

Proposals

2004-144 (Wording REVISED AS REQUESTED AT CLAS C&C 11/2/04)

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.

Survey of theories about human culture and society, focusing on attempts to formulate general theories that integrate cultural, social, and psychological factors in the ethnographic investigation of human life.

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.

For syllabus, see **Appendix** to Nov. 2 meeting, proposal **2004-166**.

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.

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:

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:

Students must pass five courses (15 credits), by completing either

(A) five courses across at least three distribution groups, or

(B) HIST 211 and four courses across at least three distribution groups.

List of Courses

Group A - Ancient, Medieval, and Early Modern: HIST 203, 212 (or ANTH 257), 213 (or CAMS 253), 214 (or CAMS 254), 216 (or CAMS 255), 217 (or CAMS 243), 218 (or CAMS 256, HEB 218, JUDS 218), 219, 220, 250, 251, 255, 257 (or CAMS 250), 261, 267, 271, 272, 273, 274.

Group B - Modern Europe: HIST 203, 206 (or SCI 206), 208 (or WS 208), 209 (or HDFS 279), 225, 228, 229, 252, 253, 254, 256, 258, 259, 262, 264, 265, 269, 279, 291.

Group C - United States: HIST 206 (or SCI 206), 207, 210 (or WS 210), 215 (or WS 215), 227, 233, 234, 235, 236, 237, 238, 239, 240, 241 (or URBN 241), 242, 243, 244, 245, 246, 247, 248, 249, 253, 260, 266, 268 (or AASI 268), 278 (or PRLS 220), 284 (or PRLS 221), 294 (or AASI 294).

Group D - Africa, Asia, Latin America, and Middle East: HIST 204, 205, 221, 222, 223, 224, 226, 253, 266, 275, 276, 277 (or AASI 277), 278 (or PRLS 220), 280, 281, 282, 283, 285, 286, 287 (or AASI 287), 288 (or AASI 288), 289, 290.

Variable Topics Courses (HIST 201, 270, 292, 293, 295, 296, 297, 298, 299, or a graduate level History course) may be applied to any of the four distribution groups as determined by course content and with the Undergraduate Director's consent.

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).

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). See Nov. 9 **Appendix 2004-149**.

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

2004-149B

Proposal to Change an existing Major

1. Date: 11/3/2004

2. Department requesting this change: **History**

3. Title of Major: **History**

4. Nature of Changes:

These are editorial changes initiated by discussion at CLAS C&C about clarifying the History Minor requirements. Although editorial in nature, the changes were complicated, prompting CLAS C&C to ask to see the new description.

--Variable topics courses are now separated from the group distribution list to clarify that these courses need advisor approval on the Plan of Study if they are to be assigned to a particular distribution group.

--Cross-listed courses have their counterpart listed in addition to the History course number.

5. Existing catalog Description of the Major (as of 10/12/04 CLAS C&C minutes):

History

The study of history aims at the understanding and disciplined reconstruction of past human activities, institutions, ideas, and aspirations in the light of present knowledge and in the hope of usefulness for the future. History belongs both to the humanities and to the social sciences. It is studied both for its own sake and for the light it throws on the present problems and future prospects of particular societies and of humankind in general.

A major in history in combination with work in foreign languages, philosophy, literature, and the social sciences provides a broad foundation for informed citizenship. History majors find employment in many fields of human endeavor from arts and business to public service and zymurgy. Specialization in history is especially valuable as pre-professional training for law, government, diplomacy, and journalism and for library, archival, and museum administration.

Requirements for the Major in History: Undergraduate majors are required to take at least 27 credits in 200-level courses, which must include one three-credit course from each of Groups A, B, and C, and two three-credit courses from Group D. All

majors must take [HIST 211](#) in the semester following their declaration as majors, and all majors except Honors students must take [HIST 297W](#) in their senior year. Honors students should take in sequence 297W and 200W or 299 and 200W. With the consent of the undergraduate major's advisor, 300-level courses may be used to fulfill the distribution requirement. No Computer Technology Competency is expected beyond the University's Entrance Expectations; HIST 211 and 297W satisfy the Information Literacy Competency and "Writing in the Major" requirements.

Group A - Ancient, Medieval, and Early Modern [200](#),

[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](#)

Group B - Modern Europe [200](#), [201](#), [203](#), [206](#),

[208](#), [209](#), [225](#), [228](#), [229](#), [252](#), [253](#), [254](#), [256](#), [258](#), [259](#), [262](#), [264](#), [265](#), [269](#), [270](#), [279](#), [291](#), [292](#), [293](#), [295](#), [296](#), [297](#), [298](#), [299](#)

Group C - United States [200](#), [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](#), [268](#), [270](#), [278](#), [284](#), [292](#), [293](#), [294](#), [295](#), [296](#), [297](#), [298](#), [299](#)

Group D - Africa, Asia, Latin America, and Middle East [200](#),

[201](#), [204](#), [205](#), [221](#), [222](#), [223](#), [224](#), [226](#), [253](#), [270](#), [275](#), [276](#), [277](#),

[278](#), [280](#), [281](#), [282](#), [283](#), [285](#), [286](#), [287](#), [288](#), [289](#), [290](#), [292](#), [293](#), [295](#), [296](#), [297](#), [298](#), [299](#)

Advisor approval is necessary to determine where to place 200, 201, 270, 292, 293, 295, 296, 297, 298, and 299 in the distribution requirement (Group A, B, C, or D).

A minor in [History](#) is described in the [Minors](#) section.

6. Proposed catalog Description of the Major:

History

The study of history aims at the understanding and disciplined reconstruction of past human activities, institutions, ideas, and aspirations in the light of present knowledge and in the hope of usefulness for the future. History belongs both to the humanities and to the social sciences. It is studied both for its own sake and for the light it throws on the present problems and future prospects of particular societies and of humankind in general.

A major in history in combination with work in foreign languages, philosophy, literature, and the social sciences provides a broad foundation for informed citizenship. History majors find employment in many fields of human endeavor from arts and business to public service and zymurgy. Specialization in history is especially valuable as pre-professional training for law, government, diplomacy, and journalism and for library, archival, and museum administration.

Requirements for the Major in History: Undergraduate majors are required to take at least 27 credits in 200-level courses, which must include one three-credit course from each of Groups A, B, and C, and two three-credit courses from Group D. All majors must take [HIST 211](#) in the semester following their declaration as majors, and all majors except Honors students must take [HIST 297W](#) in their senior year. Honors students should take in sequence 297W and 200W or 299 and 200W. With the consent of the undergraduate major's advisor, 300-level courses may be used to fulfill the distribution requirement. No Computer Technology Competency is expected beyond the University's Entrance Expectations; HIST 211 and 297W satisfy the Information Literacy Competency and "Writing in the Major" requirements.

Group A - Ancient, Medieval, and Early Modern: HIST 203, 212 (or ANTH 257), 213 (or CAMS 253), 214 (or CAMS 254), 216 (or CAMS 255), 217 (or CAMS 243), 218 (or CAMS 256, HEB 218, JUDS 218), 219, 220, 250, 251, 255, 257 (or CAMS 250), 261, 267, 271, 272, 273, 274.

Group B - Modern Europe: HIST 203, 206 (or SCI 206), 208 (or WS 208), 209 (or HDFS 279), 225, 228, 229, 252, 253, 254, 256, 258, 259, 262, 264, 265, 269, 279, 291.

Group C - United States: HIST 206 (or SCI 206), 207, 210 (or WS 210), 215 (or WS 215), 227, 233, 234, 235, 236, 237, 238, 239, 240, 241 (or URBN 241), 242, 243, 244, 245, 246, 247, 248, 249, 253, 260, 266, 268 (or AASI 268), 278 (or PRLS 220), 284 (or PRLS 221), 294 (or AASI 294).

Group D - Africa, Asia, Latin America, and Middle East: HIST 204, 205, 221, 222, 223, 224, 226, 253, 266, 275, 276, 277 (or AASI 277), 278 (or PRLS 220), 280, 281, 282, 283, 285, 286, 287 (or AASI 287), 288 (or AASI 288), 289, 290.

Variable Topics Courses (HIST 200, 201, 270, 292, 293, 295, 296, 297, 298, 299, or a graduate level History course) may be applied to any of the four distribution groups as determined by course content and with Advisor consent.

A minor in [History](#) is described in the [Minors](#) section.

7. Effective Date (semester, year -- see [Note R](#)): Fall, 2005

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

Justification

1. Why is a change required?

Some students have not considered the content of the course they took when circling on the Plan of Study a topics course such as 297, 270, or 298, making variable topics courses something like a wild card or Joker, which some students used to fill the holes in their distribution requirements (by counting a course like HIST 270: Variable Topics: The Holocaust as Group A when all faculty members indisputably and without ambiguity know the course is in Group B.

2. What is the impact on students?

Some students have probably been getting away with counting courses like HIST 270: The Holocaust as being in a group convenient to them. This new wording ensures that students will fulfill the requirements as intended.

At the advising and registration stage, we will be clarifying this more by adding a line to topics course descriptions stating, "ATTN History Majors and Minors: This course satisfies Group A requirements." These course descriptions will be posted and circulated to faculty advisors and students during the pre-registration period.

3. What is the impact on regional campuses?

There is no unique impact on the regional campuses.

4. Dates approved by (see Note Q): (NA/these are editorial changes made with department head approval; there is no change in actual major requirements.)

Department Curriculum Committee:

Department Faculty:

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

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

2004-175

Proposal to Change an Existing Course

1. Date: October 22, 2004

2. Department: English

3. Nature of Proposed Change: Change conditions under which course can be repeated for credit.

4. Current Catalog Copy:

ENGL 297. Writing Internship

Either semester. Credit and hours by arrangement, not to exceed six credits per semester. Prerequisite: ENGL 105 or 110 or 111 or 250. With a change of placement, may be repeated once for credit. Open only with consent of instructor. No more than three credits may be counted towards completion of requirements for the English major. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory).

Training in writing in a supervised field placement.

5. Proposed Catalog Copy:

ENGL 297. Writing Internship

Either semester. Credit and hours by arrangement, not to exceed six credits per semester. Prerequisite: ENGL 105 or 110 or 111 or 250. **May be repeated for credit.** Open only with consent of instructor. **No more than eight credits may be earned in a single placement**, and no more than three credits may be counted towards completion of requirements for the English major. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory). Training in writing in a supervised field placement.

6. Effective Date: Immediately.

Justification

1. Reasons for changing this course: CLAS rules on internships stipulate, "A student may count no more than fifteen (15) internship credits towards a bachelor's degree in CLAS." The current catalog description is both more restrictive and internally inconsistent. It states that students may receive six credits for an internship during a single semester but may not receive three credits at the same placement for two semesters. Given the time it takes to train an intern, both students and placement agencies would benefit if students could continue with the same placement for a second semester. The upper limit of eight credits on a single placement would prevent students' continuing at the same placement to the point of diminishing returns, but it would accommodate placement agencies reluctant to employ interns unless they can work at least twelve hours a week. Moreover, the range of possible placements would be expanded since some potential placement agencies are unwilling to supervise students whose internship term does not extend much beyond the training period.

2. Effect on Department's Curriculum: None.

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

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: None.

6. Staffing: Same: one Director of Writing Internships.

7. Dates approved by (see Note Q):

Department Curriculum Committee: 10/27/04

Department Faculty: 10/27/04

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

A. Harris Fairbanks. 486-2376. albert.fairbanks@uconn.edu

2004-176

Proposal to Add a New Undergraduate Course

1. Date: Nov 3, 2004
2. Department requesting this course: Honors Program or CLAS Interdepartmental as you like it.
3. Semester and year in which course will be first offered: Spring, 2005

Final catalog Listing:

SCI 1XX. Geoscience Through American Studies.

Either semester. Three Credits. Open only to Honors Students. Thorson. Reading-intensive foundation course in geology taught from the perspective of American Studies. A small-group, honors-only version of GEOL 103, Earth and Life Through Time. Readings from American history and literature will be linked to the geology course content. An individual project in the student's area of interest is required.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SCI
2. Course Number : SCI 1XX H
3. Course Title: Geoscience Through American Studies
4. Semester offered : Either semester
5. Number of Credits : 3
6. Course description :

Reading-intensive foundation course in geology taught from the perspective of American Studies. A small-group, honors-only version of GEOL 103, Earth and Life Through Time. Readings from American history and literature will be linked to the geology course content. An individual project in the student's area of interest is required.

Optional Items

7. Number of Class Periods, if not standard: Standard (either MWF or TTh)
8. Prerequisites: None
9. Recommended Preparation: None
10. Consent of Instructor, if applicable: Honors Students Only
11. Exclusions, if applicable: Honors Students Only
12. Repetition for credit, if applicable (see Note I): No
13. Instructor(s) names if they will appear in catalog copy (see Note J): Thorson

14. Open to Sophomores (see Note U): Yes (this is designed as an entry level, non-lab science course)

15. Skill Codes "W", "Q", or "C" (see Note T): No

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

Justification

1. Reasons for adding this course: :

This course proposal results from support by the Provost's Competition for new Gen Ed Courses. This course will provide a small group alternative to the lecture component of Earth and Life Through Time (Geol 103) specifically for honors students, and taking advantage of the student's prior interest/familiarity with American history and literature. The basic formula is: (1) to build a cohesive group of committed able learners, (2) to have them read 4-6 interesting, short, inexpensive, award-winning books with the right mix of genre, geography, and topic, (3) tie this "liberal arts" experience to a basic geology textbook through cross-referencing and explanation, (4) then carry out individual projects that depend on the geological background. The class atmosphere will be relaxed, honest, and intellectually engaging. Evaluation will be done by both traditional exams, and the individual project.

The first third of the course will require the students to read several short paperback books and chapters of books across a variety of genres to illustrate the pervasiveness of geology in local history and literature. Books will be selected for geographic, historical, and topical breadth. The second third of the course will emphasize the connections between what they have read, and the geology text being used in GEOL 103 Earth and Life Through Time, which is required for them as well. The last third of the course will be used for integrative discussions and for the preparation and presentation of student projects which will individualize the learning experience. A midterm and final exam will be a combination of closed-book short-answer questions designed to assess knowledge and short essays to assess understanding of concepts. These will be graded anonymously and will be worth half the course grade. The other half of the grade will be based on the individual project and student participation/effort.

2. Academic Merit: Same as Earth and Life Through Time (GEOL 103).

Though the course would teach the students about glaciers, coasts, rivers, and volcanic processes, it would do so, indirectly. We would start with second-floor subjects already of interest to the serious student such as the California Gold Rush of 1849, Colonial Slavery, Transcendentalism, Moby Dick, and the Battle of Bunker

Hill. From their existing understanding of history & literature, they will learn why America's first European residents at Jamestown Virginia failed to find **gold**, and why those at Sutter's Mill, California did. This is a story of hydrothermal mineralization, the chemical weathering in soils, and the hydraulics of stream flow. They will learn why the slave-plantation system worked so well (from the point of view of those who were not enslaved) in tidewater, Virginia, but not in the north. Though cultural factors are compelling to most interpreters, to my mind as a geologist, this is also about the control of space, which is really about the development of a low-gradient **micro tidal coastal plain** on America's passive tectonic margin. Plantation overseers could oversee rather well in a country without hills. Then there is **coal**, and its distant remove from its distant geological cousin, **iron ore**. Great Lakes industry results from many things, chief among them is **glaciation**. This ice sheet stripped away the overburden strata from northern Michigan Wisconsin, and Minnesota, exposing the truly ancient iron ores of what amounts to a national basement. Drainage from the ice exposed the merely old coalfields of the **Appalachian Plateau**, while simultaneously creating a transportation corridor of river and rail. Pittsburg simply had to happen. The battle of Bunker Hill was fought on Breed's Hill, with the grain and shape of the glacially streamlined hill setting the stage. On, and on, and on...

From their existing understanding of literature, they will learn that: Ethan Frome is a story about **climate change**. Moby Dick is really about the security offered by New Bedford's deeply gashed, **granite coast**. Huckleberry Finn needed the strong brown god called **Old Man River** just as surely as Tom Sawyer needed Injun Cave, a **karst cavern**. Laura Ingalls Wilder (and Ole Rolvaag) wrote about the prairie grasslands, which are also about the **alluvial veneer** on top of an old, **dinosaurian** bone-bearing **foreland basin**, created by the weight of the growing Rocky Mountains to the west, later destined to become the Great Plains. Paul Bunyan's Babe the Blue Ox didn't stomp out Minnesota's **ten thousand lakes** (there are actually more); it was the chaos of ice stagnation, which was, in turn, caused by the well-drained bed of the glacier and its low slope on the three-way **drainage divide** between the St. Lawrence, the Mississippi, and the Red River of the North, which drains to Hudson Bay. Hawaii is, and always was, about geology, simply because it is too young to have much else, except for the recent exotica of **island biogeography**.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 20 maximum; 15 preferred
5. Number and Size of Section: 20 maximum; 15 preferred
6. Effects on Other Departments (see Note N): None (except possibly improving science education for ENG and HIST majors. I have discussed this proposal and linkages with Honors/American Studies with Maryanski, Makowsky, and Hiskes, among others.
7. Effects on Regional Campuses: None

8. Staffing (see Note P): Thorson

9. Dates approved by :

Department Curriculum Committee: Honors Approval in writing by Lynne Goodstein October 7, 2003. Ray Joesten (geology coordinator) supports the idea. No department to approve or disapprove.

Department Faculty:

10. Name, Phone Number, and e-mail address of principal contact person: Robert M. Thorson, 6-1396, robert.thorson@uconn.edu.

2004-177

Proposal to Change an existing Major to include GEOC competencies

1. Date: November 3, 2004

2. Department requesting this change: Molecular and Cell Biology

3. Title of Major: **Biophysics** (BPHY) [Note: CLAS CC&C approved a proposal to change this name to “**Structural Biology & Biophysics**”. That change must be approved the Board of Trustees before the name change will be official, and the paperwork is in process.]

4. Nature of Change: Revise description of major to conform to new GEOC competencies requirements

5. Existing catalog Description of the Major:

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: (Proposed changes in **red boldface**)

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

To satisfy the Writing and Information Literacy competency requirements, all students must take one of the following courses: MCB 222W, MCB 226W, MCB 241W, MCB 292W, CHEM 270W, CHEM 297W.

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

Justification

1. Why is a change required? To meet the new General Education guidelines, these changes are necessary to describe how students can fulfill the competencies requirements.
2. What is the impact on students? Students are now required to take a W course in the major. The information competency will be met by taking one of those courses or by taking one of the other courses listed.
3. What is the impact on regional campuses? None.
4. Dates approved by (see Note Q):
Department Faculty: Sept. 10, 2004
5. Name, Phone Number, and e-mail address of principal contact person:

James Cole, 486-4333, james.cole@uconn.edu

Appendix 1: GEOC Program Plan For Computer Technology Competency

Major Program: Biophysics (BPHY)

The Computer Technology Competency Exit Expectations of the Major Program:

 X Will not go beyond the University's Entrance Expectations.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 10, 2004

Date of Approval by School/College C&C Committee _____

Major Program contact person: James L. Cole

Date Submitted to GEOC _____

Appendix 2: GEOC Program Plan For Information Literacy

Major Program: Biophysics (BPHY)

Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.

The Advanced Level Information Literacy skills as outlined by the ACRL Standards for Higher Education are embedded in the following W courses: MCB 222W Human Disease, MCB 226 W Advanced Biochemistry Laboratory, MCB 241 W Research Literature in Molecular and Cell Biology, MCB 292 W Senior Research Thesis in Molecular and Cell Biology, CHEM 270 W Technical Communications and CHEM 297 W Thesis for Undergraduate Chemistry Majors. Students enrolled in these W courses will also be provided with Information Literacy workshops by Carolyn Mills, the Biology liaison in the Library.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.

Students will be required to take one of these courses to meet this competency.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 10, 2004

Date of Approval by School/College C&C Committee _____

Major Program contact person: James L. Cole

Date Submitted to GEOC _____

Appendix 3: GEOC Program Plan for the “Writing in the Major” General Education Requirement

Major Program: Biophysics (BPHY)

1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)

MCB 222W Human Disease (3 credits)

MCB 226W Advanced Biochemistry Laboratory (4 credits)

MCB 241W Research Literature in Molecular & Cell Biology (3 credits)

MCB 292W Senior Research Thesis in Molecular & Cell Biology (3 credits)

CHEM 270W Technical Communications (3 credits)

CHEM 297 W Thesis for Undergraduate Chemistry Majors (3 credits)

2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)

Each course teaches concepts critical to the biophysics discipline. Three of these (MCB 226 W, MCB 292 W and CHEM 297 W) are laboratory courses and so allow students to learn to write about their research results in an effective and professional manner. Their reports also require them to place those results in the context of the relevant scientific literature. The lecture/literature survey courses (MCB 222 W and MCB 241 W) provide an in-depth consideration of specialized topics within molecular and cell biology accompanied by exercises to enhance critical evaluation of primary sources of information. These provide rigorous writing skills development in several fields of biology relevant to biophysics. The technical communications course (CHEM 270 W) provides experience in writing short reports and a major technical paper based on a critical review of the chemical literature. The writing styles in these fields are the same as those contained within biophysics, so the skills that students develop in these related courses will prepare them equally well for professions in molecular biophysics.

3. If any courses listed above are offered by an academic unit that does not

normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. Note that both MCB and Chemistry normally provides resources to the Biophysics major.

4. Estimated number of majors currently in their senior year: Based upon Biophysics advising data, we estimate there are about 5 seniors this year.

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]

Available courses can meet the needs of the current numbers of Biophysics majors. The three lecture or lab MCB courses and the Chemistry course could enroll up to 76 students if 19 students were enrolled each year (one section per course). MCB 292W and CHEM 297 W each contain several sections (one for each faculty member), so there is abundant flexibility to accommodate additional majors.

6. Will any courses listed above be open to students outside the major program? If “yes”, roughly estimate the number of seats available to students outside the major.

Yes. However, these courses are all offered by the MCB, Chemistry, Math and Physics departments.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 10, 2004

Date of Approval by School/College C&C Committee _____

Major Program contact person: James L. Cole

Date Submitted to GEOC _____

2004-178

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

1. Date: November 3, 2004
2. Department: American Studies
3. Nature of Proposed Changes: Create W version of existing course (INTD 265 / ENGL 265). Drop non-W version.

Current Catalog Copy :

INTD 265. Seminar in American Studies

(Also offered as ENGL 265W) Second semester. Three credits.

An in-depth study of an event, historical period, or cultural production from an interdisciplinary perspective.

Proposed Catalog Copy :

INTD 265W. Seminar in American Studies

(Also offered as ENGL 265W) Second semester. Three credits.

An in-depth study of an event, historical period, or cultural production from an interdisciplinary perspective.

Justification

1. Reasons for changing this course:

At present no courses in American Studies are W courses. The proposed change would provide a course whereby American Studies majors could satisfy their Writing in the Major Competency Requirement.

2. Effect on Department's Curriculum: None.

3. Other Departments Consulted (see [Note N](#)): English

4. Effects on Other Departments: The English Dept. agreed to the corresponding change (creation of a W version) of the cross-listed course, ENGL 265, at its meeting of 10/27/04.

5. Effects on Regional Campuses: None.

6. Staffing, if different than current (otherwise list "same"): Same.

7. Dates approved by (see [Note Q](#)):

Department Curriculum Committee: Sept. 30, 2004

Department Faculty: Sept. 30, 2004

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

Robert S. Tilton. 486-2141. robert.tilton@uconn.edu

2004-179

Proposal to Add a New Undergraduate Course

1. Date: **September, 15, 2004**

2. Department requesting this course: **Marine Sciences**

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

Final catalog Listing

MARN 200. The Hydrosphere

Either semester. Three credits. Open to sophomores or higher. *Vlahos*
Interactions of the hydrological, chemical and biological components of the hydrosphere. Transport, reservoirs and dynamics of water in environmental systems.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **MARN**
2. Course Number (see Note B): **MARN2XX (recommend MARN200)**
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: **The Hydrosphere**
4. Semester offered: **Fall or Spring**
5. Number of Credits: **3**
6. Course description:

Properties of water; mechanisms of water flow and mixing; major water reservoirs (atmosphere, freshwater, saltwater, ice); monitoring of water systems; water as a critical resource.

Optional Items

7. Number of Class Periods: **standard**
8. Prerequisites, if applicable: **none**
9. Recommended Preparation: **a 100 level mathematics course**
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: **P. Vlahos**
14. Open to Sophomores: **No**
15. Skill Codes "W", "Q", or "C": **Q**
16. S/U grading: **NA**

Justification

1. Reasons for adding this course:

A curriculum revision for the Environmental Sciences Major, adopted by the

Environmental Science Advisory Committee (May 2004), called for a single 3 credit course on this subject that would be required for all majors.

2. Academic Merit:

The course has been geared towards teaching skills and content necessary for Environmental Science majors. The material covered will give students a solid understanding of water distributions and interactions between water reservoirs. The course will include extensive use of quantitative problem sets, including manipulating budget equations.

3. Overlapping Courses: **None**

4. Number of Students Expected: **40**

5. Number and Size of Section:

6. Effects on Other Departments:

Other relevant departments are represented on the Environmental Science Advisory Committee. In particular, the following departments that offer courses related to water participated in the curricular reform leading to the course proposal (faculty representative in parentheses): Ecology and Evolutionary Biology (Schultz), Geography (Daniels), Natural Resources Management and Engineering (Clausen, Schroeder) Marine Sciences (O'Donnell). Courses that satisfied the 'water' requirement in the previous version of the curriculum will experience slightly reduced enrollments when this course is offered.

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

8. Staffing: **P. Vlahos**

9. Dates approved by:

Department Curriculum Committee: October 1 2004

Department Faculty: November 3, 2004

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

Penny Vlahos, Assistant Research Professor, Department of Marine Science
(860) 405-9269 Penny.Vlahos@uconn.edu

2004-180

Proposal to Change an existing Major

1. Date: August 30, 2004; revised October 5, 2004, and November 3, 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: Revisions of core curriculum and concentrations
- 5. Existing catalog Description of the Major:**

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:

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.

A. Required Courses in Basic Science

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

B. Required Courses in Introductory Environmental Science:

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

C. Required Courses in Upper-level Environmental Science

ANSC 226 Environmental Health
EEB 244 or 244W General Ecology
GEOL 251 Earth Surface Processes
NRME 241 Meteorology
MARN 200 The Hydrosphere

D. Capstone course

GEOG 286W Environmental Evaluation and Assessment

E. Competency requirements

Completion of the courses listed in A.-D. will satisfy the competency requirements. Completion of GEOG 286W will satisfy the Writing in the Major requirement. Students enrolled in GEOG 286W will receive instruction from the Library staff on information retrieval and computer research methods related to Environmental Science, which will satisfy the Information Literacy requirement. Students enrolled in BIOL 108 and EEB 244 receive instruction on data organization and analysis, which will satisfy the Computer Literacy requirement.

F. Concentration 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.

Environmental Chemistry - Students must complete: Chem 243, 244, 240 or 245, and 232; and a total of at least 15 credits with the addition of: Chem 234; Math 210 and Chem 263; Chem 210; or Chem 370.

Environmental Biology - Students must complete: EEB 245 or 245W; EEB 207 or 293W; and at least one course from each of the following groups:

Group I-- Ecological Systems and Processes

EEB 247, 294, 296, 301, 302, 310, 208, 209W

Group II-- Plant Diversity

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

Group III-- Animal Diversity

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

Environmental Geography - Students must complete: GEOG 240 or 246; and at least four of: GEOG 230, 232, 236, 242Q, 248, 285, 287W.

Environmental Geoscience - Students must complete at least five of: GEOL 228, 229, 234, 250, 252, 253

Marine Science - Students must 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

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

Environmental Health

Natural Resources

Soil 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.

Changes in the concentrations occurred as a result of changes in the core curriculum (removal or addition of courses to the core, or reduction of core requirements permitting expansion of the core), some changes also were made because the list of courses was out of date.

2. What is the impact on students?

Changes 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, degree progress may be disrupted for some students. 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: Proposal for changes in required set of courses moved from Curriculum Committee to Environmental Science Advisory Committee May 8, 2003.

Department Faculty: Changes to core set of courses approved by Environmental Science Advisory Committee May 3, 2004; on that date the Advisory Committee agreed that departments were responsible for making changes to concentrations. The Advisory Committee has subsequently reviewed all such changes. Changes to concentrations approved by: Chemistry (for Environmental Chemistry: November xx, 2004); Ecology and Evolutionary Biology (for Environmental Biology: September 8, 2004); Geography (for Environmental Geography: October 5, 2004); Geology and Geophysics Program (for Environmental Geoscience: October 1, 2004); Marine

Sciences (for Marine Science: November xx, 2004).

5. Name, Phone Number, and e-mail address of principal contact person: Eric Schultz,
6-4692, eric.schultz@uconn.edu

2004-181

Proposal to Add a New Undergraduate Course

1. Date: 10/14/04
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Fall 2005

Final catalog Listing:

ANTH 2XXW. Human Rights in Democratizing Countries

Either semester. Three credits. May not be repeated for credit. Prerequisites and recommended preparation vary. *Wilson*

Human rights, political violence, political and legal anthropology, prosecutions of human rights offenders, truth and memory, reconciliation, international justice.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ANTH
2. Course Number: 2XXW
3. Course Title: Human Rights in Democratizing Countries
4. Semester offered: Fall
5. Number of Credits: 3 Credits
6. Course description (second paragraph of catalog entry -- see Note K): **see above.**

Optional Items

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

Justification

1. Reasons for adding this course:

This course augments the courses offered in political and legal anthropology and the anthropology of human rights and will be listed as an elective on the Human Rights Minor.

2. **Academic Merit:**

This course would examine human rights issues in countries of Africa, Latin America and Eastern Europe which are emerging from authoritarian rule and a history of mass atrocities and political violence. A theoretically and empirically grounded undergraduate course that explores selected topics dealing with human rights, constitutions, political violence, amnesty laws and truth commissions. The course is interdisciplinary and draws from law, political theory, and history, but highlights the contributions made by anthropologists to the understanding of building a democratic culture of accountability. The course will consist of lectures, readings, discussions, student presentations, and a final term paper.

3. Overlapping Courses: None

4. Number of Students Expected: 15

5. Number and Size of Section: 19 maximum

6. Effects on Other Departments: Enhance number of potential Human Rights courses for the Human Rights Minor.

7. Effects on Regional Campuses: None

8. Staffing: Professor Richard A. Wilson

9. Dates approved by:

Department Curriculum Committee:

Department Faculty:

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

Richard A. Wilson. Tel: 860-486-3851. richard.wilson@uconn.edu

2004-182

Proposal to Add a New Undergraduate Course

1. Date: 10/14/04

2. Department requesting this course: Anthropology

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

Final catalog Listing:

ANTH 3XXW. CULTURAL RIGHTS

Either semester. Three credits. May not be repeated for credit. Prerequisites and recommended preparation vary. *Wilson*

Politics of culture and cultural rights, minority rights, indigenous rights, multicultural policies, race, difference and law, cosmopolitanism, globalization and human rights.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ANTH
2. Course Number: 3XXW
3. Course Title: Cultural Rights
4. Semester offered: Spring
5. Number of Credits: 3 Credits
6. Course description (second paragraph of catalog entry -- see Note K): **see above.**

Optional Items

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

Justification

1. Reasons for adding this course:

This course augments the courses offered in political and legal anthropology and the anthropology of human rights and will be listed as an elective on the Human Rights Minor.

2. Academic Merit:

This interdisciplinary course will explore debates involving cultural politics, demands for recognition and human rights. It examines the genealogy of the concept of culture in the eighteenth, nineteenth and twentieth centuries and looks at some of the diverse political uses to which it has been put, from enforcing apartheid segregation to granting greater rights for politically marginalized minorities. The cultural relativist critique of universal human rights asserts the distinctiveness of each culture and the inapplicability of international rights instruments and challenges us to rethink the relevance of orthodox human rights approaches. The course assesses the view that the

globalization of law and rights talk means that relativist views of societal distinctiveness no longer apply in a more interconnected world. Subsequent weeks are concerned with specific instances of rights and difference, including multiculturalism, indigenous rights, and women's human rights. The course will consist of lectures, readings, discussions, student presentations, and a final term paper.

3. Overlapping Courses: None

4. Number of Students Expected: 15

5. Number and Size of Section: 19 maximum

6. Effects on Other Departments: Enhance number of potential Human Rights courses for the Human Rights Minor.

7. Effects on Regional Campuses: None

8. Staffing: Professor Richard A. Wilson

9. Dates approved by:

Department Curriculum Committee:

Department Faculty:

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

Richard A. Wilson. Tel: 860-486-3851. richard.wilson@uconn.edu

End of Proposals for November 9, 2004