

Proposals

2004-75

Proposal to Change an existing Major

1. Date: August 16, 2004
2. Department requesting this change: **Sociology**
3. Title of Major: Sociology
4. Nature of Change: Overhaul of major requirements and their catalog description, done in response to external review of department
5. Existing catalog Description of the Major: Sociology

Sociology is an analytic discipline concerned with understanding people as creators of, and participants, in society. The field is broadly concerned with the study of modern society and its social organization, institutions, groups, and social roles. Sociologists study social influences on human behavior, such as sexuality, ethnic identity, and religious belief, and how individuals become members of families and communities. The field is also concerned with social problems, especially all forms of prejudice, discrimination, and inequality, and with poverty, crime, violence, and the threatened environment. Sociologists emphasize sources of social problems in the organization of society, public policies for their alleviation, and today's questions of social justice. Finally, they study how individuals, both alone and working in groups, can change the society in which they live.

A major in sociology opens many doors for careers and is excellent background for advanced training in a variety of other fields. Three courses are required of all majors: SOCI 205, 230, 270, and at least one course from each of the following groups:

- A) Organizations and Institutions (SOCI 247, 250, 260, 265, 269, 274, 280, or 288)
- B) Inequality, Diversity, and Change (SOCI 221, 222, 226, 227, 235, 236, 240, 242, 243, 249, 252, 258, 268, 282, or 290)

The remaining 9 credits of 200-level sociology courses, with the guidance of a faculty advisor, may be chosen either freely, including from among the courses listed in Groups A and B above, or one of five areas of sub-concentration: Social Science Background for Careers in Social Services (social work, health care, teaching, counseling); Background for Careers in Business, Management, Advertising, and Personnel; Background for Careers in Law and Public Policy; Background for Careers in Urban Affairs and Community Development.

A minor in Sociology is described in the "Minors" section.

6. Proposed catalog Description of the Major: (changes in **bold red**)

Sociology is an analytic discipline concerned with understanding people as creators of, and participants, in society. The field is broadly concerned with the study of modern society and its social organization, institutions, groups, and social roles. Sociologists study social influences on human behavior, such as sexuality, ethnic identity, and religious belief, and how individuals become members of families and communities. The field is also concerned with social problems, especially all forms of prejudice, discrimination, and inequality, and with poverty, crime, violence, and the threatened environment. Sociologists emphasize sources of social problems in the organization of society, public policies for their alleviation, and today's questions of social justice. Finally, they study how individuals, both alone and working in groups, can change the

society in which they live. **A major in sociology opens many doors for careers and is excellent background for advanced training in a variety of other fields.**

At least 24 credits of SOCI courses at the 200-level or above are required:

Three specific courses are required of all majors: SOCI 205, 207Q, and 270. (Note: Students must take SOCI 107, 115, or 125 prior to taking SOCI 205, 207Q, and 270.)

At least one course must be taken from the following group: Inequality, Diversity, and Change (SOCI 221, 222, 226, 227, 235, 236, 240, 242, 243, 245, 249, 252, 258, 268, 269, 282, or 290)

Twelve additional credits (usually four courses) must be taken from any 200-level (or greater) courses offered by the department, including those listed above.

A minor in Sociology is described in the "Minors" section.

7. Effective Date: asap

Justification

1. Why is a change required? The impetus for these changes is an external review conducted of the department two years ago. This review highlighted a number of ways that our decades-old requirements had fallen behind the times and did not adequately prepare our majors for either graduate school or the work world. The specific changes that we make include:
 - A) "A major in sociology opens... other fields." Moving this sentence to the previous paragraph clarifies its meaning, and it allows for the stand-alone description of course requirements. This increases clarity of presentation.
 - B) "At least 24 credits of SOCI courses at the 200-level or above are required:." This sentence gives an overview of the amount of class credits required for the major. This is useful for students when comparing our major with others.
 - C) "Specific." Adding this word clarifies these requirements. Without it, students might initially think that only three courses are required of majors.
 - D) "SOCI 207Q." Adding a statistical requirement offers our majors the training they need to enter into sociology graduate school or take jobs involving some research, both of which require a background in social statistics. Most other sociology departments require social statistics for their majors, and the external reviewers strongly recommended that we make this change.
 - E) Deletion of SOCI 230. This change is linked with #G below, and it reflects a larger change within the field of sociology. The micro-macro distinction used to be fundamental in sociology, and so the department, at that time, required both a micro-level course (SOCI 230) and a macro-level course (Organizations and Institutions group courses). The micro-macro distinction is now widely seen as counterproductive given how many studies incorporate both levels of analysis. As such, we propose dropping both the micro-level requirement here and the macro-level requirement as well. Very few other sociology departments require these courses of their majors, and the external reviewers recommended dropping them.
 - F) "Note: Students must take SOCI 107, 115, or 125 prior to taking SOCI 205, 207Q, and 270." The department currently requires taking SOCI 107, Introduction to Sociology, before taking required courses. We broaden this to include SOCI 115, Social Problems, and SOCI 125, Race, Class, and Gender, as well. We add these two additional 100-level courses because they cover much the same material as SOCI 107, and they are suitable preparation for the major. Also, adding these two additional courses makes it easier to staff the 100-level prerequisites for the major which in turn makes these classes more available for potential majors.
 - G) Deletion of Organizations and Institutions group requirement. This change is linked with #E above, and it reflects a larger change within the field of sociology. The micro-macro distinction

used to be fundamental in sociology, and so the department, at that time, required both a micro-level course (SOC 230) and a macro-level course (Organizations and Institutions group courses). The micro-macro distinction is now widely seen as counterproductive given how many studies incorporate both levels of analysis. As such, we propose dropping both the macro-level requirement here and the micro-level requirement as well.

- H) "245" and "269". These two courses had previously been listed in the Organizations and Institutions group requirement, but they also fit squarely into the Inequality, Diversity, and Change requirement as well, and so they have been added here. Soci 245, Sociology of Sexualities, examines sexualities in society from the lens of gender, race, and class. Soci 269, Political Sociology, examines inequality in the state in terms of political and social power.
- I) ") ". The current catalog description of sociology leaves out the end parenthesis here.
- J) "Twelve additional credits ... those listed above." This sentence spells out the remaining course requirements for sociology majors.
- K) Delete description of electives in the current catalog. The current catalog makes a rather long-winded reference to sub-concentrations of sociology courses that could be taken, such as those regarding social services, business, law, and urban affairs. Our experience has shown that including these sub-concentrations here confuses students as they think that they are part of the requirements for the major. As such, we now discuss these concentrations in the Handbook for Sociology Majors, but we delete mention of it here.

2. What is the impact on students?

The changes proposed above increase the rigor, flexibility, and overall quality of the sociology major for our majors. · Students must now take a "Q" course in sociology--Sociology 207Q, which will train them in thinking about statistics in the social world. This is solid preparation for both the work world and graduate school. · Students will have more flexibility in pursuing their interests within sociology. Under the current system, students have only three 200-level courses as electives. They will now have four, allowing them to specialize more in a concentration area should they desire · The catalog description is now more accessible and clear, which should make the major requirements easier to know and thus meet. · Students will have two more 100-level courses to use as a prerequisite for SOC 205, 207Q, and 270. This change enables them to pick the

100-level course that most meets their interests, and the increased accessibility of these courses allow students to take one even earlier in their college career. · Students will have two more 200-level courses with which to meet the department inequality, diversity, and change requirement. SOC 245 and 269 are offered frequently and are popular with students.

3. What is the impact on regional campuses? · These changes make it easier for regional campuses to offer and support the sociology major, for they no longer have to staff SOC 230 or the Organization and Institution requirement classes as frequently. They also have more flexibility in which 100-level classes they offer as precursors for major requirements. · Regional campuses must now offer SOC 207Q on a regular basis. The sociology faculty member at Hartford is equipped to do so, and last year we hired a faculty member for Stamford who has a strong quantitative background with the expectation that he would teach SOC 207Q there and perhaps at other regional campuses.

4. Dates approved by :

Department Curriculum Committee: March 17, 2004

Department Faculty: March 24, 2004

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

Bradley Wright, 6-3771, bradley.wright@uconn.edu

2004-76

Proposal to Change an Existing Course

1. Date: August 16, 2004
2. Department: Sociology
3. Nature of Proposed Change: Broaden prerequisites for SOCI 205
4. Current Catalog Copy:

SOCI 205. Methods of Social Research.

Either semester. Three credits. Prerequisite: SOCI 107. *Ratcliffe, Wallace, Weakliem, Wright*
Quantitative and qualitative methods used in sociological research: designs for gathering data, problems of measurement, and techniques of data analysis. Lectures and laboratory work. Majors in sociology should take this required course in their junior year.

5. Proposed Catalog Copy: (Changes in red)

SOCI 205. Methods of Social Research.

Either semester. Three credits. Prerequisite: SOCI 107, **SOCI 115, or SOCI 125**. *Ratcliffe, Wallace, Weakliem, Wright*

Quantitative and qualitative methods used in sociological research: designs for gathering data, problems of measurement, and techniques of data analysis. Lectures and laboratory work. Majors in sociology should take this required course in their junior year.

6. Effective Date (semester, year -- see Note R): asap

Justification

1. Reasons for changing this course:

The department currently requires taking SOCI 107, Introduction to Sociology, before taking SOCI 205, a required courses. We broaden these 100--level prerequisites to include SOCI 115, Social Problems, and SOCI 125, Race, Class, and Gender, as well. We add these two addition 100-level courses because they cover much the same material as SOCI 107, and they are suitable preparation for the major.

2. Effect on Department's Curriculum: None, for we already offer SOCI 107, 115, and 125 on a regular basis.
3. Other Departments Consulted (see Note N): None needed.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: This change gives regional campuses more flexibility in which 100-level classes they offer as a precursor for major requirements.
6. Staffing: Adding these two additional courses makes it easier to staff the 100-level prerequisites for the major which in turn makes these classes more available for potential majors.
7. Dates approved by (see Note Q):

Department Curriculum Committee: March 17, 2004

Department Faculty: March 24, 2004

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

Bradley Wright, 6-3771, bradley.wright@uconn.edu

2004-77

Proposal to Change an Existing Course

1. Date: August 16, 2004
2. Department: Sociology

3. Nature of Proposed Change: Broaden prerequisites for SOCI 270 and 270W

4. Current Catalog Copy:

SOCI 270. Social Theory.

Either Semester. Three credits. Prerequisite: SOCI 107. *Tuchman.*

Social theory for advanced undergraduates.

SOCI 270W. Social Theory.

Prerequisite: SOCI 107; ENGL 110 or 111 or 250.

5. Proposed Catalog Copy: (Changes in red)

(see information in the "add a course" form if you have any questions regarding specific items.)

SOCI 270. Social Theory.

Either Semester. Three credits. Prerequisite: SOCI 107, **115, or 125.** *Tuchman.*

Social theory for advanced undergraduates.

SOCI 270W. Social Theory.

Prerequisite: SOCI 107, **115, or 125;** ENGL 110 or 111 or 250.

6. Effective Date: asap

Justification

1. Reasons for changing this course:

The department currently requires taking SOCI 107, Introduction to Sociology, before taking SOCI 270, a required courses. We broaden the 100--level prerequisites to include SOCI 115, Social Problems, and SOCI 125, Race, Class, and Gender, as well. We add these two addition 100-level courses because they cover much the same material as SOCI 107, and they are suitable preparation for the major.

2. Effect on Department's Curriculum: None, for we already offer SOCI 107, 115, and 125 on a regular basis.

3. Other Departments Consulted (see Note N): None needed.

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: This change gives regional campuses more flexibility in which 100-level classes they offer as a precursor for major requirements.

6. Staffing: Adding these two additional courses makes it easier to staff the 100-level prerequisites for the major which in turn makes these classes more available for potential majors.

7. Dates approved by (see Note Q):

Department Curriculum Committee: March 17, 2004

Department Faculty: March 24, 2004

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

Bradley Wright, 6-3771, bradley.wright@uconn.edu

2004-78

Proposal to Change an Existing Course

1. Date: August 16, 2004

2. Department: Sociology

3. Nature of Proposed Change: Broaden prerequisites for SOCI 207Q

4. Current Catalog Copy:

SOCI 207V. Quantitative Methods in Social Research.

Either semester. Three credits. Prerequisite: SOCI 205 **or instructor consent;** and STAT 100 or 110. *Bernstein, Wallace, Weakliem.*

5. Proposed Catalog Copy: (Changes in red)

SOCI 207Q. Quantitative Methods in Social Research.

Either semester. Three credits. Prerequisite: SOCI 205 and either STAT 100 or 110. **Otherwise, need instructor consent.** *Bernstein, Wallace, Weakliem.*

6. Effective Date: asap

Justification

1. Reasons for changing this course:

We have submitted an application with GEOC to convert SOCI 207V to SOCI 207Q. As part of that change, we wanted to modify its prerequisites slightly. Namely, we want to allow the instructor to give consent to those students who have not had either SOCI 205 or STAT 100/110. Our reasoning is that some students come to sociology with a strong methodological and statistical background but who have not yet taken any of these three courses. We see no reason to make them turn around and take them in a remedial fashion. Presumably most all students will meet these prerequisites, but for the occasional student who does not need them, we want to give the instructor the option of waiving them.

2. Effect on Department's Curriculum: None. We already offer SOCI 205 on a regular basis.

3. Other Departments Consulted (see Note N): None. STAT 100 and 110 are offered as general education courses, hence our use of them as requirements.

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: This change gives regional campuses slightly more flexibility in terms of who they admit into the SOCI 207Q course.

6. Staffing: No effect.

7. Dates approved by (see Note Q):

Department Curriculum Committee: March 17, 2004

Department Faculty: March 24, 2004

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

Bradley Wright, 6-3771, bradley.wright@uconn.edu

2004-79

Proposal to Change an Existing Course

1. Date: August 16, 2004

2. Department: Sociology

3. Nature of Proposed Change: Delete prerequisite for SOCI 260 and 260W

4. Current Catalog Copy: (Changes in red)

SOCI 260. Social Organization.

Either semester. Three credits. **Prerequisite: SOCI 107.** *Villemez, Wallace, Weakliem*

Social organization and structure in modern society. Sociology majors should take this required course in their junior year.

SOCI 260W.

Prerequisite: SOCI 107; ENGL 105 or 110 or 111 or 250.

5. Proposed Catalog Copy:

SOCI 260. Social Organization.

Either semester. Three credits. *Villemez, Wallace, Weakliem*

Social organization and structure in modern society.

SOCI 260W.

Prerequisite: ENGL 105 or 110 or 111 or 250.

6. Effective Date (semester, year -- see Note R): asap

Justification

Reasons for changing this course:

The department proposes to no longer require SOCI 260/260W of all its majors, and this requirement was the impetus for requiring SOCI 107. As such, there is no longer any need to require SOCI 107, and the class is taught in a manner accessible to students who have not had introductory sociology. Also, there is no longer any reason for students to take this class in their junior year.

2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): None needed.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: This change allows regional campuses more flexibility in accepting students for SOCI 260/260W.
6. Staffing: None.
7. Dates approved by (see Note Q):
Department Curriculum Committee: March 17, 2004
Department Faculty: March 24, 2004
8. Name, Phone Number, and e-mail address of principal contact person:
Bradley Wright, 6-3771, bradley.wright@uconn.edu

2004-80

Proposal to Change an Existing Course

1. Date: August 16, 2004
2. Department: Sociology
3. Nature of Proposed Change: Delete prerequisite for SOCI 230 and 230W
4. Current Catalog Copy: (Changes in red)

SOCI 230. Society and the Individual

Either semester. Three credits. **Prerequisite: SOCI 107.** *Dashefsky, Eisenhandler, Wright*
Modern social systems and the behavior, psychological organization, and development of individuals.

SOCI 230W. Society and the Individual

Prerequisite: **SOCI 107**; ENGL 105 or 110 or 111 or 250.

5. Proposed Catalog Copy:

SOCI 230. Society and the Individual

Either semester. Three credits. *Dashefsky, Eisenhandler, Wright*
Modern social systems and the behavior, psychological organization, and development of individuals.

SOCI 230W. Society and the Individual

Prerequisite: ENGL 105 or 110 or 111 or 250.

6. Effective Date: asap

Justification

1. Reasons for changing this course: The department proposes to no longer require SOCI 230/230W of all its majors, and this requirement was the impetus for requiring SOCI 107. As such, there is no longer any need to require SOCI 107, and the class is taught in a manner accessible to students who have not had introductory sociology.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): None needed.

4. Effects on Other Departments: None.
 5. Effects on Regional Campuses: This change allows regional campuses more flexibility in accepting students for SOCI 230/230W.
 6. Staffing: None.
 7. Dates approved by (see Note Q):
Department Curriculum Committee: March 17, 2004
Department Faculty: March 24, 2004
 8. Name, Phone Number, and e-mail address of principal contact person:
Bradley Wright, 6-3771, bradley.wright@uconn.edu
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2004-81

Proposal to Add a New Undergraduate Course

1. Date: August 16, 2004
2. Department requesting this course: Sociology
3. Semester and year in which course will be first offered: Fall, 2005

Final catalog Listing (see Note A):

SOCI 133. Society in Global Perspective.

Either semester. Three credits. *Abrahamson, Purkayastha*

An examination of the economic, political, social and cultural processes involved in the increasingly strong ties among cities and nations of the world. Specific topics include globalization and: the world economy, the autonomy of nation-states, the role of the media, and the social and environmental problems of societies in a world context.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SOCI
2. Course Number (see Note B): 133
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? Yes No
3. Course Title: SOCIETY IN GLOBAL PERSPECTIVE
4. Semester offered (see Note C): Either semester
5. Number of Credits (see Note D): Three credits
6. Course description (second paragraph of catalog entry -- see Note K): An examination of the economic, political, social and cultural processes involved in the increasingly strong ties among cities and nations of the world. Specific topics include globalization and: the world economy, the autonomy of nation-states, the role of the media, and the social and environmental problems of societies in a world context.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Not applicable
8. Prerequisites, if applicable (see Note F): None
9. Recommended Preparation, if applicable (see Note G): None
10. Consent of Instructor, if applicable (see Note T): Not applicable
11. Exclusions, if applicable (see Note H): Not applicable
12. Repetition for credit, if applicable (see Note I): No
13. Instructor(s) names if they will appear in catalog copy (see Note J):
Mark Abrahamson, Bandana Purkayastha
14. Open to Sophomores (see Note U): No

15. Skill Codes "W", "Q", or "C" (see Note T): None

16. S/U grading (see Note W): No

Justification

1. Reasons for adding this course: An increasing amount of research in sociology is examining various aspects of globalization. This course will bring together the results of these studies, and make them accessible to students. Because our students will live and work in a more globalized world than their parents, it will be very helpful to them to have a survey of the pertinent literature to begin to prepare them for that world.

2. Academic Merit (see Note L): A number of books have recently been published that can be effectively used as textbooks in the course. A few examples include:

F. Lechner & J. Boli, *The Globalization Reader* (Blackwell, 2003).

G. Ritzer, *The Globalization of Nothing* (Pine Forge, 2003).

L. Schneider and A. Silverman, *Global Sociology* (McGraw-Hill, 2003).

J. Short & R. Grant, *Globalization at the Margins*. (Syracuse Univ. Press, 2002).

There are, in short, ample materials to support a conventional lecture-discussion course.

3. Overlapping Courses (see Note M): Among 100 level courses in Sociology, both Social Problems (115) and Race, Class and Gender (125) devote some attention to globalization and its impact; but we estimate the overlap at less than 20%.

4. Number of Students Expected: Will depend upon staffing; between 30 and 80 per section. (See following item.)

5. Number and Size of Section: One section per semester, if staffing permits, alternating large sections (approximately 80 students) and small sections (approximately 35 students).

6. Effects on Other Departments (see Note N): No social science department currently offers a 100 level course which has a focus upon globalization.

7. Effects on Regional Campuses: None. (However, we anticipate this to be a course that most regional campuses would be able to offer.)

8. Staffing (see Note P): Two faculty members (Abrahamson and Purkayastha) have expressed interest in teaching this course as have several graduate student instructors.

9. Dates approved by (see Note Q):

Department Curriculum Committee: March 17, 2004

Department Faculty: March 24, 2004

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

Brad Wright, 6-3771, bradley.wright@uconn.edu

2004-82

Proposal to Add a New Graduate Course

1. Date: August 15, 2004

2. Department requesting this course: Mathematics

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

Final catalog Listing:

MATH 390. Graduate Field Study Internship

Participation in internship and paper describing experiences.

1-3 credits, Practicum. Instructor consent required.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: MATH

2. Course Number (see Note B): 390

If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes

3. Course Title: Graduate Field Study Internship

4. Course description (if appropriate -- see Note K): Participation in internship and paper describing experiences.

5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 1-3

6. Course type (choose from the following as appropriate –
__Lecture; __ Laboratory; __ Seminar; X Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): none

8. Recommended Preparation, if applicable (see Note G): none

9. Consent of Instructor, if applicable (see Note T): Instructor's consent required.

10. Exclusions, if applicable (see Note H): Students from other departments need instructor's permission to enroll.

11. Repetition for credit, if applicable (see Note I): N/A

12. S/U grading, if applicable (see Note X): N/A

Justification

1. Reasons for adding this course: (see Note L)

This course has been taught for six years as a MATH 300 independent study in order to encourage real-world experiences for graduate students. Final paper grooms communication skills, in particular technical writing.

2. Academic Merit (see Note L): Students will participate in an internship approved by the instructor and write a paper

describing their experiences. The typical internship involves three months experience applying mathematics learned

in the classroom. The final paper grooms communication skills, in particular technical writing.

3. Overlapping Courses (see Note M): none

4. Number of Students Expected: 6-12 each fall

5. Number and Size of Section: 1 section, 6-12 students

6. Effects on Other Departments (see Note N): none

7. Staffing: Will be handled by current faculty, working in teams.

8. Dates approved by (see Note Q):

Department Curriculum Committee: (Graduate Program Comm.) April 21, 2004

Department Faculty: April 27, 2004

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

C. Vinsonhaler, 860-486-3944, Vinsonhaler@math.uconn.edu.

2004-83

Proposal to Add a New Graduate Course

1. Date: August 15, 2004

2. Department requesting this course: Mathematics

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

Final catalog Listing (see Note A):

MATH 3xx. Mathematical Pedagogy

The theory and practice of teaching mathematics at the college level. Basic skills, grading methods, cooperative learning, active learning, use of technology, classroom problems, history of learning theory, reflective practice.

1 credit, Seminar. Open to graduate students in Mathematics, others with consent of instructor. May not be used to satisfy degree requirements

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: MATH
2. Course Number (see Note B): 3xx
3. Course Title: Mathematical Pedagogy
4. Course description (if appropriate -- see Note K): The theory and practice of teaching mathematics at the college level. Basic skills, grading methods, cooperative learning, active learning, use of technology, classroom problems, history of learning theory, reflective practice.
5. Number of Credits: 1
6. Course type (choose from the following as appropriate.
__ Lecture; __ Laboratory; X Seminar; __ Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): none
8. Recommended Preparation, if applicable (see Note G): none
9. Consent of Instructor, if applicable (see Note T): N/A
10. Exclusions, if applicable (see Note H): Students from other departments need instructor's permission to enroll.
11. Repetition for credit, if applicable (see Note I): no repetition
12. S/U grading, if applicable (see Note X): N/A

Justification

1. Reasons for adding this course: (see Note L)

This course has been taught for six years as a MATH 300 independent study in order to promote better teaching by TA's. Surveys and classroom observations (including Catherine Ross of ITL) have shown positive benefits from the classroom readings and activities, and particularly from the videotaping. Students will be expected to keep a journal, participate in a videotaping exercise, and engage in designed activities.

See web page: <http://www.math.uconn.edu/~vinsonhaler/Pedagogy/>

2. Academic Merit (see Note L): Assigned readings include research articles on learning theory and the use of technology.
3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 20-25 each fall
5. Number and Size of Section: 1 section, 20-25 students
6. Effects on Other Departments (see Note N): space permitting, students from other departments (e.g. Statistics) will be allowed to take the class.
7. Staffing (see Note P): Will be handled by current faculty, working in teams.
8. Dates approved by (see Note Q):

Department Curriculum Committee: (Graduate Program Comm.) April 21, 2004

Department Faculty: April 27, 2004

9. Name, Phone Number, and e-mail address of principal contact person: C. Vinsonhaler, 860-486-3944, Vinsonhaler@math.uconn.edu.
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2004-84

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

1. August 31, 2004
2. Philosophy Department
3. Add PHIL 105W to increase our W offerings.

CURRENT CATALOG COPY

PHIL 105. Philosophy and Religion

Either semester. Three credits. No student may receive more than 6 credits for [PHIL 101](#), [102](#), [103](#), [104](#), 105, [106](#).

Topics may include proofs of the existence of God, the relation of religious discourse to other types of discourse, and the nature of religious commitment.

PROPOSED CATALOG COPY

PHIL 105. Philosophy and Religion

Either semester. Three credits. No student may receive more than 6 credits for [PHIL 101](#), [102](#), [103](#), [104](#), 105, [106](#).

Topics may include proofs of the existence of God, the relation of religious discourse to other types of discourse, and the nature of religious commitment.

PHIL 105W. Philosophy and Religion

JUSTIFICATION

1. The department is undertaking to offer more W courses. This is a W version of an existing course. The goal of the course is to introduce students to the various phenomena of religious expression and to enable them to interpret these competently and make some critical judgments as to their validity and truth. The objective is to encourage the students to become more self-conscious regarding their approach to complex religious and moral perspectives and more able to engage these in knowledgeable and intellectually responsible ways.

The best way to understand and appreciate a philosophical position is to engage with it. It is important for students not only to read the theories of great philosophers and religious thinkers, but also to try to argue against those theories and to try to defend the theories against objections. Thus essays and papers in which the students work through a debate on an issue are essential to any philosophy course, including the 'W' courses.

Specific Criteria W course:

(1) The writing assignments will be designed to require the student to analyze carefully the arguments, assumptions and implications of the authors of the texts assigned. Two 8 page papers will be required; their grades will determine a substantial part of the final grade; failure to complete the written work satisfactorily will result in a grade of F for the entire course.

(2) Instruction will be offered in the class room on the means by which arguments should be developed and organized, as well as the overall techniques of effective presentation. Formal comments will be made of the initial drafts and revisions will be required. Where appropriate and desirable, individual conferences will be available.

(3) Each student will be required to submit an initial draft of his paper, which the student must then revise to meet the comments of the reader and demonstrate awareness of the principles at stake.

There will be no mixing of PHIL 105W and the regular PHIL 105.

2. Effect on Department's Curriculum: None. PHIL 105 is an established course, so 105W can be offered in its place on occasion.
3. Other departments consulted: N/A

4. Effects on Other Departments: N/A
 5. Effects on Regional Campuses: None. We don't have anyone at a regional campus to teach the course.
 6. Staffing: Luyster
 7. Date approved by Departmental Curriculum Committee: 11-17-03
Date approved by Department Faculty: 11-17-03
 8. Contact Person: Donald Baxter, 6-4419, donald.baxter@uconn.edu
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2004-85

Proposal to Change a group of existing courses

1. Date: August 31, 2004
2. Department: Philosophy
3. Nature of Proposed Change:

i) Add PHIL 107 to the clause that currently reads "No student may receive more than 6 credits for PHIL 101, 102, 103, 104, 105, 106" for several introductory courses, including PHIL 101, 102, 103, 104, 105, 106, 107.

ii) Add PHIL 107 to the pre-requisite that currently reads "Prerequisite: At least one of PHIL 101, 102, 103, 104, 105, 106" for several 200 level courses including PHIL 200, 205, 210, 210W, 211, 211V, 212, 212W, 213, 215, 215W, 216, 216W, 217, 217W, 218, 221, 221W, 222, 222W, 224, 224W, 226, 228, 231, 261, 261W, 263.

4. Current and Proposed Catalog Copy (changes in **red**):

i) add PHIL 107 to list of "No student may receive more than 6 credits for PHIL 101, 102, 103, 104, 105, 106."

EXAMPLE of current copy:

101. Problems of Philosophy

Either semester. Three credits. No student may receive more than 6 credits for PHIL 101, 102, 103, 104, 105, 106.

Topics may include skepticism, proofs of God, knowledge of the external world, induction, free-will, the problem of evil, miracles, liberty and equality.

EXAMPLE of proposed copy:

101. Problems of Philosophy

Either semester. Three credits. No student may receive more than 6 credits for PHIL 101, 102, 103, 104, 105, 106, **107**.

Topics may include skepticism, proofs of God, knowledge of the external world, induction, free-will, the problem of evil, miracles, liberty and equality.

The same change is proposed for: PHIL 101, 102, 103, 104, 105, 106, 107

ii) add 107 to list of "Prerequisite: At least one of PHIL 101, 102, 103, 104, 105, 106"

EXAMPLE of current copy:

200. Philosophical Issues in Contemporary Life

Either semester. Three credits. Prerequisite: At least one of PHIL 101, 102, 103, 104, 105, 106.

May be repeated with a change in topic for a maximum of six credits.

Philosophical dimensions of problems in contemporary life. Topics vary by semester.

EXAMPLE of proposed copy:

200. Philosophical Issues in Contemporary Life

Either semester. Three credits. Prerequisite: At least one of PHIL 101, 102, 103, 104, 105,

106, **107**. May be repeated with a change in topic for a maximum of six credits.

Philosophical dimensions of problems in contemporary life. Topics vary by semester.

The same change is proposed for: PHIL 200, 205, 210, 210W, 211, 211V, 212, 212W, 213, 215, 215W, 216, 216W, 217, 217W, 218, 221, 221W, 222, 222W, 224, 224W, 226, 228, 231, 261, 261W, 263

6. Effective Date : immediately

Justification

1. Reasons for changing this course:

In response to the new general education requirements, the Philosophy Department took one version of PHIL 104 "Philosophy and Social Ethics" that has often been taught in the past and made it a separate and additional course, PHIL 107 "Philosophy and Gender." Now both 104 and 107 need to appear in the above-mentioned parts of course descriptions wherever just 104 appeared in the past.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted : n/a

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: as before

7. Dates approved by

Department Curriculum Committee: 4/26/04

Department Faculty: 4/27/04

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

Donald Baxter, 486-4419, baxter@uconn.edu

2004-86

Proposal to Add a New Undergraduate Course

1. Date: July 27, 2004
2. Department requesting this course: Modern and Classical Languages
3. Semester and year in which course will be first offered: Spring 2005

Final catalog Listing:

GERM 258. Germans in Africa, Blacks in German-Speaking Countries. Colonial and Postcolonial Perspectives

Either semester. Three credits. Conducted in English. No Prerequisite. Open to sophomores or higher.

Interdisciplinary study of former German colonialism in Africa and Blacks in German-speaking societies, past and present. Construction of intercultural and interracial power and dialog in historical perspective. Diversity of black and white experiences and perspectives across class, racial-ethnic groups, gender, cultures, religions, and national borders. Discussion of selected literary and non-fictional readings, films, other visual images, and recordings.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): GERM
 2. Course Number (see Note B): 258
- If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? X Yes No
3. Course Title: Germans in Africa, Blacks in German-Speaking Countries. Colonial and Postcolonial Perspectives
 4. Semester offered (see Note C): Either
 5. Number of Credits (see Note D): three
 6. Course description (second paragraph of catalog entry -- see Note K): Interdisciplinary study of former German colonialism in Africa and Blacks in German-speaking societies, past and present. Construction of intercultural and interracial power and dialog in historical perspective. Diversity of black and white experiences and perspectives across class, racial-ethnic groups, gender, cultures, religions, and national borders. Discussion of selected literary and non-fictional readings, films, other visual images, and recordings.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): none
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): Yes
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: The German Studies program seeks to continuously expand its curriculum to include current scholarship in the literary and cultural studies of the German-

speaking countries. After a century of relative silence on the subjects of Black Germany and Germany's colonial past, these topics have recently been much debated in scholarship and the media. This course will focus on diverse cultural perspectives by and the uneven power relations between Africans/Blacks and white Germans, (a) during German colonial rule 1884-1918 and its aftermath in Togo, Cameroon, Southwest Africa (Namibia), and East Africa (Tanzania), and (b) in German-speaking societies, past and present.

This 200-level, English-taught German course is designed to satisfy the new General Education Requirements Group IV (Diversity/Multiculturalism) and Group I (Humanities/Arts). The course proposal has been awarded a Provost's General Education Course Development Grant because the course incorporates interdisciplinary perspectives (humanities, fine arts, social sciences), addresses important social, ethical, economic, political, and cultural issues such as racism, discrimination, cultural identity, intercultural power relations, cross-cultural dialog, and promotes historical and critical thinking, life-long learning, and an appreciation for traditions, values, cultural expressions, and perspectives of cultures other than students' own. In this course, students discuss the representations of historical events and economic, political and social developments in literature, culture, and art from a variety of cultural and disciplinary perspectives. It will therefore be of interest and service (GER) to students from a variety of disciplines. As an *optional* feature, a *separate* but closely linked one-hour/one-credit German-language discussion section (with separate credit and course number) will be offered to those students of GERM 258 who have a background in German and wish to apply their German skills to this course's subject matter by reading and discussing original German sources (poetry, letters, passages from novels and memoirs, historical and legal documents, newspaper articles, statistics, etc). Finally, this course may serve as a preparatory course for students intending to take a study abroad field-trip to Namibia during UConn's May/June summer session (under discussion with Study Abroad).

2. Academic Merit: In this General Education course, students acquire the tools for and practice in critically analyzing literary works, non-fictional texts, and visual representations against the backdrop of underlying cultural perspectives and historical (political, economic, social) contexts. Learning simultaneously about the dynamics of interracial and intercultural relations, they are inspired to reflect on issues of multiculturalism and diversity, expand their knowledge about the world, and draw comparisons to experiences and developments in their own lives, times, countries, and racial, gender, ethnic, cultural, and religious affiliations. They become aware of their own cultural and historical make-up and conscious of the diversity of human experience. Guest speakers from a variety of backgrounds will provide multicultural and interdisciplinary perspectives.
3. Overlapping Courses: none
4. Number of Students Expected: 25-40
5. Number and Size of Section: one section, 25-40 students
6. Effects on Other Departments: none
7. Effects on Regional Campuses: none
8. Staffing (see Note P): available
9. Dates approved by (see Note Q):
Department Curriculum Committee: 8/20/04
Department Faculty: 8/20/04
10. Name, Phone Number, and e-mail address of principal contact person:

2004-87

Proposal to Change an existing Major

1. Date: August 30, 2004
2. Department requesting this change: MCB
3. Title of Major: Biophysics
4. Nature of Change: Change name to “Structural Biology and Biophysics”
5. Existing catalog Description of the Major:

Biophysics

This B.S. program emphasizes the physical and chemical foundations of molecular biology. A total of 36 credits at the 200-level or above from the following courses are required for the major.

Required Courses

General Chemistry: CHEM 127 and 128 OR CHEM 129 and 130 OR CHEM 124, 125 and 126

Calculus: MATH 115 and 116 OR MATH 112, 113, and 114

Multivariable Calculus: MATH 210

Elementary Differential Equations: MATH 211 OR Applied Linear Algebra: MATH 227

General Physics with Calculus: PHYS 131 and 132 OR PHYS 141 and 142 OR PHYS 121, 122 and 123

Organic Chemistry: CHEM 243 and 244

Physical Chemistry: CHEM 263 and 264

Physical Chemistry Laboratory: CHEM 265 OR Organic Chemistry Laboratory: CHEM 245

Biochemistry: MCB 204

Techniques of Biophysical Chemistry: MCB 208 OR

Techniques in Structural Biology: MCB 338 OR

Special Topics: MCB 298 (with Biophysics Program approval)

Structure and Function of Biological Macromolecules: MCB 209

Recommended Courses

Senior Research Thesis in Molecular and Cell Biology: MCB 292W

Independent Study: MCB 299

Advanced Biochemistry Laboratory: MCB 226W

Introduction to Molecular Evolution and Bioinformatics: MCB 221

Protein Folding: MCB 335

Cell Biology: MCB 201, MCB 210

Genetics: MCB 200, 212, 213, 215

Microbiology: MCB 217, 229, 235

Quantitative Analytical Chemistry: CHEM 232

Introduction to Quantum Chemistry: CHEM 251

Introduction to Numerical Computation: CSE 110C

Introduction to Computing: CSE 123C
Fundamentals of Computation: CSE 130C
Linear Algebra: MATH 215

6. Proposed catalog Description of the Major: No change other than title:

Structural Biology and Biophysics

7. Effective Date (semester, year -- see Note R): Spring, 2005

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

Justification

1. Why is a change required?

Analysis of the three dimensional structure of biological macromolecules is a rapidly growing area of biophysics and is commonly referred to as "Structural Biology". In recognition of this expanding role of structural studies, "Annual Review of Biophysics" has been renamed "Annual Review of Biophysics and Biomolecular Structure." Likewise, the name of the undergraduate biophysics major at the University of Connecticut should reflect the importance of macromolecular structure in biophysics. The name change will also allow better integration of the undergraduate biophysics curriculum with the Structural Biology Initiative currently underway to form an interactive research and training environment across several departments within the Storrs campus and the Health Center. The biophysics major already incorporates several courses with a structural biology emphasis (Techniques in Structural Biology, Structure and Function of Biological Macromolecules, Protein Folding) and several other courses provide training for advanced studies in structural biology (Biochemistry, Advanced Biochemistry Laboratory, General Physics with Calculus, Physical Chemistry).

2. What is the impact on students?

The name change should result in enhanced visibility and appeal to undergraduates.

3. What is the impact on regional campuses?

None.

4. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty: April 27, 2004.

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

James Cole

486-4333

james.cole@uconn.edu

2004-88

Proposal to Change an existing Major

1. Date: August 30, 2004

2. Department requesting this change: **Environmental Science** (interdepartmental major); Eric Schultz, Ecology and Evolutionary Biology, co-director

3. Title of Major: **Environmental Science**

4. Nature of Change: **Major revision of core curriculum**

5. Existing catalog Description of the Major:

Environmental Science

The major in Environmental Science is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental science and related fields.

Environmental Science majors must pass the following core requirements:

A. 100's Level Course Work (49-52 credits)

BIOL 107, 108 or 110, CHEM 127, 128 ECON 112 or ARE 150, GEOL 102, MARN 170, MATH 112, 113, 114 or 115, 116, PHYS 121, 122, 123 or 131, 132, STAT 100, or 110 or 220

B. 200's Level Course Work (30-31 credits)

Environmental Policy and Law

Select one course from:

ARE 234(W) - Environmental and Resource Policy NRME 240 - Environmental Law

Environmental Economics

ARE 235 - Environmental and Resource Economics

Atmospheric Science

Select one course from:

NRME 241 - Meteorology NRME 271 - Environmental Meteorology

Terrestrial Systems

Select one course from:

GEOL 251 - Earth Surface Processes PLSC 250 - Soils

Hydrosphere Dynamics

Select one course from:

EEB 247 - Limnology GEOL 234 - Introduction to Ground Water Hydrology MARN 220Q -

Environmental Reaction and Transport MARN 270 - Descriptive Physical Oceanography

NRME 211 - Watershed Hydrology

Ecological Interactions

EEB 244(W) - General Ecology

Human Impact

GEOG 236 - Human Modifications of Natural Environments

Environmental Health

ANSC 226 - Environmental Health

Chemical and Microbial Reactions

Select one of the following two-course options:

1. CHEM 243, 244 (Organic Chemistry) 2. CHEM 141 (Organic Chemistry) and MCB 229 (Fundamentals of Microbiology) or MCB 203 (Introduction to Biochemistry) 3. CHEM 141 (Organic Chemistry) and GEOL 235 (Chemical Hydrogeology).

In addition to these core requirements, all students majoring in Environmental Science must also fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below: all consist of 4 or 5 courses in a specialized field, including a field course or an internship experience.

Environmental Chemistry (Chemistry) - Students must pass the following courses: CHEM 232Q, 245, 263Q, 264Q, 370

Environmental Biology (Ecology and Evolutionary Biology) - All students must take EEB 293S. In addition, they must select at least one course from each of the following groups.

Group I -- Ecological Systems and Processes

EEB 238, 245, 294, 296, 310, PLSC 250

Group II -- Plant Ecology and Systematics

EEB 227, 256, 268, 271, 272, 277, 280

Group III -- Vertebrate Ecology and Systematics

EEB 200, 214, 281, 454, 465

Group IV -- Invertebrate Ecology and Systematics

EEB 243(W), 252, 275, 288

Environmental Geography (Geography) - Students must pass the following: GEOG 232, 285W, 286W. In addition, students must pass one of the following courses: 240C, 246C

Environmental Geoscience (Geology) - Students must pass the following: GEOL 212, 252, 253

Marine Science (Marine Science) - Students are required to complete four courses from the following list, but with no more than two courses from a single group.

Group A: 294, 236, 380, 331, 332

Group B: 280W, 371, 325

Group C: 275W

Group D: 270*, 372, 376

*Students may not use MARN 270 to satisfy both a hydrospheric dynamics requirement and a related area in marine sciences. Students choosing a concentration in marine science should satisfy their hydrospheric dynamics requirement with another course from that group.

Environmental Science also offers the following concentrations through the College of Agriculture and Natural Resources. For complete requirements, refer to the Environmental Science description in the College of Agriculture and Natural Resources section of this Catalog.

Resource Economics (Resource Economics)

Environmental Health (Animal Science)

Natural Resources (Natural Resources Management and Engineering)

Soil Science (Plant Science)

6. Proposed catalog Description of the Major: (changes in red)

Environmental Science

The major in Environmental Science is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive

approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental science and related fields.

Environmental Science majors must pass the following core requirements:

A. Basic Science

ARE 150, BIOL 107, BIOL 108 or 110, CHEM 127Q, 128Q (or 124Q, 125Q, and 126Q), MATH 115, 116 (or 112, 113, 114), PHYS 131, 132 (or 121, 122, 123), STAT 100 or 110 or 220.

B. Introductory Environmental Science:

Select any two from GEOG 205, GEOL 105, MARN 170, NRME 100.

C. Upper-level Environmental Science

ANSC 226 Environmental Health

EEB 244W (or EEB 244) General Ecology

GEOL 251 Earth Surface Processes

NRME 241 Meteorology

MARN 2xx Hydrosphere [Note to committee: proposal will be submitted in Oct. 2004]

D. Capstone course

GEOG 286W Environmental Evaluation and Assessment

In addition to these core requirements, all students majoring in Environmental Science must also fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below: all consist of 4 or 5 courses in a specialized field, including a field course or an internship experience.

[Note to committee: changes in these concentrations are being prepared by the participating departments. These will be submitted as separate proposals if that is acceptable]

Environmental Chemistry (Chemistry) - Students must pass the following courses: CHEM 232Q, 245, 263Q, 264Q, 370

Environmental Biology (Ecology and Evolutionary Biology) - All students must complete 1) EEB 245 or 245W and 2) EEB 207 or EEB 293W. In addition, they must complete at least one course from each of the following groups.

Group I-- Ecological Systems and Processes

EEB 247, 294, 296, 301, 302, 310, 2XX (Introduction to Conservation Biology), 2XY (Soil Degradation and Conservation in Agricultural and Natural Ecosystems) [Note to committee: proposals for EEB 2xx and 2xy will be submitted in Oct. 2004]

Group II-- Plant Diversity

EEB 203, 204, 240, 256, 271, 272, 276, 280 or 280W, 290

Group III-- Animal Diversity

EEB 200, 214, 252, 254, 265, 273, 275, 281 and 287, 283, 286

Environmental Geography (Geography) - Students must pass the following: GEOG 232, 285W, 286W. In addition, students must pass one of the following courses: 240C, 246C

Environmental Geoscience (Geology) - Students must pass the following: GEOL 212, 252, 253

Marine Science (Marine Science) - Students are required to complete four courses from the following list, but with no more than two courses from a single group.

Group A: 294, 236, 380, 331, 332

Group B: 280W, 371, 325

Group C: 275W

Group D: 270*, 372, 376

*Students may not use MARN 270 to satisfy both a hydrospheric dynamics requirement and a related area in marine sciences. Students choosing a concentration in marine science should satisfy their hydrospheric dynamics requirement with another course from that group [Note to committee: this text will need to change somehow]

Environmental Science also offers the following concentrations through the College of Agriculture and Natural Resources. For complete requirements, refer to the Environmental Science description in the College of Agriculture and Natural Resources section of this Catalog.

Resource Economics (Resource Economics)

Environmental Health (Animal Science)

Natural Resources (Natural Resources Management and Engineering)

Soil Science (Plant Science)

7. Effective Date (semester, year -- see Note R): First semester, 2005-2006

Justification

1. Why is a change required?

The proposal to reform the Environmental Science curriculum was stimulated by the broad perception that the program suffers from several flaws. One is that the curriculum is excessively structured and rigid. The students often do not finish in the normative time of 4 years. An unknown number of students are discouraged from entering the program because of a perception that it is burdensome and not forgiving of inappropriate early course selections. Another symptom of the rigidity of the program is the frequency with which memos have to be filed for course substitutions, so that students can graduate without a required course that was unavailable.

Some faculty in the program indicate that they feel the curriculum is too generalized, and that it therefore does not serve students who need to get specialized training so that they can compete in the job market.

Finally, the program is viewed as preventing students from identifying with any single department. The result is that the students don't have a community of scholars with which they share experiences, and the participating departments feel resentful because they provide services for Environmental Science students who might otherwise be majors in their own programs.

While these outcomes may be viewed as an unavoidable feature of an interdisciplinary program, those who undertook curriculum reform felt that they could be remedied

2. What is the impact on students?

Changes in the core curriculum are expected to have the following positive effects on students:

- 1) improved collegiality with fellow majors, because they will share more core curriculum classes and make up a larger proportion of each of these core classes;
- 2) enhanced identification with a single department, because they will be able to take more classes in the department offering their concentration;
- 3) more opportunity to choose electives, because the core requirement and the concentrations generally amount to fewer required credits than the previous curriculum.

A possible negative effect on students is the reduced flexibility in satisfying core course requirements. The previous structure provided a number of substitutable courses in some of the core curriculum components. The proposed structure emphasizes a central set of required courses. If for some reason one of the courses cannot be taught in a particular academic year, there is some potential for disruption of a student's degree progress. This is expected to be unlikely.

3. What is the impact on regional campuses?

It is expected to be minor. Courses listed in the new proposed set of required courses are roughly as available at regional campuses as the courses in the previous required core. In particular, the basic science required set of classes is widely available, and a few of the introductory and upper-level environmental science classes are taught at regional campuses. As before, careful advising of students at regional campuses will facilitate their completion of the degree.

4. Dates approved by (see Note Q):

Department Curriculum Committee: Changes to required set of courses approved by Environmental Science Advisory Committee May 3, 2004;

Department Faculty: Changes to required set of courses approved by Environmental Science Advisory Committee May 3, 2004;

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

Eric Schultz, 6-4692, eric.schultz@uconn.edu

2004-89

Proposal to Add a New Undergraduate Course

1. Date: August 25, 2004
2. Department requesting this course: Statistics
3. Semester and year in which course will be first offered: Fall 2005

Final catalog Listing:

STAT 200W. Undergraduate Seminar I

Either Semester. One credit. Prerequisite: STAT 201 or STAT 242; and STAT 220 or STAT 230.

The student will attend 6-8 seminars per semester, and choose one statistical topic to investigate in detail. The student will write a well revised comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

1. Standard abbreviation for Department or Program (see Note O): STAT
2. Course Number (see Note B): 200W (We have checked with the registrar and this number has not been used in seven years, so they told us it would be acceptable)
3. Course Title: Undergraduate Seminar I
4. Semester offered (see Note C): Either Semester

5. Number of Credits (see Note D): 1 credit
6. Course description (second paragraph of catalog entry -- see Note K): The student will attend 6-8 seminars per semester, and choose one statistical topic to investigate in detail. The student will write a well revised comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

Optional Items

7. Number of Class Periods, if not standard (see Note E): NA
8. Prerequisites, if applicable (see Note F): STAT 201Q or STAT 242Q and STAT 220Q or STAT 230
9. Recommended Preparation, if applicable (see Note G): NA
10. Consent of Instructor, if applicable (see Note T) : NA
11. Exclusions, if applicable (see Note H): NA
12. Repetition for credit, if applicable (see Note I): NA
13. Instructor(s) names if they will appear in catalog copy (see Note J): NA
14. Open to Sophomores (see Note U): Not open to sophomores.
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W): Letter grading

Justification

1. Reasons for adding this course: This course will be offered by the Department of Statistics in order to enable students to fulfill the W requirement in the major – together with STAT202W, this course will constitute W equivalents. This course is available for Statistics and Mathematics-Statistics majors. With its research component involving library search, specifically web related searches, this course will serve the Information Literacy Competency as well as the W requirement in the major.

2. Academic Merit (see Note L): This course will be offered in either semester and will be supervised by a faculty. It will give students the opportunity to attend seminars on topics in statistics, and to then research a selected topic in greater detail, and write a paper on the topic. The paper will be at least 7½ pages long and will be evaluated and corrected along its development, based on which the student should revise the paper for final submission. The student is expected to maintain a portfolio with material detailing his/her writing progress in order to ensure continuity and assessment of improvement in writing skills between STAT 200 and STAT 202W. The student is expected to do a considerable amount of literature search on the selected topic and use library and web resources. As such, it is expected that STAT200 and STAT 202W will satisfy the Information Literacy Competency as well.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: less than 19
5. Number and Size of Section: 1 section; 19 students
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P): This course will be staffed by existing faculty.
9. Dates approved by (see Note Q):

Department Curriculum Committee: August 30, 2004

Department Faculty: August 30, 2004
10. Name, Phone Number, and e-mail address of principal contact person:
Yazhen Wang; 486-3415; yzwang@stat.uconn.edu

2004-90

Proposal to Add a New Undergraduate Course

1. Date: August 25, 2004
2. Department requesting this course: Statistics
3. Semester and year in which course will be first offered: Spring 2006

Final catalog Listing:

STAT 202W. Undergraduate Seminar II

Either Semester. One credit. Prerequisite: STAT 201 or STAT 242; and STAT 220 or STAT 230; and STAT 200W.

The student will attend 6-8 seminars per semester, and choose one statistical topic to investigate in detail. The student will write a well revised comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion, building upon the writing experience in STAT 200W.

1. Standard abbreviation for Department or Program (see Note O): STAT
2. Course Number (see Note B): 202W (We have checked with the registrar and this number has not been used in seven years, so they told us it would be acceptable)
3. Course Title: Undergraduate Seminar II
4. Semester offered (see Note C): Either Semester
5. Number of Credits (see Note D): 1 credit
6. Course description (second paragraph of catalog entry -- see Note K): The student will attend 6-8 seminars per semester, and choose one statistical topic to investigate in detail. The student will write a well revised comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion, building upon the writing experience in STAT 200W.

Optional Items

7. Number of Class Periods, if not standard (see Note E): NA
8. Prerequisites, if applicable (see Note F): STAT 201 or STAT 242 and STAT 220 or STAT 230 and STAT 200W.
9. Recommended Preparation, if applicable (see Note G): NA
10. Consent of Instructor, if applicable (see Note T): NA
11. Exclusions, if applicable (see Note H): NA
12. Repetition for credit, if applicable (see Note I): NA
13. Instructor(s) names if they will appear in catalog copy (see Note J): NA
14. Open to Sophomores (see Note U): Not open to sophomores.
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W): Letter grading

Justification

1. Reasons for adding this course: This course will be offered by the Department of Statistics in order to enable students to fulfill the W requirement in the major – together with STAT202W, this course will constitute W equivalents. This course is available for Statistics and Mathematics-Statistics majors. With its research component involving library search, specifically web related searches, this course will serve the Information Literacy Competency as well as the W requirement in the major.

2. Academic Merit: This course will be offered in either semester and will be supervised by a faculty. It will give students the opportunity to attend seminars on topics in statistics, and to then research a selected topic in greater detail, and write a paper on the topic. The paper will be at least 7½ pages long and will be evaluated and corrected along its development, based on which the student should revise the paper for final submission. The student is expected to maintain a portfolio with material detailing his/her writing progress in order to ensure continuity and assessment of improvement in writing skills between STAT 200W and STAT202W. The student is expected to do a considerable amount of literature search on the selected topic and use library and web resources. As such, it is expected that STAT 200W and STAT 202W will satisfy the Information Literacy Competency as well.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: less than 19

5. Number and Size of Section: 1 section; 19 students

6. Effects on Other Departments (see Note N): None

7. Effects on Regional Campuses: None

8. Staffing (see Note P): This course will be staffed by existing faculty.

9. Dates approved by (see Note Q):

Department Curriculum Committee: August 30, 2004

Department Faculty: August 30, 2004

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

Yazhen Wang; 486-3415; yzwang@stat.uconn.edu

2004-91

Proposal to Add a New Graduate Course

1. Date: 21 September 2004

2. Department requesting this course: Philosophy

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

Final catalog Listing (see Note A):

PHIL 314. Action Theory

Examination and analysis of the concept of "action" and related concepts such as "agent" and "intention".

3 credits, Seminar. Open to graduate students in philosophy.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O):

2. Course Number (see Note B):

If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No [Graduate catalog editor has been contacted about this, but so far has not returned information. Course number has not been in use for at least 5 years, probably longer]

3. Course Title: Action Theory

4. Course description (if appropriate -- see Note K):

Examination and analysis of the concept of "action" and related concepts such as "agent" and "intention".

5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3

6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")

Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): Open to graduate students in philosophy

8. Recommended Preparation, if applicable (see Note G): not applicable

9. Consent of Instructor, if applicable (see Note T): not applicable

10. Exclusions, if applicable (see Note H): not applicable

11. Repetition for credit, if applicable (see Note I): not applicable

12. S/U grading, if applicable (see Note X): not applicable

Justification

1. Reasons for adding this course: (see Note L) Action theory deals with an analysis of action per se and as such does not fall within any particular established philosophical sub-discipline.

2. Academic Merit (see Note L): By having an understanding of action, one may apply it to diverse philosophical investigations such as those of ethics, free will, the study of rationality, and the general philosophy of mind. See **Appendix 2004-91** for a draft syllabus of the course when taught recently as PHIL 397 Personal Autonomy.

3. Overlapping Courses (see Note M): The material in the course is often assumed in other classes but is not dealt with per se in any existing graduate (or undergraduate course).

4. Number of Students Expected: 5-15

5. Number and Size of Section: One section

6. Effects on Other Departments (see Note N): No effects on other departments

7. Staffing (see Note P): Wheeler, Myers, Bloomfield

8. Dates approved by:

Department Faculty: Mar. 17, 2004

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

Sam Wheeler, x4416, swheeler@uconnvm.uconn.edu

2004-92

Proposal to Cross List Courses

1. Date: July 8, 2004

2. Department initiating this proposal: English

3. Current Catalog Copy/Copies:

(DRAMATIC ARTS)

DRAM 274-275. Film Writing

Both semesters. Three credits each semester. Open only with consent of instructor. Theoretical and practical work in the content and form of the fiction scenario.

4. Proposed Catalog Copy/Copies:

(see information in the "add a course" form if you have any questions regarding specific items.)

ENGL 2XX-2XY (Also offered as DRAM 274-275). Film Writing

Both semesters. Three credits each semester. Open only with consent of instructor.

Theoretical and practical work in the content and form of the fiction scenario.

DRAM 274-275 (Also offered as ENGL 2XX-2XY). Film Writing

Both semesters. Three credits each semester. Open only with consent of instructor.

Theoretical and practical work in the content and form of the fiction scenario.

5. Effective Date (semester, year -- see Note R): Immediately

Justification

1. Reasons for adding this course if it is a new course: N/A

2. Reasons for cross listing this course: The English Department gets frequent requests for a screenwriting course as part of its Creative Writing offerings. The Drama Department's 274 and 275 fit the 200-level English /Creative Writing rubric closely, and it will benefit both departments to cross list.

3. Other Departments Consulted (see Note N): N/A

4. Effects on Regional Campuses: N/A

5. Staffing: No change in staffing is required.

6. Separate emails authorizing the Committee to cross list the courses named above must be sent to the Committee Chair from the head of each sponsoring department or program. Each email can be a short memo stating the name (and course number if available) of the courses involved. The position of the person sending the authorization memo should be made clear in this memo. If a course to be cross listed is offered by a department or program outside of CLAS, it is also necessary to arrange for the dean of that college to send an authorization memo to the Committee Chair.

7. List the name of each department, program head and dean (if necessary), their affiliation, and their respective email addresses. [Note from Chair: approvals have been received from Fine Arts.]

CLAS:

English Head: Robert Tilton E-mail: Robert.tilton@uconn.edu

<mailto:Robert.tilton@uconn.edu>

Dean: Ross MacKinnon

College of Liberal Arts and Sciences 215 Glenbrook Road, U-4098 Storrs, Connecticut 06269-4098

phone: 860.486.2713/ facsimile: 860.486.0304

FINE ARTS

Dramatic Arts Head: Gary English E-mail: gary.english@uconn.edu

<mailto:Gary.English@uconn.edu>

Dean: David Woods

875 Coventry RD. Rm 202, Unit 128

Storrs CT 06269

860-486-3016

8. Dates approved by each department or program(see Note Q):

Department Curriculum Committee: August 27, 2004

Department Faculty: September 1, 2004

(Duplicate above, as needed)

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

Penelope Pelizzon (English Department), 486-3870 pelizzon@uconn.edu

2004-93

Proposal to Add a New Graduate Course

1. Date: 3/18/04

2. Department requesting this course: Anthropology

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

Final catalog Listing:

ANTH 3XX. Qualitative Research Methods

This course is an intensive seminar/field course in the collection and analysis of qualitative data. Emphasis is placed on observation, interviewing, and analysis of qualitative data using Atlas.ti as well as ethical and human subjects issues. Students will learn data collection techniques in a series of short field exercises and will write reports that provide both candid, self-reflective analysis of the research process and analysis and interpretation of the data they collect.

4 credits, Seminar and practicum.

Justification

1. Reasons for adding this course: (see Note L)

This course is being added as a new course to differentiate it from ANTH 321-322 under which its content has been previously taught. The 321-322 series currently focuses on research design, systematic data collection methods, and quantitative data analysis. The proposed course will focus only on qualitative research methods and text analysis. We currently have no course covering this content.

2. Academic Merit (see Note L):

The proposed course will train students in qualitative research techniques used by anthropologists in the collection of ethnographic data. The course will cover observational methods, participant observation, kinship diagramming, informal interviewing strategies, ethical concerns, protection of human subjects, and the use of Atlas.ti for text analysis. In addition to readings and discussions, there will be six field exercises using six qualitative research strategies and written reports containing data analysis and interpretation and reflection on the method's utility and the student's experience using the method. The department currently does not offer a

course in qualitative research methods at the graduate level. These data collection and analysis techniques are essential for anthropological fieldwork. The course complements the ANTH 321-322 series, which focuses on research design and the quantitative methods, used by anthropologists. The addition of this course provides students with a full range of training in research methods needed for successful anthropological fieldwork.

3. Overlapping Courses (see Note M):

SOC 324 has a similar description, but is open to students in other disciplines only with permission. I have not discussed the course with the instructor. The proposed ANTH course will focus on the special problems of collection of ethnographic data in other cultures/societies and the problems that can arise in foreign settings. In addition, it will consider ethical and human subjects issues as they apply to anthropological fieldwork situations. The course is tailored to the needs of anthropology graduate students.

4. Number of Students Expected: 5-10

5. Number and Size of Section: seminar

6. Effects on Other Departments (see Note N): none

7. Staffing (see Note P): Pamela Erickson

8. Dates approved by (see Note Q):

Department Curriculum Committee: 4/5/04

Department Faculty: 4/5/04

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

Pamela I. Erickson, 486-1736, Pamela.Erickson@uconn.edu.

2004-94

Proposal to Add a New Undergraduate Course

1. Date: 9/1/04
2. Department requesting this course: Geography
3. Semester and year in which course will be first offered: Spring, 2006

Final catalog Listing :

GEOG 165. Globalization

Either semester. Three credits.

Examination of the linkages between social, cultural, economic, political and environmental processes driving change around the world today. Focus on theory and impacts of globalization through case studies at the local, regional, national and international scales.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program : GEOG
2. Course Number : 165
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? Yes
3. Course Title: Globalization
4. Semester offered : Either Semester
5. Number of Credits : 3

6. Course description :

Study of the spatial linkages between social, cultural, economic, political and environmental processes driving change around the world today. Focus on theory and impacts of globalization through case studies at the local, regional, national and international scales.

Optional Items

7. Number of Class Periods, if not standard :
8. Prerequisites, if applicable : None
9. Recommended Preparation, if applicable : None
10. Consent of Instructor, if applicable: No
11. Exclusions, if applicable : None
12. Repetition for credit, if applicable :
13. Instructor(s) names if they will appear in catalog copy :
14. Open to Sophomores :
15. Skill Codes "W", "Q", or "C" : No
16. S/U grading : No

Justification

1. Reasons for adding this course:

Rather than focusing on regions and places (as done in GEOG 160), this course is being added to examine global issues from a perspective that focuses on the "processes" driving change around the globe. Additionally, the course emphasizes the geographic nature of the globalization process, and how this approach links the work of scholars from a broad range of disciplines such as economics, political science, sociology, environmental sciences, etc.

2. Academic Merit : A central objective of GEOG 165 is to introduce students to globalization as a complex process that can be examined from a number of perspectives, with a focus on the geographical nature of the process. An additional objective is to help students appreciate how globalization works at multiple spatial scales, and the interaction of the local with the global, and vice versa.

Finally, an objective of the course is to demonstrate to students the broad nature of globalization and its impacts, and how the process touches virtually all aspects of society (e.g., culture, politics, and the economy) and the environment. At the end of the course, students will be able to better analyze and understand a number of the global processes changing everyday life for people around the world. A major theme throughout the course is the tension created through

globalization processes, especially between different cultures, and between the developed and developing nations of the world. At all times, the value of examining global processes and impacts from multiple perspectives is emphasized.

It is worth emphasizing that another goal of this course is to introduce students to the broad interdisciplinary nature of the topic, which will hopefully serve to promote student interest in higher level courses on the topic in geography and other disciplines in CLAS.

Each week students will read material from the class text, and at least 1-2 readings on WebCT. Additionally, students will regularly assess their understanding of materials through online quizzes. Other weekly requirements include participation in online and in-class discussions, and completion of in-class writing activities. A semester-long writing project, that will undergo several iterations (with feedback), will culminate in a short 5-7 page paper on a topic in globalization. Finally, there will be three exams, with a format that includes multiple choice and short essay questions. (see attached preliminary syllabus and paper rubric for more information: **Appendix 2004-97**)

3. Overlapping Courses : None
 4. Number of Students Expected: 60 in 2005-2006 (more in later years)
 5. Number and Size of Section: 1 section with 60 students (more in later years)
 6. Effects on Other Departments : Course has been reviewed by Political Science (Boyer), Anthropology (Handwerker), and Economics (Segerson) with no problems. Also contacted Sociology, but have not heard back.
 7. Effects on Regional Campuses: None
 8. Staffing : Alexander Vias
 9. Dates approved by:
 Department Curriculum Committee: 9/1/04
 Department Faculty: 9/1/04
 10. Name, Phone Number, and e-mail address of principal contact person: Alexander Vias, 6-2213, Alexander.vias@uconn.edu
-

2004-95

Proposal to Change an Existing Course

1. Date: 9/1/04
2. Department: Geography
3. Nature of Proposed Change: Change title and some catalog copy
4. Current Catalog Copy:

GEOG 204. Global Issues in Human Geography

First semester. Three credits.

Geographic perspectives **on global issues focusing** on the relationships between human behavior/activities, and the physical, economic, and cultural environments.

5. Proposed Catalog Copy:

GEOG 204. Introduction to Human Geography

First semester. Three credits.

Geographic perspectives on the relationships between human behavior/activities, and the physical, economic, and cultural environments.

6. Effective Date : Fall 2005

Justification

1. Reasons for changing this course:

Introduction of a new course on Globalization (GEOG 165) creates some confusion in the title and content description between the two courses. These slight changes will more clearly distinguish the courses from each other without major changes in content.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted : No

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: No Changes

7. Dates approved by :

Department Curriculum Committee: 9/1/04

Department Faculty: 9/1/04

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

Alexander C. Vias, 6-2213, Alexander.vias@uconn.edu

2004-96

Proposal to Add a New Undergraduate Course

1. Date: 08/26/2004

2. Department requesting this course: Modern and Classical Languages

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

Final catalog Listing (see Note A):

SPAN 1XX. Christians, Muslims and Jews in Medieval Spain

Either semester. Three credits. Conducted in English.

Contacts, conflicts and coexistence among the diverse cultures and traditions of medieval Spain: Christian Hispania, Muslim al-Andalus, and Jewish Sefarad.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SPAN

2. Course Number (see Note B): 1XX

If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___ Yes ___ No

3. Course Title: Christians, Muslims and Jews in Medieval Spain
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): three credits
6. Course description (second paragraph of catalog entry -- see Note K): Contacts, conflicts and coexistence among the diverse cultures and traditions of medieval Spain: Christian Hispania, Muslim al-Andalus, and Jewish Sefarad.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): none
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: (see Note L) This new 100-level Spanish course, taught in English, is designed to satisfy the Arts and Humanities content component (Group 1) of General Education, with the Multiculturalism and Diversity component (Group 4) built in as an integral part of the courses approach. The course proposal was selected for a Provost's General Education Course Development Grant. The course will require no prior preparation in the subject matter and will seek to involve students in the critical interpretation and evaluation of historical, literary and other cultural texts (e.g., art and architecture). The emphasis will be on connecting past and present in ways relevant to issues of contemporary concern, especially to issues of interfaith and intercultural relations. The diversity of medieval Spains communities will be presented from a variety of perspectives--Christian, Muslim and Jewish--that resonate with contemporary points of conflict or convergence. SPAN 187, "Major Works of Hispanic Literature in Translation," is the only other Spanish offering currently taught in English translation. The precise topic of that course is determined by individual instructors, but the focus is primarily literary and the major works studied are originally written in Spanish. The proposed course, by contrast, will have a cultural, or intercultural, focus, and the works studied, both major and lesser known, were originally written in the various languages of medieval Spain (including Spanish, Latin, Arabic and Hebrew).

2. Academic Merit (see Note L): Spain in the Middle Ages was a site of intense intercultural contacts that ranged from peaceful coexistence to open conflict. It has been variously described as one the most tolerant places on Earth and as a principal chapter in the universal history of infamy. This course will examine the three religious and cultural traditions of this shared and contested space, known as Hispania or España to Christians, al-Andalus to Muslims and Sefarad to Jews. In an age of increased globalism and of a potential clash of civilizations," the disputed

case of medieval and early modern Spain remains relevant: to some it represents a legacy of crusade, inquisition and counter-Reformation; to others it is a melting-pot of cultures, beliefs and intellectual traditions. Both Al-Qaeda and the Spanish troops stationed in Iraq have invoked al-Andalus” in their respective causes; and Sefarad remains a crucial locus of Jewish traditions, letters and thought before and after the expulsion of 1492. This course will take advantage of the many recent resources from the burgeoning interdisciplinary field of Medieval Iberian studies, which, since 1948, has interpreted the historiography, culture and literature of medieval Spain in ways that intersect with developments and trends in the modern world after the Second World War. This course will navigate a route that is scholarly and calmly balanced, yet not completely sheltered from the winds and storms of current affairs and opinion. To provide access to diverse perspectives from medieval Spain, the main readers for the course will include a variety of sources translated from Spanish, Latin, Arabic and Hebrew (O.R. Constable, ed., *Medieval Iberia: Readings from Christian, Muslim, and Jewish Sources*[Philadelphia: U of Pennsylvania P, 1997]; selections from C. Smith, ed., *Christians and Moors in Spain* (Warminster: Aris & Phillips, 1988-89)). Contemporary perspectives on medieval Spain will include films such as Anthony Manns cold-war epic *El Cid* (US, 1961); Youssef Chahines cinematic portrait of Averroes, *Destiny* (Egypt, 1997); and Jose Luis Cuerdas fifth-centennial critique of the expulsion of the Jews in 1492, *La marrana* (Spain, 1992). Since one of the goals is that students learn to connect past and present, and academic and real-world concerns, the course will feature an online component that will integrate materials presented in class with web-based resources for study and consultation outside of class. The main technical and pedagogical innovation to be introduced in this course will be a dynamic, participatory weblog archive that will allow running discussion of course-related matters as well as relevant current events and issues. The proposed course will expand the General Education options available to undergraduates across the university, and will broaden the department’s interdisciplinary offerings by providing access to important issues of Spain’s history, culture and literature to students with limited language ability in Spanish.

3. Overlapping Courses (see Note M): SPAN 187, “Major Works of Hispanic Literature in Translation,” is the only other Spanish offering currently taught in English translation. The precise topic of that course is determined by individual instructors, but the focus is primarily literary and the major works studied are originally written in Spanish. The proposed course, by contrast, will have a cultural, or intercultural, focus, and the works studied, both major and lesser known, were originally written in the various languages of medieval Spain (including Spanish, Latin, Arabic and Hebrew). The proposed course and SPAN 187 are not expected to be offered concurrently.

4. Number of Students Expected: 50-100

5. Number and Size of Section: N/A

6. Effects on Other Departments (see Note N): none foreseen

7. Effects on Regional Campuses: none foreseen

8. Staffing (see Note P): Benjamin Liu, 1 TA depending on availability

9. Dates approved by (see Note Q):

Department Curriculum Committee: 9/3/04

Department Faculty: 9/3/04

10. Name, Phone Number, and e-mail address of principal contact person: Benjamin Liu, 6-3177,

2004-97

Proposal to offer a 298 "Special Topics" Course

EEB 298. Introduction to Conservation Biology

First semester. Two credits. *Elphick*

This course will provide an introduction to the discipline of conservation biology. Topics covered will include patterns of biodiversity and extinction, causes of extinction and population declines, techniques used to restore populations, landscape level conservation planning, the role of conservation in protecting ecosystem services, conservation economics, conservation law, and the challenges faced by global change.

1. Date of this proposal: 10 Sept 2004
 2. Semester and year 298 will be offered: Fall 2004
 3. Department: EEB
 4. Title of course: **Introduction to Conservation Biology**
 5. Number of Credits: 2
 6. Instructor: Chris Elphick
 7. Instructor's position: Assistant Professor
(**Note:** if the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience).
 8. Has this topic been offered before? Yes
 9. If so, how many times? (maximum = 3) Once
 10. Short description: This course will provide an introduction to the discipline of conservation biology. Topics covered will include patterns of biodiversity and extinction, causes of extinction and population declines, techniques used to restore populations, landscape level conservation planning, the role of conservation in protecting ecosystem services, conservation economics, conservation law, and the challenges faced by global change.
 11. Please attach a sample/draft syllabus to first-time proposals. See: **Appendix 2004-100** or http://www.eeb.uconn.edu/courses/IntroConsBio/Intro_to_Conservation_Biology_syllabus_2004.htm
 12. Comments, if comment is called for:
 13. Dates approved by:
Department Curriculum Committee:
Department Faculty: 6/15/04
 14. Name, Phone Number, and e-mail address of principal contact person:
Chris Elphick, 6-4547, Elphick@uconn.edu
-

2004-98

Proposal to Change an Existing Course

1. Date: 9/8/04
2. Department: History
3. Nature of Proposed Change: Change HIST 297W's "Prerequisite or Corequisite" of HIST 211 to "Prerequisite" only, beginning fall 2005
4. Current Catalog Copy:

HIST 297W. Senior Seminar

Either semester. Three credits. Prerequisite **or Corequisite:** HIST 211. Prerequisite: ENGL 105 or 110 or 111 or 250. Open only to undergraduate majors in their senior year. With a change in content, may be repeated for credit.

These seminars give students the experience of reading critically and in depth in primary and secondary sources, and of developing and defending a position as an historian does.

5. Proposed Catalog Copy:

HIST 297W. Senior Seminar

Either semester. Three credits. Prerequisites: HIST 211; ENGL 105 or 110 or 111 or 250. Open only to undergraduate majors in their senior year. With a change in content, may be repeated for credit.

These seminars give students the experience of reading critically and in depth in primary and secondary sources, and of developing and defending a position as an historian does.

6. Effective Date (semester, year -- see Note R): Fall 2005

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

Justification

1. Reasons for changing this course: Instructors have found that students who have already completed 211 are better prepared for 297W than those currently enrolled. Also, we previously had an enrollment bottleneck and so were allowing students to simultaneously enroll so as to ensure they graduated on time, but we have now caught up and are offering enough 211's to meet the demand at the sophomore-junior level when the course should ideally be taken.

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: Sufficient—all faculty are eligible to teach these methodology courses

7. Dates approved by (see Note Q):

Department Curriculum Committee: 9/7/04

Department Faculty: 9/8/04

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

Nancy Shoemaker. 6-5926. Nancy.shoemaker@uconn.edu

2004-99

Proposal to Add a New Undergraduate Course

1. Date: September 14, 2004

2. Department requesting this course: Mathematics

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

Final catalog Listing

MATH 200. Undergraduate Seminar I.

Either Semester. One credit. Prerequisite: MATH 210 or MATH 220; and MATH 211 or MATH 221.

The student will attend 6-8 seminars per semester, and choose one mathematical topic to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

1. **Standard abbreviation for Department or Program:** MATH
2. **Course Number:** MATH 200 (This number has not been used in seven years)
3. **Course Title:** Undergraduate Seminar I
4. **Semester offered:** Either Semester
5. **Number of Credits:** 1 credit
6. **Course description :** The student will attend 6-8 seminars per semester, and choose one mathematical topic to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.
7. **Number of Class Periods, if not standard:** NA
8. **Prerequisites, if applicable:** MATH 210 or MATH 220, and MATH 211 or MATH 221.
9. **Recommended Preparation, if applicable:** NA
10. **Consent of Instructor, if applicable:** NA
11. **Exclusions, if applicable:** NA
12. **Repetition for credit, if applicable:** NA
13. **Instructor(s) names if they will appear in catalog copy :** NA
14. **Open to Sophomores :** Not open to sophomores.
15. **Skill Codes "W", "Q", or "C" :**
16. **S/U grading:** Letter grading

Justification

1. **Reasons for adding this course:** This course will be offered by the Department of Mathematics in order to enable students to fulfill the W requirement in the major – the sequence MATH 200-201W will constitute the equivalent of one W course. This course is available for Mathematics, Applied Mathematics, Actuarial Science and Mathematics/Statistics majors. With its research component involving library search, specifically Web related searches, this course will serve the Information Literacy Competency as well as the W requirement in the major.

2. **Academic Merit :** This course will be offered in either semester and will be supervised by a faculty member. It will give students the opportunity to attend seminars on topics in mathematics, and to then research a selected topic in greater detail, and write a paper on the topic. The paper will be at least 7.5 pages long and will be evaluated and corrected along its development, based on which the student should revise the paper for final submission. The

student is expected to maintain a portfolio with material detailing his/her writing progress in order to ensure continuity and assessment of improvement in writing skills between MATH 200 and MATH 201W. The student is expected to do a considerable amount of literature search on the selected topic and use library and web resources. As such, it is expected that the combination of MATH 200 and MATH 201W will satisfy the Information Literacy Competency as well.

3. **Overlapping Courses:** None

4. **Number of Students Expected:** less than 19

5. **Number and Size of Section:** 1 section; 19 students

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

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

8. **Staffing:** This course will be staffed by existing faculty.

9. **Dates approved by :**

Department Curriculum Committee: September 14, 2004

Department Faculty: September 14, 2004

10. **Name, Phone Number, and e-mail address of principal contact person:** Jeffrey Tollefson, 486-3921, tollefson@math.uconn.edu

2004-100

Proposal to Add a New Undergraduate Course

1. **Date:** September 14, 2004

2. **Department requesting this course:** Mathematics

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

Final catalog Listing

MATH 201W. Undergraduate Seminar II

Either Semester. One credit. Prerequisite: MATH 200.

The student will attend 6-8 seminars per semester, and choose one mathematical topic to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion, building upon the writing experience in MATH 200.

1. **Standard abbreviation for Department or Program:** MATH

2. **Course Number:** MATH 201W (This number has not been used in seven years)

3. **Course Title:** Undergraduate Seminar II

4. **Semester offered:** Either Semester

5. **Number of Credits:** 1 credit

6. **Course description :** The student will attend 6-8 seminars per semester, and choose one mathematical topic to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion, building upon the writing experience in MATH 200.

7. **Number of Class Periods, if not standard:** NA

8. **Prerequisites, if applicable:** MATH200

9. **Recommended Preparation, if applicable:** NA

10. **Consent of Instructor, if applicable:** NA
11. **Exclusions, if applicable:** NA
12. **Repetition for credit, if applicable:** NA
13. **Instructor(s) names if they will appear in catalog copy :** NA
14. **Open to Sophomores :** Not open to sophomores.
15. **Skill Codes "W", "Q", or "C" :** W
16. **S/U grading:** Letter grading

Justification

1. **Reasons for adding this course:** This course will be offered by the Department of Mathematics in order to enable students to fulfill the W requirement in the major – the sequence MATH 200-201W will constitute the equivalent of one W course. This course is available for Mathematics, Applied Mathematics, Actuarial Science, and Mathematics-Statistics majors. With its research component involving library search, specifically web related searches, this course will serve the Information Literacy Competency as well as the W requirement in the major.

2. **Academic Merit :** This course will be offered in either semester and will be supervised by a faculty member. It will give students the opportunity to attend seminars on topics in mathematics, and to then research a selected topic in greater detail, and write a paper on the topic. The paper will be at least 7.5 pages long and will be evaluated and corrected along its development, based on which the student should revise the paper for final submission. The student is expected to maintain a portfolio with material detailing his/her writing progress in order to ensure continuity and assessment of improvement in writing skills between MATH200 and MATH 201W. The student is expected to do a considerable amount of literature search on the selected topic and use library and Web resources. As such, it is expected that the combination of MATH 200 and MATH 201W will satisfy the Information Literacy Competency as well.

3. **Overlapping Courses:** None

4. **Number of Students Expected:** less than 19

5. **Number and Size of Section:** 1 section; 19 students

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

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

8. **Staffing:** This course will be staffed by existing faculty.

9. **Dates approved by :**

Department Curriculum Committee: September 14, 2004

Department Faculty: September 14, 2004

10. **Name, Phone Number, and e-mail address of principal contact person:** Jeffrey Tollefson, 486-3921, tolfefson@math.uconn.edu

2004-101

Proposal to Add a New Undergraduate Course

1. **Date:** September 14, 2004

2. **Department requesting this course:** Mathematics

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

4. Final catalog Listing

MATH202W. Pedagogical Seminar

Either Semester. One credit. Co-requisite: Concurrent registration in Math 210. Open to sophomores.

The student will attend 15 seminars per semester, and will write a short one-page essay reflecting on the mathematics and his pedagogical experiences in his section of Math 210 during the week. The student will write a well-revised comprehensive paper on this topic, including a discussion of the positive and negative experiences of learning. The student will also concentrate on one topic from the course, and using Internet and Library resources, discuss alternate ways of teaching (and learning) this topic.

1. **Standard abbreviation for Department or Program:** MATH
2. **Course Number:** MATH202W (This number has not been used in seven years)
3. **Course Title:** Pedagogical Seminar
4. **Semester offered:** Either Semester
5. **Number of Credits:** 1 credit
6. **Course description:** The student will attend 15 seminars per semester, and will write a short one-page essay reflecting on the mathematics and his pedagogical experiences in his section of Math 210 during the week. The student will write a well-revised, comprehensive paper on this topic, including a discussion of the positive and negative experiences of learning. The student will also concentrate on one topic from the course, and using Internet and Library resources, discuss alternate ways of teaching (and learning) this topic.

Optional Items

7. **Number of Class Periods, if not standard:** NA
8. **Prerequisites, if applicable:** Concurrently registered in Math 210.
9. **Recommended Preparation, if applicable:** NA
10. **Consent of Instructor, if applicable:** NA
11. **Exclusions, if applicable:** NA
12. **Repetition for credit, if applicable:** NA
13. **Instructor(s) names if they will appear in catalog copy:** NA
14. **Open to Sophomores:** open to sophomores.
15. **Skill Codes "W", "Q", or "C":**
16. **S/U grading:** Letter grading

Justification

1. **Reasons for adding this course:** This course will be offered by the Department of Mathematics in order to enable students to fulfill the W requirement in the major. Initially, the course will be limited to prospective education majors, so as to begin their awareness of the fact that as future teachers, they can learn from what works and doesn't work in the classroom. This class will initially be integrated as a part of the TNE program currently being conducted jointly between NSE and CLAS. Students will be encouraged to submit the portfolio of weekly essays

as part of their application for admission to the Neag School of Education. This course will serve the Information Literacy Competency as well as the W requirement in the major.

2. **Academic Merit:** This course will be offered in either semester and will be supervised by a faculty. The student will attend 15 seminars per semester, and will write a short one-page essay reflecting on the mathematics and on his pedagogical experiences in his section of Math 210 during the week. The student will write a well revised comprehensive paper on this topic, including a discussion of the positive and negative experiences of learning, and it will be evaluated and corrected along its development, based on which the student should revise the paper for final submission. The student is expected to maintain a portfolio with material detailing his/her writing progress in order to ensure continuity and assessment of improvement in writing skills in math 202w The student is expected to do a considerable amount of literature search on the selected topic and use library and web resources. As such, it is expected that MATH202W will satisfy the Information Literacy Competency as well.

3. **Overlapping Courses:** None

4. **Number of Students Expected:** less than 19

5. **Number and Size of Section:** 1 section; 19 students

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

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

8. **Staffing:** This course will be staffed by existing faculty.

9. **Dates approved by:**

Department Curriculum Committee: September 14, 2004

Department Faculty: September 14, 2004

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

P. Joseph McKenna, 486-3989, mckenna@math.uconn.edu

2004-102

Proposal to Add a New Undergraduate Course

1. **Date:** September 10, 2004

2. **Department requesting this course:** Mathematics

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

Final Catalog Listing

MATH 291W. Technical Writing for Actuaries

Either semester. One credit. Prerequisite (or Corequisite): Math 290. Consent of the Director of Actuarial Science required.

The student will write a technical report detailing his or her experience in the associated Field Study Internship (Math 290) to which this course is related. Such report to be not less than 15 pages, to be reviewed by the course instructor (or other members of the Actuarial Science Faculty Group) in draft form, and revised into final form.

1. **Standard abbreviation for Department or Program:** MATH

2. **Course Number:** MATH 291W

- 3. Course Title:** Technical Writing for Actuaries
- 4. Semester Offered:** Either semester
- 5. Number of Credits:** One credit
- 6. Course description:** The student will write a technical report detailing his or her experience in the associated Field Study Internship (Math 290) to which this course is related. Such report to be not less than 15 pages, to be reviewed by the course instructor (or other member of the Actuarial Science Faculty Group) in draft form, and revised into final form.
- 7. Number of Class Periods, if not standard:** N/A
- 8. Prerequisites, if applicable:** Math 290, which may be taken concurrently
- 9. Recommended Preparation, if applicable:** N/A
- 10. Consent of Instructor, if applicable:** Consent of instructor (or Director of Actuarial Science) required
- 11. Exclusions, if applicable:** N/A
- 12. Repetition for credit, if applicable:** N/A
- 13. Instructor(s) names if they will appear in catalog copy:** N/A
- 14. Open to Sophomores:** Yes
- 15. Skill Code:** W
- 16. S/U grading:** Letter grading

Justification

1. Reasons for adding this course: This course will be offered by the Department of Mathematics as an option for Actuarial Science majors to fulfill the new W requirement in the major. It is available to Actuarial Science majors only, and only in conjunction with the successful completion of a Field Study Internship. It will include a research component involving library and web searches, and will therefore address the new Information Literacy Competency requirement as well as the W in the major requirement.

2. Academic Merit: This course will be supervised by a member of the Actuarial Science Faculty Group, all of whom are credentialed professional actuaries with considerable familiarity with the writing skills required of all actuaries. As stated above, the paper will be at least 15 pages and will be evaluated and corrected during the course of its development, leading to suitable revisions prior to submitting the finished project. The student will maintain a portfolio of background material upon which the written report is based. The student will do both library and Web site research.

- 3. Overlapping Courses:** None
- 4. Number of Students Expected:** Approximately 18 per semester
- 5. Number and Size of Section:** 1 section, maximum of 19 students
- 6. Effects on Other Departments:** None
- 7. Effects on Regional Campuses:** None
- 8. Staffing:** Staffed by existing faculty in the Actuarial Science Group
- 9. Dates Approved by:**
Department Curriculum Committee: September 14, 2004
Department Faculty: September 14, 2004
- 10. Name, Phone, and E-mail Address of Principal Contact:**

2004-103

Proposal to Change an existing Minor

1. Date: Sept. 14, 2004
2. Department requesting this change: **LINGUISTICS**
3. Title of Minor: LINGUISTICS
4. Nature of Change: Add wording to permit a student to petition to allow a course not in the Group C list to satisfy the “Linguistics in required fields” component.

5. Existing catalog Description of the Minor:

This minor requires 15 credits of 200-level course work. Required courses are:

A. Core areas of theoretical Linguistics
LING 202, LING 205Q, and LING 206Q

In addition, students must take at least one course from Group B.

B. Linguistics extensions: Any other 200's- level Linguistics course.

Finally, students must take a second course from the group in B, or one course from Group C:

C. Linguistics in related fields
ANTH 244, CDIS 202, PHIL 211Q, PHIL 241, or PSYC 221

The minor is offered by the Linguistics Department.

6. Proposed catalog Description of the Minor: [change is in **bold red text** -- compare to existing wording of Human Rights Minor]

This minor requires 15 credits of 200-level course work. Required courses are:

A. Core areas of theoretical Linguistics
LING 202, LING 205Q, and LING 206Q

In addition, students must take at least one course from Group B.

B. Linguistics extensions: Any other 200's- level Linguistics course.

Finally, students must take a second course from the group in B, or one course from Group C:

C. Linguistics in related fields
ANTH 244, CDIS 202, PHIL 211Q, PHIL 241, or PSYC 221

A student may petition the Director of Undergraduate Studies or the Department Head to allow a course not on the above list to count as satisfying the Group C requirement.

The minor is offered by the Linguistics Department.

7. Effective Date (semester, year -- see Note R):

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

Justification

1. Why is a change required? Current catalogue wording is ambiguous as to whether or not departments can approve substitutions for elective courses in the minor. This clarification, modeled on other departments, makes the situation unambiguous and allows the department flexibility in responding to student requests for approving courses for the “linguistics in related fields” list. Among other benefits, it is less work to the department to respond to requests as they arise, rather than proactively monitoring all potential offerings in other department and requesting catalog changes on a regular basis.

2. What is the impact on students? More flexibility in minor.

3. What is the impact on regional campuses? n/a

4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P).
see **Appendix 2004-106**.

5. Dates approved by (see Note Q):

Department Curriculum Committee: 9/7/04

Department Faculty: 9/7/04

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

Jonathan Bobaljik, jonathan.bobaljik@uconn.edu; 6-0153

End of Proposals for September 21, 2004