models, social and ethical implications, and physical and chemical principles. Includes a spread sheet program for

water and air pollution data; a computer modeling package to analyze hazardous materials emergencies; creative use of the internet and field research.

Proposed catalog copy

MATH 108Q. Mathematical Modeling in the Environment

Either semester. Three credits. Recommended preparation: Mathematics 101 or the equivalent. A solid background and good performance in high school algebra are highly recommended.

An interdisciplinary approach to environmental issues, such as: ground water contamination, air pollution, and hazardous materials handling. Emphasis on mathematical models, social and ethical implications, and physical and chemical principles. Includes a spread sheet program for water and air pollution data; a computer modeling package to analyze hazardous materials emergencies; creative use of the Internet; field research.

G.

Current Catalog Copy

MATH 112Q. Introductory Calculus 1

Either semester. Four credits. Four class periods. Prerequisite: MATH 101 or passed Q Readiness Test or passed a Q course. Students cannot receive credit for MATH 112 and either MATH 115 or 120. Students who have not passed the Calculus Readiness Test take this course rather than MATH 115 or 120.

Limits, derivatives, and extreme values of algebraic functions, with supporting algebraic topics.

Proposed catalog copy

MATH 112Q. Introductory Calculus 1

Either semester. Four credits. Four class periods. Recommended preparation: Mathematics 101 or the equivalent. Students cannot receive credit for MATH 112 and either MATH 115 or 120. Students who have not passed the Calculus Readiness Test take this course rather than MATH 115 or 120.

Limits, derivatives, and extreme values of algebraic functions, with supporting algebraic topics.

H.

Current Catalog Copy

MATH 118Q. A Survey of Calculus with Applications I

Either semester. Three credits. Prerequisite: MATH 101 or passed Q Readiness Test or passed a Q course. Not open for credit to students who have passed MATH 106,113,115,120.

Derivatives and integrals of elementary functions including the exponential and logarithm functions; applications include optimization, marginal functions, exponential growth and decay, compound interest.

Proposed catalog copy

MATH 118Q. A Survey of Calculus with Applications

Either semester. Three credits. Recommended preparation: Mathematics 101 or the equivalent. Not open for credit to students who have passed MATH 106,113,115,120.

Derivatives and integrals of elementary functions including the exponential and logarithm functions; applications include optimization, marginal functions, exponential growth and decay, compound interest.

Justification

1. Reasons for changing this group of courses. Because the Q Readiness Test is being abandoned by the University, the current uniform prerequisite statement for Q courses will no longer make sense. Thus the Department of Mathematics wishes to change the language in its elementary courses to recommend a strong algebra background. Merely deleting mention of the Q-test in "Prerequisite: MATH 101 or passed Q Readiness Test or passed a Q course" would lead to an untenable situation.

In addition to the changes from Prerequisite to Recommended Preparation, there are a few minor changes: insertion of a comma, replacing a V designation by a Q, removing the sequence number I from Mathematics 118Q (which used to have a sequel, MATH 119Q).

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. Staffing, if different than current : same

7. Dates approved by:

Department Curriculum Committee: November 2003

Department Faculty: November 10, 2003

8. Name, Phone Number, and e-mail address of principal contact person(s):

Gerald Leibowitz, 486-2402, leibow@math.uconn.edu.

2004-2

Proposal to: ADD A NEW COURSE

Date: December 2, 2003

Department: Maritime Studies MAST

Abbreviated Title: Internship in Maritime Studies

CATALOG COPY:

MAST 201. Supervised Internship in Maritime Studies

Either Semester. Credits and hours by arrangement. Prerequisite: completion of 9 credits of Maritime Studies core courses, and consent of the program coordinator. May be repeated for credit with program coordinator's consent.

Students will intern with institutions, businesses, or agencies engaged in areas directly related to Maritime Studies. MAST faculty supervisor, student, and field supervisor of host organization will jointly define a specific project to advance student's educational program as well as mission

of the host institution. A learning contract must be drawn up in advance and students must produce a significant final product for a grade.

Effective Date: Spring 2004

1. Course Number: MAST 201
2. Course Title: Supervised Internship in Maritime Studies
3. Semester offered: Either semester
4. Credits: Variable
5. Number of Class Periods: None
6. Required Preparation: Completion of 9 credits of Maritime Studies core courses

MAST core courses are:

MAST 101 Introduction to Maritime Studies

MARN 135 The Sea Around Us

ENGL 237 Literature of the Sea

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

ECON 233 Economics of the Ocean

POLS 259 Maritime Law

MAST 297 W Maritime Studies Seminar

7. Any consent required? Yes. Maritime Studies coordinator and advisor
8. Repetition for credit? Yes, subject to Maritime Studies coordinator's approval
9. Instructor in charge: MAST affiliated faculty
10. Course description:
11. Semester and year in which course will first be offered: Spring 2004

JUSTIFICATION

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

Maritime Studies is new major under development at the Avery Point campus. It will be a unique interdisciplinary offering that resists easy categorization. Participation in optional internships will provide hands-on experience for students in a wide range of maritime fields. The availability of internship options will capitalize on the rich maritime heritage of the southeastern Connecticut shoreline and the multiplicity of contemporary maritime issues. Through placements with area maritime museums such as Mystic Seaport, the Nautilus Museum, and the Coast Guard Museum,

Mystic Aquarium, maritime businesses such as the Cross Sound Ferry, the Electric Boat division of General Dynamics, or local fisheries, and other cultural and economic resources, students will have access to direct experiences with maritime culture and commerce that will provide valuable training in the practical side of maritime studies. Supervised internships will allow students to practice their skills in applied settings, to gain practical experience, and to make effective employment contacts outside the university setting.

2. Academic Merit:

Because of the interdisciplinary nature of Maritime Studies, internships will provide a critical opportunity to experience and understand the direct linkages among various fields that contribute to the problems and challenges of contemporary maritime issues.

Students will be placed in internships with institutions, businesses, or agencies engaged in areas directly related to Maritime Studies. The faculty member (instructor of record), the student, and the field supervisor of the host organization will define a specific project or projects that advance the student's educational program as well as the mission of the host institution. In accordance with CLAS internship policy, a learning contract signed by the instructor and supervisor must be drawn up in advance and must include a brief description of planned activities and the method by which student's performance will be evaluated. Students will produce a significant final product for a letter grade. Following CLAS internship guidelines, 42 hours of work will be necessary for one credit.

3. Overlapping Courses: None. The University currently does not offer internships that relate to the study of human existence on and near the sea.

4. Other departments consulted: Members of the English, History, Political Science, Anthropology, and Economics Departments have been consulted during the development of this proposal.

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

6. Number and Size of Section: None

7. Effects on Other Departments: None. Because of the lack of significant overlap with other existing internships, potential adverse effects on other departments are not likely.

8. Effects on Regional Campuses: Obviously, the proposed course will benefit the Avery Point Campus. Becoming the maritime campus is part of the new role and scope for the campus, and no other regional campuses are concentrating on building marine or maritime-related undergraduate programs.

9. Staffing: Tenured and tenure-track faculty who teach Maritime Studies core courses may alternate as internship advisors.

10. Approvals Received and Dates:
Department Curriculum Committee: December 8, 2003
Department Head: December 8, 2003
Department Faculty: December 8, 2003

11. Name and Phone Number of Person to Contact:
Helen Rozwadowski (860) 405 9120

2004-3

CLAS Departmental Form for Proposed Changes prior to Submitting courses to GEOC

1. Date: December 18, 2003
2. Department: Physics
3. Nature of Proposed Changes:
A-H: Replace prerequisites involving the Q-readiness test with "Recommended Preparation"; A, B, and F contain additional changes, as noted.

A. Contains a more detailed description of the course content, in addition to the alterations due to the discontinuance of the Q-readiness test.

Current Catalog Copy

PHYS 101Q. Elements of Physics

Either semester. Four credits. Three class periods and one 2-hour laboratory period. Prerequisite MATH 101 or passed Q readiness test or passed a Q course. Not open for credit to students who have passed PHYS 121, 131, 141 or 151.

Basic facts and principles of physics with introduction to quantitative laboratory.

Proposed Catalog Copy:

PHYS 101Q. Elements of Physics

Either semester. Four credits. Three class periods and one 2-hour laboratory period.

Recommended preparation: MATH 101 or the equivalent. Not open for credit to students who have passed PHYS 121, 131, 141 or 151.

Basic concepts and applications of physics for the non-science major. Scientific principles and quantitative relationships involving mechanics, energy, heat and temperature, waves, electricity and magnetism, and the theory of the atom are covered. A laboratory provides hands-on experience with the principles of physics.

B. Additional stipulation: not open for credit to students who have passed PHYS 104Q

Current Cat Copy:

PHYS 103Q. Physics of the Environment.

Either semester. Three credits. Prerequisite: MATH 101 or passed Q readiness test or passed a Q course. Not applicable to any requirement that specifies a course in "general physics."

Concepts of physics applied to current problems of the physical environment: energy, transportation, pollution. No previous knowledge of physics is assumed.

Proposed Cat Copy:

PHYS 103Q. Physics of the Environment.

Either semester. Three credits. Recommended Preparation: MATH 101 or the equivalent. Not applicable to any requirement that specifies a course in "general physics". Not open for credit to students who have passed PHYS-104Q

Concepts of physics applied to current problems of the physical environment: energy, transportation, pollution. No previous knowledge of physics is assumed.

C.

Current Cat Copy:

PHYS 104Q. Physics of the Environment with Laboratory.

Either semester. Four Credits. Three class periods and one 2-hour laboratory period. Prerequisite: MATH 101 or passed Q readiness test or passed a Q course. No previous knowledge of physics is assumed. Not open for credit to students who have passed PHYS 103Q.

Concepts of physics applied to the physical environment, particularly to current problems related to energy, transportation, and pollution. These relationships will be further explored in the laboratory section.

Proposed Cat Copy:

PHYS 104Q. Physics of the Environment with Laboratory.

Either semester. Four Credits. Three class periods and one 2-hour laboratory period. Recommended preparation: MATH 101 or the equivalent. No previous knowledge of physics is assumed. Not open for credit to students who have passed PHYS 103Q.

Concepts of physics applied to the physical environment, particularly to current problems related to energy, transportation, and pollution. These relationships will be further explored in the laboratory section.

D.

Current Catalog Copy

PHYS 107Q. Physics of Music

First semester. Four credits. Three class periods and one 2-hour laboratory period. Prerequisite: Prerequisite: [MATH 101](#) or passed Q readiness test or passed a Q course. [PHYS 101Q](#) and 107Q may not both be combined to satisfy the Group 8 requirement.

Basic principles of physics and scientific reasoning will be taught in the context of the production and perception of music, emphasizing the historic and scientific interplay between physics and music. Basic quantitative laboratories pertaining to sound, music, and waves. No previous knowledge of physics or music is assumed.

Proposed Cat Copy:

PHYS 107Q. Physics of Music

First semester. Four credits. Three class periods and one 2-hour laboratory period. Recommended preparation: MATH 101 or the equivalent. PHYS 101Q and 107Q may not both be combined to satisfy the Group 8 requirement.

Basic principles of physics and scientific reasoning will be taught in the context of the production and perception of music, emphasizing the historic and scientific interplay between physics and music. Basic quantitative laboratories pertaining to sound, music, and waves. No previous knowledge of physics or music is assumed.

E.

Current Catalog Copy:

PHYS 131Q-132Q. General Physics with Calculus

Either semester. Four credits each semester. Three class periods and one 3-hour laboratory period. Prerequisite for PHYS 131: MATH 101 or passed Q readiness test or passed a Q course. Prerequisite for PHYS 132: PHYS 131. Recommended preparation: MATH 113 or 115, for PHYS 131, and MATH 114 or 116, for PHYS 132. PHYS 131 is not open for credit to students who have passed PHYS 141 or 151. PHYS 132 not open for credit to students who have passed 142 or 152. PHYS 131 may be taken for not more than 2 credits, with the permission of the instructor, by students who have received credits for PHYS 121. PHYS 132 may be taken for not more than 2 credits, with the permission of the instructor, by students who have received credit for PHYS 122.

Quantitative study of the basic facts and principles of physics. The laboratory offers fundamental training in physical measurements. This course is recommended for students planning to apply for admission to medical, dental or veterinary schools. It is also recommended for science majors for whom a one year introductory physics course is adequate.

Proposed Cat Copy:

PHYS 131Q-132Q. General Physics with Calculus

Either semester. Four credits each semester. Three class periods and one 3-hour laboratory period. Recommended preparation for PHYS 131: MATH 101 or the equivalent, and MATH 113 or 115. Prerequisite for PHYS 132: PHYS 131. Recommended preparation for PHYS 132: MATH 114 or 116. PHYS 131 is not open for credit to students who have passed PHYS 141 or 151. PHYS 132 not open for credit to students who have passed 142 or 152. PHYS 131 may be taken for not more than 2 credits, with the permission of the instructor, by students who have received credits for PHYS 121. PHYS 132 may be taken for not more than 2 credits, with the permission of the instructor, by students who have received credit for PHYS 122.

Quantitative study of the basic facts and principles of physics. The laboratory offers fundamental training in physical measurements. This course is recommended for students planning to apply for admission to medical, dental or veterinary schools. It is also recommended for science majors for whom a one year introductory physics course is adequate.

F. Contains a change in the number of class and recitation periods (the total is the same), and a more precise description of the course material.

Current Catalog Copy

PHYS 140Q. Introduction to Modern Physics

First semester. Four credits. Two class periods, two recitation periods, and one 3-hour laboratory. Prerequisite: MATH 101 or passed Q readiness test or passed a Q course. Recommended

preparation: MATH 109, which may be taken concurrently, or a pass on the Calculus Readiness Test.

Quantitative exploration of the structure of matter, including gas laws, the electron, x-rays, waves and light, relativity, radioactivity, and spectra. This course is recommended for prospective Physics majors.

Proposed Cat Copy:

PHYS 140Q. Introduction to Modern Physics

First semester. Four credits. Three class periods, one recitation period, and one 3-hour laboratory. Recommended preparation: MATH 101 or the equivalent and [MATH 109](#), which may be taken concurrently, or a pass on the Calculus Readiness Test.

Qualitative and quantitative exploration of the structure of atoms and the concept of quantization. Topics include gas laws, kinetic theory, the electron, the photon, light waves, matter waves, relativity, the Heisenberg Uncertainty Principle. This course is recommended for prospective Physics majors and others interested in a general introduction to modern issues in physics.

G.

Current Catalog Copy

PHYS 141Q. Fundamentals of Physics I

Second semester. Four credits. Three class periods and one 3-hour laboratory period.

Prerequisite: [MATH 101](#) or passed Q readiness test or passed a Q course. Recommended preparation: [MATH 113](#) or [115](#), or [120](#), any of which may be taken concurrently. [MATH 120](#) is preferred for Physics majors. Not open for credit to students who have passed [PHYS 131](#) or [151](#). May be taken for not more than three credits, with the permission of the instructor, by students who have received credit for [PHYS 121](#).

Fundamental principles of mechanics, statistical physics, and thermal physics. Basic concepts of calculus are used. This course is recommended for prospective Physics majors.

PHYS 142Q. Fundamentals of Physics II

First semester. Four credits. Three class periods and one 3-hour laboratory period. Prerequisite: [MATH 101](#) or passed Q readiness test or passed a Q course. Recommended preparation: [PHYS 141](#), and [MATH 114](#) or [116](#) or [121](#), any of which may be taken concurrently. [MATH 121](#) is preferred for Physics majors. Not open for credit to students who have passed [PHYS 132](#) or [152](#). May be taken for not more than three credits, with the permission of the instructor, by students who have received credit for [PHYS 122](#).

Fundamental principles of electromagnetism, optics and wave propagation. Basic concepts of calculus are used. This course is recommended for prospective Physics majors.

Proposed Cat Copy:

PHYS 141Q. Fundamentals of Physics I

Second semester. Four credits. Three class periods and one 3-hour laboratory period.

Recommended Preparation: [MATH 101](#) or the equivalent. Also recommended preparation: [MATH 113](#) or [115](#), or [120](#), any of which may be taken concurrently. [MATH 120](#) is preferred for

Physics majors. Not open for credit to students who have passed [PHYS 131](#) or [151](#). May be taken for not more than three credits, with the permission of the instructor, by students who have received credit for [PHYS 121](#).

Fundamental principles of mechanics, statistical physics, and thermal physics. Basic concepts of calculus are used. This course is recommended for prospective Physics majors.

PHYS 142Q. Fundamentals of Physics II

First semester. Four credits. Three class periods and one 3-hour laboratory period.

Recommended Preparation: [MATH 101](#) or the equivalent. Also recommended preparation: [PHYS 141](#), and [MATH 114](#) or [116](#) or [121](#), any of which may be taken concurrently. [MATH 121](#) is preferred for Physics majors. Not open for credit to students who have passed [PHYS 132](#) or [152](#). May be taken for not more than three credits, with the permission of the instructor, by students who have received credit for [PHYS 122](#).

Fundamental principles of electromagnetism, optics and wave propagation. Basic concepts of calculus are used. This course is recommended for prospective Physics majors.

H. Current Catalog Copy

PHYS 151Q. Physics for Engineers I

Either semester. Four credits. Three class periods and one 3-hour laboratory period. Prerequisite: [MATH 101](#) or passed Q readiness test or passed a Q course. Recommended preparation: [PHYS 101](#) or secondary school physics; and [CE 211](#) or 213, as well as either [MATH 210](#) or [220](#), which may be taken concurrently. Not open for credit to students who have passed [PHYS 131](#) or [141](#). PHYS 151 may be taken for not more than 2 credits, with the permission of the instructor, by students who have received credit for [PHYS 121](#).

Basic facts and principles of physics. Elementary concepts of calculus are used. Classical dynamics, rigid-body motion, harmonic motion, wave motion, acoustics, relativistic dynamics, thermodynamics.

Proposed Catalog Copy:

151Q. Physics for Engineers I

Either semester. Four credits. Three class periods and one 3-hour laboratory period.

Recommended preparation: [MATH 101](#) or the equivalent, also [PHYS 101](#) or secondary school physics; and [CE 211](#) or 213, as well as either [MATH 210](#) or [220](#), which may be taken concurrently. Not open for credit to students who have passed [PHYS 131](#) or [141](#). PHYS 151 may be taken for not more than 2 credits, with the permission of the instructor, by students who have received credit for [PHYS 121](#).

Basic facts and principles of physics. Elementary concepts of calculus are used. Classical dynamics, rigid-body motion, harmonic motion, wave motion, acoustics, relativistic dynamics, thermodynamics.

I. Current Catalog Copy

PHYS 256Q. Electronics

Second semester. Three credits. Two class periods and one 3-hour laboratory period.
Prerequisite: [MATH 101](#) or passed Q readiness test or passed a Q course. Recommended preparation: [PHYS 132](#) or [142](#) or [152](#), or consent of instructor.

The principles of devices and their applications to instrumentation in science and engineering. Rectification, filtering, regulation, input and output impedance, basic transistor circuits, operational amplifiers, preamplifiers for photodiodes and other transducers, logic gates, and digital circuits.

Proposed Catalog Copy:

PHYS 256Q. Electronics

Second semester. Three credits. Two class periods and one 3-hour laboratory period.
Recommended preparation: MATH 101 or the equivalent, also [PHYS 132](#) or [142](#) or [152](#), or consent of instructor.

The principles of devices and their applications to instrumentation in science and engineering. Rectification, filtering, regulation, input and output impedance, basic transistor circuits, operational amplifiers, preamplifiers for photodiodes and other transducers, logic gates, and digital circuits.

JUSTIFICATION

1. Reasons for changing this group of courses: Since the Q-readiness test is no longer being offered, the prerequisites for the low-level Q-courses need to be changed.
2. Effect on Department's Curriculum: none
3. Other Departments Consulted: Mathematics
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing, if different than current (otherwise list "same"): same
7. Dates approved by:
Department Curriculum Committee: 12-9-03
Department Faculty: 12-18-03
8. Name, Phone Number, and e-mail address of principal contact person(s):
George Rawitscher. 486-4377, rawitsch@uconnvm

2004-4

Proposal to offer a 298 "Special Topics" Course

1. Date of this proposal: 06 January 2004
2. Semester and year 298 will be offered: Spring 2004
3. Department: Marine Sciences
4. Title of course: Technology for Remote Sensing of the Coastal Zone
5. Number of Credits: 3
6. Instructor: Heidi Dierssen
7. Instructor's position: Assistant Professor-in-Residence (see **Appendix 2004-4** for credentials).
8. Has this topic been offered before? No
9. If so, how many times? (maximum = 3)
10. Short description:
This course will cover the general theory and application of remote sensing in the coastal zone. Students will gain a fundamental understanding of the types of datasets, the strengths and limitations of these datasets, and how to access, acquire, and manipulate imagery. Imagery from satellites (MODIS/SeaWiFS, Topex, Landsat, Hyperion, etc.), as well as imagery from aircraft (AVIRIS, PHILLS) will be discussed. Products will include temp., chlorophyll, winds, altimetry, and benthic characterization. Each student will develop a class project that will involve imagery obtained from their own study region.
11. Please attach a sample/draft syllabus to first-time proposals (see **Appendix 2004-4** for syllabus).
12. Comments, if comment is called for:
13. Dates approved by:
Department Curriculum Committee: Jan. 26, 2004
Department Faculty: Jan. 30, 2004
14. Name, Phone Number, and e-mail address of principal contact person:
Heidi Dierssen (860-405-9239) heidi.dierssen@uconn.edu
George McManus (860-405-9164) george.mcmanus@uconn.edu

2004-5

Proposal to Add a New Undergraduate Course

1. Date: **01/16/04**
2. Department requesting this course: **M&CL, French**
3. Semester and year in which course will be first offered: **Fall 2005**

Final catalog Listing:

FREN 1xy. Magicians, Witches, Wizards: Parallel Beliefs & Popular Culture In France

Either semester. Three credits. No Prerequisites.

The search for traces of a counter culture which grew out of pagan beliefs and remained latent despite the domination of Christianity from the Middle Ages to modern times. Tales of magic and witchcraft, as presented by texts and films. The evolution of exemplary figures like Merlin or Nostradamus.

Justification

Reasons for adding this course:

The course gives students access to areas of French culture that are not systematically covered by existing courses, which tend to focus on traditional and mainstream cultural productions; studying parallel cultures is also a means of exploring aspects of popular culture from a different point of view than that used in existing courses taught in French. Lastly, no course covering this material is offered in English.

Academic Merit:

The course favors a multimedia approach, using socio-historical and literary texts as well as films. All works will be presented in English. See **Appendix 2004-5** for syllabus list of topics and works.

3. Overlapping Courses: **None**

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

5. Number and Size of Section: **one section**

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

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

8. Staffing: **Anne Berthelot, Ed Benson**

9. Dates approved by:

Department Curriculum Committee: 1/24/04

Department Faculty: 1/24/04

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

Anne Berthelot,

486-3173

anne.berthelot@uconn.edu

2004-6

Proposal to Add a New Undergraduate Course

1. Date: **01/16/04**

2. Department requesting this course: **M&CL, French**

3. Semester and year in which course will be first offered: **Fall 2005**

Final catalog Listing:**French 1xz. Literatures and Cultures of the Postcolonial Francophone World.**

Three credits. Either semester. Open to sophomores. Conducted in English.

Evolution of literatures and cultures formerly under French colonial rule. Language, Identity, Religion, Art and Politics as they shape affect these societies' passage to cultural autonomy.

Justification**Reasons for adding this course:**

This course examines cultures once under French rule as they emerge from various forms of indenture to take their place in a global culture. It addresses the challenges of postcolonial

societies seeking to accede to a modernity that in many respects has been complicit with their former indenture. Women's roles are studied as pivotal figures for understanding a culture's self-representation, but also because of the critical part they have played in postcolonial cultural expression as guardians of a cultural legacy that often resisted appropriation. Students are exposed to the paradoxical elements involved in the passage to "nationhood" as well as to the acquisition of true cultural, rather than purely political, independence. They discover the varied ways by which indigenous traditions, whether linguistic, religious, social or artistic, become distorted under foreign rule, requiring an arduous and often painful reassessment of history. The course addresses the role of memory as it relates to forgotten histories, looking at its role in reshaping cultural identity and redefining the very concepts and values that were once used to silence it.

Academic Merit:

Students read a variety of short texts (stories, poetry, drama, essays) by representative postcolonial authors from various areas. They also watch selected films and documentaries concerning these regions, and are introduced to artisanal production of various kinds as well. All works will be presented in English. The students hone their writing skills in having to write three short papers, prepare one project, and take a final exam to complete the course.

Goals of the course:

Students are encouraged to recognize that in different cultures at different times, cultural forms, such as art or religion or poetry, have different values or functions, so that, for example, both sculpture and medicine may be intimately tied to religious practices in one culture, and writing may be considered "suspect" in one while oral discourse carries legitimacy in another. Students are encouraged to examine the logic behind received notions such as "civilized", "primitive" and to redefine what constitutes "progress," as well as considering different conceptions of knowledge and their authority in a given culture. Eventually students are led to understand the relativity of many of the beliefs they have assumed to be "universal," and to see the role that many other factors, such as material contingency or power relations play in determining cultural ideals.

3. Overlapping Courses: **None**

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

5. Number and Size of Section: **one section**

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

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

8. Staffing: **Lucy S. McNeece, Roger Célestin**

9. Dates approved by:

Department Curriculum Committee: 1/24/04

Department Faculty: 1/24/04

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

Lucy S. McNeece,

486-3315

Lucy.McNeece@uconn.edu

Proposal to Change an Existing Course

1. Date: November 18, 2003
2. Department: Modern and Classical Languages
3. Nature of Proposed Change: list this course as a course fulfilling current Gen Ed Requirement Group 4 (Arts)
4. Course title and Description: (from proposal 2003-24, approved by CLAS CC&C at its March 11, 2003 meeting)

GERM 284. German Cinema in Cross-Cultural Perspective.

Either Semester, three credits.

Cross-cultural comparison of film genres using examples from German film history and other cinematic traditions.

5. Proposed Catalog Copy: Add this course to the CLAS list on p. 50, 2003-04 undergraduate catalog, to read:

Literature and the Arts (Group 4)

Arts one course from:

ART 135

ARTH 137, 138, 141, 191, 285, ARTH 256/ANTH 252

DRAM 101, 110

FREN 171

GERM 171, 281, 284

MUSI 191, 193, 194

WS 104

6. Effective Date: immediately

Justification

1. Reasons for changing this course:

The course is very similar to Germ 281 which currently is already listed among the Group 4 (Arts) courses, except that this course is offered in English. Thus the same content matter is being made accessible to a larger audience.

2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see Note N): none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: MLC staff, no changes
7. Dates approved by (see Note Q):
Department Curriculum Committee:
Department Faculty:
8. Name, Phone Number, and e-mail address of principal contact person:
Friedeman Weidauer 6 1533 (weidauer@uconn.edu)

Roger Travis (roger.travis_jr@uconn.edu)

2004-8

CLAS Departmental Form for Proposed Changes Prior to Submitting Courses to GEOC

January 20, 2004

Sociology

Nature of Proposed Change: Open Sociology 236 to sophomores

Current Catalog copy:

SOCI 236. White Racism.

Either semester. Three credits.

The origin, nature, and consequences of white racism as a central and enduring social principle around which the United States and other modern societies are structured and evolve.

Proposed Catalog copy:

SOCI 236. White Racism.

Either semester. Three credits. Open to sophomores or higher.

The origin, nature, and consequences of white racism as a central and enduring social principle around which the United States and other modern societies are structured and evolve.

Justification

The department of sociology has voted to open this course up to sophomores as part of our proposing it as a general education Group IV course. Since students are expected to finish their GenEd courses by the end of their sophomore year, we wanted them to be able to take this course as a sophomore. The main instructor of this course, Noel Cazenave, agreed with this proposal and will teach this course as appropriate to sophomores.

Effects on Department's Curriculum. Minimal other than increasing demand for this course.

Effects on Departments Consulted. We are not aware of any other department that this proposed change would impact.

Effects on Other Departments. We are not aware of any other department that this proposed change would impact.

Effects on Regional Campuses. None that we know of, for this course is taught only at Storrs.

Staffing. Same.

Dates Approved by:

Department Curriculum Committee: November 19, 2003

Department Faculty: December 7, 2003

Contact person. Brad Wright, 486-3771, bradley.wright@uconn.edu

End of Proposals for Jan. 27, 2004