

Draft E - Proposals for Revising the Degree Requirements for CLAS
(pending approval of all courses by GEOC)

Bachelor's Degree Requirements

Bachelor of Arts (BA) and Bachelor of Science (BS)

In addition to satisfying all University General Education requirements, students must also satisfy the following requirements for a Bachelor of Arts (BA) or Bachelor of Science (BS) degree. To determine whether a given major can lead to the BA, the BS, or both, consult the descriptions of majors below.

Foreign Languages:

All students must have either (1) passed a third-year high school-level course in a single foreign language, (2) high school work and an added year of intermediate level college courses, or (3) two years of a single foreign language through the intermediate level in college.

Expository Writing : All students must take English 110 or 111.

Three W courses, two required at the 200-level with at least one 200-level W course approved for use in the major field of study. No student who has not passed the writing component of W courses may pass the course.

Quantitative Reasoning: Three Q courses, at least one of which must be in Mathematics or Statistics. Students should contact the Q-advising contours, accessible on-line, and their advisers to determine the adequacy of their preparedness for specific Q-courses. Q courses may be used to satisfy other degree requirements. Unless an additional requirement is specified in a major, the Computer Technology Competency exit requirement for students in the College of Liberal Arts and Sciences does not go beyond the University's entrance requirement.

Content Area 1 - Arts and Humanities (These courses may also be used to fulfill the University General Education requirements for "Content Area One - Arts and Humanities, if they are not taken pass/fail.)

Bachelor of Arts (BA):

Five courses, including at least one from each of areas A-D. Courses must be from at least four different academic units.

Bachelor of Science (BS):

Four courses, including one course from each of areas A - D.

A. Arts:

ART 135 Art Appreciation

ARTH 137 Intro to Art History I

ARTH 138 Intro to Art History II

ARTH 141 Intro to Latin American Art (also Content Area 4)

ARTH 191 Intro to Architecture

DRAM 101 Intro to Theater

DRAM 110 Intro to Film

FINA 183 African-American Experience in the Arts (also in Content Area 4)

FREN 171 French Cinema (also Content Area 4)

GERM 171 German Film (also Content Area 4)

GERM 281W German Film and Culture (also Content Area 4)

GERM 284W German Film in Cross-Cultural Perspective (also Content Area 4)

ILCS 149 Cinema and Society in Contemporary Italy (also Content Area 4)

ILCS 258/258W Cinematic Representations of Italian Americans (also Content Area 4)

ILCS 260W Italian Cinema (also Content Area 4)

MUSI 190 Music in World Culture (also Content Area 4)

MUSI 191 Music Appreciation

SPAN 250 Film in Spain and Latin America (also Content Area 4)

SPAN 254 Special Topics in Latin American National Cinemas

WS 104/104W Feminisms and the Arts (also Content Area 4)

B. Literature:

CAMS 101 Greek Civilization (also Content Area 4)

CAMS 102 Roman Civilization

CAMS 103 Classical Mythology (also Content Area 4)

CLCS 101 Classics of World Literature I (also Content Area 4)

CLCS 102 Classics of World Literature II (also Content Area 4)

ENGL 112/112W Classical & Medieval Western Lit

ENGL 113/113W Renaissance & Modern Western Lit

ENGL 127/127W Major Works of ENGLISH & American Lit

ENGL 130 Introduction to Shakespeare

ENGL 200 Children's Lit
ENGL 205 British Lit I
ENGL 206 British Lit II
ENGL 210 Poetry
ENGL 212 The Modern Novel
ENGL 216 The Short Story
ENGL 219 Drama
FREN 1XZW Literature & Cultures of the Postcolonial Francophone World (also Content Area 4)
FREN 230 Myths and Legends of the Middle Ages
FREN 231 Renaissance Reformation
FREN 232 French Classical Culture and Society (also Content Area 4)
FREN 234* Romanticism, Realism, Fin de Siecle: 19th Century French Literature
FREN 261*W From the Holy Grail to the Revolution: Intro to Literature
FREN 262*W From the Romantics to the Moderns: Intro to Literature
FREN 270W French Literature and Civilization in English
GERM 140W German Literature in English
GERM 252W Studies in Early German Literature
GERM 253W Studies in German Literature Around 1800
GERM 254W Studies in 19th Century German Literature
GERM 255W Studies of German Literature of the 20th and 21st Centuries
HEB/JUDS 103 Literature & Civilization of the Jewish People (also Content Area 4)
ILCS 101 The Italian Renaissance
ILCS 158 Italian American Experience in Literature and Film(also Content Area 4)
ILCS 255W Dante's Divine Comedy in English Translation
PRLS 230 Latina Narrative (also Content Area 4)
PRLS 231 Fictions of Latin Masculinity (also Content Area 4)
PRLS 232 Latina/o Literature (also Content Area 4)
PRLS 233 Studies in Latina/o Literature (also Content Area 4)
SPAN 187 Major Spanish Works in Translation (also Content Area 4)
SPAN 282* The Literary Culture of Modern Spain

* indicates foreign-language pre-requisite.

C. History:

ECON 201/201W Economic History of Europe
ECON 203/203W American Economic History
GEOG 130/URBN 130 The City in the Western Tradition
HIST 100 Western Traditions Before 1500
HIST 101 Modern Western Traditions

HIST 108 Modern World History (also in Content Area 4)
HIST 121 Women in History (also in Content Area 4)
HIST 131/131W United States History to 1877
HIST 132/132W United States History since 1877
HIST 1XX Living through War in World History (also Content Area 4)
HIST 206 History of Science

D. Philosophical/ethical analysis:

LING 101 Language and Mind
PHIL 101 Problems of Philosophy
PHIL 102 Philosophy and Logic
PHIL 103 Philosophical Classics
PHIL 104 Philosophy and Social Ethics
PHIL 105/105W Philosophy and Religion
PHIL 106 Non-Western and Comparative Philosophy (also Content Area 4)
PHIL 107 Philosophy and Gender (also Content Area 4)
PHIL 175 Ethical Issues in Health Care
PHIL 185W Philosophy and Literature
POLS 106 Intro to Political Theory
SCI 240 The Nature of Scientific Thought

E. World cultures:

AASI 201 Introduction to Asian American Studies (also Content Area 4)
ANTH 269 World Religions (also Content Area 4)
FREN 169 Studies in the French-Speaking World (also Content Area 4)
FREN 196W Magicians, Witches and Wizards: Parallel Belief & Popular Culture
In France (also Content Area 4)
FREN 210* French Art & Civilization
FREN 211* Contemporary France (also Content Area 4)
FREN 218 Francophone Studies (also Content Area 4)
FREN 224 Issues in Cultural Studies, the Media, and the Social Sciences (also
Content Area 4)
FREN 267*W Grammar and Culture
FREN 268*W Grammar and Composition
GERM 251 Cultures of German-Speaking Countries (also Content Area 4)
GERM 169 Contemporary Germany in Europe (also Content Area 4)
GERM 258 Germans in Africa, Blacks in Germany (also Content Area 4)
HIST 106 The Roots of Traditional Asia (also in Content Area 4)

HIST 205 The Modern Middle East from 1700 to the Present (also Content Area 4)
HIST/AASI 268 Japanese Americans and World War II (also Content Area 4)
ILCS 1XX Culture of Fascist Italy (also Content Area 4)
INTD 294 The Bible
SPAN 1XX Christians, Muslims, and Jews in Medieval Spain (also Content Area 4)

* indicates foreign-language pre-requisite.

Content Area 2 - Social Sciences:

Two courses from two different academic units.

ANTH 100/100W Other People's Worlds (also Content Area 4)
ANTH 106 Introduction to Anthropology (also Content Area 4)
ANTH 214 Introduction to Archaeology (also Content Area 4)
ANTH 218 New World Prehistory (also Content Area 4)
ANTH 220W Social Anthropology (also Content Area 4)
ANTH 253 North American Prehistory (also Content Area 4)
ANTH 246W Illness and Curing (also Content Area 4)
ANTH 262W Laboratory Techniques in Archaeology
ANTH 263W Ethnohistory of Native New England (also Content Area 4)
ANTH 275 Race, Ethnicity and Nationalism (also Content Area 4)
ARE 110 Population, Food and the Environment
ARE 150 Principles of Agricultural and Resource Economics
CDIS 150 Intro to Communication Disorders (also Content Area 4)
COMM 100 The Process of Communication
ECON 101 Essentials of Economics
ECON 102 Principles of Economics
ECON 108 Game Theory in the Natural and Social Sciences
ECON 111 Principles of Macroeconomics
ECON 112 Principles of Microeconomics
GEOG 160 World Regional Geography (also Content Area 4)
GEOG 165 Globalization (also Content Area 4)
GEOG 104 Intro to Geography
GEOG 200 Economic Geography
HDFS 180 Close Relationships Across the Lifespan
HDFS 190 Individual and Family Development
LAMS 190/190W Perspectives on Latin America (also Content Area 4)
LING 102 Language and Environment (also Content Area 4)
LING 103 The Diversity of Languages (also Content Area 4)
LING 244W Language and Culture (also Content Area 4)

POLS 121/121W Intro to Comparative Politics (also Content Area 4)
POLS 132/132W Intro to International Relations (also Content Area 4)
POLS 143 Intro to Non-Western Politics (also Content Area 4)
POLS 173/173W Intro to the American Political Process
PSYC 133 General Psychology II (also Content Area 4)
PSYC 135 General Psychology II (Enhanced) (also Content Area 4)
SOC 107/107W Intro to Sociology
SOC 115/115W Social Problems
SOC 125/125W Race, Class and Gender (also Content Area 4)
WS 105 Gender in Everyday Life (also Content Area 4)
WS 124 Gender in a Global Perspective (also Content Area 4)

Content Area 3 - Science and Technology

Bachelor of Arts Only:

Laboratory Science one course from:

BIOL 102 Foundations of Biology
BIOL 103 The Biology of Human Health and Disease
BIOL 107 Principles of Biology I
BIOL 108 Principles of Biology II
BIOL 110 Introduction to Botany
CHEM 122Q Chemical Principles and Applications
CHEM 124Q Fundamentals of General Chemistry I
CHEM 127Q General Chemistry I
CHEM 128Q General Chemistry II
CHEM 129Q Honors General Chemistry I
CHEM 130Q Honors General Chemistry II
CHEM 137Q Enhanced General Chemistry I
CHEM 138Q Enhanced General Chemistry II
GEOL 105 Earth and Life through Time with Laboratory
GEOL 103 Earth and Life through Time *and* GEOL 107 Laboratory Earth and Life through Time
MARN 171 Introduction to Oceanography with Laboratory
PHYS 101Q Elements of Physics
PHYS 104Q Physics of the Environment with Laboratory
PHYS 107Q Physics of Music
PHYS 121Q General Physics I
PHYS 122Q General Physics II
PHYS 131Q General Physics with Calculus I

PHYS 132Q General Physics with Calculus II
PHYS 140Q Introduction to Modern Physics
PHYS 141Q Fundamentals of Physics I
PHYS 142Q Fundamentals of Physics II
PHYS 151Q Physics for Engineers I
PHYS 152Q Physics for Engineers II
PHYS 155Q Introductory Astronomy

An additional course from *Laboratory Science* or one of the following *Science* courses:

ANSC/NUSC 160 The Science of Food
CHEM 101 Chemistry for an Informed Electorate
ECE 100 A Survey of Modern Electronic Technology
GEOG 205 Introduction to Physical Geography
GEOL 103 Earth and Life through Time
GEOL 111 Age of the Dinosaurs
LING 110Q The Science of Linguistics
MARN 135 The Sea Around Us
MARN 170 Introduction to Oceanography
NRME 100 Environmental Science
NUSC 165 Fundamentals of Nutrition
PHAR 150 Toxic Chemicals and Health
PHAR 195 Pharmacy Special Topics Lecture Course
PHYS 103Q Physics of the Environment
PLSC 150 Agricultural Technology and Society
PSYC 132 General Psychology I

Bachelor of Science Only:

All of the following:

One of the Chemistry sequences:

CHEM 124Q, 125Q, 126Q Fundamentals of General Chemistry I, II, III
CHEM 127Q, 128Q General Chemistry I, II
CHEM 129Q, 130Q Honors General Chemistry I, II
CHEM 137Q, 138Q Enhanced General Chemistry I, II

One of the Mathematics sequences:

MATH 112Q, 113Q, 114Q Introductory Calculus 1, 2, 3
MATH 115Q, 116Q Calculus I, II

One of the following:

MATH 210Q Multivariable Calculus

MATH 211Q Elementary Differential Equations MATH 220Q

MATH 221Q Enhanced Differential Equations

BIOL 107 Principles of Biology I

BIOL 108 Principles of Biology II

One of the Physics sequences:

PHYS 121Q, 122Q General Physics I, II; *and* PHYS 123Q General Physics Problems

PHYS 131Q, 132Q General Physics with Calculus I, II

PHYS 141Q, 142Q Fundamentals of Physics I, II

PHYS 151Q, 152Q Physics for Engineers I, II

Content Area 4 - Diversity and Multiculturalism:

Two courses from the list below. At least one of these must appear on the list of University General Education courses that address issues of diversity and/or multiculturalism outside of the United States. One and only one course from Content Area 4 may also be used to satisfy a requirement for Content Areas 1, 2, or 3.

AASI 201 Introduction to Asian American Studies (also Content Area 1)

ANTH 100/100W Other People's Worlds (also Content Area 2)

ANTH 106 Introduction to Anthropology (also Content Area 2)

ANTH 214 Introduction to Archaeology (also Content Area 2)

ANTH 215 Migration

ANTH 218 New World Prehistory (also Content Area 2)

ANTH 220W Social Anthropology (also Content Area 2)

ANTH 228 Australian Aborigines

ANTH 230 People of the Pacific Islands

ANTH 246W Illness and Curing (also Content Area 2)

ANTH 253 North American Prehistory (also Content Area 2)

ANTH 263W Ethnohistory of Native New England (also Content Area 2)

ANTH 269 World Religions (also Content Area 1)

ANTH 275 Race, Ethnicity and Nationalism (also Content Area 2)

ARTH 141 Intro to Latin American Art (also Content Area 1)

CAMS 101 Greek Civilization (also Content Area 1)

CAMS 103 Classical Mythology (also Content Area 1)

CDIS 150 Intro to Communication Disorders (also Content Area 2)

CLCS 101 Classics of World Literature (also Content Area 1)

CLCS 102 Classics of World Literature II (also Content Area 1)

DRAM 230 Women in Theatre

DRAM 231W African-American Theatre
ECON 202W Topics in Economic History and Thought
ECON 204/204W Economic History of the Middle East
EEB/NRME 207 African Field Ecology and Renewable Resources Management
ENGL 1XXW Race, Gender and the Culture Industry
ENGL 218 Literature and Culture of the Third World
ENGL 227 World Literature in English
ENGL 233 Early and Modern Irish Literature
ENGL 234 Contemporary Irish Literature
ENGL 261 Latina/o Literature
ENGL 269 Introduction to LGTB Literature
ENGL 272 Native American Literature
ENGL 274 Asian American Literature
ENGL 276 Black American Writers I
ENGL 277W World Literature in English
ENGL 278W Ethnic Literature of the United States
ENGL 285 Women in Literature
ENGL/INTD 165 Intro to American Studies
FINA 183 African-American Experience in the Arts (also Content Area 1)
FREN 169 Studies in the French-Speaking World (also Content Area 1)
FREN 171 French Cinema (also Content Area 1)
FREN 1XYW Magicians, Witches and Wizards: Parallel Belief & Popular Culture in France (also Content Area 1)
FREN 1XZW Literature and Cultures of the Postcolonial Francophone World (also Content Area 1)
FREN 211 Contemporary France (also Content Area 1)
FREN 218 Francophone Studies (also Content Area 1)
FREN 224 Issues in Cultural Studies, the Media, and the Social Sciences (also Content Area 1)
FREN 232 French Classical Culture and Society (also Content Area 1)
GEOG 160 World Regional Geography (also Content Area 2)
GEOG 165 Globalization (also Content Area 2)
GERM 169 Contemporary Germany in Europe (also Content Area 1)
GERM 171 The German Film (also Content Area 1)
GERM 251 Cultures of the German-Speaking Countries (also Content Area 1)
GERM 258 Germans in Africa, Blacks in Germany... (also Content Area 1)
GERM 281W German Film and Culture (also Content Area 1)
GERM 284W German Film in Cross-Cultural Perspective (also Content Area 1)
HDFS 201 Diversity Issues in Human Development and Family Studies
HDFS 259 Men and Masculinity: A Social Psychological Perspective
HEB/JUDS 103 Literature and Civilization of Jewish People (also Content Area 1)

HIST 106 The Roots of Traditional Asia (also Content Area 1)
HIST 108 Modern World History (also Content Area 1)
HIST 121 Women in History (also Content Area 1)
HIST 1XX Living Through War in World History (also Content Area 1)
HIST 205 The Modern Middle East from 1700 to the Present (also Content Area 1)
HIST 207W Science and Social Issues In the Modern World
HIST 237 American Indian History
HIST AASI 268 Japanese Americans and World War II (also Content Area 1)
ILCS 149 Cinema and Society in Contemporary Italy (also Content Area 1)
ILCS 158 Italian American Experience in Literature and Film (also Content Area 1)
ILCS 1XX Culture of Fascist Italy (also Content Area 1)
ILCS 258/258W Cinematic Representations of Italian Americans (also Content Area 1)
ILCS 260W Italian Cinema (also Content Area 1)
INTD 211 Seminar on Urban Problems
LAMS 190/190W Perspectives on Latin America (also Content Area 2)
LING 102 Language and Environment (also Content Area 2)
LING 103 The Diversity of Languages (also Content Area 2)
LING 244W Language and Culture (also Content Area 2)
MUSI 190 Music in World Culture (also Content Area 1)
MUSI 292W Introduction to Music in World Culture
NUSC 166 Food, Culture and Society
PHIL 106 Non-Western and Comparative Philosophy (also Content Area 1)
PHIL 107 Philosophy and Gender (also Content Area 1)
PLSC 125 Insects, Food and Culture
POLS 121/121W Intro to Comparative Politics (also Content Area 2)
POLS 132/132W Intro to International Relations (also Content Area 2)
POLS 143 Intro to Non-Western Politics (also Content Area 2)
POLS 248 African American Politics
POLS 249 Latino Political Behavior
PRLS 210 Contemporary Issues in Latino Studies
PRLS 220 History of Latinos/as in the US
PRLS 230 Latina Narrative (also Content Area 1)
PRLS 231 Fictions of Latino Masculinity (also Content Area 1)
PRLS 232 Latina/o Literature (also Content Area 1)
PRLS 233 Studies in Latina/o Literature (also Content Area 1)
PRLS 250 Latino Health and Health Care
PRLS 251 Latinos: Sexuality and Gender
PRLS 264 Latinas and Media
PSYC 133 General Psychology II (also Content Area 2)
PSYC 135 General Psychology II (Enhanced) (also Content Area 2)

PSYC 240 Social Psychology
PSYC 241W Current Topics in Social Psychology
PSYC 246W Psychology of Women
PSYC 270W Black Psychology
SOC 125/125W Race, Class and Gender (also Content Area 2)
SOC 236 White Racism
SOC 245/245W Sociology of Sexualities
SOC AASI 221 Sociological Perspectives on Asian American Women
SPAN 187 Major Spanish Works in Translation (also Content Area 1)
SPAN 1XX Christians, Muslims and Jews in Medieval Spain (also Content Area 1)
SPAN 250 Film in Spain and Latin America (also Content Area 1)
WS 104/104W Feminisms and the Arts (also Content Area 1)
WS 105 Gender in Everyday Life (also Content Area 2)
WS 124 Gender in a Global Perspective (also Content Area 2)

Proposals

2004-137

Proposal to Change an Existing Course

1. Date: **10/5/04**
2. Department: **Anthropology**
3. Nature of Proposed Change: **Course Revision – ‘W’ skill to be added**
4. Current Catalog Copy:

ANTH 263. Ethnohistory of Native New England

Either Semester. Three Credits. *McBride*

Combines archaeological and ethnohistorical data to reconstruct the lifeways of the Native Americans of New England from the prehistoric period to the present.

5. Proposed Catalog Copy:

ANTH 263W. Ethnohistory of Native New England

Either Semester. Three Credits. *McBride*

Combines archaeological and ethnohistorical data to reconstruct the lifeways of the Native Americans of New England from the prehistoric period to the present.

6. Effective Date: **Second Semester 2005**

Justification

1. Reasons for changing this course: Enhance writing skills in Anthropology majors
 2. Effect on Department's Curriculum: Enhance department's ability to serve needs of anthropology majors
 3. Other Departments Consulted (see Note N): None
 4. Effects on Other Departments: None
 5. Effects on Regional Campuses: None
 6. Staffing: regular faculty will teach course
 7. Dates approved by (see Note Q):
Department Curriculum Committee:
Department Faculty: 4/15/04
 8. Name, Phone Number, and e-mail address of principal contact person:
Kevin McBride. 486-2137. kmcbride@mptn.org
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2004-138

Proposal to Change an Existing Course

1. Date: 10/5/04
2. Department: Anthropology
3. Nature of Proposed Change: Course Revision – 'W' skill to be added
4. Current Catalog Copy:

ANTH 262. Laboratory Techniques in Archaeology

Either Semester. Three Credits. *McBride*

The analysis, interpretation and presentation of archaeological data sets including lithics, ceramics, floral and faunal remains and spatial information from excavated sites.

5. Proposed Catalog Copy:

ANTH 262W. Laboratory Techniques in Archaeology

Either Semester. Three Credits. *McBride*

The analysis, interpretation and presentation of archaeological data sets including lithics, ceramics, floral and faunal remains and spatial information from excavated

sites.

6. Effective Date (semester, year -- see Note R): **Second Semester 2005**

Justification

1. Reasons for changing this course: Enhance writing skills in Anthropology majors
2. Effect on Department's Curriculum: Enhance department's ability to serve needs of anthropology majors
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: regular faculty will teach course
7. Dates approved by (see Note Q):
Department Curriculum Committee:
Department Faculty: 4/15/04
8. Name, Phone Number, and e-mail address of principal contact person:
Kevin McBride. 486-2137. kmcbride@mptn.org

2004-139

Proposal to Add a New Graduate Course

1. Date: October 1, 2004
2. Department requesting this course: Psychology
3. Semester and year in which course will be first offered: Spring, 2005

Final catalog Listing (see Note A):

†PSYC 4XX. Research in Clinical Psychology

1-6 credits, Seminar. Instructor consent required. With change of content, may be repeated for credit.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: PSYC
2. Course Number (see Note B): 4xx
3. Course Title: Research in Clinical Psychology

4. Course description, if appropriate (see Note K): NONE.
5. Number of Credits: 1-6
6. Course type (choose one or more 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; _x_ Seminar; __ Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): N/A
8. Recommended Preparation, if applicable (see Note G): N/A
9. Consent of Instructor, if applicable (see Note T) Required
10. Exclusions, if applicable (see Note H): N/A
11. Repetition for credit, if applicable (see Note I): Can be repeated.
12. S/U grading, if applicable (see Note X): N/A

Justification

1. Reasons for adding this course: (see Note L) There is currently no course in which the clinical psychology faculty can engage their graduate students in a seminar on their research.
2. Academic Merit (see Note L): One of the major components of the graduate program in clinical psychology involves training and mentoring in clinical psychology research. The proposed seminar course will provide a forum for discussion of student and faculty research.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 5 to 10 per instructor
5. Number and Size of Section: One section for each faculty member (approx 10) with approximately 5-15 students per section
6. Effects on Other Departments (see Note N): None
7. Staffing (see Note P): Aikins, Barton, Eigsti, Fein, Milan, Park, Treadwell, Williams
8. Dates approved by (see Note Q):
Department Curriculum Committee: 10/1/04
Department Faculty:NA
9. Name, Phone Number, and e-mail address of principal contact person:
Crystal Park, 486-3520, clpark@uconnvm.uconn.edu

2004-140

Proposal to Add a New Graduate Course

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

Final catalog Listing:

† Psyc 4XX. Proseminar in social psychology

Presentations on current research in all areas of social psychology.

1 credit, seminar. Instructor consent required. With change of content, may be repeated for credit.

Items included in catalog Listing

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O):
2. Course Number (see Note B): 3XX or 4XX
3. Course Title: Proseminar in social psychology
4. Course description, if appropriate (see Note K): Graduate students in social psychology attend weekly research presentations and outside meetings with guest researchers. Students give one research presentation during the semester.
5. Number of Credits: 1
6. Course type: __Lecture; __ Laboratory; __ Seminar; __ Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T)
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I): Repetition for credit.
12. S/U grading, if applicable (see Note X): S/U grading.

Justification

1. Reasons for adding this course: The social division of the Psychology department regular holds a pro-seminar for its PhD students at which visiting researchers, local faculty, and students present research weekly. The faculty views participation in this

proseminar throughout students' careers here as vital to their scholarly development. At present students receive 1 credit of PSYC 304 for this proseminar, but students also receive (typically) 3 credits of PSYC 304 as research with their advisor each semester. As these two functions of "PSYC 304" are simultaneous and distinct, we need to list the proseminar using a new course number. (We here assume that students will continue receiving credit for 304 repeatedly as research with a faculty member.)

2. Academic Merit (see Note L): Practice at presenting research is a critical skill for PhD students to develop, and the proposed proseminar course is one of the main vehicles by which this skill is practiced. As part of training in how to give presentations, it is worthwhile for students to see a variety of other researchers present their research. Further, students must keep abreast of current research, including innovative theories and methods, and we invite scholars to present at the proseminar as a means of serving that purpose. The networking which occurs as a function of interacting with outside speakers at the proseminar is helpful for our students in acquiring jobs, beginning post-doctoral fellowships or other collaborations, and other forms of professional development. We ask that students enroll in this course every semester for two reasons 1) the research topics and outside speakers for the proseminar change each semester, 2) presenting one's own research to the scientific community is critical to every scientific project.

3. Overlapping Courses (see Note M): None. Other departments and divisions offer parallel proseminars in their research areas, but none should be redundant with this one in terms of content.

4. Number of Students Expected: about 25

5. Number and Size of Section: 1 section of about 25 graduate students

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

7. Staffing (see Note P): Any social psychology faculty member may teach this course.

8. Dates approved by (see Note Q):

Department Curriculum Committee: 10/01/04

Department Faculty: N/A

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

Professor Felicia Pratto, 486-4772, felicia.pratto@uconn.edu

2004-141

Proposal to Change an Existing Course

1. Date: October 11, 2004
2. Department: Sociology
3. Nature of Proposed Change: Remove restriction of class to Seniors only
4. Current Catalog Copy (text to be deleted in **red bold**):

SOCI 285. Social Welfare and Social Work

Either semester. Three credits. **Open to seniors in the social sciences; to others only with consent of instructor.**

Social welfare needs and programs; introduction to social work as a professional service.

5. Proposed Catalog Copy:

SOCI 285. Social Welfare and Social Work

Either semester. Three credits.

Social welfare needs and programs; introduction to social work as a professional service.

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

Justification

1. Reasons for changing this course: Long ago, this enrollment restriction was placed on this class for reasons that nobody now remembers. Last week, the School of Social Work asked us to remove it in order to give UConn undergraduates more opportunity to take this class.

2. Effect on Department's Curriculum: None.

3. Other Departments Consulted (see Note N): No departments needed. School of Social Work requested this change.

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: None. Not taught there.

6. Staffing: No changes.

7. Dates approved by (see Note Q):

Department Curriculum Committee: October 6, 2004

Department Faculty: October 11, 2004

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

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

2004-142

Proposal to Change an Existing Course

1. Date: October 11, 2004
2. Department: Sociology
3. Nature of Proposed Change: Limit number of credits from Sociology 296, Field Experience, that can be applied to major.

4. Current Catalog Copy:

SOCI 296. Field Experience

Either semester. Variable (1-9) credits, by arrangement. Class and field work by arrangement with instructor and field agency. May be repeated for credit, not to exceed 9 credits total for 296 and 296W. Prerequisite: SOCI 107. *Ratcliff, Wright.* Internship in a social-welfare agency or institution.

5. Proposed Catalog Copy: (changes in **red bold**)

SOCI 296. Field Experience

Either semester. Variable (1-9) credits, by arrangement. Class and field work by arrangement with instructor and field agency. May be repeated for credit, not to exceed 9 credits total for 296 and 296W. **Only three credits of SOCI 296 or 296W may be applied to the sociology major.** Prerequisite: SOCI 107. *Ratcliff, Wright.* Internship in a social-welfare agency or institution.

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

Justification

1. Reasons for changing this course: This is a variable credit course that can be taken for up to nine credits. However, the department is concerned that students do not apply too many of these credits to the major, for that would limit the breadth of other sociological classes. Without this restriction, a student could conceivably meet nine of the required 24 sociology credits with one class. Note: The extra SOCI 296 credits, for students who take more than three, would still count toward the 45 credit rule.

2. Effect on Department's Curriculum: None.

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

4. Effects on Other Departments: None. This change would have no effect on the majors of other departments.

5. Effects on Regional Campuses: None.

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:

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

2004-143

Proposal to Drop an Existing Course

1. Date: 9/1/04
2. Department: Geography
3. catalog Copy:

GEOG 258. Geography of Africa

Second semester. Three credits.

Problems of economic, political, social and spatial integration in Africa. Focus on past and contemporary patterns of change (including associated conflicts) examined within the context of the broader global economy.

4. Effective Date : Fall 2005

Justification

1. Reasons for dropping this course: The department lost the faculty member who taught this course.
 2. Other Departments Consulted: No
 3. Effects on Other Departments: None
 4. Effects on Regional Campuses: None
 5. Dates approved by :
Department Curriculum Committee: 9/1/04
Department Faculty:9/1/04
 6. Name, Phone Number, and e-mail address of principal contact person:
Alexander C. vias, 6-2213, Alexander.vias@uconn.edu
-

2004-144

Proposal to Add a New Course

1. Date: September 20 2004
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Spring 2005
4. Final catalog Listing:

ANTH 283. Theories of Society

Either semester. 3 credits. Recommended Preparation: upper division social science course work.

Examination of classic and current general theories of society, culture, and personality.

Justification

1. This course adds to Departmental offerings in the area of social science theory, and especially integrative material connecting fields of anthropology, sociology, political science, and psychology.

2. Academic merit: This course is appropriate for upper division students in the social sciences. Readings include classic and modern social theorists, as well as ethnographic exemplary texts.

3. Overlapping courses: None.

4. Number of Students Expected: 30

5. Number and Size of Section: 1 section, 30 students

6. Effects on Other Departments: None

7. Effects on Regional Campuses: None

8. Staffing: This course will be taught by D'Andrade, a new member of the faculty.

9. Dates approved by:

Department Faculty: Sept. 18, 2004

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

W. Penn Handwerker, Head, Department of Anthropology.

2004-145

Proposal to offer a 298 "Special Topics" Course

1. Date of this proposal: October 12, 2004

2. Semester and year 298 will be offered: Spring 2005

3. Department: Linguistics

4. Title of course: The Linguistics and Culture of the Deaf Community

5. Number of Credits: 3

6. Instructor: Doreen Simons-Marques

7. Instructor's position: Instructor-in-residence

(**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).

Diane Lillo-Martin provided the following information about the instructor via e-mail on 10.14.04:

"The instructor has just been hired full-time to teach ASL (American Sign Language) courses and to develop courses such as the 298 being proposed. Her hire was made possible because of support from CLAS, School of Ed, Vice Provost for Diversity, and the Provost's office.) She has taught ASL (six levels) at UConn for about 10 years as an adjunct, and she has taught at community colleges in Connecticut as well as numerous workshops. She has two MA degrees from NYU, and has been a Research Associate on my grants for almost as long as I've been here. She is herself Deaf and a member of the Deaf community. She has studied Deaf culture over the years and is preparing to write a book on the topic."

A draft syllabus is posted at **Appendix 2004-145**.

8. Has this topic been offered before? No

9. If so, how many times? (maximum = 3)

10. Short description:

Introduction to linguistic and cultural aspects of the Deaf Community in America. A critical examination of the demographics that comprise the Deaf Community. Review and discussion of the linguistic background of different strata, toward understanding how the Deaf Community fits in within the diversity of the U.S. population.

11. Please attach a sample/draft syllabus to first-time proposals.

12. Comments, if comment is called for:

13. Dates approved by (see Note Q):

Department Curriculum Committee: 10/12/04

Department Faculty: 10/12/04

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

Diane Lillo-Martin (Dept. Head), 486-0155, Unit 1145

2004-146

Proposal to Change an Existing Course

1. Date: 10/13/04

2. Department: History

3. Nature of Proposed Change: Adding "May be repeated for credit" to HIST 201 course description.

4. Current Catalog Copy:

HIST 201. Supervised Field Work

Either semester. Credits up to 12. No more than six credits will count toward the department's major requirements. Hours by arrangement. Open only with consent of Department Head.

Internship in applied history.

5. Proposed Catalog Copy:

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

HIST 201. Supervised Field Work

Either semester. **May be repeated for credit up to 12 credits.** No more than six credits will count toward the department's major requirements. Hours by arrangement. Open only with consent of Department Head.

Internship in applied history.

6. Effective Date (semester, year -- see Note R): immediately upon approval

Justification

1. Reasons for changing this course: This was always the intent of the course as initially conceived by the department, and it wasn't until a student was told by degree auditing last spring that she couldn't graduate (because she had taken her credits over two semesters) that we realized "May be repeated for credit" had to be stated in the course description.

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: Same as previously

7. Dates approved by (see Note Q):

Department Curriculum Committee: 9/30/04

Department Faculty: 10/13/04

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

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

2004-147

Proposal to Change a Group of Existing Courses

1. Date: 10/6/04
2. Department: History
3. Nature of Proposed Change: Remove all lines about prerequisites or recommended preparation for these courses (except for W courses which should retain the standard prerequisites of ENGL courses as mandated by general education requirements for W courses):
HIST 233, 234, 235, 236, 237, 239, 240W, 243, 244, 249, 295W

4. Current Catalog Copy: (copy to be deleted in **red bold**)

EXAMPLE 1. Remove prerequisites

HIST 233. Social and Intellectual History of the United States through the Civil War

First semester. Three credits. **Prerequisite: HIST 231 or instructor consent.**

This course stresses the impact of political, economic, and social changes on American thought.

EXAMPLE 2. Remove recommended preparation

HIST 240W. History Workshop: Topics in American Society and Culture

Either semester. Three credits. Open to sophomores or higher. Prerequisite: ENGL 105 or 110 or 111 or 250. **Recommended preparation: HIST 231 or 232.** May be repeated for credit with a change of topic.

Techniques of primary historical research based on collaborative research and writing on a topic selected by the instructor.

5. Proposed Catalog Copy:

EXAMPLE 1. Remove prerequisites

HIST 233. Social and Intellectual History of the United States through the Civil War

First semester. Three credits.

This course stresses the impact of political, economic, and social changes on American thought.

EXAMPLE 2. Remove recommended preparation

HIST 240W. History Workshop: Topics in American Society and Culture

Either semester. Three credits. Open to sophomores or higher. Prerequisite: ENGL 105 or 110 or 111 or 250. May be repeated for credit with a change of topic.

Techniques of primary historical research based on collaborative research and writing on a topic selected by the instructor.

The following courses should be revised accordingly:

HIST 233, 234, 235, 236, 237, 239, 240W, 243, 244, 249, 295W

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

Justification

1. Reasons for changing this course: This change was prompted by our making HIST 231 and 232 100-level courses beginning in Fall, 2005, but it is also in conformity with the trend established by new courses created in our department, which generally do not have prerequisites or recommendations. We do not want to impose prerequisites or recommendations unless such preparation is expected to make a noticeable difference in a student's ability to succeed in the second, more advanced course. Our experience with student performance in these courses listed here has not demonstrated a need to have prerequisites or recommendations and thus these current prereqs. & recs. might thwart students' registration decisions unnecessarily.

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: This is a beneficial change for the regional campuses, since it opens up registration opportunities to students who might previously have hesitated to enroll in these courses.

6. Staffing:

7. Dates approved by (see Note Q):

Department Curriculum Committee: 9/30/04

Department Faculty: 10/13/04

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

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

2004-148

Proposal to Add a New Undergraduate Course

1. Date: September 18, 2004

2. Department requesting this course: History

3. Semester and year in which course will be first offered: Spring 2005 as HIST 270, starting in 2005-06 as HIST 266

4. Final catalog Listing

HIST 266. Black Experience in the Americas

Either semester. Three credits. Recommended Preparation: HIST 238, 246, 282, or 285. *Pappademos*.

Major themes in recent scholarship of African-descended communities in the Americas and their interconnection beyond geopolitical boundaries; race, gender, class, religion, cultural movements and practices, slavery, political economy, political movements, and African consciousness, from historical perspective.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: HIST

2. Course Number: HIST 266

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 X

3. Course Title: Black Experience in the Americas

4. Semester offered: Either

5. Number of Credits: Three Credits

6. Course description: Major themes in recent scholarship of African-descended communities in the Americas and their interconnection beyond geopolitical boundaries; race, gender, class, religion, cultural movements and practices, slavery, political economy, political movements, and African consciousness, from historical perspective.

Optional Items

7. Number of Class Periods, if not standard: n/a

8. Prerequisites, if applicable: n/a

9. Recommended Preparation, if applicable: HIST 238, 246, 282, 285.

10. Consent of Instructor, if applicable: n/a

11. Exclusions, if applicable: n/a

12. Repetition for credit, if applicable:

13. Instructor(s) names if they will appear in catalog copy: Pappademos

14. Open to Sophomores: No

15. Skill Codes "W", "Q", or "C": n/a

16. S/U grading: No

Justification

1. Reasons for adding this course: The Department of History and Institute for African American Studies seek to expand their curriculum to include specific methodologies and theoretical frames that examine the legacy of Africa in the Americas. A new faculty member has developed this course in her specialty area because currently no departmental course focuses on the history of African-descended people in the Americas from transnational perspective.

2. Academic Merit: As the African Diaspora is as much a conceptual landscape as anything else, the course seeks to help students develop theoretical models that extend beyond geopolitical boundaries. This course enables students to study historical processes of Latin America, the Caribbean, and the United States comparatively, and using a regional lens. Specifically, the course enables students to draw connections among communities of African-descended people in the Americas and to interrogate relationships of varying nature and scope with Africa. Further, though historical in approach and training it encourages interdisciplinarity. It will use a variety of primary and secondary source materials including but not limited to historical monographs, primary documents, maps, oral interviews, novels, poetry, autobiography, music, and film. Lines of inquiry can focus on any combination of cultural, social, political, scientific, or economic processes that use the experiences of the African-descended in the Americas as their primary interrogative. For syllabus, see **Appendix 2004-148**.

3. Overlapping Courses: None

4. Number of Students Expected: 40

5. Number and Size of Section: 2 sections; 40 students

6. Effects on Other Departments: May be cross-listed

7. Effects on Regional Campuses: None

8. Staffing: Due to limited enrollment, no additional staffing required

9. Dates approved by:

Department Curriculum Committee:

Department Faculty:

10. Name, Phone Number, and e-mail address of principal contact person: Nancy Shoemaker, 486-5926, Associate Professor, History nancy.shoemaker@uconn.edu

2004-149

Proposal to Change an existing Minor

1. Date: 10/6/04

2. Department requesting this change: history

3. Title of Minor: History

4. Nature of Change:

(1) Eliminates “basic course” requirement so that now students are required simply to take five courses across at least three different distribution groups.

(2) Adds newly created courses to the History minor and other courses that appear to be missing for no apparent reason except past oversight.

5. Existing catalog Description of the Minor:

History

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

Basic Courses

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

Distribution Group B: 228, 228W, 229, 229W, 252, 265

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

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

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

Optional List of Courses

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

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

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

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

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

The minor is offered by the History Department.

6. Proposed catalog Description of the Minor:

History

Students must pass five courses (15 credits), by completing either
(A) five courses across at least three distribution groups, or
(B) 211 and four courses across at least three distribution groups.

List of Courses

Group A - Ancient, Medieval, and Early Modern: 201, 203, 212, 213, 214, 216, 217, 218, 219, 220, 250, 251, 255, 257, 261, 267, 270, 271, 272, 273, 274, 292, 293, 295, 296, 297, 298, 299, any graduate level History course.

Group B - Modern Europe: 201, 203, 206 (SCI 206), 208, 209 (HDFS 279), 225, 228, 229, 252, 253, 254, 256, 258, 259, 262, 264, 265, 269, 270, 279, 291, 292, 293, 295, 296, 297, 298, 299, any graduate level History course.

Group C - United States: 201, 206, 207, 210, 215, 227, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 253, 260, 266, 268, 270, 278(PRLS 220), 284(PRLS 221), 292, 293, 294, 295, 296, 297, 298, 299, any graduate level History course.

Group D - Africa, Asia, Latin America, and Middle East: 201, 204, 205, 221, 222, 223, 224, 226, 253, 266, 270, 275, 276, 277, 278 (PRLS 220), 280, 281, 282, 283, 285, 286, 287, 288, 289, 290, 292, 293, 295, 296, 297, 298, 299, any graduate level History course.

The Undergraduate Director's approval is necessary to determine where to place 201, 270, 292, 293, 295, 296, 297, 298, and 299 in the distribution requirement (Group A, B, C, or D).

The minor is offered by the History Department.

7. Effective Date (semester, year -- see Note R): New courses added to be effective immediately. All other changes to become effective Fall 2005.

Justification

1. Why is a change required?

(1) The requirement of "basic courses" in tandem with "distribution groups" made the minor requirements difficult for students to grasp without any compensatory educational value. Theoretically, the basic courses were to be broad survey courses providing an overview of large time periods and/or geographic regions; however, we offer few of such courses at the 200-level and will be offering even fewer as we create more introductory surveys at the 100-level for the new general education requirements.

(2) New courses have been created, and there were some courses that appeared in the catalog but out of past oversight were not listed in the minor requirements as they should be. Also, the U.S. surveys will become 100-level courses in Fall, 2005. Thus, the roster of courses and the distribution of courses across Groups 1-4 have to be adjusted to accommodate these other changes, and they now will also match the distribution of courses allowed for the major, except for HIST 200W, the Senior Thesis in History, which only Honors history majors take.

Courses added:

201, internship course (added to A, B, C, D)

208, new course created last year (added to B)

245, new course created a few years ago and taught mainly at Avery Point (added to C);

278, course material covers both U.S. and Latin America but currently is only allowed for Group C, (added to D)

266, new course on “Black Experience in the Americas” (added to Groups C & D)

Courses dropped:

from Group C, 231 & 232 (soon to be 131 & 132);

from Group B, 207W (course topics cover just U.S. and so it stays in Group C only).

A revised Minor audit sheet is available at **Appendix 2004-149**.

2. What is the impact on students?

The simplification of the structure of the minor should make the minor requirements more easily comprehended and add flexibility to students’ enrollment choices. Adding courses not previously listed as available for the minor should give students more choices in certain areas. Previously, many students did take the U.S. surveys to fulfill their minor requirement, and so this action reduces student choices but still leaves plenty of courses—all our courses at the 200 level essentially (except the Honors thesis/200W)--from which they choose their five to take for the minor.

3. What is the impact on regional campuses? Same as at Storrs—adds more flexibility and choice to students’ enrollment decisions: should make understanding fulfilling minor requirements easier. In terms of actual courses, these changes eliminate some courses but add others to the list of possible courses.

4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

A. In information near the top of the form:

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

B. In information at the bottom of the form:

Name of Student: _____

I approve the above program for the (B.A. or B.S.) Minor in (insert name)

(signed) _____ Dept. of (insert name)

Minor Advisor

5. Dates approved by (see Note Q):

Department Curriculum Committee: 9/30/04

Department Faculty: 10/13/04

6. Name, Phone Number, and e-mail address of principal contact person:
Nancy Shoemaker. 6-5926. nancy.shoemaker@uconn.edu

2004-150

Proposal to Add a New Undergraduate Course

1. Date: 3 September 2004
2. Department requesting this course: EEB
3. Semester and year in which course will be first offered: Fall 05 (course has been taught as a Special Topics in Fall 03 and 04)

Final catalog Listing (see Note A):

EEB 208 . Introduction to Conservation Biology

First semester. Three credits. Open to sophomores or higher. *Elphick*
Patterns of biodiversity and extinction; causes of extinction and population declines; ecological restoration; conservation planning; protection of ecosystem services; implementing conservation actions; conservation economics; conservation law; effects of global change.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): EEB
2. Course Number (see Note B): 208
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: Introduction to Conservation Biology
4. Semester offered (see Note C): First
5. Number of Credits (see Note D): three credits
6. Course description (second paragraph of catalog entry -- see Note K): Patterns of biodiversity and extinction; causes of extinction and population declines; ecological restoration; conservation planning; protection of ecosystem services; implementing conservation actions; conservation economics; conservation law; effects of global change.

Optional Items

7. Number of Class Periods, if not standard (see Note E): N/A
8. Prerequisites, if applicable (see Note F): N/A

9. Recommended Preparation, if applicable (see Note G): N/A
10. Consent of Instructor, if applicable (see Note T) N/A
11. Exclusions, if applicable (see Note H): N/A
12. Repetition for credit, if applicable (see Note I): N/A
13. Instructor(s) names if they will appear in catalog copy (see Note J): Elphick
14. Open to Sophomores (see Note U): N/A
15. Skill Codes "W", "Q", or "C" (see Note T): N/A
16. S/U grading (see Note W): N/A

Justification

1. Reasons for adding this course: (see Note L) This course will meet an identified need within the department for an introductory course in the topic of conservation biology. This need derives from (a) rapid growth of the field of conservation biology as a scientific discipline, (b) the lack of a course in the topic designed specifically for undergraduates (the department currently teaches a graduate level course in conservation biology). The course has been taught as a "Special Topic" and has received enough interest from students to demonstrate that enrollment is likely to be similar to that in other such courses taught in the department.

2. Academic Merit (see Note L): This course will broaden the range of training that the department provides for biology students by adding a course in a major field of applied biology. In addition the course will serve a new joint BS/MS degree program in Biodiversity and Conservation Biology. Lastly, the addition of this course at the undergraduate level, will complement several other initiatives within the EEB department to develop stronger ties between disciplines at undergraduate, graduate and faculty levels. See **Appendix 2004-150** for syllabus.

3. Overlapping Courses (see Note M): The most likely source of overlap is with EEB 310 (Conservation Biology). Although EEB 310 covers many of the same topics it is a graduate course and the nature of the information is considerably more advanced. The proposed course has been deliberately designed to complement EEB 310 and to provide students with all of the basic background information that they would need in order to take the more advanced course.

4. Number of Students Expected: 20-30, maybe more

5. Number and Size of Section: 1, no limit on size

6. Effects on Other Departments (see Note N): No known conflicts. A course in Environmental Restoration, taught in Geography, may appear to overlap, but the proposed course touches only briefly (one lecture) on this topic.

7. Effects on Regional Campuses: None known

8. Staffing (see Note P): Chris Elphick

9. Dates approved by (see Note Q):

Department Curriculum Committee: 10/7/04

Department Faculty: 10/13/04

10. Name, Phone Number, and e-mail address of principal contact person: Chris Elphick, 486-4547, elphick@uconn.edu

2004-151

Proposal to add a new undergraduate course

1. Date: Monday, September 13, 2004
2. Department requesting this course: Ecology and Evolutionary Biology
3. Semester and year in which course will be first taught: Spring, 2007

Final catalog listing:

EEB 209W. Soil Degradation and Conservation

(Also offered as EEB 309) Second semester, alternate years. Three credits.

Recommended preparation: EEB 244 or equivalent. Instructor consent required. *Cardon*

Exploration of causes and consequences of soil degradation in agricultural and natural ecosystems, including salinization, erosion, nutrient impoverishment, acidification, and biodiversity loss. Historical perspective will be linked with current strategies for soil conservation.

Items included in catalog listing:

1. Standard abbreviation for department: EEB
2. Course number: 209W
3. Course title: Soil Degradation and Conservation
4. Semester offered : Second, alternate years
5. Number of credits: three
6. Course description: Exploration of causes and consequences of soil degradation in agricultural and natural ecosystems, including salinization, erosion, nutrient impoverishment, acidification, and biodiversity loss. Historical perspective will be linked with current strategies for soil conservation.

Optional items:

7. N/A
8. N/A
9. Recommended preparation: EEB244 or equivalent.
10. Consent of instructor

11. N/A
12. N/A
13. Cardon
14. N/A
15. Skill Code W
16. N/A

Justification

1. Justification: Ecological function in natural and agricultural ecosystems is strongly structured by their soils, but currently no course exploring the biology, ecology, or conservation of soils is offered in Ecology and Evolutionary Biology. This represents a major hole in our current curriculum. Our General Ecology course (EEB 244) includes a very brief (< 1 lecture) introduction to soils at most. It is largely geared toward population and community ecology.

2. Academic merit: Little information on the ecology of soils is presented in General Ecology. This course will introduce students to basic concepts in soil ecology, and show how soils structure the ecology of natural and agricultural ecosystems. It will also give students an historical perspective on natural soil development (and soil use and abuse by humans) over thousands of years, and it will describe some current efforts to restore and conserve soils around the world in the face of rampant salinization, erosion, acidification, and nutrient impoverishment. Readings are taken from primary literature and from books such as: D Hillel's *Out of the Earth*, Herbert and Kellert's *Ecology, Economics, Ethics -- The Broken Circle*, PB Thompson's *The Spirit of the Soil -- Agriculture and Environmental Ethics*, D Worster's *DustBowl -- The Southern Plains in the 1930s*, as well as from Brady and Weil's *The Nature and Properties of Soils*, and Richter and Markewitz's *Understanding Soil Change -- Soil Sustainability over Millennia, Centuries, and Decades*.

Since this is a W course, students will write a 15-page term paper on a soils-related topic of their choice, with several steps and revisions along the way toward completion (see attached syllabus). Papers will be edited and returned for mandatory revisions, and students who fail the writing assignments will fail the whole course. See **Appendix 2004-151** for sample syllabus.

3. Overlapping courses

There are no overlapping courses, though there are complementary ones. These are described in section 6 below.

4. Number of students expected: 12

5. Number and size of section: section 1, 12 students

6. Effects on other departments

In Geography, Melinda Daniels teaches a course called "Environmental Restoration" Geog 287W. Dr. Daniels and I have corresponded about our courses, and they are complementary. She notes she does not cover soils extensively in her course, only "general issues as they apply to restoring landform dynamics and/or vegetation communities." Also, she notes "I see no potential for conflict/significant overlap", and we plan to refer students to each others' courses.

In Plant Science, Dr. Cristian Schulthess has informed me that Dr. Harvey Luce used to teach "Soils, Environmental Quality, and Land Use", PLSC253. This course required prerequisite PLSC 250 (Soils), a course that introduces students to the physical, chemical, and biological properties of soils in detail. PLSC 253 was focused on "principles and procedures for using soils information in solving environmental and land use problems". It was geared toward students who have knowledge of soils already in hand, and it did not focus as extensively on historical perspectives of soil degradation and conservation. Dr. Schulthess noted that it is unclear whether the course will be taught again now that Dr. Luce has retired.

Finally, this new course will be a W course, recognizing the significant student effort that goes into the writing and revision of a term paper. Having more W slots for students in EEB and related departments helps ease the growing W demand.

7. Effects on regional campuses: none

8. Staffing: Cardon

9. Dates approved by: Department curriculum committee: ___10/7/04_____

Department faculty: ___10/13/04_____

10. Name, phone number, and e-mail address of principal contact person:

Zoe G. Cardon, zoe.cardon@uconn.edu, x 3868

2004-152

Proposal to add a new graduate course

1. Date: Monday, September 13, 2004

2. Department requesting this course: Ecology and Evolutionary Biology

3. Semester and year in which course will be first taught: Spring, 2007

4. Final catalog listing:

EEB 309. Soil Degradation and Conservation

Exploration of causes and consequences of soil degradation in agricultural and natural ecosystems, including salinization, erosion, nutrient impoverishment, acidification, and biodiversity loss. Historical perspective will be linked with current strategies for soil conservation. Readings in original literature will be emphasized.

3 credits, second semester, alternate years. Instructor consent required. Cardon

Items included in catalog listing:

1. Standard abbreviation for department: EEB
2. Course number: 309
3. Course title: Soil Degradation and Conservation
4. Course description: Exploration of causes and consequences of soil degradation in agricultural and natural ecosystems, including salinization, erosion, nutrient impoverishment, acidification, and biodiversity loss. Historical perspective will be linked with current strategies for soil conservation.
5. Number of credits: 3
6. Course type: lecture and seminar

Optional items:

7. N/A
8. Recommended preparation: General Ecology or equivalent
9. Consent of instructor
10. N/A
11. N/A
12. N/A

Justification for adding course and academic merit:

1. Justification: Ecological function in natural and agricultural ecosystems is strongly structured by their soils, but currently no course focusing on the biology, ecology, or conservation of soils is offered in Ecology and Evolutionary Biology. This represents a major hole in our current curriculum. Our General Ecology course (EEB 244) includes a very brief (< 1 lecture) introduction to soils at most. It is largely geared toward population and community ecology. Our graduate level Organisms and Ecosystems course (EEB302) includes some discussion of soil ecology, but it does not discuss the long history of soil degradation around the world, nor the conservation strategies that are emerging to control soil problems.
2. Academic merit: Very little soils information is presented in General Ecology, and many graduate students arrive in EEB without any knowledge of soil ecology. This course will introduce students to basic concepts in soil ecology, and show how soils structure the ecology of natural and agricultural ecosystems. It also will give students

an historical perspective on natural soil development (and soil use and abuse by humans) over thousands of years, and it will describe some current efforts to restore and conserve soils around the world in the face of rampant salinization, erosion, acidification, and nutrient impoverishment. Readings are taken from primary literature and from books such as: D Hillel's *Out of the Earth*, Herbert and Kellert's *Ecology, Economics, Ethics -- The Broken Circle*, PB Thompson's *The Spirit of the Soil -- Agriculture and Environmental Ethics*, D Worster's *DustBowl -- The Southern Plains in the 1930s*, as well as from Brady and Weil's *The Nature and Properties of Soils*, and Richter and Markewitz's *Understanding Soil Change -- Soil Sustainability over Millennia, Centuries, and Decades*. Students will write a term paper on a soils-related topic of their choice, with several steps and revisions along the way toward completion. Graduate students will be assigned more rigorous reading from the primary literature beyond that required for undergraduates in the course.

3. Overlapping courses

There are no overlapping courses, though there are complementary ones. These are described in section 6 below.

4. Number of students expected: 6

5. Number and size of section: section 1, 6 students

6. Effects on other departments are limited to undergraduate courses that are complementary.

In Geography, Melinda Daniels teaches an undergraduate course called "Environmental Restoration" Geog 287W. Dr. Daniels and I have corresponded about our courses, and they are complementary. She notes she does not cover soils extensively in her course, only "general issues as they apply to restoring landform dynamics and/or vegetation communities." Also, she notes "I see no potential for conflict/significant overlap".

In Plant Science, Dr. Cristian Schulthess has informed me that Dr. Harvey Luce used to teach "Soils, Environmental Quality, and Land Use", PLSC253. This course required prerequisite PLSC 250 (Soils), a course that introduces students to the physical, chemical, and biological properties of soils in detail. PLSC 253 was focused on "principles and procedures for using soils information in solving environmental and land use problems". It was geared toward students who have knowledge of soils already in hand, and it did not focus as extensively on historical perspectives of soil degradation and conservation. Dr. Schulthess noted that it is unclear whether the course will be taught again now that Dr. Luce has retired.

7. Staffing: Cardon

8. Dates approved by: Department curriculum committee: ___10/7/04_____

Department faculty: ___10/13/04_____

9. Name, phone number, and e-mail address of principal contact person:

Zoe G. Cardon, zoe. cardon@uconn.edu, x 3868

2004-153

Proposal to Change an Existing Course

1. Date: **October 13, 2004**
2. Department: **Women's Studies Program**
3. Nature of Proposed Change: **Restrict Enrollment**
4. Current Catalog Copy:

WS 265W: Women's Studies Research Methodology

Analyses gender bias in research design and practice, problems of androcentric values, and over-generalization in research. Varieties of feminist research methods and their implications for the traditional disciplines. Student projects using different methodologies.

5. Proposed Catalog Copy: (changes in **red bold**)

WS 265W: Women's Studies Research Methodology

Analyses gender bias in research design and practice, problems of androcentric values, and over-generalization in research. Varieties of feminist research methods and their implications for the traditional disciplines. Student projects using different methodologies. **Restricted to Women's Studies majors only.**

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

Justification

1. Reasons for changing this course:

WS 265W is a required course for Women's Studies majors. The proposed restriction ensures the enrollment availability for Women's Studies majors while preventing non-majors from registering without specific approval of the instructor.

2. Effect on Department's Curriculum: **None**
3. Other Departments Consulted (see Note N): **N/A**
4. Effects on Other Departments: **N/A**
5. Effects on Regional Campuses: **None**
6. Staffing: **Dr. Françoise Dussart and Dr. Diana T. Meyers**
7. Dates approved by (see Note Q):

Department Curriculum Committee: **10/4/04**

Department Faculty: **10/4/04**

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

Marita McComiskey, Director of Women's Studies.

marita.mccomiskey@uconn.edu

End of Proposals for October 19, 2004